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

Annmarie Alberton Gunn
University of South Florida

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Developing a Culturally Responsive Literacy Pedagogy: Preservice Teachers,

Teaching Cases, and Postcard Narratives

by

Annmarie Alberton Gunn

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
Department of Childhood Education and Literacy Studies
College of Education
University of South Florida

Co-Major Professor: Nancy Williams, Ph.D.
Co-Major Professor: Linda S. Evans, Ph.D.
James R. King, Ed.D.
Audra Parker, Ph.D.

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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 your constant support through all of my endeavors, especially the 13 years of college you have encouraged me through! Finally, to my sisters Laura and Donna, thanks for listening to my breakdowns and encouraging me to keep one foot in front of the other.

I also dedicate this dissertation to "Dr. Grace." Her devotion to teacher education and her preservice teachers is an inspiration to me.

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This moment would not have been reached without the support of numerous professors, colleagues, and friends. Thank you to all of you, your love and support helped me reach my goal.

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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 responsive pedagogy. "As our society changes, so must our teacher education practices" (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.

This study took place over one semester at a four year college, in a preservice education literacy course. Five teaching cases were written or modified to be aligned with this particular course's content. I examined 20 preservice teachers (n=20) and a professor as they engaged in case-based instruction. Immediately following the teaching

case discussion, the preservice teachers engaged in a writing exercise where they used an empathetic identity to imagine having the person in the teaching case's experience (Wiseman, 1978)..

This study employed a mixed method design. Interviews with the professor, a professor's journal, a researcher reflective journal, a pre and post teaching case, nonparticipant observation notes, preservice teacher written narratives, and the statistically significant results from the CDAI (Henry, 1991) at the alpha .05 level demonstrated that teaching cases effectively influenced preservice teacher's perceptions and insights leading to a culturally responsive literacy pedagogy.

Three major conclusions were drawn from this study. First, the implementation of teaching cases that feature diversity and literacy issues made an impact on the professor of this literacy course. The professor found that using teaching cases motivated her students, fostered 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 influenced many of the preservice teachers' insights and perceptions related to a culturally responsive pedagogy. The contextualization and alignment with the course content made them powerful tools to motivate and foster an entrance for preservice teachers to engage into a critical inquiry about culturally responsive teaching practices. Finally, the third conclusion drawn from this study is that utilizing activities which allow preservice teachers to use an empathetic lens can be a very powerful experience that may lead to developing a culturally responsive literacy pedagogy.

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

Depression. This wave was considered a mass immigration, with almost 19 million

newcomers arriving to the United States of America. Many of them were from Ireland

and Germany, and filtered through Ellis Island in New York. Although the majority of

immigrants came from Europe, these regions were drastically different. This wave of

immigration changed our population. Massey (1995) states, "….the (immigrants')

composition shifted from Northern and Western Europe to Southern and Eastern Europe

as industrialization spread across the American continent. As a result the United States

became less black, more white, and more firmly European in culture and outlook"

(p.644). The third wave of immigration, began in 1931 and lasted until the 1970's.

During this period, immigrants equally came from Europe and the Americas, with

approximately ten percent coming from Asia (Massey, 1995).

Since the 1970's, a fourth wave of immigrants have come to America. This new

wave marks a clear break with the past waves.

> As anyone who walks the streets of America's largest cities knows, there has been
>
> a profound transformation of immigration to the United States. Not only are there
>
> more immigrants, but increasingly they speak languages and bear cultures that are
>
> quite different than those brought by European immigrants of the past (Massey,
>
> 1995, p.631).

People from Asia Pacific, the Middle East, the Caribbean, and Latin American countries

have now become the newest wave of immigrants (Phutsong, 2001).

Henry (1995) explains that today, one in four Americans is either Asian or Hispanic, and African Americans make up approximately one-third of our nation's public school populations. Diaz (1992) explains that this demographic shift is occurring for two reasons. First, the birth rate among persons of color in our country is higher than that of Caucasians, and secondly, the influx of the new wave of immigrants is coming from places other than Europe. We are now in the century where this shift is occurring. The ethnic and racial composition of our nation is changing. Our newest immigrants are shifting the sociocultural world that was created by our historical European immigrants (Massey, 1995).

Education and the Demographic Shift

To educate our future children means to embrace the diversity that reaches our shores, states, and counties. The results of the U. S Census provides evidence that our population is becoming more diverse and the diversity is most salient in our schools. One out of every three elementary students are of a racial or ethnic background, one out of five live in poverty, and more than one out of every seven students speaks a language other than English at home (Villegas & Lucas, 2002).

The US Census (2008) states, the U.S. population presently consists of approximately one-third minorities and by the year 2042, the minority population will be the majority. It is projected that in 2023, half of the school aged children in our country will be from a minority background. The newspaper, *The Garden City Telegram (*2009/5/20) reported that 10 percent of counties nationwide are now characterized to be minority-majority. Minority-majority counties are counties where more than half of the

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 Rights movement, multicultural education emerged in

the 1960's (Banks, 1993). A major goal of the Civil Rights movement was to eliminate

discrimination in public accommodations, housing, employment, and education. In

education, African Americans were the first minority group to demand that our

educational institutions reform the curricula to reflect the experiences, culture and history

of African Americans. They protested against an inferior curriculum, and wanted the

same education that was available to Whites (Ogbu, 1992). Over the past thirty years

curricula have gradually changed to embrace not only African American culture and

interests but that of other cultures based on the legal foundations of the Civil Rights

movement.

Today, multicultural curricula is alive in our schools. This multicultural shift is

evident based on the increased diversity featured in contemporary textbooks and in the

more rigorous requirements for specialized teacher training in the area of cultural and

linguistic diversity (Banks, 2006; Diaz, 1992). Sometimes it is practiced by teachers,

administration, and the community, however other times it is chastised "by those who

fear that multicultural education will transform America in ways that will result in their

own disempowerment" (Banks, 2006, p.137).

Despite the push for multicultural curricula in schools and in the education of

preservice teachers much of the curriculum that is prevalent in our nation's schools is

Anglo or Eurocentric focused (Diaz, 1992). Unfortunately, much of the multicultural

infusion practiced is done so with a superficial focus on cultural celebrations or holidays

(Banks, 1993; Evans, 2006). For example, many schools celebrate Black History Month,

Hispanic Heritage month, make lanterns for the Chinese New Year, and color the

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 review 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.

Theoretical Framework

This study uses a constructivist view of learning as a lens for exploring multicultural education. A constructivist view of learning considers all students as capable learners who make sense of the world around them. The cultural background of a person plays a significant role in how a person learns (Au, 1993; Banks, 1993; Gay 2002), and for this reason constructivism places an emphasis on learning the culture, stories and ideologies of all families (Villegas & Lucas, 2002). To support a student's construction of knowledge, teachers must build upon the knowledge the student already has. To do this, teachers must engage their students in questioning, interpreting, and analyzing information (Villegas & Lucas, 2002).

This study will be embedded within Banks' (2006; 1993) dimensions of multicultural teaching. Banks (1993) states that dimensions of multicultural education must be clearly defined and implemented so teachers can respond to multicultural education in appropriate ways and resistance can be minimized. Often teachers of math and science disciplines see multiculturalism as something that can be integrated in literature or social studies, marginalizing the relationship between multicultural curriculum and their specific course content.

> Multicultural education is also a reform movement designed to bring about a transformation of the school so that students from both genders and from diverse cultural and ethnic groups will have an equal chance to experience school success. Multicultural education views the school as a social system consisting of highly interrelated parts and variables. Therefore, in order to transform the school to

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 content from a variety of cultures in their teaching (Banks, 1993, p.25).

b. Knowledge Construction- when teachers need to help students understand, investigate, and determine how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways that knowledge is constructed (Banks, 1993, p.25).

c. Equity Pedagogy- when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups (Banks, 1993, p.25).

d. Empowering School Culture- grouping and labeling practices, sports participation, disproportionality in achievement, and the interaction of the staff and the students across ethnic and racial lines must be examined to create a school culture that empowers students from diverse racial, ethnic and gender groups (Banks, 1993, p.25).

e. Prejudice Reduction- focuses on the characteristics of children's racial attitudes and strategies that can be implemented to foster positive feelings towards one another and ethnic and racial groups (Banks, 2006, p.136).

Zeicher, Grant, Gay, Gillette, Valli, & Villegas (1998) state that multicultural perspectives need to permeate the entire teacher education curriculum.

Critical Inquiry and Teaching Cases

I chose to use teaching cases as a methodology and pedagogy for exploring diversity issues in a literacy course. Leistyna (2007) explains that teacher education needs to be structured to help preservice teachers into critical inquiry, elaborating that critical inquiry implies the ability to, "understand, analyze, pose questions, and affect the sociopolitical and economic realities that shape our lives"(p. 117). Teaching cases are a vehicle for such a forum; they are short vignettes situated in a specific time and place (Shulman, 1992).

These narratives depict problems teachers face in the classroom (Shulman, 1992). Merseth (1994) explains that after the presentation of the case, preservice teachers can deconstruct the multiple layers and multiple perspectives that a case encompasses. Merseth (1994) states, "The emphasis on reality based cases is important for teacher education because it enables students of teaching to explore, analyze, and examine representations of real classrooms."(p.1)

Shulman (1992) states that teaching cases allow for preservice teachers to, "think like a teacher" (p.4). By exposing preservice teachers to scenarios that holds multiple perspectives, we begin the journey of preservice teachers becoming agents of change. Teaching cases can foster an environment in which a person can begin to question the facts upon which they base many of their opinions (Noddings, 2005) and help them become teachers who give students multiple perspectives (Ladson-Billings, 1998).

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.

I know times have changed and faculty in higher education is working hard to prepare their preservice teachers. I see the ELL infused coursework our preservice teachers are exposed to, and I know the discourse that is charged in higher education classrooms. Yet based on my observations in schools and supervision of preservice teacher interns, I know somewhere we are still falling short in our development of teachers' culturally responsive pedagogy. It was a Spring day last year, 2009, when I went to observe a smart, witty preservice teacher in action. I watched her teach a writing lesson to first graders. As I looked around the room, I noticed the large majority were Latino(a) students, but yet no accommodations were mentioned in her lesson plans. When I asked her why they were not there, why they were not evident in her teaching, her reply was, "They speak good enough English. They don't need those accommodations anymore." Because of this, I know we are missing the mark somewhere in higher education. Can teaching cases make the difference? Can they create a vicarious experience that will leave the preservice teacher exposed to a value and understanding of diversity within an arm's grasp?

Purpose of the Study

The primary goal of a multicultural education is to ensure that all students in our schools receive an equal education. This study was developed around the hypothesis that teaching cases should be used in a literacy classroom to foster a culturally responsive pedagogy in preservice teachers. The participants were preservice teachers and a professor during one semester of a literacy course. The purpose of this study was twofold. The first purpose of this study was to describe the perceptions of a professor who will facilitate case based instruction. The second purpose was 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.

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 teaching cases was taken as part of my doctoral course work. I spent a semester researching the histories, purpose, problems, and rationale of using teaching case under the guidance of a university professor. The professor of this study will be

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 data. Also, I have been transparent in revealing my own cultural background to the reader of this research.

3. This study also proceeded on the assumption that the preservice teachers and professor will accurately reflect their position on the their personal awareness of cultural diversity, reflections, and in their responses to the teaching cases. Honest answers will be encouraged and preservice teachers will use a code to support their anonymity.

4. Another limitation is, my findings are limited to my sample population, one literacy course taught at a Southeastern college. However, this study may have redeeming features which make it highly valuable to the teacher education community. Partial applications may be possible to similar populations.

5. This study was undertaken to see what would emerge from preservice teachers' interactions from case-based instruction. There can be no certainty that the changes that took place, were due to the case-based pedagogy. Changes could be attributed to outside factors such as other course work, peer

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 **m**y data analysis for accuracy.

Terminology

Ethnicity

Throughout this process the hope remains that I 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.

Terms

1. Academic Achievement Gap- the social, ethnicity, and economic disparities in academic achievement (Lavin-Loucks, 2006).
2. Agent of Change- a person who questions the fact on which they base many of their opinions (Noddings, 2005). Teachers who give students multiple perspectives (Ladson-Billings, 1994).
3. Axial coding- interconnect the categories and subcategories along the lines of their properties (Strauss & Corbin, 1998).

4. Critical Literacy- the process of constructing and critically using oral and written language as a means of expression, interpretation and/or transformation of our lives and the lives around us (Quintero, 2007).

5. Critical Pedagogy- an attempt to clarify the purpose of education for social justice in the wake of modernism (Stanley, 2007).

6. Cultural Diversity Awareness Inventory (CDAI)- is a self-examination survey to examine a persons' own attitudes, beliefs, and behaviors towards elementary school children of culturally diverse backgrounds. Developed by Gertrude Henry, 1991.

7. Culturally Responsive Teaching- the combination of using the home in congruence with school culture to enhance the social, academic, and culture needs of children (Phuntsog; 2001; Gay & Kirkland, 2003).

8. Interview- a meeting of two people to exchange information and ideas through questions/responses, resulting in communication and joint construction about a topic (Janesick, 2004).

9. Member Checking- feedback participants provide to check the data for accuracy (Creswell, 2007).

10. No Child Left Behind (NCLB)- Federal Government legislation that increased the educational requirements of states, school districts and public schools (Bloomfield & Cooper, 2003).

11. Open coding- developing categories of information by breaking them down into parts, examined and compared for similarities and differences (Strauss & Corbin, 1998).

12. Preservice Teacher-an elementary education major

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. Sociocultural Consciousness- an understanding that people's way of thinking,
    behaving, and being is deeply influenced by factors such as race, ethnicity, social
    class, and language (Villegas & Lucas, 2002; Banks, 1993).

16. Teaching case- short, narrative scenarios that depict situations a teacher could face in
    the schooling environment (Shulman, 1992).

