

PRESERVICE TEACHERS' STORIES FROM THE LITERACY LANDSCAPE:  
ENGAGING ADOLESCENT READERS AND NEGOTIATING  
THE PROFESSIONAL KNOWLEDGE LANDSCAPE

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A DISSERTATION

Submitted in partial fulfillment of the requirements  
for the degree of Doctor of Philosophy  
in the Department of Curriculum and Instruction  
in the Graduate School of  
The University of Alabama

TUSCALOOSA, ALABAMA

2019

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## ABSTRACT

This narrative inquiry sought to report and explore the lived experiences of four preservice teachers who took part in a teacher education program at a public university in the southeastern United States. Specifically, this study examined participants' lived experiences as they related to gaining personal practical knowledge required to be teachers of reading in their specific content-areas. Of these participants, two were social science teachers, one was music, and one was English language arts. All participants took part in an undergraduate literacy course as part of their required Teacher Education Program coursework. The results of this study expand the current literature concerning preservice teachers' educational needs in undergraduate content literacy courses and provide insight into their perceptions about the goals and realities of teaching literacy skills in their content-areas. Thematic narrative analysis was used to discern themes in the participants' interviews.

From two in-person interviews per participant and one focus group interview conducted via Zoom, three themes emerged from this inquiry: predominant test-prep pedagogy, discrepancies between literacy course experience and student teaching, and feelings of deficiency related to self-efficacy. Adopting Clandinin and Connelly's (1995) conception of the professional knowledge landscape of schools, this study utilized qualitative methods of interviewing, transcription, and thematic narrative analysis to draw attention to the ways preservice teachers negotiated tensions within their professional knowledge landscape as they worked to engage adolescents in reading and as they gained personal practical knowledge of literacy instruction.

## DEDICATION

To my family for their unwavering support over the years. Your encouraging words have helped me move forward when I wanted to give up. I dedicate this work to my grandmothers; their examples of strength, faith, gentleness, and beauty inspire me daily (Proverbs 31:28).

## ACKNOWLEDGMENTS

It is an honor to acknowledge the many people who made this work possible. I am grateful to my committee members for dedicating countless hours of guidance. I appreciate you more than words can express. A special thank you to Dr. Elizabeth Wilson and Dr. Becky Atkinson for their patience, help, and words of affirmation. I would like to acknowledge the University of Alabama's College of Education; I greatly appreciate the educational opportunities I have experienced over the past several years. Roll Tide!

My family and friends are treasures. I appreciate you and cannot thank you enough for your support. Your kind words saw me through challenging seasons of the dissertation process. Thank you to my sister Tami, my best friends Heather and Noreen, and my Aunt Dianna; your encouraging texts and prayers gave me strength to cross the finish line. A very special thank you to my husband Rill and our wonderful children Orilious, Kristina, Brittany, and Benjamin for pushing me to press on. You truly made completing this PhD possible.

I could not conclude this acknowledgment page without recognizing Dr. Karen Spector—I will forever be strong, courageous, tenacious, and prepared because of your influence in my life (Proverbs 27:17).

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## CHAPTER 1: INTRODUCTION

All teachers, regardless of content area, are teachers of literacy skills. Each content area calls on students to engage in different types of materials (e.g., textbooks, lab instructions, word problems) as well as different types of reading (e.g., reading like a historian). Additionally, in every content area, students encounter domain-specific vocabulary words, jargon, and other potential comprehension challenges that teachers play a pivotal role in helping them navigate. Preservice teachers (PSTs) must develop *personal practical knowledge* that is required to be teachers of reading in their specific content-areas. Ideally, such personal practical knowledge (PPK) is advanced as part of their training in teacher education programs (TEP).

This research (re)tells four preservice teachers' experiences with teaching and learning within the professional knowledge landscape (PKL) of schooling. Retelling of their stories often, in turn, informs their teaching practices, which builds upon their teacher beliefs, practices, and personal practical knowledge. Clandinin and Connelly (1995) categorized storied experiences as *secret stories*, *sacred stories*, and *cover stories*. *Secret stories* are narrative understandings of the experiences shared in the classroom between teacher and students. *Sacred stories* are narratives involving terminology teachers use that relies heavily on theoretical knowledge related to policy mandates. Clandinin and Connelly (1995) referred to these mandates as required curriculum packages oftentimes modeled in professional development workshops with the intent of replicating strategies or practices that may not meet individual student needs. Finally, *cover stories* involve teachers using language from professional communities related to

their lesson plans, learning objectives, and assessment strategies in the hopes of receiving approval from administrators and district-level authority figures (Clandinin & Connelly, 1995).

The landscape created a way to understand ontological and epistemological dilemmas occurring on three terrains of teachers' professional experiences that Clandinin and Connelly (1995) termed secret, sacred, and cover stories. Teachers live and move along the terrain of the landscape weekly, as they teach, plan lessons, attend faculty or data meetings, meet with parents, adhere to policy mandates related to new curriculum implementation, and navigate the uncontrollable forces of moral and intellectual happenings (Clandinin & Connelly, 1995). The landscape metaphor is one way to visualize research-based understandings of teachers' PPK (Clandinin & Connelly, 1996) and the tensions that arise as teachers move from classroom teaching to data meetings, to parent meetings, to after-school professional development meetings.

According to Clandinin and Connelly (1995), a teacher's PPK develops over time as educators interact with various aspects of schooling (e.g., working with students and parents, developing lesson plans, attending data meetings, participating in professional development, exploring and reflecting on their beliefs about schooling). These day-to-day interactions create teacher experiences that are termed *storied experiences* when they are shared. A teacher's PPK of literacy on the landscape of schooling is developed over time, both individually and collectively with peers; it is developed as subject matter knowledge, personal histories, and personal experiences related to teaching practices which all work in tandem to help educators make critical choices in meeting students' learning needs.

PPK, as perceived by Clandinin and Connelly (1995), is the relational, storied academic and social experiences that guide teachers' practice. Teachers' professional lives are experienced

with others such as students, parents, colleagues, and administrators who are part of their in-school and out-of-school experiences that inevitably shape their instructional and relational choices. Clandinin and Connelly (1995) described the intersection of in-classroom and out-of-classroom stories as a semipermeable boundary that “creates epistemological and moral dilemmas: teachers cannot authentically live and talk a strong ‘narrative knowledge’ and an abstract rhetoric of conclusions [which is related to policies that influence or make demands on teachers’ classroom decision making]” (p. 14). These dilemmas create tensions that teachers navigate on a regular basis. Craig (2010) also referred to the school landscape as storied terrains shaped by forces that influence in-classroom and out-of-classroom actions and behaviors. When these tensions occur, teachers can find themselves “going with the flow” of poor educational choices that potentially stifle enjoyment and engagement of reading in the classroom and often lead to silencing educators from sharing valuable classroom stories of student success.

An example of the storied landscape occurred when former PSTs from literacy courses I taught wrestled with tensions related to questions they asked of their cooperating teacher regarding balancing classroom lessons with material to prepare students for end-of-the-year state assessments. Most cooperating teachers responded by expressing that certain requirements, such as mandatory 30-minutes-per-day silent reading time, were not activities they could change, so they complied with the mandated reading practice even though they did not feel prepared to make reading time engaging for students due to a lack of resources such as texts. They also expressed a lack of PPK concerning the best methods for engaging students in sustained silent reading (SSR). Clandinin and Connelly (1995) created a metaphor of knowledge based on similar school mandates, such as incorporating specific reading strategies across the disciplines

as being “poured into the landscape” via a conduit (funnel) as teachers are required to put into practice “one-size-fits-all” solutions (p. 10).

As former educators, Clandinin and Connelly (1995) asserted that the idea of funneling mandates based on theory alone, without input from teachers, is neither practical nor logical in relation to meeting student needs. They continued, “Abstract diagrams, assessment plans, factors, school improvement plans, schemata, forces, research conclusions, research prescriptions, policy prescriptions, and so forth fill the landscape” to the detriment of classroom engagement (p. 10). As a result, many schools across the U. S. are not challenging educational leaders to acknowledge that pursuing higher test scores has stifled opportunities to introduce and support students’ literacy needs for the sake of engagement, enjoyment, wonder, exploration, critical thought, and action (Delpit, 2006; Gallagher, 2009; Ladson-Billings, 1995; Rosenblatt, 1993). Students predominantly experience non-aesthetic reading (or efferent: from the Latin word *effere*--meaning *to carry away*), which often leads to disinterest in reading for engagement or enjoyment (Gallagher, 2009; Rosenblatt, 1993). Thus the enjoyment of reading is replaced with mechanistic skill sets to encourage short-term memorization practices (Gallagher, 2009).

Most educators are not against teaching students academic test-taking skills; however, research confirms there is an imbalance between efferent reading practices, which is predominately carrying away information, and *aesthetic reading* practices, which promotes interacting with texts as a lived-through experience (Delpit, 2006; Gallagher, 2009; Ladson-Billings, 1995; Rosenblatt, 1993). This imbalance has far-reaching, negative impacts on students’ literacy futures (Delpit, 2006; Gallagher, 2009; Ladson-Billings, 1995). Teachers often attempt to bring balance to the tension-filled reading landscape of their educational environments by emphasizing aesthetic reading practices such as encouraging students to share their ideas and

questions related to texts. Teachers such as Gallagher (2009) lamented that over the course of their teaching career they have witnessed too many students lose interest in reading; most of Gallagher's students once embraced reading as an enjoyable part of life, but because of the overemphasis of efferent-style lessons to raise assessment scores, students have reported having negative self-perceptions of themselves as readers.

### **Background of the Study**

As a former secondary-level educator, I related to Gallagher's dilemma and was puzzled as to what teachers could do in their own classrooms to reverse perceptions students had of themselves as deficient readers. In my experience, allowing students time, space, and support to see themselves as successful readers empowered them to share their understanding and questions of texts, along with their successes as readers, with peers and in their homes and communities. Fellow secondary-school colleagues who witnessed my middle school students' increased engagement with texts asked me to share the changes I made in my classroom. Despite the increased engagement of some, there were still many students who wanted to go back to an efferent style of reading. Since early elementary school, a high percentage of middle-school students had been in remedial reading classes. From their subtle comments, it was apparent that my adolescent students viewed themselves as deficient readers who were not capable of reading beyond worksheet-type texts.

I carried these questions into a postsecondary literacy course I taught to undergraduate PSTs. My students in this course were junior and senior education majors from various disciplines such as music, science, and English language arts. Initially, content area teachers are met with resistance from most disciplines outside of English language arts, when literacy practices are introduced as a vital part of all disciplines' reading, writing, thinking, and speaking

skills (Moje, 2008; O'Brian & Stewart, 1990; Pytash, 2012; Shanahan & Shanahan, 2008).

Understanding the initial resistance to teaching literacy across the disciplines, I began the year by introducing Rosenblatt's (1995) transactional theory with preservice teachers to consider the importance of helping students move from being consumers of words on a page to experiencing text through the eyes of their future students' lives and experiences. I shared with PSTs that there were moments with my middle school students when we shared transactions with texts by voicing our prior knowledge the relationship we had with the topic of a certain text. In these moments, experiences beyond fact-finding were shared and considered.

I shared with students that while working as a secondary-level teacher, I was often positioned to respond to two different terrains within my professional knowledge landscape that created tension within both in-school and out-of-school spaces. This was a place of epistemological conflict where I worked with administrators, district-level leaders, and educational policymakers who often did not understand the "lived experiences" of classroom students and teachers (Clandinin & Connelly, 2000, p. 78). I found myself sharing cover stories in data meetings and professional developments because I knew speaking the language of policy and theory received greater acknowledgment than the secret stories (day-to-day shared learning experiences) my students and I lived in the classroom.

My PPK that I had developed over the years as an educator was not valued over the data driven, one-size-fits-all strategies funneled to teachers in the form of curriculum mandates and educational policies (Delpit, 2006; Gallagher, 2009). On many occasions, I wanted to allow my students more class time to immerse themselves in texts they were reading for pleasure or allow them more time to ponder a question raised by a fellow student related to a discussion we were having about their understanding of the theme of our text. However, the prescribed pacing guide

for my discipline was not flexible enough to allot extra time for what current education research deems necessary for students' overall academic and social growth.

I pondered how I could balance efferent and aesthetic literacy practices so students had opportunities to encounter text analytically and factually, but also emotively and affectively. Rosenblatt (1993) believed that reading is a transaction or event between readers and texts. To read solely from an efferent stance, students respond to texts by mainly decoding words and extracting meaning (e.g., dates in history, logic of structure, etc.). However, if efferent reading practices are balanced with aesthetic reading, students not only learn key details from their reading, but they also experience texts by negotiating, exploring, and creating meaning based on their transaction with texts (Rosenblatt, 1993).

### **Research Puzzles**

The puzzle that inspired this narrative inquiry is that many preservice teachers in their student teaching experience are not supported in literacy practices they learned while in a teacher education program (TEP). Many do not see literacy practices supported by schools and/or modeled by cooperating teachers. At times, preservice teachers are faced with learning to navigate their professional knowledge landscape in isolation. They are left to make independent decisions concerning their growing personal practical knowledge based on what they learned as preservice teachers prior to student teaching as well as their own personal experiences as secondary students.

### **Purpose of the Study**

The purpose of this study was to explore how PSTs, who were developing their own PPK of schooling, navigated in-class and out-of-class experiences within the PKL related to aesthetic literacy practices. Implementing reading, writing, speaking, and thinking practices taught in

literacy courses in a TEP is not always met with support and encouragement once preservice teachers enter clinical experiences and student teaching (Applegate & Applegate, 2004; Draper, 2002; Gallagher, 2009; Moje, Young, Readence, & Moore, 2000). PSTs often experience resistance because of schooling environments that support a stronger focus on standardized testing (Gallagher, 2009; Gayler, 2005) rather than on implementing teaching practices that encourage aesthetic reading experiences balanced with efferent reading abilities.