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

achievement gap has widened between Whites and minority students. The National

Center for Educational Statistics (2001) presented the following data (Haycock, 2001):

- Only 1 in 50 Latinos and 1 in 100 African American 17 year olds can read and gain information from specialized text, compared to about 1 in 12 Whites.

- About 1 in 30 Latinos and 1 in 100 African Americans can comfortably do multistep problem solving and elementary Algebra compared to 1 in 10 white students.

- Young African Americans are only about half as likely as White students to earn a bachelor's degree by age 29; young Latinos are only one-third as likely as Whites to earn a college degree.

The disparities in achievement along demographic lines indicate a clear and

present need to more fully prepare teachers on how to educate children of diverse

backgrounds. The typical response from institutions of teacher education is to add a

course or two in multicultural, bilingual, or urban education and leave the rest of the

curriculum intact (Villegas & Lucas, 2001). This approach does not go far enough to

prepare preservice teachers to teach the students they will face in their future classrooms

(Evans & Gunn, 2010).

This literature review will explore the research and theories that surround a

culturally responsive teaching (CRT), culturally responsive pedagogy in higher

education, the role of literacy, the use of teaching cases as a methodology in teacher

education, and the research that combines diversity issues and teaching cases. The last

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-Biilings, 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).

Therefore, culturally responsive teachers go beyond the curriculum to use the cultural

characteristics, experiences, and perspectives of diverse students as a means to teach

them. An example of this type of instruction can be found in a Kathryn Au (1980) study

of Hawaiian children. In her study, Hawaiian children's reading achievement increased

with the implementation of "talk story." Talk story is a speech event in Hawaiian culture

that deals with discourse patterns. The teacher used talk story in lieu of a traditional

classroom discourses. By using culturally sensitive approaches, the study showed a gain

in these Hawaiian children's reading achievements.

Terms

In the literature examined, culturally responsive teaching takes on an assortment

of terms to describe the attempts to match school cultures to home cultures to promote

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 students' 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. They recognize that they are responsible for bringing about educational change. (4) Hold a constructivist view of learning. (5) Know about the lives of their students. (6) Uses the culture, background, and knowledge that a student has to design instruction.

Culturally responsive teachers use the formal instruction of the school, state, and curriculum, and focus on multicultural strengths (Gay, 2002). Culturally responsive teachers know how to look for weaknesses in the curriculum and make changes to improve the quality of material. These teachers are also critically conscious of the power of the symbolic curriculum. This curriculum includes the images, awards, celebrations, and other artifacts used to teach knowledge, skills, values, and morals.

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.

Ladson-Billings (1995a) asserts culturally responsive teaching is more than just a pedagogy of good teaching. Culturally responsive teaching allows students to experience academic success, maintain their cultural integrity, and develop a social consciousness (Gay & Kirkland, 2003). It also involves high interest activities from the perspectives of students. Teachers and students are engaged in meaningful activities on topics of interest. There is no one strategy or group of strategies that makes a teacher culturally responsive, but some of these strategies can make relationships between being a cultural responsive teacher and good teaching practices.

It is important that we investigate different cultures' attitudes, values, and behaviors so that teachers can link these characteristics to their teaching practices and instructional processes. According to Gay (2002), culture strongly influences ethnically diverse students' learning. If we are to try and solve the problem of underachievement, teachers need to bridge home culture to the classroom instruction.

Culturally Responsive Pedagogy in Higher Education

It is clear that creating an environment that embraces CRT is critical to student achievement (Au, 1993; Jordan, 1985). This culturally responsive pedagogy begins with the philosophical structure of our institutions of education. This pedagogy is more than just a plethora of good teaching strategies; it also encompasses the educational institutions' philosophies and mission to promoting a CRT and the dedication of the administration, personnel and the preservice teachers'. CRT combines the philosophy, pedagogy, methodology and perspectives' of teacher education to fully prepare all preservice teachers to educate in a globalized society.

Zeichner et al., (1998) formed the Multicultural Preservice Teacher Education

Project (MPTE Project). This group of leading researchers and scholars in the field of

CRT met to review the current research in the field and make recommendations for

preservice teacher education. Their recommendations were presented in three levels: (a)

Institutional Level, (b) Personnel Issues, and (c) Curriculum and Instruction. The

institutional level discussed the need for centers of higher education to embrace a

culturally responsive pedagogy in their mission and vision statement. Colleges of

education need to place a priority on the recruitment of faculty with a minority

background and/or with a multicultural knowledge base, and also fund research that

supports building knowledge in this area. At the personnel level they suggest the

recruitment of minority faculty. The researchers also suggest a decrease in the excessive

workloads faculties endure, which can enable them to make a commitment to embracing

a CRT pedagogy through their research and teaching. They recommend a richly

varied lecture series, awards presentations, and a wide range of course work. Finally, the

MPTE Project suggests a need for the recruitment criteria of preservice teachers to go

beyond the traditional admission requirements of GPA and test scores. This includes

a recommendation of broadening the criteria for admissions to consider the preservice

teacher's dispositions towards working with diverse students and a commitment to high

academic expectations for all students. When the College of Education is committed to

promoting a culturally responsive pedagogy throughout the college, a vision of preservice

teachers developing this pedagogy becomes tangible.

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 Can't Teach What We Don't Know*. 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 sociocultural consciousness is an understanding that people's way of thinking, behaving, and being is deeply influenced by factors as race, ethnicity, social class and language (Banks, 2006). Preservice teachers can begin the process of developing their self sociocultural consciousness by exploring their own history, background, experiences, and grasping their own roots, which will ultimately assist them in understanding their students. Villegas and Lucas (2002) state, "Without this insight (a sociocultural consciousness), teachers are unable to cross the sociocultural boundaries that separate too many of them from their students" (p. 22). Developing their sociocultural consciousness will allow preservice teachers to not only gain insight into other groups, but it will allow them the opportunity to see how their beliefs can shape their teaching practices. By understanding their culture and the culture of their students, preservice teachers can develop culturally responsive pedagogies that facilitate learning for all students. Therefore using the students' cultures, experiences, and perspectives

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

Whiteness. Developing a self sociocultural consciousness allows preservice teachers to become aware of the social stratification that exists in our society. People who come from diverse backgrounds are allowed differential access to power in America. Au and Blake (2003) refer to students from diverse backgrounds as students who differ from the mainstream by (a) social class, (b) ethnicity, and (c) primary language. Social privilege is often invisible to the majority culture, as their social privilege as part of the dominate culture limits their ability to understand the daily experiences and challenges the minority culture faces (McIntosh, 1997). Jay (2005) explains the privilege of power in an analogy of running a race where, despite all participants training intensely for months, all the White people get to line up fifty yards ahead of everyone else. Once the race begins, everyone runs fast. When the white people win the race, many of them praise their win and believe it is because of their hard work, effort, and skills. They have indeed trained and worked hard, but objectively they had an unfair advantage they may or may not have known about. Su (1997) studied African American, Asian American, and Latino preservice teachers to compare and contrasted their beliefs with those of their White preservice classmates. This study suggested that the preservice teachers from diverse backgrounds showed a much greater awareness of conditions of inequity in public schools. Further, many of these minority preservice students believed that good teachers were agents of change. They challenged the status quo by changing public school curricula to address diversity issues. None of the White preservice teachers expressed these views.

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 eqalitarian 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 findings suggest that preservice teachers whose background differ from the mainstream population have "difficulties recognizing the role of ethnicity in education and how racism is institutionalized in schools" (Au & Blake, 1993 p.203).

Preservice teachers may not know how their Whiteness can affect the education of their future students. "Built into the fabric of schools are curricular, pedagogical and evaluative practices that privilege the affluent, White, and male segments of society" (Villegas & Lucas, 2002, p.24). Preservice teachers need to increase their awareness of the social inequalities and injustices so that they can appreciate and learn from the differences between themselves and the students they teach. This understanding will

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 education must help their preservice teachers critically analyze and rethink their notions of race, culture, and ethnicity and to view themselves as racial beings.

In the results of a study, McAllister and Irvine (2002) showed that all of their 34 teacher participants believed that empathy was an important factor in working effectively with students from diverse backgrounds. The researchers used four data sources to examine teachers' beliefs about empathy. Although there were different words to refer to empathy, the teachers all agreed on the essence of empathy, focusing on the affective and cognitive concept. One teacher stated, "I should try to put myself in their place and wonder how I would really feel" (p.437).

When we provide an experience for preservice teachers to deliberately imagine themselves to be having another person's experience, we are providing empathetic identity to the other (Wiseman, 1978). Wiseman (1978) states, "Imagining ourselves under a description we are not now under is not sufficient for performing the identification…we must be able to imagine ourselves having a feeling response to what is imagined" (p. 113). By engaging preservice teachers in these educational experiences, we can embed opportunities for preservice teachers to understand others and

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.

<div align="center">**Literacy and Culture**</div>

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 legitimatized 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, and more likely to help neophytes "think like a teacher." (Shulman, 1992, p.1).

Evidence that teaching cases are being implemented in teacher education can also be noted through the wide variety of collections of cases that are now found in teacher education texts.

It is important to understand the terms that relate and correspond to this teaching pedagogy. Throughout the reviewed literature, the following names are used interchangeably to describe teaching cases:

- Cases (Merseth, 1994; Richards & Gipe, 1998; Broudy, 1990)

- Case Method (Shulman, 1992)

- Case Study (McDade, 2009)

- Teaching Cases (Shulman, 1992; Kleinfeld, 1991)

- Case Methodology (Merseth, 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 (Merseth, 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, "To call something a case is to make a theoretical claim. It argues that the story, event, or text is an instance of a larger class, an example of a broader category" (p.17). Another definition found in the literature:

> Cases, therefore, consist of selected problems of professional practice and constitute the problemata of the professional curriculum. In the training of prospective professionals they form the core of clinical experience and test whether the student can apply theory. In teacher education, consensus on the professional education curriculum is not likely to be achieved without agreement on the nature and content of desirable clinical experiences for prospective teachers. Consensus on this clinical experience in turn must rely on the identification of paradigm cases of professional practice. (Broudy, 1990, p.432)

Teaching cases relay a multidimensional situation in a school context (Merseth, 1994). Teaching cases are constructed to foster a lively, academically charged discussion. The discussion that follows the presentation of the case allows the preservice teachers to deconstruct the multiple layers and multiple perspectives that the case encompasses, as well as construct new meanings from the case. Teaching cases offer readers multiple representations of different problems and lend themselves to reinterpretation (Shulman, 1992). A teaching case initially exposes preservice teachers to a problem, and then allows them to connect theory to practice. Teaching cases provide preservice students the opportunity to think about these vignettes in sophisticated, professional, and expert ways (Kleinfeld, 1991).

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 (Merseth, 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 critical problems solvers. Teaching cases allow preservice teachers time to recognize and deconstruct the many layers of a problem that teachers face (Merseth, 1994), and comprehend the complexity of teaching without becoming overwhelmed. LaBoskey (1992) explains that when preservice teachers analyze one aspect of a teaching case, they are able to find that the other pieces come together more easily. It also allows the preservice teacher to look at future problems systematically, with more confidence, and through an experienced lens. As Kleinfeld (Kleinfeld, 1991, p. 10) states,

> In teaching such cases, I am often taken aback by the great difficulty many education students have in analyzing a problem situation. Many students see problems as no more than common-sense, obvious difficulties. They have not developed the idea that problems are constructed and can be constructed in more and less fruitful ways. Many education students also have little notion of how to think about a dilemma; they come up with nothing more than a quick reaction and a single solution (p. 10).

In a study of teaching cases with 54 preservice teachers, Kleinfeld (1991) found those preservice teachers who were taught using teaching cases showed significantly greater ability to analyze education problems. Kleinfeld explains that is why a critical discussion of cases is so important for teacher education. Preservice teachers need the exposure to problems that teachers face and time to deconstruct the problem with an expert.

Shulman (1992) states that after a case is read and deconstructed in a critical analysis, the preservice teacher may treat this as model. They will be able to apply the concepts from this particular case to other problems and dilemmas they face in their future classrooms. Teaching cases present a problem or situation, and lend themselves to a variety of possible approaches and resolutions. The teaching cases, therefore, will allow preservice teachers exposure to real problems, time to construct strategies to fit different children, reflect on ethical and policy issues, and reflect on pedagogical practices that are part of every teacher's day (Kleinfeld, 1991).

Problems with cases

There is a fundamental problem with the use of teaching cases. The field of education lacks research in the use of cases (Kleinfeld, 1991,1998; Shulman, 1992). Shulman (1992) states, "Those who advocate cases methods must do so without the support of research or evaluation studies" (p.27). While all of the literature reviewed in this paper advocates for the use of teaching cases, empirical research is still needed.

Other problems with teaching case methodology also merit discussion. Grossman (1992) states that preservice teachers may find it difficult to connect the concepts they are exposed to in the teaching case with later classroom experiences. The development of high quality cases can also be costly (Kleinfeld, 1991). Shulman (1992) asserts that not only are teaching cases difficult to teach well, they are also time consuming.

The ability to adequately prepare preservice teachers to understand and work with student diversity in regards to culture, linguistics, and ability level is an imperative goal

in any effective teacher education program. By using teaching cases as a pedagogical practice, teacher education is facilitating key learning experiences.

<div align="center">**Teaching Cases with Diversity Issues**</div>

Advantages of Cases with Diversity Issues

Teaching cases do not present an overarching general situation; they are very specific scenarios. This specificity makes them an excellent tool for preparing teachers for the cultural diversity they will face in the classroom (Kleinfeld, 1998). Kleinfeld (1998) states, "A case does not make the claim that all Yup'ik, Hispanic, or African-American students act in such a way, only that some did on some occasion" (p.45). Cases can include counter-examples or promote the deconstruction of stereotypes. Preservice teachers can reflect on cultural differences and examine the sea of cultures they may face in the classroom. Teaching cases, therefore, allow their users to reflect on individual students. Wested (1997) states, "preservice teachers need to be able to envision the problem through the eyes of the student who is implicated in the case. Teachers will need the ability to connect the best instructional practices to capitalize on a specific child's thinking."

Teacher education programs have many vehicles for encouraging preservice teachers to educate in a global society and become agents of change for their students in the classroom. Programs that promote preservice teachers becoming culturally responsive teachers fuse many of these practices into their coursework: the use of reflection, involvement in direct experiences with students and families with diverse backgrounds, participation in community events, and development of a self-sociocultural

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 & Hoeft, 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 teaching cases can offer with regard to setting, people, and pedagogy. Cases offer preservice teachers an opportunity to critically analyze situations that are depicted in the case and that are thought to really happen in the classroom (Shulman, 1992). They allow preservice teachers to deconstruct situations, but also create emotions, and this is one of their tremendous assests (Kleinfeld, 1998). The professor using teaching cases as a methodology must guide their class by allowing different viewpoints to be heard, as well as provide time for preservice teachers to metacognitively deconstruct the scenario. They must also keep the classroom discussion productive so that preservice teachers do not become overemotional and "shut down." Real teaching is spontaneous. Dilemmas arise, learning takes places, and the dynamic nature of children can unravel the most prepared teacher's plans. Many times there is not a clear answer on how to handle a situation. Teaching cases can prepare teachers with tools that will allow them to approach dilemmas with sensitivity and wisdom. They will use these tools to make meaning of

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 teachers took into account culturally different students' frame of reference; at the midpoint, only 62% did so. By the conclusion of this program, 83% took into account culturally diverse students' frame of reference. Likewise, at the beginning of the program only 12% of teachers in the TFA program took into account students' vocabulary and speech patterns, but by the end 46 % did (Kleinfeld, 1998).

Dana and Floyd (1993) conducted a study of case-based instruction and multiculturalism. Four classes of 20 to 30 preservice teachers enrolled in a seminar course were required to keep pre- and post- reflections of their case discussion. Dana and Floyd stated that teaching cases featuring multicultural issues, "in turn may lead to a heightened sensitivity towards cultural diversity and how cultural diversity translates into many facets of schooling." The results of their study showed case discussion enabled preservice teachers to examine their beliefs and biases towards multicultural issues. They also concluded that case based instruction can lead to an understanding of how beliefs can affect how preservice teachers perceive teaching and learning multicultural issues.

Sudzina's (1993) research on case-based instruction applied to preservice teachers' curriculum to enhance decision making abilities and multicultural perspectives is illustrated in two examples. Her first example is from a sophomore level educational psychology course where in which 17 participants were enrolled. Preservice teachers were required to select a cases, analyze it, and then lead a discussion of the case with the class. Preservice teachers were also required to provide a written analysis of their case.

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 discussion. The researcher noted that there was a high level of innovation and personal involvement by all group members.

Kleinfeld (1988) used a specific teaching case over a two year span in this report. The class was required to read the case, "Malaise of the Spirit" before class and respond to the case by answering two to three of the six questions posed. This case features a teacher's demoralizing response to a diversity issue in school. The class then met and discussed the case. After the discussion, the researcher asked the participants to write a short paper on the case to conceptualize what they learned from the discussion. The researches have followed this reflective inquiry model of teacher education for two years. They have found four fundamental purposes in their teaching of the case, "Malaise of the Spirit." They are:

1. Giving students vicarious experience with multicultural teaching problems-emotional as well as intellectual preparation for an unjust world (Kleinfeld, 1988, p. 22).

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, 1993; Sudzina, 1993), the other two studies' participants were teachers enrolled in a fifth year certification program (Kleinfeld, 1998; 1988). Two major results can be synthesized from these studies:

1. Case based instruction appears to be a useful tool to guide the reader to spot and discuss multicultural issues (Lee, Summers, & Garza; 2009; Kleinfeld, 1998; 1988; Sudzina, 1993).

2. Teaching cases can be a 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).
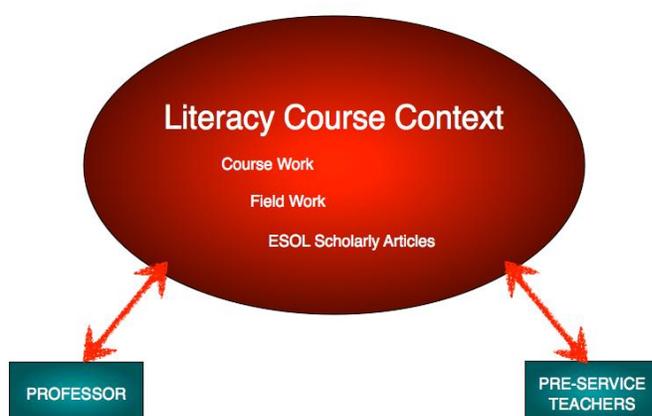
Figure 1: Literacy Course Context. Model of the classroom environment and dissemination of course content where the study took place.

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 context. Together, the professor and preservice teachers discuss and navigate the course context: the teaching cases, the field work component, and the course work. The case-based discourse and the postcard narratives are influenced by the preservice teacher and professor's perspectives and biases.
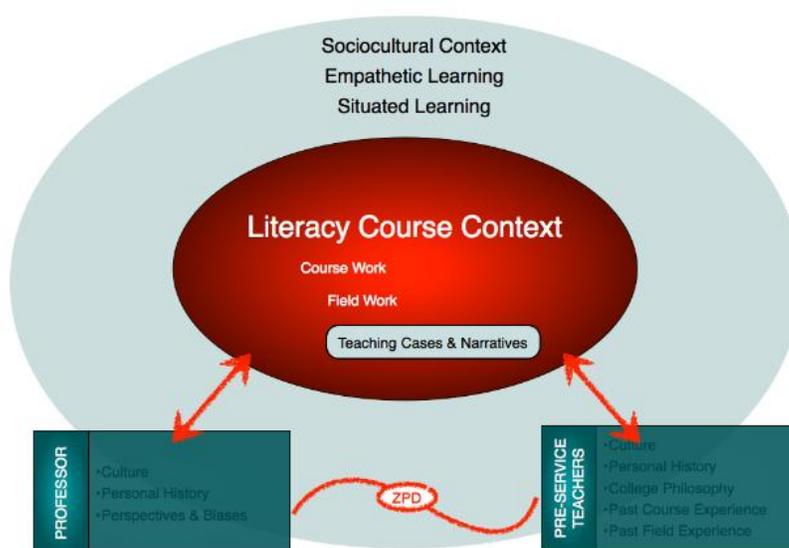
Figure 2: Theoretical Frame Guiding the Course Context. This model is guided by the theoretical from for this study.

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 mediated by language and other symbol systems…" (p. 191). Vygotsky conceptualized the construction of knowledge as the transformation of socially shared activities into an internalized process (John-Steiner and Mahn, 1996).

Literacy development is the shared understanding of many, learning from particular social, cultural and educational groups (Alexander & Fox, 2004). By using this theory as a lens, preservice teachers can assist students from diverse backgrounds to achieve in school by encouraging different strategies, techniques, and implementing the culture and historical backgrounds of diverse learners to help them succeed. This study will employ SCT as a lens to view the preservice teachers' interactions within the classroom context as they work through the teaching cases.

Zone of Proximal Development

The Zone of Proximal Development (ZPD) is the distance between the problem solving abilities exhibited by a learner alone and their problem solving abilities of the learner when given assistance (Vygotsky, 1986). Vygotsky (1986) states, " This measure gives a more helpful clue than mental age does to the dynamics of intellectual progress" (p. 187). An example of ZPD can be illustrated by imagining a ten year old girl who is given a mathematics problem that is more difficult than she could manage. Then, a

teacher provides the girl with some guidance by asking the girl a probing question to assist her in metacognitively approaching the sequential steps necessary to solve the problem. By asking purposeful questions to scaffold the girls thinking about the problem, she is then able to solve the problem. The girl is given more difficult problems and it is discovered that with assistance she can solve problems designed for a thirteen year old student. Her ZPD is 3 years: the distance of her mental age and the level she reaches with assistance (Vygotsky, 1986).

According to Kidd, Sanchez, Thorp (2005), the ZPD relates to developing culturally responsive teaching practices in the following way:

> ".. for teacher educators it is how to design experiences that enable preservice teachers to develop an awareness of cultures different from their own that will lead to an approach to instruction that enhances cultural and linguistic continuity between home and school" (p.348).

The use of teaching cases allows for the preservice teacher to collaborate with a expert (the professor) about diversity issues that can arise during literacy instruction. By constructing a classroom environment where the preservice teacher has the opportunity to engage in critical discourse about literacy and diversity issues through the use of teaching cases, the preservice teachers are provided the opportunity to move into their ZPD as culturally competent teachers (Figure B).

Situated Learning

Preservice teachers, who are trying to reflect on the knowledge and theory gained from their university classes and apply these in their field experiences, may become

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 the knowledge that is passed down from professor to student, but the learning that takes place between people, activity, and the world in a "community of practice" (Lave & Wenger, 1991, p. 98). Students or "novices" move from the periphery to the center of the community of practices as they learn from experts in a social setting (Lave & Wenger, 1991). Anderson, Reder & Simon (1996) state that often times there is a mismatch between what is learned in school situations and what is needed in the workplace. Situated learning bridges the preservice teachers' education of theory and practice with the authentic schooling environment (Lave & Wenger, 1991).

In the proposed study, teaching cases will be presented and facilitated by a literacy professional, and under this guided participation learning occurs (Rogoff, 1995). The participation and engagement in teaching cases will be essential to situated learning and these social interactions are essential to learning (Lave & Wenger, 1991). Shulman (1992) states that "cognition is situated" (p. 24). Anderson, Reder and Simon (1996) define situated learning and the idea that what is learned is specific to the situation in which it was learned. Situated learning gives us a potential to understand teaching cases as a pedagogy for teacher education. Teaching cases' content, narrative form, and specific, localized setting allows them to be an appropriate vehicle for learning. They foster effective forms of learning because they are situated in a specific time and place. This allows a bridge to form, and knowledge to transfer from the college classroom into the schooling environment (Shulman, 1992).

Preservice teachers engage in sociocultural practices by engaging in discourse through teaching cases. "The generality of any form of knowledge always lies in the power to renegotiate the meaning of the past and future in constructing the meaning of present circumstances" (Lave & Wenger, 1991, p. 34). This constructed environment allows for the development of a self sociocultural consciousness and a culturally responsive teaching pedagogy.

Summary

In summary, preservice teachers need experiences that advance their awareness of the complexities, challenges, and differences in the student populations they will teach. Case-based instruction has been recommended and supported by research as a vehicle to prepare prospective teachers for the diversity issues they will face in the classroom (Dana & Floyd, 1993; Kleinfeld, 1988; Shulman, 1992; Sudzina, 1993).

Leistyna (2007) states that teacher education programs need to find ways to help preservice teachers engage in critical inquiry. Critical, in this case, implies being able to comprehend, pose questions, and analyze the sociopolitical and economic realities that shape our lives and the way we see others. Using teaching cases as a focal point for discussion and then to use an empathetic identity as a lens is a sociocultural act that empowers preservice teachers to develop their sociocultural consciousness and become agents of change. Teaching cases offer another approach to how colleges of education traditionally prepare its teachers.

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 a public school in the late 1940's, and by the 1990's the college occupied more than 12 sites over the county. In 2001, SPC became an accredited four-year college. In the 2006-2007 school year, it awarded 517 Baccalaureate and 1,866 Associates in Arts degrees.

SPC presently offers nine different education degrees. This study took place in a required course for the Elementary Education degree. Preservice teachers in this program complete 120 credit hours and an additional 9 prerequisite credit hours. Preservice teachers who complete this program will graduate with a Bachelor's of Science in Elementary Education with an infused ESOL and Reading endorsement for grades Kindergarten through six. This section will discuss the following aspects of the study: (a) the professor, (b) the course, (c) the preservice teacher participants, and (d) the researcher.

The Professor

Laura Grace earned her Ph.D from a major Southwest university. She has taught at the college level for six years, five of those years at SPC. Dr. Grace has taught a variety of classes within the field of educational literacy, such as courses that pertain to children's literature, adolescent literature, and the teaching of emergent readers. Dr. Grace has told me that she enjoys traveling, teaching elementary aged students, and being part of the faculty at a teaching college. She is the professor of the course I studied in my research.

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 this time to facilitate a literacy course. Although Professor Grace was not teaching this course at this time, she had in the past. Dean Thomas recommended that if I had any questions I should see Professor Grace for guidance. Soon after I set up an appointment with Dr. Grace because I had questions about curriculum content and course materials. Professor Grace was extremely helpful, providing me with supplementary materials, advice, and support. I worked at SPC for two more semesters where I learned that the preservice teachers held Professor Grace in high regard. I have a positive professional relationship with this professor. She is someone I wanted to study because of her evident passion for teaching and the preference preservice teachers have for taking her classes. I met with Professor Grace in the summer of 2009 to tell her my ideas about this study; she immediately told me she was interested.

Course

Before entering the elementary education program at SPC, preservice teachers are required to take three prerequisite courses. They are: Introduction to Education, Teaching Diverse Populations, and Introduction to Educational Technology.

Once preservice teachers have been accepted to the College of Education at SPC, one of the first courses preservice teachers will take is RED 3309, Early and Emergent Literacy K-2 (see Appendix B). According to the master syllabus:

The course is designed to increase understanding of literacy development and 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 (p.1).

Preservice teachers enrolled in this course also have a field experience component; they are required to visit an elementary school for a minimum of 15 hours to observe the teaching of reading. For this study, five teaching cases will be implemented in this undergraduate course.