### **Research Questions**

Based on the research puzzles that initiated this study, the research questions are as follows:

1. How do undergraduate preservice teachers enrolled in a content area literacy course perceive the role of aesthetic reading in a secondary content area classroom?
2. What aesthetic reading practices do preservice teachers observe and implement during their field placements and student teaching?
3. How are preservice teachers using personal practical knowledge gained during a secondary content area literacy course to negotiate the reading landscape in their schools during their student teaching semester?
  - 3a. If they are not using the knowledge, what do they perceive as challenges that prevents such use?

### **Significance**

This study is significant for two reasons. First, this research adds to the contemporary educational research in teacher education using narrative inquiry methodology. The qualitative methodology for this study presents data that were gathered through reflective dialogue with participants that included open-ended questions related to teaching experiences. Clandinin and

Connelly (1995) assert that teachers know their lives narratively: teachers share classroom experiences in storied forms. However, teachers are seldom encouraged to share what Clandinin and Connelly (1995) call *secret stories*-- stories of classroom interactions that teachers experience with students as they learn and discuss academic and social occurrences. This research shares the voices of preservice teachers as they reflect on their experiences as student teachers on the literacy landscape of schooling.

Second, investigating these areas of preservice teachers' professional knowledge landscapes will add to the current educational literature to inform educators' plans for content literacy instructors to better meet literacy needs across the disciplines. I used two theoretical frameworks--Rosenblatt's (1995) transactional theory and Clandinin and Connelly's (1995) professional knowledge landscape--to examine and retell reading landscape narratives of preservice teachers who were students in a content literacy course and who were interns during the preceding semester at a large southeastern university.

### **Theoretical Framework and Methodology**

The theoretical framework and methodology for this research is discussed further in Chapters 2 and 3; however, I briefly share the framework for this study as well as the methodology before elaborating more fully in subsequent chapters. The theoretical framework in this study is aesthetically and experientially based (Clandinin & Connelly, 1995; Dewey, 1938; Rosenblatt, 1995).

#### **Transactional Theory**

Transactional theory supports balancing aesthetic and efferent reading by emphasizing that readers bring unique interpretations to texts based on their lived experiences (Rosenblatt, 1995); however, as students encounter texts the sense of wonder is often stifled when educators

predominately reduce reading to fit prescribed curricula that is meant to prepare students for yearly assessments that require rote memorization rather than critical thinking (Gallagher, 2009; Rosenblatt, 1995). Students are primarily charged with storing short-term information (efferent reading) they can “carry away”--rote memorization-like reading skills--to satisfy requirements such as mandated assessments (Rosenblatt, 1993, p. 23).

Rosenblatt (1993) referred to the “[carrying] away” of information as “residue after the reading,” which presents little opportunity for engagement between the text and students’ lives as learners and citizens (p. 23). Transactional theory highlights the act of reading as being both personal between the reader and the text and simultaneously social among peers (Rosenblatt, 1993). As I observed my own middle-school students’ reading needs with trusted colleagues, my goals as a teacher became focused on planning lessons and opportunities that provided aesthetic reading balanced with a smaller percentage of efferent reading practices that still satisfied district-level prescribed mandates. Navigating the logistics of my own PKL was cumbersome at times because of the justifications required to those in educational leadership positions concerning how class time was being allocated. I better understood the questions that preservice teachers shared with me in our literacy class when they asked their in-service teachers how they balanced teaching required test preparation material with their lesson plans.

### **Professional Knowledge Landscape**

In the landscape of narrative research, Dewey’s (1938) theorizing of *experience* is recognized by scholars as one of the foundational philosophies of narrative inquiry that greatly influenced the conceptualization of the landscape metaphor as a place of aesthetic possibilities, as well as a place of tension and dilemmas (Clandinin & Connelly, 2000). Dewey (1938) asserted that education without the aesthetic leaves learners void of opportunities to expand

relational and experiential meaning and perceptions, and it leaves learners void of forms of transformation. Connelly and Clandinin (1990) expanded upon Dewey's stance that educational landscapes void of the aesthetic miss the experiential possibilities of transformation. They stated that an awakening in the student is lost when relational practices and experiences are not attended to (Clandinin & Connelly, 1995).

Clandinin and Connelly (1995) conceived of the professional knowledge landscape as they studied aspects of teachers' professional knowledge as discussed by Fenstermacher (1994) and as they researched improvements to teachers' learning via increased "professional knowledge" beginning in teacher education programs (Darling-Hammond & Wise, 1992; Fenstermacher, 1994). The professional knowledge literature that Clandinin and Connelly (1995) initially encountered was a vast sea of research they claimed was hard to bring into focus. They sought to explore teachers as knowers in their day-to-day narrative contexts. Clandinin and Connelly (1995) brainstormed ways to "deal with the question of how to contextualize teachers' personal practical knowledge" (p. 4). They were without a way to visualize the various aspects of teachers' professional lives--making meaning of ways teachers navigate meeting students' needs, communicating with parents, and working with administrators and policymakers. The researchers imagined PKL as a metaphor to make possible an "interface of theory and practice in teachers' lives" as storied so that teachers could share their lived experiences (Clandinin & Connelly, 1995, p. 2).

John Dewey (1938) stated that life is education. Educational researchers in the social sciences are interested in life and people, especially in relation to teaching and learning--how social systems, values, and beliefs influence education (Clandinin & Connelly, 2000). Educational researchers who are narrative inquirers are interested in lived experiences: how

teachers understand and become aware of their day-to-day practices. Dewey (1938) and Clandinin and Connelly (2000) contended that as lives are lived out individually and socially new experiences grow which impact how we understand the past, present, and future. Narrative inquirers make meaning of the world narratively and thus study educational experiences likewise; all the while, they are staying wakeful or in a state of “wakefulness” (Clandinin & Connelly, 2000, p. 182). *Wakefulness* refers to an awareness of risks and simplistic plots and “unidimensional characters” (p. 182). Narrative inquirers are awake to criticism in that their work may not meet formalist or reductionist standards of retelling stories (Clandinin & Connelly, 2000).

This inquiry sought to explore how PSTs used their developing personal practical knowledge of content-area literacy practices to navigate the PKL of schooling during internship experiences. Preservice teachers in this study used their developing personal practical knowledge to navigate the literacy landscapes of the schools they were assigned to during their clinical placements and student teaching experiences. Participants and I discussed ways to kindle or rekindle reading motivation in adolescents using a balance of aesthetic and efferent reading practices. We also discussed how the preservice teachers might navigate the literacy landscape of schooling as it pertains to reading when they encountered “funneled” mandates. I will discuss the professional knowledge landscape as it relates to aesthetic and efferent reading practices in greater detail in Chapter 2.

## **Methodology**

The research was conducted using a narrative inquiry methodology (Clandinin & Connelly, 2000). Clandinin and Connelly (2000) asserted that narrative inquiry is a profound tool for studying and understanding human experience in contexts like schooling. They found

narrative inquiry research effective whether the focus was on a place such as a classroom, a puzzlement such as inequalities in workplaces, or teaching practices such as using specific reading strategies. The landscape metaphor allows for inquiry by which teacher knowledge can be explored, understood, and shared. Since the early 1980s, Clandinin and Connelly, as well as other educational researchers (Burnett, 2006; Craig, 2004, 2010; Olson & Craig, 2001), have utilized narrative research to understand teaching and to provide visual and metaphorical ways for teachers' voices to be heard.

Using the metaphor of a professional knowledge landscape allowed researchers such as Craig (2004) and Clandinin and Connelly (1995) to “think and talk about” teachers' personal practical knowledge “as [classroom teachers] made sense of their schooling experiences” (Craig, 2001, p. 305). Craig continued that the “Professional knowledge landscapes are storied landscapes made up of in-classroom and out-of-classroom places. In-classroom places are places where teachers work face-to-face with students; out-of-classroom places are all the other places where teachers interact on the professional knowledge landscape” (p. 305). These “other” places are often places of tension where teachers' stories of in-classroom experiences are not welcomed (Clandinin & Connelly, 1995). However, narrative inquiry offered space and time for stories to be shared on the literacy landscape of schooling for four preservice teachers.

### **Definition of Terms**

*Professional knowledge landscape*--an intellectual and moral landscape “composed of relationships among people, places, and things” (Clandinin & Connelly, 1995, p. 5). The landscape is a metaphor for places such as classrooms and data meetings where teachers navigate schooling experiences.

*Personal practical knowledge*--Clandinin and Connelly (1995) describe personal practical knowledge as “knowledge that arises from circumstances, practices, and undergoings” related to schooling (p. 7). They continue, “teacher’s knowledge is that body of convictions and meanings, conscious or unconscious, which have arisen from experience” (p. 7).

*Thematic narrative analysis*--an analysis process where imageries, concepts, figures of speech within lived experiences emerge into themes over the course of the research. In thematic narrative analysis, the “story” is kept intact by the researcher and participants as they co-construct narrative accounts from data.

*Transactional theory*--readers construct and reconstruct images, questions, and ideas from transactions between reader and text. The reader is active in the process of meaning-making with the text and with lived experiences including prior knowledge. Transactional theory is also known as reader-response theory.

*Narrative inquiry*--a methodology that centers narratives for exploring and understanding “collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus” (Clandinin & Connelly, 2000, p. 20). Narrative inquiry is also considered the study of experience “as a narrative phenomenon: that flows from the understanding of relational, social, and personal lived experiences” (Clandinin & Connelly, 2006, p. 375).

### **Organization of the Study**

Chapter 1 serves to introduce the research and provide information related to primary topics of interest, research questions, significance, theoretical framework, methodology, and key terms. Chapter 2 details literature reviewed for the existing research in narrative inquiry, transactional theory, content area literacy, preservice teachers’ beliefs and practices, and personal

practical knowledge. Chapter 3 details the methodology, the procedures for data collection including participant selection, analysis, and evaluation. Thematic narrative analysis was used to discern themes in participants' interviews. Chapter 4 presents the stories of four preservice teachers including their personal literacy experiences, content area literacy course, and student teaching. Themes that emerged from participants' interviews are shared. Chapter 5 details implications and future research questions and goals for narrative inquiry work.

CHAPTER 2:  
REVIEW OF THE LITERATURE

**Introduction**

In this section, I provide the conceptual framework that guided this research as well as a review of the relevant literature. Two main databases, ERIC and Education Full Text, were used to locate research related to literacy education and narrative inquiry. I share more detailed information related to the literature reviewed for this inquiry in Chapter 3.

Influenced by Rosenblatt's (1993) transactional theory and by Clandinin and Connelly's (1995) metaphor of a landscape, I framed my narrative inquiry into preservice teachers' initial relationship with schooling, developing personal practical knowledge, and reading practices within their discipline. One focus of the study was the learning time preservice teachers spent in a content area literacy course that I taught prior to their internship. The second focus was on the growing development of personal practical knowledge (Clandinin & Connelly, 1995) of PSTs on the reading landscape during their internship in local schools. I begin Chapter 2 by discussing background information on content area literacy and disciplinary literacy. I move to a brief background of U.S. educational policy as it relates to reading and literacy.

**Content Area Literacy and Disciplinary Literacy**

Over the past 20 years, the definition of content literacy has evolved from being solely associated with reading across the curriculum to engaging learners in reading, writing, thinking, and speaking skills that are more discipline specific (Shanahan & Shanahan, 2008). Educators and researchers Timothy Shanahan and Cyndie Shanahan (2008) asserted, "Content area reading

tends to emphasize the teaching of a generalizable (across content areas) set of study skills for use in subject matter classes” that has created a “generalist notion of literacy learning--the idea that if we just provide adequate basic skills, from that point forward kids with adequate background knowledge will be able to read anything successfully” (Shanahan & Shanahan, 2008, p. 41). The misconception over the years that content literacy is first and foremost strategy based rather than content based has confused educators, especially those teaching future teachers, and added undue stress to disciplines such as math. According to Shanahan and Shanahan (2008), this school of thought misleads preservice teachers to reject the idea of incorporating reading and writing strategies even at the most basic level of literacy understanding in their lessons to meet the differentiated needs of students (Shanahan & Shanahan, 2008).

Shanahan and Shanahan (2014) raised awareness concerning the use of blanket strategies (e.g., Think-Alouds, KWL, etc.) across disciplines to introduce vocabulary and discuss text. They encouraged the use of discipline-specific strategies to promote understanding and encourage engagement with text. Overall, he asserted that disciplinary literacy practices transform adolescents into insiders who can make meaning of discipline specific content with a sense of agency. Students can discuss and respond to materials that are appropriate within the discourse of the discipline. However, Moje (2000) noted that historically educators believed that reading instruction as well as literacy instruction in general predominantly rested in the instructional practices of the English language arts teachers. Moje (2000) argued for a discipline-specific literacy focus in all areas of schooling that flows beyond the classroom walls so that adolescents experience an overall valuing of reading, writing, speaking, and thinking throughout students’ in-school and out-of-school lives. In essence, disciplinary literacy puts the process inquiry and engagement at the center of instruction (Moje, 2008).

Educators meet adolescent’s literacy needs in discipline-specific ways by developing an understanding that “literacy is not something additional that they have to teach but rather a means to build content knowledge” (Friedland, Kuttesch, McMillen, & Prado Hill, 2017, p. 35). Meeting adolescent’s literacy needs is a shared responsibility across the content areas; however, there is no prescribed means by which to accurately teach all subjects--teaching practices related to reading strategies must be related to the discipline’s needs at a specific level not a generalizable level (Friedland et al., 2017; Moje, 2000; Shanahan & Shanahan, 2014). For example, history educators teaching from a disciplinary literacy perspective teach students to read in such a way that they begin asking questions such as “Who is the author and what is her background or possible bias?” Teachers discuss possible responses with students to gain an understanding of what context led students to their responses.