Preservice Teacher Participants

There were two sections of this course offered at SPC, both taught by Dr. Grace. For the purpose of this study, I selected one section to study. During the week of January 25, 2010, I observed both sections. One section met on Mondays and Wednesdays; the other section was offered on Tuesdays and Thursdays. Both of these sections met at the same time and on the same campus. The Monday/Wednesdays section had 11 preservice students, 10 women and 1 male. The Tuesday/ Thursday section had 20 students enrolled 17 women and 3 men. I noted in my researcher reflective journal about the Tuesday/Thursday section, "Interesting class- I am leaning toward picking this class simply because of their size." Ultimately, I chose to study the Tuesday/Thursday section, because this study was being analyzed using a Grounded Theory Approach (Strauss &

Corbin, 1988), and I decided it would be best to choose the course section with a higher

enrollment. I speculated that a larger class size could offer a richer discussion, more

interaction, and the possibility of preservice teachers bringing to the classroom discussion

a wider range of perspectives and diverse points of view.

According to Dr. Grace, who has taught this course in the past, preservice

teachers enrolled in this course reflect the demographics of the current teaching

population. They are predominately white females who come from middle class homes.

There were 20 preservice teachers enrolled in this course. Of the 20 students, 17 of them

were females and three were males. Two of the twenty students identified themselves as

Hispanic and the rest of the preservice teachers identified themselves as Caucasian. This

was their first course that specifically dealt with literacy in elementary education, and it is

typically taken during their first semester of acceptance into the college of education.

All of the preservice teachers enrolled in the Tuesday/Thursday section of RED

3309 were invited to participate in this study. Dr. Grace introduced me to her class during

the third week of the semester to discuss the study. I answered any questions that the

preservice teachers had about the study, and their participation in it, and then I distributed

IRB consent forms.

Researcher

Due to the design of this study, as the researcher I was the key instrument. I

collected data, examined documents, observed behavior, and interviewed the professor

(Creswell, 2007). For this study, I was a non-participant observer in the classroom during

the discussion of teaching cases. I observed the professor and preservice teachers within

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 become agents of change and strive for the second language

learners to achieve at the same rate as their mainstream classmates. As a researcher I

want to be reflexive in my practice. Creswell (2007) defines reflexivity as being,

"conscious of the biases, values, and experiences that he or she brings to a qualitative

research study" (p. 243). I was cognizant of the possibility of bias, and continuously

made informed decisions with bias in mind.

Design of the Study

Qualitative research begins with the use of a theoretical lens to make sense of

situations from an insider's view (Creswell, 2007; Miles & Huberman, 1994). This study

was constructed utilizing a constructivism paradigm (Guba & Lincoln, 1994). This

paradigm was selected because the objective of this study was to understand the learning

that takes place in social constructions between participants. Constructivism is seen as an

appropriate lens for data collection and analysis because the data was created during

classroom discussion and as the research continued (Guba & Lincoln, 1994). To support

the preservice teachers' construction of knowledge, the professor had to build upon the

knowledge the preservice teacher already possessed. The professor allowed for the

preservice teachers to build upon one another's discussion and co-constructed their

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 study at SPC. While I would conduct this study in Professor Grace's classes, we agreed that upon completion of this research, a workshop would be held for the entire reading faculty to present the teaching cases and results.

I then began looking for teaching cases that featured literacy and cultural diversity issues that would be included in a course entitled RED 3309. While many cases featured one of these issues, most did not feature both. I then modified seven cases to feature both literacy and cultural diversity issues and co-constructed one entirely. All of these cases were presented to a multicultural expert, who reviewed the cases for cultural content. The multicultural expert is an assistant professor at a major southeastern university. She holds a Ph.D in Curriculum and Instruction, with a focus on second language and literacy. After the approval was received, the teaching cases were presented to a panel of literacy experts for further evaluation.

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 post teaching case, the professor's journal, and participants' narrative journals. The quantitative data were the pre-and post-scores from the Cultural Diversity Awareness Inventory (See Table 1).

Table 1

Research questions and description of data sources from study participants.

Questions	Data Sources	Participants
1. What is professor's perceptions of the use of teaching cases as a vehicle for teaching culturally responsive literacy pedagogy?	☐ Interviews (5– initial, and one after every case) ☐ Researcher reflective journal ☐ Professor kept journal ☐ Nonparticipant observation notes	Professor
2. How do teaching cases and case-based instruction featuring diversity and literacy issues influence preservice teachers' perceptions and insights related to cultural responsive teaching practices?	☐ Pre and post teaching case ☐ Nonparticipant observation notes ☐ Postcard Narratives ☐ Interviews with professor ☐ Cultural Diversity Awareness Inventory (Henry, 1991)	Preservice Teachers Participants

Interviews

There were five teaching cases selected for this study. Four of the cases were used by Dr. Grace as a vehicle for teaching the course content of literacy and diversity issues and one was used for pre and post data. I interviewed Dr. Grace after each of the four cases was taught to collect her ideas about her use of teaching cases and preservice teachers' responses. I also interviewed her one final time, after the preservice teachers responded to their post teaching case. These interviews were semi-structured interviews.

Questions were also formulated from my own field notes and researcher journal, enabling us to jointly construct meaning regarding the use of teaching cases (Janesick, 2004).

Kvale (2009) describes a linear progression of steps that can guide an interviewer through their interview study. These stages guided my interview inquiry:

1. Thematizing--Plan your research, clarify why and what you are studying.

2. Designing-- Plan all seven stages before interviewing.

3. Interviewing--Conduct interviews with a reflective approach to what you are trying to learn.

4. Transcribing--Transcribe your interviews verbatim.

5. Analyzing--Use the basis of the purpose and topic to decide what modes of analysis are most fitting for the interviews.

6. Verifying--Ascertain the validity and reliability of your findings.

7. Reporting-- Communicate your findings in a scholarly and ethical format.

The goal of this initial interview was to learn about the professor's ideas, thoughts, questions, and concerns about the use of teaching cases. I used a list of generated questions, protocol A (Appendix E). The following interviews also were semi-structured with open-ended questions. I asked questions that enhanced the development of the evolving theory (Strauss & Corbin, 1999). I chose a semi-structured format to foster an authentic dialogue between researcher and interviewee (Creswell, 2007; Kvale, 2009). The topics selected for the interviews were guided by the study's research questions and the data that emerged during the observations. The preservice

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).

Professor's Journal

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.

Researcher Reflective Journal

I kept a reflective journal throughout the course of this study. Janesick (2004) uses the metaphor of a researcher reflective journal as a "check and balance" during the entire study (p.149). It allows the researcher to be reflexive in her thoughts, biases, and interpretations during interviews, observations, and field work.

Researcher reflective journals allow the researcher time to reflect and "dig deeper." They can also be triangulated with other data sources. I specifically used my researcher reflective journal after conducting interviews and following classroom observations (Patton, 2002).

Case-based Instruction

Dr. Grace used a case-based instruction methodology during the spring semester. Dr. Grace presented the teaching cases that were aligned by the expert panel with that week's course content. The teaching cases were uploaded to the class' network site and the preservice teachers were responsible for reading each case before the designated class. In addition, optional reading material about the culture that was featured in the teaching case was uploaded. Using Norrdhoff and Kleinfeld's (1993) research as a framework for her instructional delivery, Dr. Grace:

1. reviewed the teaching case.

2. with the class, discussed the range of issues presented in the case.

3. with the class, discussed pedagogical strategies and their consequences.

Non-Participant Observation Notes

I conducted observations during the classes in which the four teaching cases were presented and discussed. In addition, I took observation notes on the two days when the

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.

Postcard Narratives

After the class was engaged in pedagogical and methodological discourse that revolved around the teaching case's issues, the preservice teachers had an allotted time to write a narrative from a first person perspective.

Professor Grace passed out 4 x 6 note cards that emulated the postcards used in the project, *Postsecret,* where people anonymously write their thoughts about a multitude of topics (http://postsecret.blogspot.com/). As on this website, the preservice teachers

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 beginning to the end of the spring semester (Appendix A). There were 28 opinion statements that addressed general cultural awareness using a Likert- 5 point scale (e.g. 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1= strongly disagree). Two example statements from this survey are: I believe I would prefer to work with children and parents whose cultures are similar to mine and I believe cultural views of a diverse community should be included in the school years program planning.

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

Week of	Data	Researcher	Professor
1/25/10	CDAI	Observation, RRJ	
1/25/10	PreCase	Observation/RRJ	
2/03/10	Case/Narrative	Observation/RRJ	Interview
2/15/10	Case/Narrative	Observation/RRJ	Interview
2/22/10	Case/Narrative	Observation/RRJ	Interview
3/13/10	Case/Narrative	Observation/RRJ	Interview
4/12/10	Post Case	Observation/RRJ	
4/12/10	CDAI/	Observation/RRJ	Interview

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 rise during this study.

3. Peer review or external check of the research process- I had an outside source debrief my notes and ask questions about my methods, meanings, and interpretations.

4. Clarify researcher bias--I stated my position so the reader can understand my position and my biases that can impact this inquiry.

5. Member checking-- Following each interview, I sent my interviewee the transcriptions to review .

6. Rich and thick description--I provided in detail the participants and setting in the study to enable the readers to gain insights to whether or not some of the findings can be transferred.

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 codes.

3. I entered all data and codes into Atlas.ti.

4. I met with an external coder on April 25, 2010 to assure reliability and stability in the analyzing of the data sets. She is a professor in the field education with expertise in cultural diversity pedagogy and qualitative research. Together we analyzed samples of the data and sought to meet with an 80% agreement on our codes (Miles & Huberman, 1994).

5. We then reviewed her assigned codes, and asked ourselves whether we assigned the same code word to the passages. The decision was a yes or no, and we then calculated the percentage of agreement. The external coder and I reached an 87% agreement.

Confidentiality

Encoded data will ensure the participants' confidentiality. Dr. Grace and I explained to all preservice teachers that no one was obligated to participate in this study,

and participants could withdraw from the study at any time. Participants were given a code for the pre and post quantitative data (CDAI). I was then able to match the means of the two surveys to determine if there was a significant difference in relationship to growth as measured by the CDAI.

The two product-based assignments were also handled in a confidential manner. The participants used their assigned codes to label their pre and post response to the teaching cases. The postcard narratives were collected in an envelope directly after class. No codes or names were written on these postcards to ensure anonymity of the preservice teachers. In addition, these assignments were not shown to nor used as evaluation tools by the professor for the purpose of course grades.

Other data points—such as interview audio files, professor's journal, interview transcription, nonparticipant notes, and researcher reflective journal--were all kept electronically on a secure and password protected computer. All printed files were kept in a locked cabinet in my home.

Data Analysis

Grounded theory emphasizes rigor throughout the study's design, beginning with initial design, continuing throughout the collection of data and data analysis, and ending with the generating of a theory (Patton, 2002; Strauss & Corbin, 1988). I approached each step in a systematic way to allow for rigor in the analysis process and allow for theory to emerge from the data. Grounded theory was chosen for this study because, "grounded theories are drawn from data, are likely to offer insight, enhance understanding, and provide a meaningful guide to action" (Strauss & Corbin, 1998, p.12).

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 analyzed to make sense of what the interviewee had said (Strauss & Corbin, 1988). The transcript and audio recording was saved onto a personal computer. One copy of the transcript was printed and used for analysis following the grounded theory procedures above.

Pre and Post Teaching Cases

One teaching case was selected to be used for the purpose of pre and post data collection (See Appendix D, Janice). At the beginning and again at the end of the semester, the participants responded to the teaching case by identifying the cultural and literacy issues presented in the case. The preservice teachers wrote their responses without engaging in the case-based instruction or discussion that would normally accompany the cases used during the semester.

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-based instruction influenced the perceptions and insights of preservice teachers in relation to literacy and cultural diversity issues presented in the teaching cases. The originals responses were kept intact, and a copy of each was used for analysis. First, I collated the responses for each participant to examine potential change in their responses over the time period of this study. These data were analyzed by using the grounded theory systematic steps of: (a) open coding, (b) axial coding, and (c) selective coding. The pre-teaching case was compared with the post teaching case, looking at action/interaction and tracing it over time to note potential change over time. (Creswell, 2007).

Postcard Narratives

After each of the four teaching cases were taught in class, the preservice teachers responded to the teaching case by using an empathic identity lens to engage in the reflexive position process. The preservice teachers filled out their postcard, and submitted them anonymously. They placed their postcards in a large envelope upon leaving class.

The researcher gathered all of the postcards, read them immediately following the class, and transcribed them with a word processing program. The original postcard narratives were be kept intact. During analysis the postcards were sorted and resorted into categories. Using grounded theory systematic approach, these responses, along with nonparticipant field notes, professor's journal, and the researcher reflective journal were used to understand how teaching cases and case-based instruction influenced the

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 when answering this inventory (Willis, 1991). This technique was employed to evaluate questions that could be potential sources of response error on this survey. The two volunteers recruited for the purpose of this interview had similar characteristics to the projected population of this study. 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 statements confusing and volunteer two found 4 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 were 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) composite score for each participant (Appendix G). The composite score is the sum of the points associated with each statement. Responses that reflect more culturally aware views received higher scores on the instrument. For example, one question on the inventory states, "I believe it is my responsibility to provide opportunities for children to share cultural differences in foods, dress, family life, and/or beliefs." A person who indicated 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 composite score indicated the preservice teacher had 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 teacher's cultural awareness during the spring semester (α=.05). Glass and Hopkins (1996) note that because the scores are dependent, as in pretest and posttest scores, t-test for paired

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 α=.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 teaching cases as a vehicle for teaching culturally responsive literacy pedagogy. Participants of this study were enrolled in a literacy course taught at South Pacific College by the same professor. The researcher emphasized to the preservice teachers enrolled in this section that their participation was voluntary, and that they could have withdrawn at any time during the study.