Secondary sources are presented to add to, challenge, or corroborate evidence from the first sources (Fisher & Ivey, 2005; Moje, 2007). Like history, each content area has unique expectations and goals for claims that are made and how outcomes or ideas are supported. Students are called upon to be highly literate individuals as social circumstances encourage adolescents to use advancements in technology “to move back and forth across multiple domains and contexts fluidly” with a degree of autonomy based on a foundation of critical thinking skills gained from interactions with various texts beyond basic or mechanical proficiency (Rainey & Moje, 2012, p. 76).

Draper (2008) shared her experiences teaching and promoting content-area literacy practices with preservice and in-service teachers who often resist the idea of literacy within their discipline. She stated that her response is that if teachers are incorporating reading of texts in various forms (e.g., graphic representation, artistic presentation, printed text, musical notation,

etc.) in their discipline then they are responsible for content-specific “direction and supervision” (Draper, 2008, p. 61). She continued that she initially encounters resistance. The efficacy of reading, writing, speaking, and listening instruction was questioned because of the teachers’ perceived lack of ability and the perceived lack of classroom time to dedicate to content-area literacy practices (Draper, 2008). Draper (2008) posited that teachers across the disciplines, from music teachers to physical education teachers, must be teachers who are “prepared to support the literacy development of students” within their content-area (p. 79).

### **Preservice Teachers’ Beliefs about Content Area Literacy**

Buchmann (1987) believed that the teachers’ content-area is greatly influenced by their prior experiences and/or beliefs. Likewise, many preservice teachers share a range of beliefs concerning what it means to teach content within their discipline (Buchmann, 1987; Hall, 2004; O’Brien & Stewart, 1990). Beijaard and DeVries (1997) stated that pedagogical knowledge and teachers’ beliefs hold close connections. Colwell (2016) continued that beliefs in many cases shape knowledge: “Preservice teachers may hold beliefs about instruction shaped by their personal experiences” (Colwell, 2016, p. 34). For example, research indicated that preservice teachers may not choose inquiry-based, theory related instructional practices when in the field but instead adhere to a transmission model of schooling similar to their own personal experiences (Colwell, 2016; Feiman-Nemser, 2001; Moje, 2008).

Watson (1994) argued, “We are our beliefs. They direct everything that happens in or out of our classrooms” (p. 606). Watson (1994) and Nierstheimer et al. (2000) contended that beliefs influence our educational planning and teaching practices: “preservice teachers’ beliefs about struggling literacy learners may signal their future teaching decisions and practices . . .” (p. 2). Researchers and educators Shaw, Dvorak, and Bates (2007) noted that PSTs’ “beliefs should be

recognized, valued, and acted upon by teacher educators” (p. 226). They further stated that teacher education programs often have a profound impact on preservice teachers’ thinking and practice.

### **Expectations of Content Area Literacy Teachers in Secondary Schools**

Requirements from both No Child Left Behind (NCLB) (2004) and Common Core State Standards (CCSS) (2010) emphasize that educators should be experts in their content area in order to offer students discipline-specific literacy instruction. Moje (2015) credited the CCSS (2010) with spurring increased interest in supporting middle and high school students’ content-area reading. She stated that over the past 50 years literacy learning at the secondary level has focused primarily on skill acquisition; however, educators such as Draper (2002), Shanahan and Shanahan (2008), and Moje (2015) charged secondary educators to move beyond skill-based literacy teaching. Moje (2015) posited positioning inquiry and discourse as the predominant focus of literacy practices within disciplines: “Skills-based literacy teaching that is abstract from purpose and value reduces disciplinary concepts to ‘stuff’ to be mastered and disciplinary literacy practices to forms and procedures to be memorized” (p. 255). Moje’s (2015) concern was that current teaching related to adolescent literacy has been “stripped” of the cultural and social nature of disciplinary literacy practices (p. 255).

Wolk (2009), Wilhelm and Smith (2014), and Moje (2015) emphasized the social aspect of literacy instruction by stating that content-area teaching should include value and purpose, motivation, curiosity, imagination, and passion. Their assertions directly correlate to teachers’ desires to balance efferent and aesthetic reading practices in which adolescents are afforded time and space to transact or experience text (Smith, 2017). Moje (2008) recognized the specific elements of teaching within each discipline by stating that disciplines have specialized codes,

skills, and ways of making meaning that must be attended to with technical vocabulary and content-specific texts. She adds, however, that teachers cannot discount important dimensions literacy standards place on “uncovering, examining, practicing, challenging, and rebuilding the tools of knowledge production and critique” (Moje, 2007, p.10).

This is demonstrated in Sample 7 of the CCSS (2010) (see Figure 1) where students are asked to analyze, assess, compare and contrast, synthesize, and make judgements of given texts in discipline specific ways. For example, in a science classroom students may be asked to create graphic representations based on data analyzed after reading a researcher’s claims. Students would use efferent reading practices to locate factual data and note quantitative aspects of meaning making. Teachers are called upon to lead students through discovery processes to relate patterns to possible stories of outliers or relationships between external factors that invite aesthetic possibilities of qualitative aspects of meaning making--in essence, teachers are balancing efferent and aesthetic reading practices.

## CCSS (Standards 7, 8, and 9) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

Reading standards for literature	Reading standards for literacy in history and social studies	Reading standards for literacy in science and technical subjects
<b>Standard 7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b>		
Grade 7*: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (for example, lighting, sound, color, or camera focus and angles in a film).	Grades 6–8: Integrate visual information (for example, in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Grades 6–8: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (for example, in flowchart, diagram, model, graph, or table).
Grades 9–10: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (for example, Auden’s “Musée des Beaux Arts” and Bruegel’s <i>Landscape with the Fall of Icarus</i> ).	Grades 9–10: Integrate quantitative or technical analysis (for example, charts, research data) with qualitative analysis in print or digital text.	Grades 9–10: Translate quantitative or technical information expressed in words in a text into visual form (for example, a table or chart) and translate information expressed visually or mathematically (for example, in an equation) into words.
Grades 11–12: Analyze multiple interpretations of a story, drama, or poem (for example, recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	Grades 11–12: Integrate and evaluate multiple sources of information presented in diverse formats and media (for example, visually, quantitatively, as well as in words) in order to address a question or solve a problem.	Grades 11–12: Integrate and evaluate multiple sources of information presented in diverse formats and media (for example, quantitative data, video, multimedia) in order to address a question or solve a problem.
<b>Standard 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>		
Grades 6–8: Not applicable to literature	Grades 6–8: Distinguish among fact, opinion and reasoned judgment in a text.	Grades 6–8: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
Grades 9–10: Not applicable to literature	Grade 9–10: Assess the extent to which the reasoning and evidence in a text support the author’s claims.	Grade 9–10: Assess the extent to which the reasoning and evidence in a text support the author’s claims or a recommendation for solving a scientific or technical problem.
Grades 11–12: Not applicable to literature	Grade 11–12: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.	Grades 11–12: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
<b>Standard 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>		
Grade 7: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Grade 6–8: Analyze the relationship between a primary and a secondary source on the same topic.	Grades 6–8: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Grades 9–10: Analyze how an author draws on and transforms source material in a specific work (for example, how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Grades 9–10: Compare and contrast treatments of the same topic in several primary and secondary sources.	Grades 9–10: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
Grades 11–12: Demonstrate knowledge of 18th-, 19th-, and early 20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Grades 11–12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Grades 11–12: Synthesize information from a range of sources (for example, texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

*Figure 1.* CCSS (Standards 7, 8, and 9) for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

The table below illustrates what reading in disciplines like science and social science might entail using efferent and aesthetic reading practices (see Table 1). The table below is based on information and illustrations from “Reading in the Disciplines,” by Carol Lee and Anika Spratley (2010).

Table 1

*Examples of Efferent and Aesthetic Literacy Practices in Science and Social Science*

Reading in . . .	Students are called upon to . . .	Efferent practices . . .	Aesthetic practices . . .
<p>Science – scientific text related to herbivores.</p>	<ul style="list-style-type: none"> <li>- understand specific, technical vocabulary such as herbivores.</li> <li>- read and create charts and graphs.</li> <li>- analyze data and consider outliers that impact findings.</li> </ul>	<ul style="list-style-type: none"> <li>- determine which animals eat only plants based on the text.</li> <li>- compare number and size of animals that only eat plants to those that only eat meat based on the text.</li> </ul>	<ul style="list-style-type: none"> <li>- discuss with peers where you have seen herbivores and what you learned from watching them. Share your findings as a group by creating a chart with five components: 1) an illustration of two of the animals, 2) an illustration of the food they eat, 3) your experience with the animal, 4) where the animals can be found, 5) what impact the animal has on the environment including their interaction with people.</li> <li>- using resources such as <a href="http://Discoveryeducation.com">Discoveryeducation.com</a> and library resources share two discoveries beyond the textbook.</li> </ul>
<p>Social Science – historical documents related to speeches by former presidents.</p>	<ul style="list-style-type: none"> <li>- understand discipline specific vocabulary like primary and secondary text.</li> <li>- determine political and ethical dilemmas.</li> </ul>	<ul style="list-style-type: none"> <li>- distinguish between fact and speculation based on assigned text.</li> <li>- determine the intended audience of the documents.</li> </ul>	<ul style="list-style-type: none"> <li>- after reading the assigned text, consider how you would feel if you had been present during this speech. What would your thoughts have been? What did the speech remind you of?</li> <li>- re-read the first document, the President’s speech, with your group and share two reactions you had. Underline sections in the speech that spoke directly to those feelings.</li> </ul>

## **Brief History of Adolescent Literacy Education and Overview of the Reading Landscape**

Beginning in the early 1900s, U.S. policymakers and educators have pondered the role of reading and writing instruction in secondary schools (Alvermann 2001; Hauptli & Cohen-Vogel, 2013; Moje, 2008; Shanahan & Shanahan, 2014). Initially, researchers investigated the use of general literacy strategies to advance proficient reading and writing skills. Moje (2008) asserted that adolescents used certain comprehension skills to “transfer their use of strategies in one subject area to another” (p. 97). Advanced studies, centered on content-specific practices, examined if and when teachers used these strategies to encourage such transfer. Nevertheless, recent studies suggest literacy attention has shifted to discipline-specific practices rather than strategy-based teaching (Moje, 2008; Shanahan & Shanahan, 2014). It is important to emphasize that adolescent literacy in the 21st century reaches far beyond traditional reading of printed text and writing with pencil and paper.

Hauptli and Cohen-Vogel (2013) examined and noted changes on the role of the federal government from the time of former President Johnson to that of former President Obama and noted changes. Throughout this time, the focus shifted from traditional literacy skills to the expanding view of literacy including speaking and listening skills as well as increasing digital modes of literacy. Hauptli and Cohen-Vogel’s (2013) research investigated a movement throughout history from The National Reading Improvement Program, signed August 21, 1974, by President Ford, which promoted reading skills from preschool students to adults. The researchers continued their study to include Race to the Top, signed by President Obama on February 17, 2009, which emphasized “investing in reform” to promote college readiness (p. 401). However, educator and researcher Elizabeth Moje (2008) raised concerns over how educators and policymakers have attempted throughout history to meet growing literacy needs.

Decades of research continue to reveal that a high percentage of adolescent learners are not prepared to meet literacy demands in and out of school. Moje (2002) contended “the field of education has not adequately met the literacy learning and development needs of adolescents” (p. 2). She continued, “The lack of attention among policy makers, educators . . . even adolescent literacy researchers . . . and literacy teaching and learning in the disciplines of secondary school is distressing . . .” (p. 212). Data from the National Assessment of Educational Progress (NAEP) indicated a lack of necessary reading skills as indicated by 8th graders performing “at or below the *Basic* level in reading comprehension” (Faggella-Luby, Ware, & Capozzoli, 2009). Faggella-Luby et al. (2009) stated: “[Nationally], 70% of eighth graders . . . may struggle with recognizing literal information from text, finding main idea, or describing the central problem faced by a main character” (p. 454). They cited strengthening “core literacy instruction in the content areas” (p. 454) as an essential step to improving adolescent literacy. However, researchers emphasize the importance of addressing the literacy teaching practices of preservice and in-service teachers as well as their personal literacy lives as a first step to improving literacy engagement in the secondary classroom (Applegate & Applegate, 2004; Guthrie & Davis, 2003; Huang 2017).

Applegate and Applegate (2004) explained that it is troubling when preservice teachers are not engaging in reading themselves. The impact their personal reading habits may have on adolescents could result in a lack of enthusiasm toward reading in their future students’ literacy lives. The researchers called this influence “The Peter Effect” (p. 556). Research supports that adolescents are unfortunately already engaging in reading less and less each year and have reported that they are embarrassed to be perceived as people who enjoy reading (Clark & National Literacy Trust, 2013). Without a strong literacy pedagogy, in-service and preservice

teachers may not be prepared to meet students' reading needs with the instructional intensity that is necessary to offer effective literacy opportunities (Faggella-Luby et al., 2009).

Recent research points to the decrease in teacher candidates' reading history: 38% of adults in teacher education programs spend only one to four hours each week in academic reading; over 60% spend less than one hour (Huang, 2017). Of the 395 participants in the survey, 0% reported reading on a regular basis for enjoyment (Huang 2017). This trend is also noted by the National Literacy Trust (2013). The report stated that there is a direct link between reading enjoyment, reading attitudes, and reading frequency, which impacts preservice teachers' understanding of the necessity of reading practices in their future classrooms:

Reading enjoyment, behavior and attitudes are clearly related to reading attainment (p. 20). . . . Reading frequency, reading length [and enjoyment] are also related. About a quarter of young people who read every day read for up to 30 minutes at a time.

However, nearly half of young people who read every day also read for one hour or more. By contrast, young people who read less frequently also read for shorter periods of time, with 30.6% of young people who read only once a month outside of class reading for up to 10 minutes, while a quarter read for up to 20 minutes. (Huang, 2017, p. 23)

Alvermann and Moore (1991) and Guthrie and Davis (2003) argued that the real value of reading is in its use: time spent reading and the value placed on that time. They explained that most *good readers* use strategies that many do not realize they are calling upon to navigate time, space, and place in their reading for academic purpose as well as for enjoyment. These reading strategies become part of the reader's repertoire through instructional modeling and usage. However, PSTs reported that they did not feel adequately prepared to model or teach students' reading skills or strategies in their disciplines; however, as student teachers and first-year

teachers they were challenged with supporting mandated silent reading time (e.g., DEAR--Drop Everything and Read; SSR-Sustained Silent Reading) in their secondary classrooms (Applegate & Applegate, 2004; Huang, 2017). According to the NCES (National Center for Education Statistics), between 2015 and 2017 there was a slight increase in reading achievement scores. The increase was predominately “among higher performing students” (NAEP, 2017; See Appendix A and Figure 2).

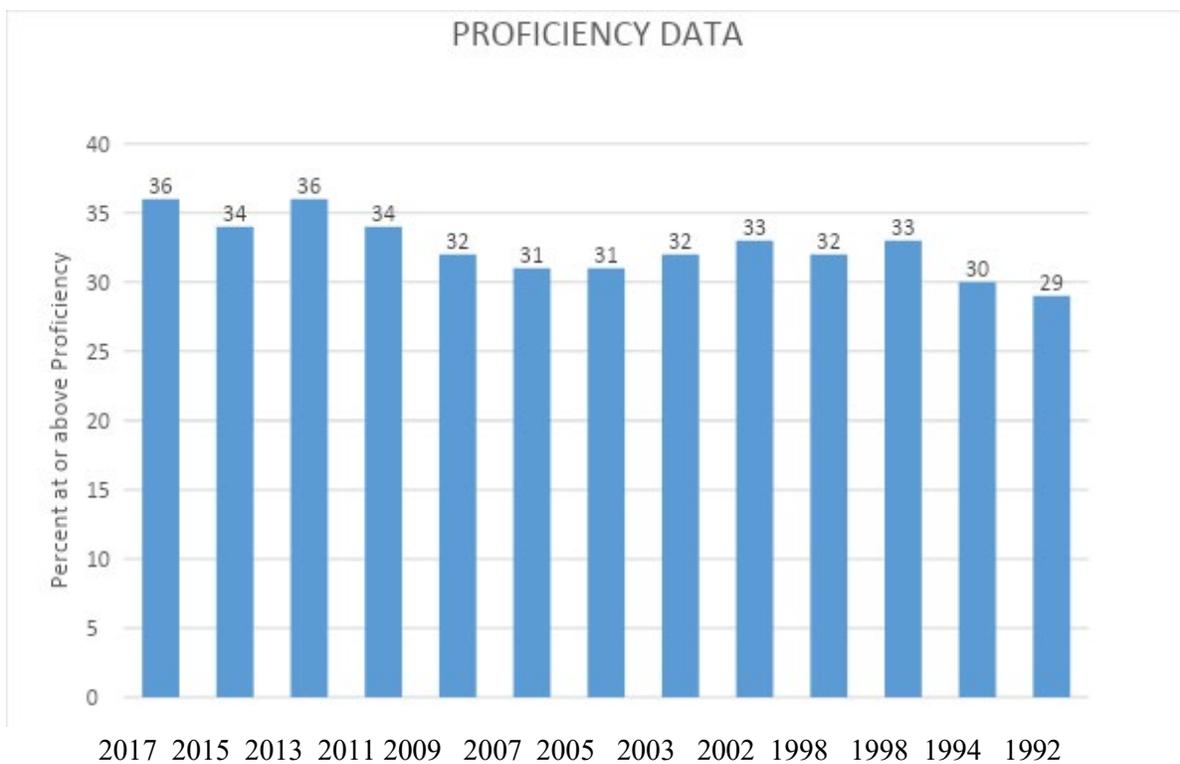


Figure 2. Based on NAEP 2017 reading statistics.

Nierestheimer, Hopkins, Dillon, and Schmitt (2000) reported that PSTs often become frustrated when teaching adolescents who have reading challenges despite how they had previously declared strong convictions about wanting to create equitable learning spaces. PSTs’ frustration or disillusionment, according to Nierestheimer et al. (2000), may be rooted in their own feelings of inadequacies to teaching reading in their discipline or to implementing reading

practices such as SSR because of their personal beliefs about reading (Applegate & Applegate, 2004; Guthrie & Davis, 2003; Stewart & O'Brien, 1989). In what follows, I discuss one of the mandated reading practices, Sustained Silent Reading, and a brief history of school accountability.

### **Sustained Silent Reading**

There are wide-ranging beliefs about reading programs such as Uninterrupted Sustained Silent Reading (USSR), which was first proposed and implemented in the 1960s by Lyman Hunt, a professor from the University of Vermont. Hunt believed that allowing students uninterrupted reading time would increase their interest in reading (Reutzel et al., 2008). Over the decades, USSR has been modified, investigated, and renamed by educators and school districts to meet growing literacy needs and concerns in Grades K-12. Research on the nature of USSR or Sustained Silent Reading (SSR) at the secondary level provides a basis for the present study.

Independent reading programs that stem from USSR include Free Voluntary Reading (FVR), Drop Everything and Read (DEAR), Sustained Silent Reading (SSR), and Daily Independent Reading Time (DIRT). Commonalities of these programs include students having allotted class time to read quietly self-selected texts (printed books, magazines, newspapers, and eBooks). In some cases, following this allotted time, students are given opportunities to engage in class-wide discussions of their texts and opportunities to engage with teachers concerning reading concerns: vocabulary, comprehension, and text selection (Gardiner, 2005; Kamil; 2008; Siah & Kwok, 2010). Reading is an encompassing practice that must be thoughtfully taught (Reutzel et al., 2008). However, multiple studies conclude that not all reading programs include instructional support needed for students to remain engaged during daily reading time. There is evidence to confirm a lack of needed guidance from teachers who have not received professional

development on how to implement a successful SSR program (Gardiner 2005; Guerin & Murphy, 2015; Pilgreen 2000; Reutzel et al., 2008).

Researchers, including McCracken and McCracken (1978), Kamil (2008), and Miller and Moss (2013), agreed “Children learn to read by reading . . . but not without instructional support” (Miller & Moss, 2013, p. 1). McCracken and McCracken (1978) concluded in 1978 that teachers not only need to model reading habits during designated quiet reading time, but teachers need to generate discussions and questions based on their self-selected reading so that students can visualize what fluent readers do. Their work has been expanded over the years to include frameworks for independent reading (IR) time that allows students quiet, inviting, safe spaces to read where their efforts are supported by their classroom teacher (Gardiner, 2005; Miller & Moss, 2013; Pilgreen, 2000; Williams, 2014).

Research-based practices that educators have gained through professional developments and teacher mentoring include the following: (1) guiding and monitoring students on how to select appropriate reading-level texts, (2) teacher-talk on how they make meaning of text so that students have opportunities to question or relate to practices, (3) encouraging a wide range of genres so that students experience various kinds of texts, and (4) scaffolding comprehension and vocabulary acquisition for students reading challenging texts (Kamil, 2008; Miller & Moss, 2013). Miller and Moss (2013) and Kamil (2008) recognized that effective SSR practice includes structured opportunities for students to read for pleasure to promote lifelong literacy skills; however, they note that when independent reading time is not focused “it can lead to fake reading and ultimate disengagement, whether it’s due to a lack of purpose or a perceived or actual lack of reading skills” (Miller & Moss, 2013, p. 8). Thus it is vital to successful SSR

programs for teachers to promote reading skills so that students experience meaningful reading opportunities (Miller & Moss, 2013; Pilgreen, 2000).

Miller and Moss (2013) and Gardiner (2005) emphasized that SSR programs can and should be implemented by classroom teachers to encourage pleasure reading and reading fluency, but programs should include support to create effective independent reading time that not only helps students increase reading fluency (which usually leads to increased assessment scores) but also introduces adolescents to the enjoyment of reading. With teacher support, students should be able to

- Select challenging, exciting, informative, thought-provoking, and pleasurable texts
- Engage in conversations with their teacher and peers about their readings
- Use reading strategies when faced with challenging or new vocabulary and concepts
- Reflect and respond to their reading in a variety of ways: blogging, Book Talks, journal entries, artistic creations, etc.

Extending and varying from this list, the primary goal of SSR programs has always been to increase students' enjoyment of reading (Gardiner, 2005, p. 32). Thus, educators are challenged to introduce and support "free reading time" in a way that positively engages students in the learning process (Gallagher, 2009; Gardiner, 2005).

### **Brief History of School Accountability from NCLB to ESSA**

School mandates such as required silent reading time often occur as a result of outcomes related to "high-stakes testing and accountability systems that have been shown to narrow curricula and limit teacher flexibility and creativity" (Green et al., 2015, p. 1112). U.S. schools

operate under political pressure that creates educational environments that promote labeling students as data points based on mandated testing results (Clandinin et al., 2010; Gallagher, 2009; Miller, Sharp, Mannish, & Sokolowski, 2017; Wilhelm & Novak, 2011). This testing pressure has left some educational landscapes void of pleasurable learning experiences (Moje et al., 2000; Wilhelm, 2011; Wilhelm & Novak, 2011; Wilhelm & Smith, 2014; Wolk, 2009).

The professional knowledge landscape focuses on connections between literacy and power (Burnett, 2006; Clandinin et al., 2017). It provides space for literacy practices such as reading to be engaging and relevant to adolescents (Draper, 2002; Gallagher, 2009; Holbein & Ladd, 2017; Ravitch, 2010; Wolk, 2009). Diane Ravitch (2010), who was once an advocate for standardized tests as a form of measurement of educational readiness, stated,

Testing, I realized with dismay, had become a central preoccupation in the schools and was not just a measure but an end in itself. . . . Accountability, now a shibboleth that everyone applauds, had become mechanistic and even antithetical to good education. (pp. 12-13)

According to educational researchers and former educators Wilhelm and Novak (2011), real engagement with learning has drastically diminished over the past half century. Teachers feel enormous pressure from top-down accountability policies that seek to ensure they and their students “perform” at an acceptable data point each school year (Gallagher, 2009; Ravitch, 2010; Wilhelm & Novak, 2011). Discussions related to students’ literacy engagement with self-selected text are predominately nonexistent.

School accountability in the early 2000s came about from “the big idea” concept that school districts would hold schools accountable by three main categories: “Creating rigorous academic standards, measuring student progress against those standards, and attaching some

consequence to the results” (No Child Left Behind [NCLB], 2002). According to information from the Department of Education’s website, the purpose of NCLB was to ensure academic rigor and success for students by holding states accountable for the progress of their schools as well as show how districts were closing the existing achievement gaps in local schools. Two areas that NCLB originally sought to address were (1) the number of tests students were required to take during the academic year to show mastery of grade-level material and (2) how communication with parents regarding their child’s school progress was succeeding. However, highly influenced by the earlier reports on the state of education in the U.S., *A Nation at Risk* (National Commission on Excellence in Education, 1983), schools across the nation were propelled into a high-stakes testing frenzy (Rex & Nelson, 2004; Sullivan et al., 2005).

Educator and researcher, Rodriguez (2013), attributed this frenzy to the “test-prep pedagogy” that was adopted by school districts nationwide (p. 133). He stated that because NCLB and its subsequent “test-prep pedagogy mindset” curriculum and literacy practices have been reduced and “narrowed in lieu of an in-depth exploration of important content areas, test-prep pedagogy often involves cursory coverage of academic content” (p. 133). In 2001, yearly testing in Grades 3 through 8 and an exit exam in high school became mandated at the federal level for all states as the accountability measure for schools’ annual yearly progress (AYP).

The expansion of standardized assessments and the use of high-stakes testing impacted core classroom curriculum in subjects such as math, English language arts, and social studies to create a teaching framework of shallow test-centered questions to ensure, at best, basic proficiency on mandated assessments (Darling-Hammond & Wise, 1985; Gayler, 2005). Teachers felt a weighty pressure to adopt a production-line mindset in which teachers were responsible for “manufacturing” a quality product like a finished car on an assembly line. Many teachers felt

their work as educators had been tragically reduced to “didactic and test-oriented instruction” that made little difference (Upadhyay, 2009, p. 571).

In 2010, the Every Student Succeeds Act (ESSA) was signed and began in 2017-2018 to replace the era of NCLB. Under ESSA, states today can set goals for all learners although they still require state assessments. States choose their own form of testing such as an ACT or SAT test at the high school level. Other assessment choices combine individual and collaborative efforts to demonstrate a range of skills rather than adopting a multiple-choice response (Editorial Projects in Education Research Center, 2016). States individually determine the weight the assessment carries on its four-indicator plan. Teacher evaluations are not based on student outcomes. According to the U.S. Department of Education’s (2003) website related to law and guidelines for ESSA, since the enactment of ESSA, high school graduation is at an all-time high, and dropout rates are at an all-time low; however, Gallagher (2009) and Toppo (2007) argue if students are graduating from U.S. schools like the 27% of adults who reported in 2007 that they did not read a single book or engage in reading for enjoyment, how are we preparing graduates for a successful literate future?

### **Transactional Theory**

Louise Rosenblatt’s (1986) transactional theory emphasizes that readers construct and reconstruct images, questions, and ideas from transactions between text and reader. The reader is active in the process of meaning-making with the text and with lived experiences including prior knowledge. Reading shifts or repositions the relationship from the author and the reader to the reader and the text. In a sense, Rosenblatt envisioned a cultural rewriting, where the reader’s world converges with the text. At the heart of aesthetic reading is the actual reading experience that often challenges, excites, and awakens readers to greater understanding and creativity

(Rosenblatt, 2005). However, in the past decade there has been a growing concern among researchers and educators that reading practices related to aesthetic reading have been sacrificed on the altar of high-stakes testing (Gallagher, 2009; Gaylor, 2005; Guthrie & Davis, 2003; Wilhelm & Novak, 2011).