The experiences of the professor and the preservice teachers were chronicled through:

- Interviews
- Researcher's nonparticipant observation notes
- A professor's journal
- Postcard Narratives
- A pre and post teaching case
- The Cultural Diversity Awareness Inventory (Henry, 1985)

A grounded theory systematic approach was used to analyze the qualitative research data. The quantitative results of the CDAI were analyzed to determine if there

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
1. What is professor's perceptions of the use of teaching cases as a vehicle for teaching culturally responsive literacy pedagogy?	☐ Interviews (5– initial, and one after every case) ☐ Researcher reflective journal ☐ Professor kept journal ☐ Nonparticipant observation notes	Professor
2. How do teaching cases and case-based instruction featuring diversity and literacy issues influence preservice teachers' perceptions and insights related to cultural responsive teaching practices?	☐ Pre and post teaching case ☐ Nonparticipant observation notes ☐ Postcard Narratives ☐ Interviews with professor ☐ Cultural Diversity Awareness Inventory (Henry, 1991)	Preservice Teachers Participants

The Zone of Proximal Development (ZPD) is the theoretical frame that guided this study. It is the distance between the problem solving abilities exhibited by a learner alone and their problem solving abilities when given assistance (Vygotsky, 1986). The teaching cases engaged the preservice teachers and the professor in a case-based discourse. The professor guided the preservice teachers as they discussed their ideas, strategies, and methodological choices in relationship to the issues in the case. She navigated the conversational flow, the topics discussed, and what issues were raised as significant. Therefore, to understand the content and the direction of the instructional conversation during case-based instruction, it was important to understand more about the professor's educational background and interests.

Background of the Professor

Dr. Grace did not grow up knowing she was going to be an educator. She had a love for English and graduated with an English degree from the University of Jacksonville. She felt a calling to become a teacher and enrolled in a graduate program in the Western part of the United States to pursue her teaching degree. Over the next several years, Dr. Grace moved back to the Jacksonville area, and taught fourth, fifth, and sixth grade while earning her Master's degree in Secondary Education from the University of North Florida. She then began teaching high school while she worked on her Ph.D.

The State of Florida requires all teachers to hold an ESOL Endorsement Certificate. Teachers can earn this certificate by taking 300 hours of in-service workshops or 15 graduate hours in ESOL approved areas. Dr. Grace's ESOL certification comes from taking two linguistic courses at the graduate level and county-provided workshops

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,

> It taught me to be patient. There are times when I didn't know what to do in terms of modifying a lesson. I know (what) they say about modifying lessons- but every lesson, every day, 5 preps, I am not that good. And so, there were times when I kind of felt bad, I didn't do anything to help them that time, but I really tried as much as possible to include them in everything. Looking back I don't know how I could, that's the reality." (INTV, April 13, 2010).

Finally, I asked Dr. Grace if she was comfortable as a professor teaching ESL strategies, methodologies, and research to preservice teachers. She replied, "I feel like I can always learn more, I don't feel like I am an expert in any sense of the word, I am always looking for new materials." (INTV, April 13, 2010).

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 was facilitated, and one interview after each of the four teaching cases was taught. A professor's journal was also used as a data source for this question. The professor of this course kept a reflective journal and responded 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 the discourse that was constructed during her class. I conducted observations during the classes in which the four teaching cases were presented and discussed. During the observations, an observation protocol was used to record information, summarize chronologically the flow of activities, and record descriptive and reflective notes (Creswell, 2007; Strauss & Corbin, 1998). The field notes are intended to record the professor and preservice teachers' participation, engagement, attitudes, interactions with peers, discussion, and the learning environment. Lastly, I kept a researcher's reflective journal throughout the course of this study. It

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.

Professor's Journey

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 discuss the study and answer any questions she may have had. Dr. Grace stated, "I am hoping it will help with intrinsic motivation and possibly the preservice teachers can make a connection with the students they work with during their school based hours." She also stated other reasons for agreeing to the study:

> I think this will stretch my teaching repertoire by trying something else. I think
> the class with the reading that has been assigned (ESOL readings) has gotten
> somewhat dated and not as interesting as they could be, so I am excited about
> using them (INTV, Jan 25, 2010).

I also asked Dr. Grace what her concerns were about implementing teaching cases in her classroom. She mentioned two:

> …the sound of crickets. You ask a question and no one answers. One person
> dominates and other people not getting a chance to speak or not speaking the truth

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-based instruction, the case Elena (the teacher in the case), was presented (See Appendix D). I noticed that none of the preservice teachers had mentioned Layla, the ESOL student presented in the case until Dr. Grace has mentioned her.

Dr. Grace guided them-she brought up Layla, the student in the case, to keep them focused on the ESOL issue. She brought up dispositions- how to talk to

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 perservice 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 (preservice teachers) have to be taught how to "mine" through the information to find what is important -- especially if it's a study with limitations, methodology, etc. With case studies, it's great for independent reading and to reinforce or introduce a particular topic. (PJ, Feb 22, 2010)

> You are going to experience this. You can have more of a transfer power than reading something from an article. (INTV, April 13, 2010)

For this study, the teaching cases were used in place of the ESL scholarly articles. The teaching cases were specifically written or modified to fit the literacy topic of that week as per the syllabus, (See Appendix B). They were also infused or modified to

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 group. And she still remembered that, so I think it evoked for some of them an emotion and it triggered an emotion and 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, "I think the positive is, they

get to experience a different voice and something interesting that was brought up today is the dispositions, how do you talk to a principal. (INTV, Mar 16, 2010).

The preservice teachers enrolled in this course became invested in the teaching cases, which was reflected in their discourse in and out of class. After each case, I would leave the classroom and sit down the hallway at a table next to the soda machines and write in my researcher reflective journal. On February 16, 2010 I was sitting waiting for Dr. Grace for an interview. I noted that the preservice teachers just were let out of their class, and then two of them approached me.

> The preservice teachers are starting to filter out and two 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 teachers are becoming invested in these stories. (RRJ, Feb 16, 2010)

Midway through this study, I asked Dr. Grace if she felt there were any weak points in the actual teaching cases. She stated,

> I think if anything, for me, I am left wanting to know more. Because I have to fill in the parts I don't know. I don't know if that is a weak point…Having more information would be nice, but then again, that might detract from the conversation. I think in terms of length it might be nice to know more information or background about the student. (INTV, Feb 15, 2010)

During the case-based instruction, the preservice teachers made connections with the students in the case, and became invested. Through the teaching case and the case-

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.

Question Two

Research Question 2

How do teaching cases and case-based instruction featuring diversity and literacy issues influence student's perceptions and insights related to culturally responsive teaching practices?

The data sources that answered this question came from interviews with the professor, a professor's journal, observation notes, a researcher reflective journal, a teaching case that was used as pre and post data collection, student written postcard narratives, and the Cultural Diversity Awareness Inventory.

In addition to the data described to answer the first question, interviews with the professor, a researcher reflective journal, and a professor kept journal, four additional data sources were used to answer question number two. The preservice teachers responded to the same teaching case at the beginning of the semester, and then again after four teaching cases were taught (the pre- and post-case). The participants wrote down all the issues (literacy and diversity) that the case presented, as well as the different pedagogical ways to handle those issues.

The preservice teachers also wrote on a 4 x 6 note card (student postcard narratives) after three of the four classes where case-based instruction was implemented. (Dr. Grace did not have her preservice teachers fill out the note cards one time because she forgot.) They used an empathetic identity to engage in this reflexive position process, and entered a private discourse with themselves (Moghaddam, 1999) about their perceptions of the issues discussed in the teaching case. After working with each case, the preservice teachers responded specifically to this writing prompt: I am _____, I

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-based instruction, I first describe each case, then provide the findings from that particular case, followed by presenting the overarching themes from the postcard narratives, and conclude by synthesizing how the case-based discourse informed the student written postcard narratives. In the second section, pre and post data, I describe both the qualitative and quantitative data and present the findings.

Case-based Instruction, Tim

Preservice teachers enrolled in this course were exposed to their first case-based instruction on February 2, 2010. The name of this case is entitled *Tim* (See Appendix D). Tim is an ESL teacher's aide who brings years of experience to a new school. He notices that this school lacks universal symbols, pictorial representations of places, and a print rich environment. Tim and the principal decide that Tim should shadow two ESL students during the first day to learn the school and classroom policies and practices that are related to the ESL students. One of the students, named Jose, is a Cuban American

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 volunteers to sit in a circle and discuss the issues, while the rest of the preservice teachers listened to the discussion. Following this activity, the whole class discussed these issues together. Finally, Dr. Grace discussed the pedagogical strategies and the consequences of the choices that they made with her class. I noted,

> I like the fish bowl technique, it gave those 8 students (preservice teachers) a voice-no one talked but them for 5 minutes and then it was opened for the rest of the class to discuss. Those 8 students (preservice teachers) had a lively discussion (OBN, Feb 2, 2010).

Case-based Discourse. Many issues were presented in this case, and some were not related to ESL or literacy issues. Although these other issues may not be the focus for

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

the diversity among us. And I don't think it would have come up without this prompt (the teaching case). (INTV, Feb 2, 2010)

Postcard Narratives, Tim

Following the case-based discussion, the preservice teachers responded to this case by writing a narrative that followed this prompt: I am __Jose___, I feel _____, because _____. I want you to _____. The preservice teachers wrote their feelings about the student presented in the teaching case anonymously and handed these notecards in by placing them in an envelope. Two themes emerged from these postcard narratives about Tim: the need to be challenged and equality.

Need to be challenged. Eight of the 20 cards alluded to or stated that Jose, the Cuban American represented in the teaching case wants to and needs to be challenged academically in the classroom.

I am Jose and I feel misunderstood when I am in your class. I want you to challenge me more and view me as a student rather than a Hispanic student with lower abilities.

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.

Equality. Eleven of the 20 postcards stated that Jose wants to be treated like every other student, or equally.

I am Jose and I feel resentful when you (the teacher) treats me like I am dumb. I want you to see me for my abilities and treat equally with the other students.

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.

> What happens if he is nervous? I don't think he needs a lower reading group because this would damage his self esteem (OBN, Feb 16, 2010).
>
> We decided the same thing. We were talking about we don't think he should be placed in a lower reading group, because that will not help him succeed. They say he is a very bright student. I am assuming his language is Spanish, so is this a reading problem (OBN, Feb 16, 2010)?

It is at this point that Dr. Grace discussed grouping students heterogeneously and homogenously. She continued the conversation, discussing with her preservice teachers how to change and manipulate those groups based on other factors besides ability (OBN, Feb 16, 2010).

Empowerment. During the classroom discourse, preservice teachers began to get frustrated with the assessment guidelines, not understanding why the county would adopt guidelines that can potentially harm students' motivation and abilities to learn. Villegas and Lucas (2002) discuss that a culturally responsive teacher sees him or herself as an agent of change and as someone who can bring about change for their students. The preservice students in this class began to explore becoming an agent of change for Juan the student in the teaching case. One student stated, "I think because he is saying one word wrong he should only be marked wrong once. We would buck the system (OBN, Feb 16, 2010). Dr. Grace extended this conversation by discussing what she described as

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. They followed this prompt: I am ____Juan_____, I feel _____, because _____. I want you to _____. An overarching theme of negativity developed as a finding.

Negativity. Nineteen of the 20 postcards used the words frustrated, upset, or nervous when responding to this reading prompt. Of those 19 postcards, three themes were extracted: (1) asking the teacher for help, (2) telling the teacher that they know the word and just mispronouncing it, and (3) asking for different assessments.

I am nervous and I feel anxious when tested. I want you to help me understand the word.

I am Juan and I feel frustrated when I know the word but cannot say it aloud correctly. I want you to know that I know it, but cannot pronounce it.

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.

Outlier. This one postcard stood alone and expressed a positive lens. The expression and insight stood alone, and had merit for being represented.

I am Juan and I feel happy when reading. I want you to give me more to read.

Summary. During this case-based discussion, the conversation flowed from the preservice teachers trying to understand the county policy to advocacy for the student presented in the case, Juan. When the preservice students then had the opportunity to use an empathetic identity in the form of a narrative, nineteen of the 20 preservice teachers echoed the classroom discourse by writing feelings such as frustration, anxious, and nervousness. One of the preservice teachers approached me after the class and said, "How the student in the case turned out." She commented, "I wonder if he turned out okay."(RRJ, Feb 16, 2010).

Case-based Instruction, Andrea

On February 23, 2010 the third teaching case, Andrea was presented to the class (See Appendix D). Andrea Perkins is an experienced third grade teacher who has just returned to the classroom after taking a leave of absence to complete her master's degree. When she returns to school she has decided to implement the new literacy practices she has learned while continuing her education and reading current research. Some of these changes include abandoning the traditional weekly spelling test and practicing words from stories and essays that students write. When the parents question her new practices, the principal tells Andrea that she wants her to return to the traditional methods and focus on preparing her students for the state writing test. The principal tells Andrea to return to the basal text and materials, administer weekly spelling tests and end of the unit reading tests, and to have all students read out of the same basal despite their home language or reading ability. Andrea is upset and does not understand why the community and principal want her to implement outdated practices. She decides to meet with the

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, the 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 dispositions, how you talk to a principal. I asked Dr. Grace why she chose to have her preservice students write a letter to prepare them for their class, and she commented:

> I think the positive is, they get to experience a different voice and something interesting that was brought up today is disposition, how do you talk to a principal? In this fictional situation it's easy to have the brazenness; however I think some of them realize that. If I am addressing something to a principal I need to change the way I communicate. I think some of the students need some lessons in, party manners, dinner gloves, and how to talk in certain situations (INTV, Feb 23, 2010).

One of the topics that was missing from the classroom discourse was the ESL issues. During our interview, I asked Dr. Grace why she thought the ESL component was not a part of the conversation. She offered two insights:

> That is interesting; I think it went directly to that (literacy discourse) instead of the ESL part. Maybe it is something that we revisit. I wouldn't have thought of that unless you mentioned it….Maybe the prompt. Maybe I should have been more specific in the letter to make sure they are addressing it. I don't know (INTV, Feb 23, 2010).

Personal Connection. The preservice students were engaged in the classroom discourse, and all 20 students were on-task (OBN, Feb 23, 2010) while discussing their

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

style and combines her reading and writing practices. In response to the school's low test scores, the administration wants all primary teachers to focus on reading comprehension and merely sprinkle writing throughout the day. In the case, Elena reflects on the success of her ESL student, Layla, and attributes her academic gains to Layla being engaged in writing assignments that came from the class reading content. When Elena decides to talk to her first grade team about this problem, she is met with comments such has, "Elena, this is a wonderful school to work at. Why rock the boat?" Elena decides she needs to prepare to present her position to the administration for the best interest of her students.

This case was chosen to illustrate the following topics: literacy and ESL best practices, combining home and school culture and thematic units. According to the syllabus (See Appendix B), this week's topics were ESL and struggling readers and writing. When I asked Dr. Grace why she thought this case was "fabulous" she commented, "I connected to it right away because I think it fit really well to what we are talking about (INTV, March 16, 2010).

The class was asked to write a 25-word summary of the teaching case before they came to class. Dr. Grace followed Noordhoff and Kleinfeld's (1993) research as a framework for her instructional delivery. Before prompting the class to summarize the teaching case, she asked the class, "Did anyone mention Layla in their 25 words?" One student did. The class then summarized the teaching case and discussed the issues presented. Dr. Grace then instructed the class that they were going to do a "switch-a-roo." This is where she asked the students to read their papers then switch their papers with at least two other people, and read the letters authored by their classmates. Next, Dr. Grace asked the students to role play. In groups, one person was to be the administrator, one

person Elena, and the other two people were to represent Elena's teammates. Then, Dr. Grace explained the guidelines: Everyone had to say something, have a real conversation, and keep the discourse appropriate. Dr. Grace reminded her preservice teachers to think about the ESL student Layla and the dispositions of how to talk to a principal.

Achievement. One group discussed the idea of allowing Elena to continue her methods of teaching if her running record scores improved quarterly. Dr. Grace explained to the class that if you can make an argument for performance to go up when children are improving and enjoying, then the administration would have a hard time arguing against that. She followed this with, "I will deny saying that" She says this is a joking way– but the underlying message she is delivering to her preservice teachers is that administrators do not always pick the right thing to do (OBN, March 16, 2010). During our interview, Dr. Grace commented about this topic, "It made me think about when you are told you have to do something a certain way when you know it doesn't work (INTV, March 16, 2010).

Culturally Responsive Literacy Pedagogy. As I listened to this week's conversations, the students were much more focused on the ESL student, Layla, and the ESL issues present in the case. Some of the comments I noted were:

One group brings up Layla and how this type of instruction helps ELL learn.

Another group talks about Layla and why this (instruction) is important.

Dr. Grace talks about challenging the hierchary and how that can be a good thing for ELLs. (OBN, March 16, 2010).

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

something she refers to as the "closed door effect." She made sure to say she doesn't

agree or disagree with this concept, but sometimes you "fudge it" when the door is

closed, and act in the best interest of the students (OBN, Feb 16, 2010).

The subject of dispositions arises again during the case Elena. During this case,

the teacher Elena is trying to convince her principal that she should be allowed to use a

new writing-reading methodology that she recently learned. Many of the preservice

teachers expressed anger during this discussion, and discussed "storming the principal's

office." (OBN, March 16, 2010). During the interview that followed the teaching case,

Dr. Grace stated,

> In a situation like this it's pretty easy in this case to be all bravado- but in the real
>
> world, you would never confront an administrator in a challenging manner. One
>
> group did a good job of….(stating to the administrator) this is how it will help our
>
> school instead of this is what I want to do, you need to let me. So, it was an
>
> unintentional thing that happened, because I was like maybe they don't know,
>
> when it comes to administration you need to mind your p & qs. (INTV, March 16,
>
> 2010).

Solutions orientation. During the teaching cases of Anna and Tim several

preservice teachers expressed the notion that they were trying to fix or find solutions to

the issues presented in the teaching cases. After the first teaching case was presented, I

noted "They (the preservice teachers) were trying to solve the issues." (RRJ, Feb 2,

2010).

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.

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Summary

</div>

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 Data

In this section the findings from the pre and post data will be presented. The findings will come from a pre and post teaching case, Janice (See Appendix D) and the Cultural Diversity Awareness Inventory (CDAI, Henry; 1991) (See Appendix A).

Pre and Post Case, Janice

On November 16, 2009 a panel of literacy experts met to discuss the quality and integrity of the cases used in this study. They were presented with eight cases and asked to rate each case using a rubric (See Appendix C). The panel then selected one case to be used for the collection of pre and post data. The panel unanimously selected the case *Janice* to be used for pre and post data collection due to the cultural and literacy issues that were embedded within the case.

On, January 26, 2010 the preservice teachers were provided a copy of the teaching case and I read the directions to them. I asked the preservice teachers to write down all the issues (literacy and diversity) that the case presented, as well as the different

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 white, middle class neighborhood. Recently her husband's job moved them to Arizona where she began teaching at a school much different than the one she taught at in North Carolina. Her new school is populated with students from a nearby Apache Reservation, the majority of the students are on free or reduced lunch, and they speak with a different dialect than she was accustomed to. She is troubled by the disconnect she feels from her students. Janice decides to motivate her students with a poetry unit. During the poetry unit one of her students writes 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.

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.

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.

Table 4

Frequency count of issues identified in pre and post test teaching case

Participant	Pre Test Cultural and Literacy Issues	Post Test Cultural and Literacy Issues
1	2	3
2	2	4
3	2	5
4	3	2
5	2	3
6	2	3
7	1	3
8	2	3
9	2	4
10	1	3
11	1	3
12	2	5
13	2	3
14	3	3
Total	27	47

The participants identified the following issues for both the pre and post test:

1. Dialect- The teacher had a hard time understanding the different speech

   patterns/dialect.

2. Different culture- The teacher did not understand the cultural differences or chose

   not to try and understand these differences.

3. Unaware- The teacher was unaware that there was a cultural difference between herself and her students.

4. Social Inequality- The student struggles due to social injustices.

5. Culturally Unresponsive Pedagogy- The teacher does not have a culturally responsive pedagogy or methodology.

In the post data collection all the above issues were identified by the preservice students. In addition to these issues, three new categories emerged. They were:

1. Frustration- The student or teacher is frustrated at school. Many of the preservice teachers' responses illustrated an understanding of the "intercultural dilemma" (Stiegelbauer, 1986) that took place in the teaching case. Their responses identify that the teacher, Janice, was culturally different than her students and she could not use her own cultural and background as a basis for designing instruction, understanding her students' behavior or understanding their interpretation of the poem (Noordhoff & Kleinfeld, 1993; Villegas & Lucas, 2002). Furthermore, many of the preservice teachers' responses exhibited an understanding of the frustration the students felt in the teaching case when the teacher did not know how to or did not try to bridge their culture with the content they were learning (Au, 1993).

2. Value- The teacher does not value her students who come from a background that is different with regard to socioeconomics, culture, language, and culture. The preservice teachers' answers illuminated the

need for the teacher in the case to hold affirming views of her diverse students (Villegas & Lucas, 2002). Many of the preservice teachers' responses illustrated that they felt the teacher should be a person who is an agent of change for these students by advocating for their social, cultural and political well-being (Leiystna, 2007; Noddings, 2005).

3.   Sameness- The teacher wants to teach every child the same way. The preservice teachers' responses demonstrated an understanding of naïve egalitarianism in their responses. Many of them showed an understanding that the teacher in the teaching case believed all people are created equal and should be treated as such without reflecting the privileges that many white people inherit (Causey, Thomas, Amento, 2009; Gay & Kirkland, 2003; McIntosh, 1997). Many of their answers also demonstrated an understanding that the teacher has not developed a sociocultural consciousness, because she was unable to recognize that the student's poetry and perspectives were influenced by her culture (Banks, 2006; Villegas & Lucas, 2002).

On the pretest, the preservice teachers demonstrated an understanding of five cultural issues that were presented in the teaching case. In total, the preservice teachers collaboratively recognized 27 issues on the pre-test.

The results of the posttest showed an increase in the number of preservice teachers who were able to recognize these five cultural differences; 47 issues were identified on the posttest in comparison to the 27 issues listed on the pretest. In addition,

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) composite score for each participant (Appendix G). The composite score is the sum of the points associated with each statement. Responses that reflect more culturally aware views received higher scores on the instrument. For example, one question on the inventory states, "I believe it is my responsibility to provide opportunities for children to share cultural differences in foods, dress, family life, and/or beliefs." A person who indicated

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 (α=.05). The composite scores from CDAI were analyzed using the SAS statistical software to see if each preservice teacher's score changed at the α=.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

test. After consultation with a measurement expert, (personal communication with J. Kromrey) I continued to use this participant's inventory, by inserting the average of all their answers as a substitute for the one missing question. By imputing the participant's average score, I was able to use their inventory in my analysis. The null hypothesis for this quantitative report is:

The will be no significant difference in the mean scores from the preservice teachers' pretest to the posttest as measured by the Cultural Diversity Awareness Inventory (Henry, 1991).

Findings. The scores for each participant were paired (Appendix H) and analyzed using SAS software. This analysis revealed a significant difference between mean levels of the pre and post test scores, $t(18) = 3.36$; $p < .05$. The mean post test scores were significantly higher (M= 91.36, SD= 7.04) than in the pretest (M=88.00, SD= 7.18). The 95% confidence interval for the difference between means extended from 1.26 and 5.47. The analysis rejects the null at the alpha .05 level. The effect size was computed at 0.47. According to Cohen's (1992) guidelines for t tests, this represents a medium effect size.

Assumptions. The three underlying assumptions of the dependent means t-test are the assumption of independence, the assumption of homogeneity of variance, and the assumption of normality. They are discussed below (See Table 4):

- The assumption of independence was met; each of the students' scores were independent of the other students' scores.
- The assumption of homogeneity of variance was met; the variances in both the pre and post test were nearly identical.

- The assumption of normality was met; skewness and kurtosis of the difference variable were examined and both values were below an absolute value of 1 indicating that it was tenable to assume the normality assumption was not violated.

Table 5

Descriptive Statistics

Variables	Mean	Standard Deviation	Skewness	Kurtosis
Pretest	88.000	7.187	.708	-0.307
Posttest	91.368	7.041	0.668	-0.224
Diff	3.368	4.37	0.082	-0.885

Limitations. Two limitations of this study are that the population is homogenous and it is a small sample size; seventeen of the 18 participants identified themselves as Caucasian. Results cannot be projected to the total teaching population.

Another limitation of this study is that firm conclusions may not be able to be drawn from the results because alternate explanations could be offered to support results. Many of the students enrolled in this course were also concurrently enrolled in a course that focuses on strategies, methodologies, and theories of teaching students who speak English as a second language. Another limitation to these findings is that throughout the course of this semester students were also required to work 15 hours in field based

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.

    The analysis of the CDAI (Henry, 1991) rejects the null hypothesis that there would be no change in the preservice teacher's pre and post test scores. There were significant gains on the preservice teachers' scores at the alpha .05 level.

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 influence preservice teachers' perceptions and insights related to culturally responsive teaching practices. The quantitative data also illuminated this finding. According to the Cultural Diversity Awareness Inventory (Henry, 1991) statistically significant gains in cultural awareness did develop during one semester of this literacy course.

In the following section, I will provide a discussion for each of the four finding: influences on the case-based discourse, motivation fostering critical inquiry, postcard postcard narratives, and contextualized cases. Within the discussion, I relate the findings of this study to previous research. My inquiry was guided by the theoretical frameworks of culturally responsive teaching (Banks, 2006; 2002; Villegas & Lucas, 2002) as well as sociocultural theory, Zone of Proximal Development (ZPD), and situated learning theory (John-Steiner and Mahn, 1996; Vygotsky, 1986; Lave & Wenger, 1991).

Findings

Influences on the Case-based Discourse

Teaching cases are constructed to foster a lively, academically charged discussion. The class discussion that follows the presentation of the case allows the preservice teachers to deconstruct the multiple layers and multiple perspectives that the case encompasses, as well as construct new meanings from the case (Shulman, 1992). The researcher, the professor and the preservice teachers brought to the classroom different background factors that influenced their contribution to the classroom discourse (See Figure c).
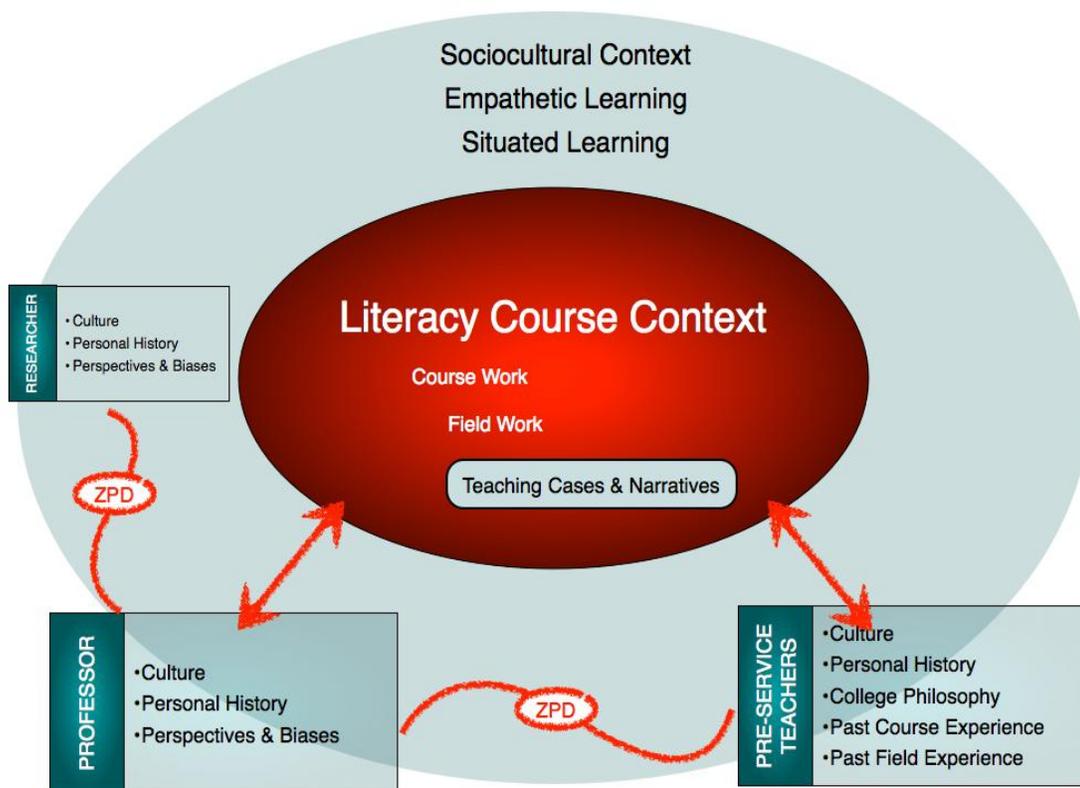
Figure 3: Theoretical Frame and Findings Influencing the Classroom Context. A model depicting findings and the theoretical frame of this study where teaching cases and postcard narratives where embedded into a literacy course.