Rosenblatt (2005) posited that students need time to explore text and ideas with guidance from peers and classroom teachers to arrive at deeper understandings of texts: “[Young readers] will be stimulated to make connections among initial responses, the evoked work, and the text. He may then be motivated to return to the actual words of the text, to deepen the experience” (p. 85). Aesthetic reading practices encourage readers to approach a text with an understanding that it is acceptable to “pay attention to what the words call to consciousness. They can savor the images, the sounds, the smells, the actions, the associations, and the feelings” (p. 85) in a text. Gallagher (2009) and Rosenblatt (2005) believed that adolescents, as well as many teachers, are not given the freedom in the classroom to read for the sake of enjoyment in learning. Rosenblatt’s understanding of affording rich reading experiences for students was greatly influenced by educator and philosopher John Dewey (1938).

Dewey (1938) stated that if we do not allow educational practices to empower and free those within whom it serves then we will be controlled by the unseen forces of uniformity and confinement in educational and social pursuits. Rosenblatt (2005) continued that reducing reading to “mechanistic, multiple-choice testing reinforces the implicit pressure to treat literature as a body of knowledge rather than that of potential experiences” (p. xxviii). However, like Gallagher (2009), Rosenblatt (2005) is not opposed to “reading checks” or tests to determine if students actually read the text but explained that a reliance on “mechanical” assessments produces “shallow, unproductive readings, and uncritical acceptance of emotional appeals” (p.

xxviii). When students are given time in class to discuss what they are reading, and when students are afforded class time to self-select texts, empowerment and value become part of the educational landscape (Garan & DeVogd, 2009; Krashen, 1993, 2006; Wilhelm, 2011; Wolk, 2009). Few pre-service teachers are aware of the benefits of reading practices that promote aesthetic reading with a balance of efferent reading (Garan, 2007; Garan & DeVogd, 2009; Miller et al., 2017).

### **Conceptual Framework**

This study is guided by an understanding that the literacy landscape of schooling is filled with tensions that PSTs learn to navigate as a part of their growing PPK. Clandinin and Connelly (1995) asserted that their “best understanding of teacher knowledge is a narrative one” (p. 12). They continue to clarify their understanding of teacher knowledge by stating that it is storied: “As teachers, they are characters in their own stories of teaching, which they author” (p. 12). Preservice teachers develop personal practical knowledge relationally as they attend classes in their education program, participate in clinical experiences, and observe and fully engage as teachers during their student teaching experience. Their stories include lived experiences in the midst of being awakened to the world of schooling (Clandinin & Connelly, 2000).

As such, PSTs are awakened to educational policies, curriculum mandates, professional development, and classroom engagement that calls on teachers to meet not only students’ academic and social needs but also state mandates in the form of yearly assessments. Clandinin and Connelly’s (1995) metaphor illustrates this educational setting where teachers experience tension as they negotiate among sacred, cover, and secret stories. This inquiry was anchored in a conceptual framework fashioned around two bodies of literature: Rosenblatt’s (1986) transactional theory with a focus on aesthetic and efferent literacy practices and Clandinin and

Connelly's (1995) PKL as it pertains to preservice teachers developing personal practical knowledge.

Miles and Huberman (1994) defined conceptual framework as a graphical or narrative representation that conveys, illustrates, or explains the relationships in research between theory and representation. The illustration below depicts a funnel shaped figure of the reading landscape of schooling where preservice teachers are called upon to use their developing personal practical knowledge to navigate tensions between school mandates and disciplinary literacy practices related to aesthetic/efferent reading. Clandinin and Connelly (1995) highlighted the funnel or conduit metaphor as well: "nothing comes through the conduit as merely theoretical knowledge to be known and understood: it always comes as an implied prescription for teachers' actions" (p. 14). Policies are often "funneled" through a "top-down" conduit that places mandates on educators, which creates tensions within the professional knowledge landscape due to the lack of input teachers often receive from policymakers and administrators (Clandinin & Connelly, 1995; Craig, 2004, 2010).

The conceptual framework below (see Figure 3) is not meant to depict the totality of this research. It is meant to illustrate schooling as experienced by preservice teachers whose growing PPK helped them negotiate tensions that arose when policies, which are funneled onto the landscape of schooling, impacted their educational decisions related to lesson planning and interactions with cooperating teachers and administrators. The conceptual framework helped bring together ideas and constructs along with theories related to this study into a ubiquitous framework. The depiction of this research includes the three-dimensional inquiry space that allowed me to attend to participants' personal reading histories, present teaching experience, and future classroom practices. Clandinin and Connelly (2000) referred to the recognition and

inclusion of the three-dimensional space as part of the researcher-participant relational understanding and collaborative experience. They stated that their conception of the “three-dimensional narrative inquiry space” is related to understanding the interaction, continuity, and situation of temporal spaces (Clandinin & Connelly, 2000, p. 50). Inquirers are attentive to personal and social issues, and they ask questions that allow participants time and space to look inward, backward, and forward (Clandinin & Connelly, 2000).

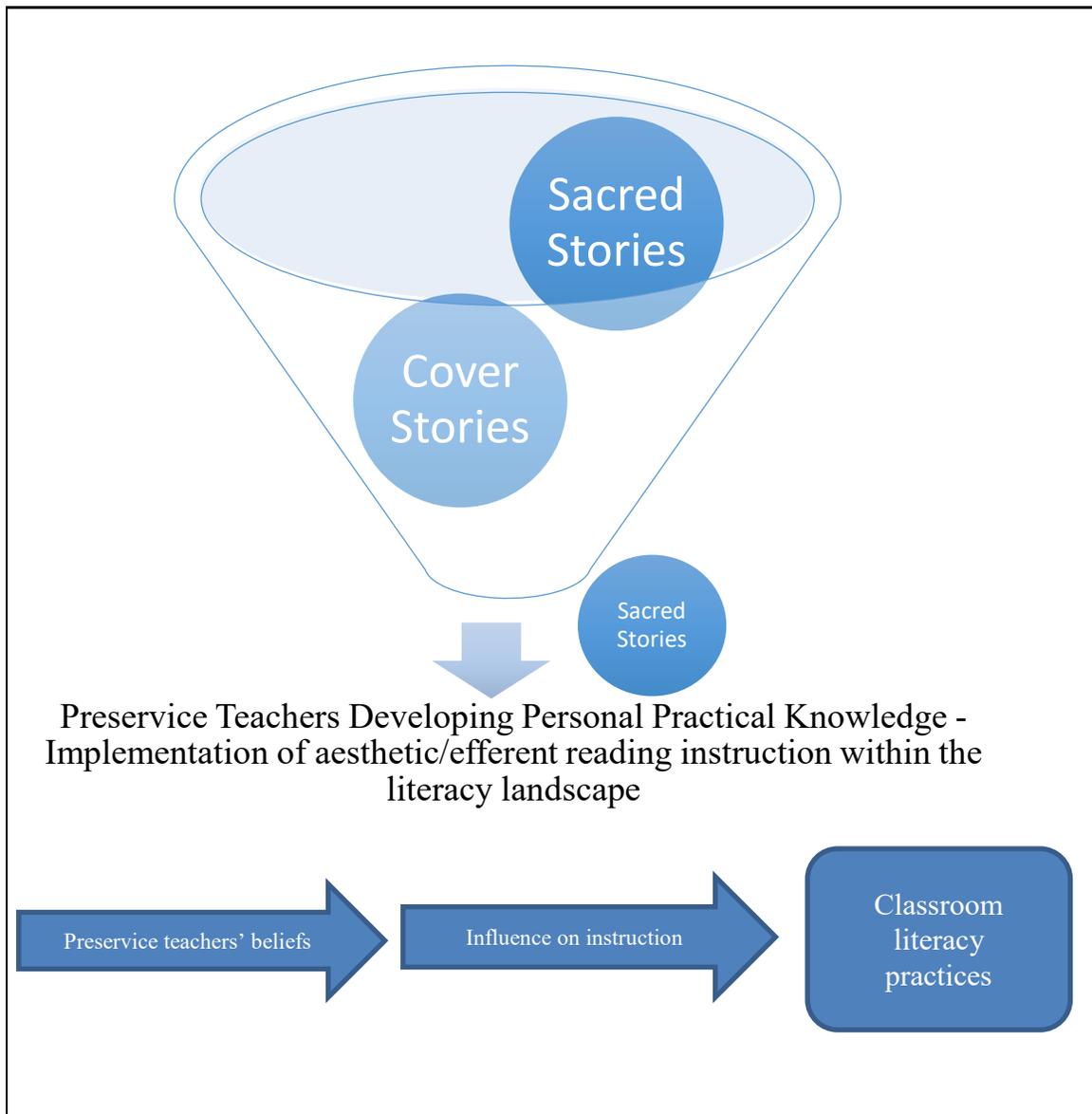


Figure 3: Graphic representation of the literacy landscape of schooling.

Engagement with cooperating teachers and preservice teachers illuminates tensions on the literacy landscape from the impact policy mandates have on day-to-day teaching. This tension can consequently lead to educational choices that potentially stifle student engagement and enjoyment of and connection with critical reading practices (aesthetic). Policies may lead to lessons that are predominately skill-and-drill and/or rote memorization (effluent) solely used for testing purposes (Gallagher, 2009). On the out-of-classroom terrain of the PKL, teachers use the language of the conduit that Clandinin and Connelly (1995) conceptualized to depict schooling environments such as policies and plans that may create dominate structures. In these environments, regulations such as mandatory professional developments that promote one-size-fits-all literacy strategies stifle creativity and autonomy (p. 14). Professional developments are reduced to programs that “fix” literacy deficiencies (Daniels & Zemelman, 2014; Delpit, 2006; Gallagher, 2009; Guthrie & Davies, 2003).

The power structures of dominate terrains of the landscape (sacred stories) do not encourage teachers to share experiences of their students and their day-to-day classroom events (secret stories). Teachers too often find themselves sharing cover stories so that they are not perceived on the professional knowledge landscape as being uncertain of their practice. If teachers share in-classroom narratives during out-of-classroom times, they are viewed as uncertain non-experts. However, if teachers share classroom experiences in the form of data related to student evaluations, unit plans, and strategies, they are considered confident experts (Clandinin & Connelly, 1999, p. 15).

Clandinin and Connelly (1995) share that cover stories are told by teachers who experience educational dilemmas on the landscape as tensions arise between the secret stories of what matters most to teachers:

When teachers move out of their classrooms into the out-of-classroom place on the landscape, they often live and tell cover stories, stories in which they portray themselves as experts, certain characters whose teacher stories fit within the acceptable range of the story of school being lived in the school. Cover stories enable teachers whose teacher stories are marginalized by whatever the current story of school is to continue to practice and to sustain their teacher stories. (p. 25)

Navigating tension on the reading landscape impacts teachers' PPK. I used the metaphor of the landscape to research what preservice teachers are learning and sharing related to the reading experience of adolescents they worked with during their internship. PSTs considered the balance between efferent reading (what the students carried away in the form of text details) and aesthetic reading (what the student experiences during the reading) as well as the overall tensions preservice teachers experienced as they sought to engage students with literacy practices learned during their content literacy course that school environments might not fully welcome.

### **Summary**

In this section, I have discussed the literature reviewed related to the research questions and the consequences of an imbalance of efferent reading practices observed in test-prep pedagogy by educators and researchers such as John Dewey (1938), Kelly Gallagher (2009), Jean Clandinin (2013), Elizabeth Moje (2008), and Louise Rosenblatt (2005). I have discussed the conceptual framework and shared the importance of aesthetic reading as it relates to students' enjoyment of learning and the overall commitment of teachers to create learning spaces that allow students to engage in critical discussion reading for enjoyment.

CHAPTER 3  
METHODOLOGY

**Introduction**

The purpose of this research was to explore how preservice teachers' schooling experiences within the professional knowledge landscape encouraged or discouraged aesthetic literacy practices during their student teaching internship. In my research, I used a qualitative narrative inquiry methodology to explore undergraduate preservice teachers' lived experiences during a semester-long content area literacy course and after a semester-long internship. In this chapter, I detail the two phases of this study that began with the preservice teachers' content area literacy course and concluded at the end of their student teaching. In both phases, I wanted to gain insight into PSTs' experiences on the literacy landscape of schooling. I chose narrative inquiry because it is an appropriate methodology for exploring and understanding storied experiences (Clandinin & Connelly, 1995; Clandinin, 2013). As Clandinin and Connelly (2000) posited, "narrative inquiry is aimed at understanding and making meaning of experience" (p. 80). Experience is in the stories people tell, and I seek to share the preservice teachers' stories of the literacy landscape of schooling as they encountered it during their semester-long internship.

Through the sharing of stories, actions, and behaviors, our experiences as humans are better understood (Clandinin & Connelly, 1995; Polkinghorne, 1988). Polkinghorne (1988) explained, "We narrate descriptions for ourselves and for others about our own past actions and we develop storied accounts that give sense to the behavior of others" (p. 14). Stories are a way to manifest, symbolize and communicate experience (Polkinghorne, 1988). The preservice

teachers' stories were analyzed to inform my own teaching practices as I prepared for future literacy work with preservice teachers, and it added to current literature on preservice teachers' experiences as they negotiate the literacy landscape of schooling. In this chapter, I will discuss why I chose narrative inquiry as the methodology to answer my research puzzle. This is followed by a discussion of the research framework that Clandinin and Connelly (2000) conceptualized as a three-dimensional narrative inquiry space that I used to share participants' narratives.