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 topics and the commentary contributed by the preservice teachers' shifted the discourse into various new topics of discussion.

During this study, the perspectives and biases of the researcher, the professor, and the preservice teachers also influenced the case-based discourse.

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 important to explore these issues that can arise during the conversation, but it is equally important for the facilitator to have guidelines or a lesson plan to make sure specific topics are covered (personal conversation K. Colucci).

The Preservice Teachers. The preservice teachers appeared to identify with certain components of the teaching cases. Dr. Grace thought that this connection made the cases powerful, "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). During this study, the preservice students did connect to the teaching cases, and the cases fostered emotional responses. Kleinfeld (1998) states "Teachers need experiences that are emotionally unsettling, that open their hearts as well as their minds." (p.144).

> When I was walking around listening to the small groups, I heard one group say that happened to me, I was Juan. She was Swedish, that was her first language, I was placed in a lower reading group. And she still remembered that, so I think it evoked for some of them an emotion (INTV, Feb 15, 2010).

As the semester progressed the preservice teachers were able to relate and identify more issues that were embedded within the case. This was illustrated in the pre and post case data as the preservice teachers identified 27 literacy and cultural issues on the pretest compared to 47 issues on the post. The preservice teachers not only identified more

issues, but additionally, many of their answers on the post test illustrated a deeper understanding of the disconnect between the student's home and school lives. Many of the answers on the post test explained how culture, language, and ethnicity should be used as a vehicle for instruction. The post data illustrated the preservice teachers' desires to learn about the students in the case, develop a sociocultural consciousness, and engage in culturally responsive teaching practices (Villegas and Lucas, 2002; Banks, 2006; 2002). Some examples are:

- 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.

- The teacher is not relating to the students. She is not giving them content they can identify with.

In three studies, (Lee, Summers, & Garza, 2009; Causey, Thomas & Armento, 1999; Kleinfeld, 1998), prior experiences also initially showed to influence preservice teachers' conversation and perspectives when discussing teaching cases. Lee, Summers, & Garza (2009) found that the use of teaching cases was an effective instructional strategy for preservice teachers to gain insight into the attitudes and biases that could influence how they teach in their future classrooms. Kleinfeld (1998) observed that the teachers in her study who were at the beginning of a teacher education program, relied on their personal frames of reference instead of practical skills, experience in diverse settings, and academic credentials. Findings from Kleinfeld's (1998) study were (1)

teaching cases gave the reader vicarious experiences that prepared them emotionally and intellectually (2) students learned how to spot issues and frame problems outside their bias. Causey, Thomas & Armento (1999) asserted that the tendency of preservice teachers to "cling to prior knowledge and beliefs" poses a significant challenge to teacher education geared towards influencing attitudes towards diversity. They reported that preservice teachers rely on their beliefs and use them as a lens to interpret new information.

Similar to the research explored above, the preservice teachers in my study, appeared to use their frame of reference to discuss the teaching cases. They became emotional invested in the characters in the teaching case, and for some of the preservice teachers this fostered a response of wanting to help the character in the case. As the semester evolved, the preservice teachers still appeared to use their frame of reference to discuss the case, but developed the ability to identify more issues that did not relate to themselves as well as implement a culturally responsive lens on viewing these issues.

Motivation fostering Critical Inquiry

The professor of this course found teaching case and case-based instruction to be a motivational tool for engaging preservice teachers into critical inquiry, where they were able to explore, analyze, and examine the reality that shapes not only their lives but the lives of the people found in the teaching cases (Leistyna, 2007; Merseth 1994). After the second session of case-based instruction, I interviewed Dr. Grace and asked her how she felt case-based instruction was developing in her class. She commented,

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 anaylzed the sociopolitical and economic realities that shaped the many facets and people in the school environment (Leiystna, 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)

reviewed the teaching case (2) discussed the range of issues presented in the case, and (3) explored the pedagogical strategies and their potential consequences. During this meeting, Dr. Grace and I discussed how the teaching cases would be uploaded to the class' network site and the responsibility of preservice teachers to read each case before the designated class.

Another element of our discussion was to examine different ways she could hold the preservice teachers accountable for reading the case before class. This study uses sociocultural theory as a lens, and the co-construction of literacy and diversity knowledge during the case-based discussion was an important piece of this study. Therefore, Dr. Grace and I agreed that the written responses of the preservice teachers' should be brief in both time to complete and length of response. Prior to class, the preservice teachers were to list three to five issues they found in the case on a piece of paper before class, saving the in-depth analysis for class discussion. During the beginning of the first two cases, Dr. Grace followed what was agreed upon and had the students' list 3-5 issues they saw in the teaching case. It was during the third case, Andrea, where Dr. Grace chose a different approach. On this day, Dr. Grace asked her students to write a letter to the principal discussing the issues in the case. I noted in my researcher reflective journal that the time spent on the teaching case appeared a lot shorter than in the past two case-based classes.

> 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).

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. Similarly, Kleinfeld's (1998) found that teaching cases allowed teachers to model and discuss the process of analyzing and posing critical inquiry into problems that teachers face in the classroom.

Like the research stated above, in this study, the teaching cases appeared to engage and motivate the preservice students. As the students discussed the issues in the teaching case, they embarked on critical inquiry, co-constructing knowledge to develop skills to act as agents of change for their students (Leistyna, 2007; Villegas & Lucas, 2002).

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.

Contextualized Cases

All of the teaching cases that were used in this study were written or modified to feature both diversity and literacy issues. They were also designed to meet this particular course's objectives and then aligned to match weekly literacy topics in the syllabus. At the beginning of the study, Dr. Grace stated, "I want to make sure it is aligned to what we are talking about. You did a good job with that. I don't want it to be the extraneous thing, so do this and we are talking about this student that I don't know anything about (INTV, Jan 19, 2010)."

The teaching cases were aligned to the weekly topics and were contextualized to the curriculum being taught. This component became an integral part of the study because the preservice teachers and the professor were able to connect to the teaching case. Dr. Grace stated, " I connected to it right away because I think it fit really well to what we are talking about." (INTV, March 16, 2010). The teaching cases were interwoven within the week's topics and contextualized the lesson. For example, running records was the topic for week eight's discussion (see Appendix B).

> She stopped the review and actually used it to start teaching about running records- miscues. She now 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, 2, 2010).

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. Merseth (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 CDAI which showed a change in the preservice teacher's cultural awareness to diversity issues, the interviews conducted with the professor, the professor's journal, my nonparticipant observation notes, the narratives pre and post teaching case data, and my researcher reflective journal. The fact that these teaching cases were contextualized and written to be aligned with the course content made them powerful tools to motivate and foster an entrance for preservice teachers to engage in to a critical inquiry about culturally responsive teaching practices.

Finally, the third conclusion drawn from this study is that utilizing activities which allow preservice teachers to use an empathetic lens can be a very powerful experience that may lead to developing a culturally responsive literacy pedagogy. The preservice teachers in this study had the opportunity to immerse themselves in characters within the teaching cases and took on reactionary feelings to the issues that were presented. Their written desires illustrated traits of culturally responsive literacy pedagogy.

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 professors use their culture, experiences, perspectives and bias as a frame of reference when viewing information (Lee, Summers, & Garza, 2009; Causey, Thomas & Armento, 1999; Kleinfeld, 1998). Parallel to the majority of preservice teachers, faculty in higher education are also mostly White women.(Lowenstein, 2009; Sleeter, 2001). In this study,

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-reflection, then designing activities where the preservice teachers respond to the teaching case utilizing a writing activity could also be considered.

My final recommendation is for teacher education to safe-guard the well-being of their preservice teachers when purposefully creating emotional experiences. Using teaching cases and postcard narratives with an empathetic lens has proven to be an emotional experience for some preservice teachers. Many researchers believe these emotional experiences can lead to preservice teachers developing traits of a culturally responsive teaching pedagogy (Kleinfeld, 1998; Shulman, 1992; Kleinfeld, 1991; Wiseman 1978). In this study, this emotions "opened the hearts and minds" of many of the preservice teachers who engaged in the case based discourse and postcard narratives (Kleinfeld, 1998). Many of the preservice teachers showed care and concern for the

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 over one semester, therefore the results are limited in sample size and longevity. Further studies are needed to broaden understanding on how the use of case-based instruction can promote the development of culturally responsive literacy pedagogy. This research should be conducted using a larger population, and over

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 A: Cultural Diversity Awareness Inventory

Please check the boxes which describe you:

Age: □ 18-22   □ 23-50   □ 50+   Sex: □ Male   □ Female

Ethnicity: □ Caucasian   □ African American   □ Hispanic   □ Asian   □ Other

CULTURAL DIVERSITY AWARENESS INVENTORY

THIS SELF EXAMINATION QUESTIONNAIRE IS DESIGNED TO ASSIST THE USER IN LOOKING AT HIS OR HER OWN ATTITUDES, BELIEFS, AND BEHAVIOR TOWARDS ELEMENTARY CHILDREN OF CULTURALLY DIVERSE BACKGROUNDS. THERE ARE NO "RIGHT" ANSWERS, ONLY WHAT YOU BELIEVE. PLEASE BE SURE TO ANSWER EACH STATEMENT BY CHECKING STRONGLY AGREE, AGREE, NEUTRAL, DISAGREE, OR STRONGLY DISAGREE. THE INTENDED USERS ARE ELEMENTARY EDUCATORS (CLASSROOM TEACHERS, PARAPROFESSIONALS, THERAPISTS, SPECIALISTS) INVOLVED IN DIRECT SERVICES TO ELEMENTARY CHILDREN OF CULTURALLY DIVERSE BACKGROUNDS.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe my culture to be different from some of the children I serve.	□	□	□	□	□
I believe it is important to identify immediately the ethnic groups of the children I serve.	□	□	□	□	□
I believe I would prefer to work with children and parents whose cultures are similar to mine.	□	□	□	□	□
I believe I am uncomfortable with people who exhibit values or beliefs different from my own.	□	□	□	□	□
I believe other than the required school activities, my interactions with parents should include unplanned activities (e.g. social events, meeting in shopping centers), or telephone conversations.	□	□	□	□	□
I believe I am sometimes surprised when members of certain ethnic groups contribute to particular school activities (e.g., bilingual students on the debate team or Black students in the orchestra).	□	□	□	□	□
I believe cultural views of a diverse community should be included in the school's yearly program planning.	□	□	□	□	□
I believe it is necessary to include on-going parent input in program planning.	□	□	□	□	□

Appendix A (continued)

I sometimes experience frustration when conducting conferences with parents whose culture is different than my own.	□	□	□	□	□
I believe children are responsible for solving communication problems that are caused by their racial/ethnic identity.	□	□	□	□	□
I believe when correcting a child's spoken language, one should role model without any further explanation.	□	□	□	□	□
I believe that there are times when the use of "non-standard English should be accepted.	□	□	□	□	□
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.	□	□	□	□	□
I believe that there are times when racial statements should be ignored.	□	□	□	□	□
I believe that translating a standardized assessment from English to another language to be questionable since it alters reliability and validity.	□	□	□	□	□
I believe translating a standardized achievement or intelligence test to the child's dominant language gives the child an added advantage and does not allow for peer comparison.	□	□	□	□	□
I believe parents know little about assessing their own children.	□	□	□	□	□
I believe that the teaching of ethnic customs and traditions is NOT the responsibility of public school programs or personnel.	□	□	□	□	□
I believe it is my responsibility to provide opportunities for children to share cultural differences in foods, dress, family life, and/or beliefs.	□	□	□	□	□
I believe I make adaptations in programming to accommodate the different cultures as my enrollment changes.	□	□	□	□	□
I believe the displays and frequently used materials within my settings show at least three different ethnic groups or customs.	□	□	□	□	□
I believe each child should be involved in a regular rotating schedule for job assignments (e.g., different classroom helpers are assigned daily, weekly, or monthly).	□	□	□	□	□
I believe one's knowledge of a particular culture should affect one's expectations of the children's performance.	□	□	□	□	□

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. <u>**COURSE DESCRIPTION**</u>
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. <u>***MAJOR LEARNING OUTCOMES:***</u>
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.

<u>Course Objectives Stated in Performance Terms:</u>

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 vocabulary.

    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:
   a.   observing simulations and actual classroom instruction.
   b.   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:
   a.   creating conditions conducive to language acquisition, reading, and writing.
   b.   organizing and managing the classroom to provide an environment conducive to effective grouping, individualization, and instruction in reading**.**

4.   The student will demonstrate an understanding of the concepts associated with Balanced Literacy by:
   a.   describing various components and characteristics of Balanced Literacy (listening, presenting, writing, reading, viewing, and speaking).
   b.   practicing instructional strategies which reflect explicit and indirect teaching.
   c.   designing instruction reflecting knowledge of the modes of instruction incorporated in Balanced Literacy environments.
   d.   creating instructional experiences which integrate reading and writing across the curriculum.

5.   The students will demonstrate an understanding of how to teach reading by:
   a.   matching and adapting materials for students with various levels of proficiency in reading and writing, various modes of learning, and multiple intelligences, including ESOL students and students with special needs.
   b.   applying instructional strategies to support struggling writers and readers.
   c.   creating strategies, materials and activities that support language and literacy development to correct problems, including appropriate ESOL strategies.
   d.   participating in school-based experiences to apply campus-based learning.

6.   The student will demonstrate an understanding of the importance of establishing a print-rich environment using various printed artifacts and texts by:
   a.   categorizing and providing a variety of texts and printed materials in the classroom.
   b.   utilizing instructional strategies to elicit student production of printed artifacts for literacy experiences in the classroom.
   c.   orchestrating literacy activities to utilize the printed artifacts generated by the students as well as the variety of texts and other printed materials in the classroom.

7.   The student will demonstrate an understanding of the importance of ongoing assessment to inform curriculum by:
   a.   constructing informal assessments appropriate to respective grade levels.
   b.   administering and interpreting formal assessments to determine appropriate instructional strategies for individual students
   c.   identifying ways to assess the literacy development of emergent, novice, transitional, and expert readers and writers in the primary classroom, including the use of alternative forms of assessment.

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 **grades K-2** in classroom

    settings. Rubrics for completing the assignment and how it will be graded are included online in the

    ANGEL course supplement.

Appendix B (continued)

B. Required Assignments

Point Value	Assignment	Due Date	Where and How to Submit
50	Midterm based on assigned readings and class discussions. A specific focus of the exam is on the structure of words as it relates to the English Sound System**.**		**Angel/ or in class**
120	Students will organize a literacy day using a Balanced Literacy Model. Within the day the student will include <u>three</u> distinct literacy area plans: Word Work Lesson Plan, Reading Comprehension Lesson Plan, and Writing Lesson Plan. The day's lessons will also include a variety of early and emergent literacy strategies. In addition, the lessons will include ESOL Language Acquisition strategies and techniques. The student will adapt all strategies showing ESOL methods and assessment instruments. **ESOL #5, 6, 16, 17, 21**		**Hardcopies in class** **Post in Live Text in ESOL. Do not submit for review.**
40	Students will present the Reading Comprehension lesson plan to the class**.**		**Presentations in class**
20 points each	*Interactive cooperative group presentations:* *1. Students will bring in three texts K-2 and develop a Text Gradient. ELED FSAC #2* **2.** Phonemic Awareness Presentations In class, review children's books and education resources and websites (i.e., Florida Center for Reading Research) for options in teaching students from differing profiles phonemic awareness. These possibilities include poems, songs, chants, and stretching words (with rubber bands). Then, students will model select practices to the class and problems that could occur with lack of phonemic awareness. **3.** Stages of Reading Development		**Presentation in class**

Appendix B (continued)

B. Required Assignments

Point Value	Assignment	Due Date	Where and How to Submit
	Presentations in cooperative groups, the students will outline the stages of reading development (emergent, beginning, fluent, and mature) citing the general characteristics of each stage and problems that could occur at each developmental level. **4.** Collaborative Groups Phonics Lesson Presentation Students will explain the differences among various strategies for teaching phonics such as phonic analysis, by analogy, syllabic analysis, and morphemic analysis. They will discuss the advantages and disadvantages of each approach, and create a mini-lesson on phonics using one of these methods and present to the class. **5.** Word Work/ Vocabulary Collaborative Presentations. Students will identify the Dolch word list of most frequently used words and describe how to utilize a word wall or other methods to increase students' sight recognition in the K-2 classroom. In addition, students will compare the difference between words that are harder to learn and that are more abstract (connecting words "and", "the, with") with ones that are more concrete (ex, their names, brand names). Furthermore the students will discuss common problems with acquisition of vocabulary. Then, they will brainstorm in small group's ways to facilitate students' recognition of high-frequency words and present this to the class. **6**. Cooperative groups will present a reading		

Appendix B (continued)

B. Required Assignments

Point Value	Assignment	Due Date	Where and How to Submit
	fluency strategy that is developmentally appropriate for a K-2 student to the class (e g, modeling a Read Aloud to a K class). Discuss accuracy, automaticity, and prosody. Introduce strategies for increasing fluency for K-2 students. In addition, discuss through researching various assessments for measuring fluency and difficulties/ problems of not being a fluent reader.		
200	*Assessment Portfolio: (with a child). Individual assessments done then post in Live Text:* • *Yopp –Singer- Phonemic Awareness Assessment. Present findings to the class.* • *Concepts of Print/ Letter Identification. Present findings to the class* • *Running Record miscues, fluency, and retell analysis for fluency. Present findings to the class* • *(ELED FSAC #6).* • *Writing Assessment/Spelling Present findings to the class.* **Critical Task-Place in Live Text**		**Hardcopies in class** **Then when graded upload into Live Text**
100	* School Based Hours Journal - Written Responses to the School-Based Experience Expectations **FEAP #8**		**Must be posted on Live Text to receive credit. Submit for Review.**

Appendix B (continued)

B. Required Assignments

Point Value	Assignment	Due Date	Where and How to Submit
	Critical Task- Place In Live Text		
100	**Final**	**TBA**	

Students must submit for review, in LiveText, all FEAP aligned assignments in order to receive a passing grade in the course. In addition, all critical reading tasks must be passed with a 75% or higher to pass the class.

**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. In the event of proven cheating or plagiarizing on any FEAPs assignment, the student will, at minimum, receive a non-passing grade, not a withdrawal, for the course.

Reading Endorsement Competencies Addressed

Reading Competency	Descriptor
Comp. 1: Foundations in Language and Cognition	Has substantive knowledge of language structure and function and cognition for each of the five major components of the reading process. **: 1.A.1; 1.B.1;1.B.2; 1.C.1; 1.C.2; 1.E.1; 1.E. 2**; **; 1.E. 4; 1. D.1; 1.F.3; 1.F.4; 1.F.5**
Comp. 2: Foundations of Research-Based Practices	Understands the principles of scientifically based reading as the foundation of comprehensive instruction that synchronizes and scaffolds each of the major components of the reading process toward student mastery**: 2. A; 2. B; 2.D; 2.E; 2.F.1; 2.F.2; 2.F.3; 2.F.4*; 2.6;**
Comp. 3: Foundations of Assessment	Understands the role of assessments in guiding reading instruction and instructional decision making for reading progress of struggling readers**: 3.1; 3.2; 3.3; 3.6; 3.7; 3.8; 3.9; 3.10; 3.12;**
Comp. 4: Foundations of differentiation	Has a broad knowledge of students from differing profiles, including with disabilities and students from diverse populations**: 4.1; 4.2; 4.4**; **4.5; 4.6; 4.7; 4.8; 4.10**
Comp. 5: Application of Differentiated Instruction	Has knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations**: 5.1; 5.4; 5.5; 5.6;5.7; 5.8*; 5.9**

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

WEEK	TOPICAL COURSE CALENDAR	ASSIGNMENTS DUE
ONE **1/12 & 1/14**	Introductions Orientation to the course Time capsules What is reading?	Make sure that you can access the course through Angel Review textbook **QUIZ #1 (online): – MUST BE TAKEN BY SUNDAY, 1/17, BY 11:59 P.M.** **PreCase/IRB/ CDAI**
TWO **1/19** **& 1/21**	NCLB Overview Components of an effective reading program Balanced Literacy Model	Read GT, Ch. 1 **QUIZ #2 (online)** **Download**: SSS for Early/Emergent Reading (ANGEL or DOE website) & Bookmark

Appendix B (continued)

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

Appendix B (continued)

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

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 **4/27 & 4/29**	**Presentation of Lesson Plans (ESOL Infused)** Review for Final Exam	**Literacy Lesson Plan DUE 4/27** **LESSON PLAN PRESENTATIONS**
SEVEN-TEEN	**FINAL EXAM – DATE AND TIME TBA**	

Appendix B (continued)

V. <u>SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI</u>

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) <u>and</u> 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 with a first or second grade student.

Appendix C: Rubric Used by Expert Panel

	Excellent (3)	Acceptable (2)	Unacceptable (1)
Multiple Layers	There are several issues (including literacy and multicultural) that can be deconstructed from case.	Only one literacy and one multicultural issue can be deconstructed from case.	Only one issue or none can be identified.
Identifying of dilemma	Authentic type problem that can be manifested in elementary school can be identified.	An authentic problem is presented.	The dilemma is vague or unrealistic.
Language	Language is appropriate for students entering an elementary education program.	Language has some jargon that should be reconsidered or case does not contain enough jargon.	Language used makes comprehending the case difficult for a preservice student.
Align to course	Case matches more than 1 objective. (suggest week for implementation?)	Cases can be aligned to on objective on syllabus	Cases does not match course objectives.
Content	Case is of high quality and written to engage students in dialogue that aligns with course.	Case is of good quality and promotes some dialogue.	Not a good choice.
Comments:			

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.

Adopted from:

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

Anna

Anna Cohen is a new teacher in Brown County. She recently graduated from college and is excited to have been hired as a second grade teacher but is nervous about her first year. During the first month of school, the county requires all teachers to assess their students with a running record form and report the results to the county literacy department. Classroom teachers should use the results of the running records to group students into appropriate reading groups based on level. Anna completed her running records and had a concern about one student's assessment, Juan Ramirez.

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. With the new guidelines she was told to sprinkle writing throughout the day, because the primary grades needed to focus on reading in response to the school's low test scores.

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.

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 English (1989). Cases in Literacy: An agenda for discussion. International Reading Association.

Tim

It was the first day of school and Tim Adams, an ESL teacher's aide with 10 years experience, entered his new school building. He was hired as the primary ESL aide, grades K-2, and was excited to meet the staff and students.

Tim had been pleased when he attended the week of workshops prior to the first week of actual classes. He saw many welcoming faculty and a very diverse group of families. He and the principal decided during the week of workshops that it might be useful for him to shadow one or two ESL students during the first day to get an idea of the school and classroom policies and practices that are relative to ESL students. On the

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 worked as a teacher's aide for ten years, in two different schools. He knew that most teachers accepted, appreciated, and supported ESL students. However, he has also seen a few teachers who had expectations that were either much too low or much too high for such students. Most cases of too-high involved students of Asian heritage; cases of too-low expectations often involved Latino or African American students.

After school that day, Tim pondered how he might help teachers know more about the abilities, environment, and literacy needs of their ESL students. He knew that just telling teachers in a memo would not necessarily result in their knowing students better.

Modified from: Redman, G. L. (1999). *Teaching in Today's Classrooms: Cases from elementary school*. New Jersey: Prentice Hall.

Appendix E: Interview Protocol A

1. Can you tell me why you became an educator?

2. What let you into higher education

3. Who takes RED 3309?

4. What are your insight about using teaching cases and case-based instruction to teach diversity and literacy issues to develop a culturally responsive literacy pedagogy?

5. Do you foresee any problems?

   *I have asked all of my questions, do you have anything you like to share or add?

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

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

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I believe my culture to be different from some of the children I serve.	1	2	3	4	5
I believe it is important to identify immediately the ethnic groups of the children I serve.	1	2	3	4	5
I believe I would prefer to work with children and parents whose cultures are similar to mine.	5	4	3	2	1
I believe I am uncomfortable with people who exhibit values or beliefs different from my own.	5	4	3	2	1
I believe other than the required school activities, my interactions with parents should include unplanned activities (e.g. social events, meeting in shopping centers), or telephone conversations.	1	2	3	4	5
I believe I am sometimes surprised when members of certain ethnic groups contribute to particular school activities (e.g., bilingual students on the debate team	5	4	3	2	1
I believe cultural views of a diverse community should be included in the school's yearly program planning.	1	2	3	4	5
I believe it is necessary to include on-going parent input in program planning.	1	2	3	4	5
I sometimes experience frustration when conducting conferences with parents whose culture is different from my own.	5	4	3	2	1
I believe children are responsible for solving communication problems that are caused by their racial/ethnic identity.	5	4	3	2	1
I believe when correcting a child's spoken language, one should role model without any further explanation.	5	4	3	2	1

Appendix G (continued)

I believe that there are times when the use of "non-standard English should be accepted.	1	2	3	4	5
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.	5	4	3	2	1
I believe that there are times when racial statements should be ignored.	5	4	3	2	1
I believe that translating a standardized assessment from English to another language to be questionable since it alters reliability and validity.	5	4	3	2	1
I believe translating a standardized achievement or intelligence test to the child's dominant language gives the child an added advantage and does not allow for peer comparison.	5	4	3	2	1
I believe parents know little about assessing their own children.	5	4	3	2	1
I believe that the teaching of ethnic customs and traditions is NOT the responsibility of public school programs or personnel.	5	4	3	2	1
I believe it is my responsibility to provide opportunities for children to share cultural differences in foods, dress, family life, and/or beliefs.	1	2	3	4	5
I believe I make adaptations in programming to accommodate the different cultures as my enrollment changes.	1	2	3	4	5
I believe the displays and frequently used materials within my settings show at least three different ethnic groups or customs.	1	2	3	4	5

Appendix G (continued)

I believe each child should be involved in a regular rotating schedule for job assignments (e.g., different classroom helpers are assigned daily, weekly, or monthly).	1	2	3	4	5
I believe one's knowledge of a particular culture should affect one's expectations of the children's performance.	5	4	3	2	1

ABOUT THE AUTHOR

AnnMarie Alberton Gunn received a Bachelor's Degree in Elementary Education from Florida State University in 1997 and a Master's Degree in Education 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.