Clandinin (2013) detailed experiences of imagining and (re)imagining inquiries she and participants shared on schooling landscapes. As I began imagining this narrative inquiry, I initially searched two main databases, ERIC and Education Full Text. These databases were used to locate research related to literacy education, preservice teachers, and narrative inquiry from the years 2000 to 2019. The following key words/terms were used to search preservice teachers' beliefs and practices; aesthetic and efferent reading; cooperating teacher modeling/levels of support and student teaching experiences. I looked for studies that were closely related to this inquiry's focus. Studies related to both narrative inquiry and preservice teachers' literacy practices at the secondary level were scarce in both databases: ERIC (six studies) and Education Full Text (three studies). Searches of other databases such as JSTOR were utilized to provide a critical evaluation as well as a foundation of the works that connected this study's focus and research puzzle on the reading landscape of schooling. Along with studies found in my search, committee members shared empirical research that related to this inquiry's focus, and I also used the reference section of research generated from the databases previously mention.

### **Why Narrative Inquiry?**

Narrative methodology, according to Lieblich (1996) and Connelly and Clandinin (1990), is perceived as a collaborative work in which researcher and participant seek to understand lived

experiences in a particular context. Hyden (2014) continued that “narration reconstructs actions and context; it reveals place, time, motivation and the actor’s symbolic system of orientation” (p. 798). Narrative inquiry is a way of exploring and understanding “collaboration between researcher and participants, over time, in a place or series of places, and in social interaction with milieus” (Clandinin & Connelly, 2000, p. 20). Clandinin and Connelly (1995, 2000) asserted that narrative inquiry research makes known “what narrative researchers do” (p. 48). I take up the understanding that narrative inquiry methodology is a form of qualitative research that involves the telling and retelling of human experiences for the purpose of investigating phenomena (Clandinin & Connelly, 1995; Hyden, 2014; Polkinghorne, 1995; Riessman, 2008).

Narrative research was needed to provide information concerning preservice teachers’ understanding of the role of aesthetic reading in secondary content area literacy classes. Their stories provided information about how they used their developing PPK to negotiate the literacy landscape of schooling once they were implementing lesson plans they developed during student teaching. Preservice teachers in this study were asked to share their stories, beginning with their literacy course and clinical experience during the fall of 2017 through their student teaching in the spring of 2018. Narrative inquiry is not a methodology that makes broad claims (Clandinin, 2013). Rather it is a way to inquire into participants’ stories that adds to the ideas of possibilities related to aesthetic reading practices in literacy instruction. This study resonates with Clandinin and Connelly’s (2002) beliefs in that narrative inquiry is “intended to be the creation of a new sense of meaning and significance with respect to the research topic than it is to yield a set of knowledge claims that might incrementally add to knowledge in the field” (p. 42).

Clandinin and Connelly (2000) viewed their research participants’ narratives in three different but interrelated ways: (1) *the interaction*--which is the social and the personal; (2) *the*

*situation*--which is the narrative space; and (3) *the continuity*--which is the past, present, and future of the interaction. As I inquired into participants' experience, I asked open-ended questions to share histories of their personal self and to create space for movement between past, present, and future; they shared actions, thoughts, and plans related to the literacy landscape of teaching decisions, practices, and challenges. Polkinghorne (1995) asserted that narrative research holds significant value in that it "exhibits human activity as purposeful engagement in the world" throughout our various experiences (p. 5). As participants shared personal histories as well as schooling experiences, emphasis was placed on the whole person during this particular place and time of teaching as related to the three-dimensional space framework (Clandinin & Connelly, 1995; Polkinghorne, 1995).

Polkinghorne (1995) explained that narratives are organized into plots thematically that reveal the human experience in relation to place and time. In narrative inquiry, Clandinin and Connelly (2000) referred to plot as a storyline, plotline, like those found in novels. The storyline attends to people, places, and themes. Polkinghorne (1995) and Clandinin and Connelly (2000) also noted that the context or setting of stories is attended to by the inquirer to further understand lived experiences of participants. To attend to context, each participant in this inquiry was asked to describe aspects of space (i.e., school, classroom, professional developments) in which they taught and learned during their internship, time (i.e. final undergraduate year prior to entering the classroom as a first-year teacher or entering into a graduate program), and social interaction (i.e., schooling on the literacy landscape).

### **Study Overview**

As preservice teachers encountered the literacy landscape of local schools during their clinical placements and during their student teaching, they were asked to tell stories of their lived

experiences as they sought to engage students with reading in discipline-specific ways that encouraged aesthetic reading. Using knowledge gained from their reflective work after preparing and enacting lesson plans, PSTs were asked to share the changes in their developing personal practical knowledge in relation to the literacy landscape. This study fills a gap in literacy research related to preservice teachers' lived experiences on the reading landscape that has not been fully attended to regarding undergraduate preservice teachers' voices.

I turn to Clandinin and Connelly's (1995) landscape metaphor to retell the puzzles, dilemmas, complexities, and harmonies that preservice teachers lived during their teaching experience. Three questions moved this inquiry along the literacy landscape in the educational lives of four undergraduate preservice teachers from my content area literacy course:

1. How do undergraduate preservice teachers enrolled in a preservice content area literacy course perceive the role of aesthetic reading in a secondary content area course?

2. What aesthetic reading practices do preservice teachers observe and implement during their field placements and student teaching?

3. How are preservice teachers using personal practical knowledge gained during a secondary content area literacy course to negotiate the reading landscape in their schools during their student teaching semester?

- 3a. If they are not using the knowledge, what do they perceive as the challenges that prevent such use?

Using the landscape metaphor and the notion of aesthetic "awakening," Clandinin and Connelly (2006) defined narrative inquiry methodology as a view of experience as a phenomenon to be investigated:

People shape their daily lives by stories of who they and others are and as they interpret their past in terms of these stories. . . . Narrative inquiry, the study of experience as story, then, is first and foremost a way of thinking about experience. Narrative inquiry as a methodology entails a view of the phenomenon. To use narrative inquiry methodology is to adopt a particular view of experience as phenomenon under study. (p. 375)

Narrative inquiry is considered the study of experience “as a narrative phenomena: that flows from the understanding of relational, social, and personal lived experiences” (p. 375). Inspired by Clandinin and Connelly, I take up the stance that narrative inquiry is studied as narrative phenomena that includes experiences lived and shared over time and are told and retold in narrative forms of representation (Bruner, 2002; Clandinin, 2013; Clandinin & Connelly, 2006; Kramp, 2004).

In this study, the words “story” and “narrative” are not used interchangeably. Stories involve the telling of events, people, and feelings during specific times and places that are meaningful or vital to the storyteller (Kramp, 2004; Lincoln & Guba, 1985), and narratives entail the retelling of the stories by the researcher and participant(s) as stories that were lived (Frank, 2000; Kramp, 2004). Frank (2000) posited that people share stories. However, narratives derive from the inquirer and participants’ analysis of the stories. Clandinin & Connelly (2000) explained:

Narrative is both phenomenon and method. Narrative names the structured quality of experience to be studied, and it names the patterns of inquiry for its study. To preserve this distinction, we use the reasonable well-established device of calling the phenomenon “story” and the inquiry “narrative.” Thus, we say that people by nature lead storied lives

and tell stories by those lives, whereas narrative researchers describe such lives, collect and tell stories of them, and write narratives of experience. (p. 2)

Narrative inquiry, as a method(ology), can shed light on preservice teachers' experiences on the literacy landscape. PSTs' stories provide understanding of their developing personal practical knowledge, challenges they encountered, and the impact the content area literacy course had on the decisions they made during student teaching. These topics are personal, and they help provide insight into how preservice teachers understand the role of aesthetic reading in secondary content classes. In this study, the coding and the analysis of the stories are co-constructed by the researcher and the participants.

Qualitative researchers who engage in narrative inquiry share a respect for context, especially time and place, because it positions lives and situations in common places (Clandinin, 2006). Understanding, in terms of narrative, that time and place provide a setting for plot, character, and sequence is necessary for "consequential linking of events or ideas" (Riessman, 2008, p. 5). The researcher using narrative inquiry anticipates the storyteller's use of context to connect and situate experiences so that they structure life as experienced (Riessman, 2008). In this process of reflecting, structuring, and narrating, disparate events are made meaningful among participants and others--in this case the teacher/researcher (Clandinin, 2013; Kramp, 2004; Riessman, 2008). A story is co-constructed between researcher(s) and participant(s). Clandinin and Connelly (1995) elucidated:

We do not stand outside the lives of participants but see ourselves as part of the phenomenon under study. As narrative inquirers, we study the lives of participants as we come alongside them and become part of their lives and they part of ours. Therefore, our

lives and who we are and are becoming on their and our landscapes is also under study.  
(Clandinin & Connelly, 1995, p. 5)

As PSTs shared their experience, I engaged with them by sharing my own educational journey that includes time spent with the participants during a college-level literacy course. Preservice teachers' stories of their experiences engaging adolescents in aesthetic reading practices on the professional knowledge landscape enriches the field of literacy education.

### **Research Design**

Because this study sought to investigate the schooling experiences of PSTs who completed a semester-long literacy course in the fall of 2017 (Phase One) and a semester-long internship in the spring of 2018 (Phase Two), a qualitative narrative inquiry was selected. Guided by Clandinin and Connelly's (1995) professional knowledge landscape and Rosenblatt's (1993) transactional theory, I inquired into how preservice teachers navigated and understood the literacy landscape within the schools they were assigned. I specifically focused on the aspect of reading related to the literacy practices of reading, writing, thinking, and speaking skills. Engaging in the process of data triangulation (Lincoln & Guba, 1985; Roulston, 2014; Savin-Baden & Major, 2013), data for this narrative inquiry were collected from coursework, and surveys during Phase One and individual interviews, and focus group discussions during Phase Two. A variety of data sources helped me to better understand the experiences of preservice teachers during two semesters of developing and implementing PPK on the professional knowledge landscape of schooling involving reading in the disciplines (Lincoln & Guba, 1985; Riessman, 2008; Roulston, 2014; Savin-Baden & Major, 2013).

## **Content Literacy Course**

The content area literacy course taught in the fall of 2017 was a required course for teacher candidates who had been accepted into a university Teacher Education Program (TEP). Most students were in their junior or senior year of college. The course was offered prior to student teaching as part of the PSTs' method's block.

### **Course Content: Purpose and Goals**

The content area literacy course required clinical placement hours in local middle or high schools that are part of a total of 90 plus hours during the fall semester prior to the PSTs' internship. The following is the general course description that was discussed with PSTs at the onset of the semester:

This course is designed to offer content area pre-service teachers practical explanations of thinking strategies to acquire and use new information. The major goal of this course is to equip pre-service teachers with a range of tools so they can: (a) facilitate their own and their students' learning of subject matter and content; (b) help their students and themselves become more effective and critical readers, writers, thinkers, and active participants in their content area material and in the world. (University of Alabama, 2017, p. 1)

Along with the general course description, course objectives and student outcomes were discussed so that PSTs had an opportunity to ask questions or make comments related to the overall direction of the course and its standards. Below are 7 of the 14 literacy objectives and outcomes that specifically relate to reading in secondary content areas:

1. Demonstrate the ability to create a print/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen.

2. Demonstrate the knowledge of strategies associated with accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students' pace of learning and competence in reading, writing, speaking, and listening.
3. Demonstrate the knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction.
4. Demonstrate the ability to integrate reading instruction into all content areas that one teaches.
5. Demonstrate the ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.
6. Teach students to apply discipline-specific reading and writing strategies in all content areas.
7. Select appropriate research-based strategies and materials to meet the needs of struggling readings.

Content area literacy courses prepare preservice teachers to assess their students' reading abilities within their discipline. They are taught teaching practices that allow for differentiation among student abilities.

Preservice teachers often enter university literacy classrooms such as the content area literacy course previously described with limited knowledge of research-based literacy practices in their specific discipline (Fisher & Ivey, 2005; Friedland et al., 2017). My content area literacy course was designed within the university's education program to help PSTs gain an

understanding of critical aspects of literacy needed at the secondary level. I selected specific texts and assignments that aligned with goals, objectives, and standards of the teacher education program's (TEP) commitment "to develop effective, ethical, and reflective professionals who advance the theme of the [College of Education]: Unites, Acts, and Leads" (University of Alabama, 2005, p. 1). PSTs were provided multiple experiences within the semester-long course to read, discuss, and apply research-based literacy practice at the college-level and in local secondary schools through clinical placements and internships. State reading initiatives were discussed at length to ensure PSTs had an understanding of reading requirements for adolescents (see Appendix B).

### **Participants**

For this inquiry, criteria sampling was used in which each participant fully met three criteria (Miles & Huberman, 1994): (1) participated in a content area reading course in the fall of 2017, (2) was prepared academically to participate in student teaching in the subsequent semester, and (3) participated in the content area literacy course in 2017 by completing all coursework in a manner that demonstrated interest in the study's research question. Participants in this study attended a large southeastern university and were students in the college of education. Students were enrolled in a secondary content literacy course during the fall of 2017 that included an overall 90-plus hours of clinical placement in local high schools (one participant spent approximately six weeks student teaching overseas as part of the TEP's student teaching abroad program; however, she also observed and taught at a local high school before and after her study abroad internship).

Initially, five PSTs agreed to participate in this study and met all three criteria; however, after the first interview one participant was no longer able to participate. I share more in-depth

details about participant selection below. Teaching all four preservice teachers in a literacy course prior to their student teaching experience provided insightful experiences related to their developing personal practical knowledge. Time with participants during the semester-long course allowed in-depth engagement to discuss beliefs and practices about classroom management and literacy teachings before they entered a semester-long internship.

Hope, Nichole, Danielle, and Kari were asked to be the main participants in this study.<sup>1</sup> All four participants elected to fully participate (see Table 2). In this inquiry, the focus was on in-depth responses related to the research questions from participants who completed my fall 2017 content literacy course, which discussed at length aesthetic and efferent reading practices. Four participants, rather than a larger number that would “share a breadth of opinions” (Savin-Baden & Major, 2013, p. 316), met the needs of this study. Patton (1990) posed the question, “Does the sampling strategy support the study’s purpose?” (p. 245). The answer for this inquiry is yes.

Patton (1990) continued that “The validity, meaningfulness, and insights generated from qualitative inquiry have more to do with the information richness of the cases selected and the observation/analytical capabilities of the researcher than with sample size” (p. 245).

Each participant had varying opinions on what reading engagement was in their discipline. For the purpose of gaining a better understanding of their literacy knowledge, experiences, and histories, participants consented for their coursework to be used in this study. They shared informative past, personal, and professional experiences with efferent and aesthetic reading, which were included in coursework and class discussions. All agreed to participate in the following during the study (see Table 2):

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<sup>1</sup> Participant names and school names are pseudonyms.

- Interviews (individual and focus group)
- Literacy coursework to be reviewed and discussed
- Participation in member checking data

Table 2

*Participants' Information*

Participants	Content Area	U.S. Home State	Class	Age	Marital Status	Race	Sex	SES
Hope	Social Science	Southeast	Senior	20-23	Single	White	F	Middle class
Nichole	Music	Southeast	Senior	20-23	Single/Engaged	White	F	Middle class
Danielle	English Language Arts	Southeast	Senior	20-23	Married	White	F	Middle class
Kari	Social Science	Southeast	Senior	20-23	Single	White	F	Middle class

Initially, there were five participants in Phase Two; however, after the second interview one participant moved and was not able to continue in the study because of work obligations.

All four participants were White women in their early 20s. Each reported growing up in middle-class families. Two participants, Hope and Kari, were completing their senior year in secondary social science education and hoping to enroll in graduate studies after student teaching. Danielle, the only married student, was completing her senior year in secondary English Language Arts education and hoped to move back to her home city to teach in a local school. Nichole, who was preparing for her wedding after graduation, was one of 11 music education majors in our content area literacy course. She hoped to become a chorus teacher at the elementary or secondary level after graduation. She and her future husband wanted to move to and work in a city within two to three hours from her childhood home.

Each participant held strong beliefs about literacy in their discipline and wanted to implement teaching practices discussed in our content area literacy course. However, Nichole shared reservations about what literacy might look like in her future music class. Given the fact that she had not encountered literacy practices in her personal secondary music classes or in clinical experiences prior to our literacy course, Nichole initially resisted the idea of implementing literacy practices in her future music class.

### **Setting**

During participants' internships, they were placed in secondary schools in two districts. At the end of their student teaching experience, we agreed on three specific meetings (two in-person interviews and one focus group session conducted via Zoom). In-person meetings took place in casual restaurants and coffee shops. Because narratives are experience-centered and event-centered (Riessman, 2008), we agreed upon casual meeting places that allowed for minimal interruptions, but still a comfortable place where we could share good food and each other's company. Meetings were audio recorded and ranged from approximately 60 minutes to 120 minutes. Participants and I continued corresponding via phone calls, text, and email at least five times to schedule meetings and to dialogue during the member checking stage. Member checking is a process that seeks to ensure credibility and accuracy in work between researcher(s) and participant(s) (Lincoln & Guba, 1985).

During member checking, researcher(s) and participant(s) review data. Depending on researcher objectives and goals, member checking may occur at the end of data collection or simultaneously. Rather at the end or in tandem with interviews and review of documents/texts, member checking affords participant(s) and researcher(s) opportunities to clarify meaning and ask further questions (Lincoln & Guba, 1985). This process lessens incidences of

miscommunication and incorrect interpretation of data (Lincoln & Guba, 1985). Member checking, as mentioned, is a research strategy that involves collaboration with participants regarding verification and clarity of interpretation related to data such as transcriptions and documents (Birt, Scott, Cavers, & Walter, 2016; Roulston, 2014; Savin-Baden & Major, 2013). Member checking is a part of qualitative research that ensures quality and trustworthiness. Returning analyzed data to participants or analyzing data with participants, according to Lincoln and Guba (1985), increases the credibility and trustworthiness in the interpretation of the phenomena under study.

Member checking took place throughout this inquiry beginning after the first interview. A second interview was conducted with individual participants to review first interview transcripts as part of the member checking stage to allow participants to clarify or elaborate on previous responses; we then engaged in the second set of semi-structured interview questions.

The first in-person interview began with two participants who completed their student teaching in a school labeled “underperforming” by the state (see Table 3). These participants were asked to briefly share details about their school so that I could better understand the reasons for mandated reading practices such as required 30-minute Sustained Silent Reading (SSR). Alabama Accountability Act (2015) sets the criteria for what is considered a “failing” or underperforming school.

We also reviewed prior coursework from the content area literacy course related to its use during student teaching. Below is a breakdown of the demographics for the schools in which the participants’ interned (see Table 3). Hope did not have precise demographic information on the private school where she taught in Africa; she used an up-to-date school brochure to assist with demographic details.

Table 3

*School A-D Demographics*

Participant	District 1 & District 2 Schools	Population	Race/Ethnicity	Free and Reduced Lunch
Hope	District 1 & Study abroad (Internship)	Approx. 1,300 students  Low to middle-class SES	Approx. 59% African American 36% White 5% Other	U.S. – School A Approx. 45% Free & Reduced lunch  South Africa - School B Private school. Funded by non-government means (normally student’s families) Predominately white student body
Nichole	District 1	Approx. 880 students  Low to middle-class SES	Approx. 80% African American 15% White 5% Other	School C Approx. 50% Free & Reduced lunch * Labeled Underperforming by state education department.
Danielle	District 2	Approx. 1,500 students  Low to middle-class SES	Approx. 56% African American 35% White 9% Other	School D Approx. 36% Free & Reduced lunch
Kari	District 1	Approx. 880 students  Low to middle-class SES	Approx. 80% African American 15% White 5% Other	School C Approx. 50% Free & Reduced lunch *Labeled Underperforming by state education department.

A focus group interview was scheduled in which Zoom was used to share literacy landscape experiences with one another and to discuss prior interview responses. Zoom allowed us to “meet” in one space even though students had already moved geographically across the southeast. I used established questions to keep our conversation focused on the research topic. The participants moved discussions along by interacting with each other as they shared literacy stories related to our questions (see Appendix D). Focus group meetings allowed social interaction among participants and the researcher to discuss prior student teaching experiences

alongside sharing how content area literacy coursework encouraged engagement with adolescent readers.

### **Data Collection**

This narrative inquiry consisted of individual interviews and one focus group interview of four preservice teachers who were enrolled in a content area literacy course prior to their student teaching semester. Plans for data collection began in August 2017. In early August, I began the IRB process for approval to collect data from students registered in a content area literacy course in the fall of 2017. During this course, Phase One, all students were asked to voluntarily participate in this study. The study was presented by a graduate student in the education department to the preservice teachers after the initial researcher request was granted approval from the Institutional Review Board (IRB). Of the 22 students initially enrolled in the literacy course, 15 chose to participate fully or partially. Some students chose to allow only their coursework to be collected as data; others chose to participate in Phase Two of the study, which included individual interviews. A second research request was submitted in the fall of 2018 to IRB, which included modifications related to the number of participants in the study and for the inclusion of interviews as part of Phase Two of this study.

### **Documents**

Ensuring the process of data triangulation (Eisner, 1997; Saldaña, 2016), data in Phase One of this narrative inquiry were collected from two types of documents: coursework and a survey. Saldaña (2016) refers to documents as “social products” that can be related to lesson plans, syllabi, surveys, etc. that may contain ideologies. He continues that it is important for the researcher to examine documents considering our “social world found in artifacts” (p. 61) that need to be attended to as we create memos for analysis along with the lived experiences from

shared stories. Asking questions about or reflecting upon how and why documents were created and to what extent they were intended needs to be part of the researcher's field notes that are reviewed during analysis (Saldaña, 2016). Documents from PSTs' literacy course that were part of this study included a reading survey and course assignments such as a literacy essay, Edmodo blog posts, one lesson plan, and subsequent reflection (see Appendix C).

During the literacy course, we read and responded in written form (e.g., Edmodo blog posts) to research articles and texts on literacy across the disciplines, critical literacy, and culturally responsive teaching that emphasized a balance between aesthetic and efferent reading practices. I saved student responses and made notes in my journal and course grade book of who participated and who did not. Similar to the reading survey, I looked for depth in the responses to the prompts. I printed responses to keep files on each participant: I kept a record of participants' coursework and my field notes (journal entries) related to each one.

Participants completed an essay regarding their views on reading in their specific discipline that informed my understanding of how they perceived literacy. An argumentative essay on literacy within their discipline was completed by preservice teachers, which also provided a way for PSTs to share their growing personal practical knowledge in relation to literacy and aesthetic reading practices. I briefly describe documents used in Phase One and how each informed this study. Table 4 summarizes class assignments. See Appendix H for a more fleshed out explanation of assignments.

Table 4

*Class Assignments*

Item	Description	Purpose
Reading Survey	Questions related to reading likes and dislikes.	To gain an understanding of personal reading history.
Literacy Essay	Argumentative essay taking a position for or against disciplinary literacy.	To encourage PSTs to research and better. Understand discipline specific literacy histories and practices.
Edmodo blog posts	Prompts related to course work given throughout the semester.	To allow space for PSTs to voice understanding of material and share personal stories.
Lesson Plan & Reflection	Related to Clinical Experience expectations and goals—PSTs apply content knowledge and literacy practices.	To gain experience, application, and understanding of teaching practices in discipline specific ways.
Multimodal Text Sets	In-class teaching related to content and literacy instruction in multi-modal ways.	To gain understanding of multimodal teaching practices and reflect on benefits related to secondary student learning needs.

Content area literacy writing assignments (e.g., reading survey, argumentative essay, blogs, lesson plans, and text sets) gave preserve teachers opportunities to think through their personal literacy beliefs as well as reflect on past experiences as secondary-level students engaged in reading practices. Participants’ coursework was reviewed prior to participant interviews so that I had a fresh understanding of their work from our content area literacy course. Assignments were annotated after interviews to confirm and expand upon areas where preservice teachers spoke directly to literacy connections in assignments such as a blog post, essay, or text set. During the

member checking stage at the conclusion of subsequent interviews, those specific areas from the coursework were discussed further.

Our initial course assignment that provided insight into the preservice teachers' personal literacy lives was a reading survey. PSTs were asked similar questions to those I asked my middle school students about their individual reading likes/dislikes (see Appendix I). I explained to content area literacy preservice teachers that the survey given to my adolescent students helped me understand their reading histories and personal reading stories. I used the survey with PSTs as a tool to discuss their personal reading histories and to discuss how their beliefs and experiences related to literacy--specifically reading--has the potential to influence their future students' literacy lives in a positive or negative way (Fisher & Ivey, 2005). Discussions generated from the survey allowed me to hear the voices of potential participants for this study; I listened for genuine engagement in our conversations and an overall interest in sharing stories related to the research questions. Also, implementing the survey at the beginning of the semester allowed time and space for PSTs to share their beliefs related to literacy they had experienced as secondary students as well as what they had observed in the field at the undergraduate college level.

## **Interviews**

The goal of interviews for this study was to “generate detailed [narrative] accounts rather than brief answers or general statements” (Riessman, 2008, p. 23). Thus, interviews were imperative to this narrative inquiry. Interviews allow beliefs, opinions, feelings, and concerns to be voiced and reflected upon by participants and researchers. Semi-structured, open-ended questions were selected because these types of questions allow for casual conversations where the participants feel free to share their stories without fear of being viewed as inadequate

(Clandinin & Connelly, 2000). For this study, I conducted two individual interviews and one focus group session. During the member checking stages, additional questions were asked based on responses to previous interviews and discussions.

Kvale (1996), in his book *InterViews*, shares two metaphors for qualitative interviewers: travelers and miners. As a miner, the interviewer is seeking to explore and discover knowledge as the interviewee and interviewer dialogue. On the other hand, the metaphor of the traveler is likened to a pilgrim traversing a landscape listening for stories so that she can retell them. These metaphors are used to represent two ways stories can be accessed. The miner in a sense is “given” a story whereas the traveler is co-constructing a narrative alongside the storyteller (p. 5). As the teacher/researcher, I view myself as the traveler who is co-constructing narratives with participants as we traverse the literacy landscape together.

Participants and I regularly returned to the research questions to keep our focus on the study at hand. Below is a chart that illustrates how the instruments for data collection related to each research question (see Table 5).

Table 5

*Research Questions and Relationships to Coursework*

Research Question (RQ)				
1. How do preservice teachers enrolled in a preservice content area literacy course perceive the role of aesthetic reading in a secondary content area course?				
2. What aesthetic reading practices do preservice teachers observe and implement during their field placements and student teaching?				
3. How are preservice teachers using personal practical knowledge gained during a secondary content area literacy course to negotiate the reading landscape in their schools during their student teaching semester?				
a. If they are not using the knowledge, what do they perceive as the barriers that prevent such use?				
	<u>Data</u>	<u>RQ1</u>	<u>RQ2</u>	<u>RQ3</u>
Phase One	Coursework: Survey Coursework: Literacy Essay Coursework: Blog Posts Coursework: Multimodal Text Set			
Phase Two	Interviews Focus Group	X X	X X	X

Semi-structured interviews took place from April to mid-August 2018; they were scheduled with participants to record discussions about their placements related to the research questions. According to Lankshear and Knobel (2004), semi-structured interviews encourage elaboration of important themes emerging in the course of the interview, rather than tying interviewer and interviewee to a fixed schedule similar to a structured interview that can limit opportunities to enrich spoken data and gain insight into how interviewees ‘see’ and understand the world. (p. 202)

Interviews were recorded using a digital hand-held recorder and a voice recorder app on the researcher’s iPhone. Voice recordings were transcribed using two voice recognition software

programs, NVivo and Rev Transcription (see Appendix F), that require passwords to access information.

I used open-ended questions during the individual interviews and the focus group interviews which allowed participants to construct stories collaboratively with me in ways that were meaningful (Mishler, 1995). Riessman (2008) recommended open-ended questions that elicit stories as well as self-administered questions or questionnaires during the member checking stage of the study to ensure trustworthiness and to ensure that the focus of the conversation was grounded in answering the research questions. Our focus group interview allowed many different forms of interactions with each other including catching up with day-to-day happenings and family relations. We found that our Zoom meeting offered a way to spend time together to discuss the current study despite the physical distance among members, and it allowed continued relation building.

It is worth noting that one challenge we faced was internet connection stability. At times, conversations were cut off. Despite sparse disruptions, we felt our time together was engaging. Savin-Baden and Major (2013) mentioned that there are challenges with focus group interviews: (1) the conversations can become emotionally charged given the topics, (2) meetings can be time consuming, and (3) individuals may feel silenced. I attended to these challenges by ensuring that all participants had ample opportunity to share their experiences related to the questions we discussed during the allotted time we agreed upon. The researcher read and re-read transcriptions while listening to interviews to correct errors encountered during the initial transcribing process.

Transcribed interviews were used at future meetings to clarify meaning, extend conversations, and begin or continue the member checking stage. Records of meeting places and times were kept as part of the researcher's field notes. Field notes were taken during meetings

and afterwards as part of the reflective process. Memos were also written during the initial reading and re-reading of transcripts. During this phase, students' coursework was re-visited by re-reading and annotating areas that confirmed and added to participants' literacy stories related to the research questions. Individual binders for each participant were used to organize data such as interview transcripts, Edmodo blog posts, and final exam responses (see Appendix K).

### **Data Analysis**

The first steps in analyzing data that I took after reading transcripts were to create categories using graphic organizers and a form of mapping that spoke to the research questions: participants and researcher undertake in part the member checking stages of narrative inquiry by considering data pertaining to answering the research questions (Riessman, 2008; Roulston, 2014). The participants and I thoughtfully checked transcriptions to confirm clarity of information and to suggest changes in responses if needed. We regularly returned to the research questions to discuss findings and implications (Lincoln & Guba, 1985). According to Riessman (2008), narrative analysis is a type of case-centered research as well as a form of analytic study that is ubiquitous throughout social science disciplines and numerous other fields. She asserted that narrative analysis should entice readers to "think beyond the surface of the text" into histories and societies (p. 13). Narrative analysis takes various forms because researchers call upon various epistemologies and theories as they explore political change, social movement, disruptive-life events, and all manner of lived experiences (Riessman, 2008).

### **Thematic Narrative Analysis**

According to Riessman (2008), thematic narrative analysis is a straightforward approach that keeps the lived experiences the sole focus (p. 58). In narrative research, Riessman (2008) made a distinction between thematic narrative analysis and other qualitative methods such as

case study or grounded theory. She stated that “narrative scholars keep a story ‘intact’ by theorizing from the case rather than from component themes (categories) across cases” as in grounded theory (p. 53). Considering Riessman’s (2008) assertions that “Data are interpreted in light of thematics developed by the investigator (influenced by prior and emergent theory, the concrete purpose of an investigation, the data themselves, political commitments and other factors)” (p. 54), I chose to keep the shared stories the central focus of my research by manually constructing themes from narratives. Riessman noted that researchers such as Ewick and Silby (2003) whose study focused on law in U.S. citizens’ everyday lives are predominantly interested in the “point” and thematic meaning of the narrative, not its form (p. 62). Ewick and Silby explored how subtle acts of resistance to the law on the part of citizens “unmasked” power structures that help mobilize citizens against unjust structures (Riessman, 2008, p. 60).

Data analysis for this study began alongside data collection. Interviews and coursework were read, and re-read, highlighted, and annotated. Interviews were read to identify recurring themes from participants’ stories. Stories were shared during open-ended interviews and from content area literacy class discussions. After each interview, recordings were transcribed. Before subsequent interviews and the focus group meeting occurred, transcripts were revisited and discussed so questions could be asked at upcoming meetings to clarify responses. I read transcriptions to compare responses across participant’s interview questions. I removed some, but not all, utterances (e.g., umm, uhh) and pauses related to interruptions due to the noisy locations of two specific interviews to smooth the data (Riessman, 2008).

Thematic narrative analysis was used to locate themes in preservice teachers’ stories (Nowell, Norris, White, & Moules, 2017; Riessman, 2008; Roulston, 2014). The emphasis in thematic narrative analysis is on “what” is “told” rather than on “how” the narrative is said

(Riessman, 2008, p. 54). I understand thematic narrative analysis considering Riessman's assertion that data are interpreted according to "[themes] developed by the investigator (influenced by prior and emergent theory, the concrete purpose of an investigation, the data themselves, political communities, and other factors)" (Riessman, 2008, p. 54). Riessman (2008) stated that this process is thoughtful and orderly and emphasizes that the data is not segmented-- it is left intact. I kept Riessman's emphasis on the analysis process in mind as I read transcripts and documents from the literacy course along with notes from my journal to look for stories that spoke to the research questions. I used a table with the research questions, participants' pseudonym, coursework, and related themes to keep their stories organized and intact (see Appendix G). NVivo software program was also used to assist with the organization of data and research articles. The program allowed the researcher to create a personal password to protect data.

### **Narrative Themes**

As previously mentioned, in thematic narrative analysis, data are left intact rather than segmented (Riessman, 2008). However, Riessman pointed out that the unit of analysis varies from researcher to researcher as noted in the work of Cain (1991) and Williams (1984). Emphasizing the importance of "what" is "told" rather than for "what purpose" or "to whom," Riessman (2008) recounted Williams' use of language (such as metaphors spoken by his participants that the reader might miss) as a resource to draw reader's focus to the deeper context of history and culture in the twentieth century (Riessman, 2008).

Researchers using thematic narrative analysis should spend extensive time in reflection and journaling with participants' transcripts during the reading and rereading stages to ensure authentic retelling. As I read and reread transcriptions, I journaled thoughts and questions (see

Appendix J). My journal entries were used during the member checking stage with participants to ensure accuracy and trustworthiness. Polkinghorne (1995) stated that the trustworthiness of data includes rich descriptions by including how and why participants made particular choices. As narratives are co-constructed with inquirers and participants, the *how* and *why* will be reflected upon and shared in light of the literacy landscape. Participants were asked to check transcriptions to check for accuracy. We regularly returned to the research questions so that we remained focused on the study and to discuss findings and implications (Lincoln & Guba, 1985).

Separate documents were created after the initial reading and rereading of transcripts to organize questions, participant responses, and themes (see Appendix G). Using a Word document, I copied and pasted participants' stories that corresponded with interview questions and research questions. Themes were added to the document as transcripts were read, annotated, reread, discussed, and further annotated. Journaling was done throughout this process to record questions and comments as participants and I co-constructed narratives. Again, stories were kept intact and themes emerged from the entirety rather than segmented pieces, but there were times we focused our discussions related to specific retellings of their content area literacy course experience and their student teaching experience on specific research questions.

Similar to Cain (1991), I shared specific moments of participants' stories when participants and I reviewed transcripts and retellings. Cain (1991), who interviewed individuals who were part of an Alcoholics Anonymous group, educated herself about the structure of AA's subculture system that rests upon a set of beliefs that are part of the dominant culture of the U.S. Group members in AA share their "personal stories" as a way of helping other members out of addiction: "We keep what we have by giving it away" in the form of telling stories (p. 222).

Through thoughtful analyses, pertinent details emerged from data as researcher and participants co-constructed themes (Riessman, 2008).

### **Subjectivity Statement**

In this section, I present my awareness of positionality in research. I aimed to be attentive to my positionality as a researcher and an educator in reeling preservice teachers' stories (Peshkin, 1988, p. 17). Peshkin (1988) cautions researchers to take necessary steps throughout the research process to ensure participants' narratives do not become the researcher's autobiographical account of his or her own experiences. Throughout this study I used a journal to take note of subjectivities and how I became aware of them throughout the process. I also enlisted a colleague in the graduate school to talk through my study and to ask probing questions I may not be willing to ask of myself. Roulston (2014) states that the act of questioning the researcher by a colleague or peer "[interrogates] a researcher's assumptions, beliefs and hypotheses about a particular topic" (p. 122). Both Peshkin's (1988) and Roulston's (2014) statements emphasize that researchers need accountability to ensure trustworthiness.

As I have participated in schooling as a student and as an educator, I have experienced that schools across the U.S., like schools I worked in as a secondary teacher, place great emphasis on meeting yearly assessments (AYP). Dominant stories are plentiful related to research and students who struggle with reading. Most students who are labeled as "struggling readers" are historically marginalized groups. Understandably, schools, parents, and communities want students to succeed; however, at times the focus shifts from meeting students' developmental and academic needs to making passing grades for individual schools and districts, which may restrict meeting aesthetic literacy needs of secondary students. When attention is shifted solely to meeting required annual yearly progress (AYP), students who do not benchmark

on practice assessments are normally corralled into remedial skill and drill type classroom settings, and teachers like me find themselves teaching predominantly from an efferent or take-away stance to prepare for state assessments.

I believe there is a better way to meet students' growing literacy needs rather than implementing skill and drill practices that high-stakes testing promotes. For four years, I taught a secondary content area literacy course that invited college-level students from various disciplines such as math, English, history, and music to consider how literacy is infused in their discipline. I am usually met with reluctance at the onset of the course by most disciplines except English language arts because traditionally ELA is considered the "reading and writing class." Even after presenting literacy-across-the-disciplines research to preservice teachers, there is hesitation and resistance to considering that as educators they are responsible for teaching literacy in discipline-specific ways in their future classrooms. However, within three to four weeks of participating in their clinical placements in local schools, along with our sharing of personal literacy histories and reading research from authors such as Kelly Gallagher (2009) (*Readicide: How schools are killing reading*) and Lisa Delpit (2006) (*Other People's Children*), preservice teachers were "awakened" to the changing and sometimes challenging reading landscape in U.S. secondary schools (Clandinin, 2013).

As I worked with preservice teachers and as I put into practice the personal practical knowledge I gained over the years in the classroom as well as in educational programs such as my MA and Ph.D. courses, I began shaping questions, broad at times, that eventually became narrowed focuses for this study.

## **Research Quality**

To ensure credibility, dependability, and confirmability (Lincoln & Guba, 1985), data collection for this study includes triangulation with extended interviews (individual and focus group), analysis of coursework, member checking with participants, and peer auditing and advising from a graduate colleague. I attended to issues of dependability by presenting transcriptions, coursework, and field notes for traceability related to analysis and findings (Lincoln & Guba, 1985; Nowell et al., 2017).

### **Trustworthiness**

Data were clearly documented for confirmability and an audit trail was used so that the research can be “judged as dependable” (Nowell et al., 2017, p. 3). I kept a “self-critical account of [my] research process”; occurring in the form of a reflexive journal (Nowell et al., 2017, p. 3) that was ongoing during the research process. I noted during discussions with participants that there may have been times during the interviews that they may not have included all the information related to their teaching experience during their internship; however, I am confident that the participants shared what they believed to be true and accurate stories of their lived experiences (Clandinin, 2013; Nowell et al., 2017; Riessman, 2008; Saldaña, 2016).

### **Ethical Responsibilities**

As stated earlier, researchers using thematic narrative analysis spend considerable amounts of time reflecting and journaling. This occurs during and after readings of participants’ transcripts to provide authentic retelling of their stories and to attend to ethical responsibilities. Clandinin (2013) posited, “Negotiating research texts creates a space where participants’ narrative authority (Olson, 1995) is honored” (p. 200). As narratives were co-constructed with participants, I encouraged and provided time and space for participants to speak to areas of their

stories as we reviewed transcripts and literacy coursework: “As we live alongside participants and/or hear their stories, we are always attentive to co-composing what ‘the field’ is becoming and what field texts we compose with participants” (p. 199).

Guidelines and expectations set by the institutional research board were reviewed and followed during this study. When changes were made, appropriate forms were submitted to ensure all guidelines were considered and implemented. Clandinin (2013) noted in her work with adolescents who left high school before graduating that she was not able to imagine at the onset of her study the various data and serendipitous happenings she and her participants may come to value or need as part of the study. She recalled instances where she returned to the review board to modify “previously unimagined field texts” (p. 198). My study required the same attention when I submitted forms for approval to add needed data for this study.

Inquirers were reminded by Clandinin (2013) to remain in a wakeful state of the people we are at each moment. For example, we bring to the role of inquirer ourselves as educators, researchers, people in a given community, etc. Researchers and participants co-constructing stories in a three-dimensional space of temporality, sociality, and space stay aware or awake to these roles. The stories the participants tell are in a sense who they are as well as who they are becoming. We realize that the world around influences us on different levels, and we recognize that being aware of tensions in our settings propel use to enact change if we so choose. Researchers are called upon to be attentive to the relational space that does not leave us unchanged at the conclusion of our studies (Clandinin, 2013; Clandinin & Connelly, 2000).

### **Limitations**

I am grateful and honored that the preservice teachers in this study were willing to share their time and experiences with me. As the four preservice teachers shared lived experiences of

personal practical knowledge related to the reading landscape, I was aware that their stories were only snapshots of who they are as educators and people interacting in a larger world outside the landscape. My (re)storying their experiences are not meant to suggest that these narratives are the totality of who they are, and I am mindful of what may be omitted during the analyzing and retelling of their stories to focus on the research questions. As preservice teachers and I talked through and edited interviews, sections were revised to stay focused on the phenomena. It is as Mishler (1995) posited, “we do not find stories; we make stories” (p. 117). As I edited to focus on the phenomena under study, I (re)storied specific times, places, and spaces in the lives of the preservice teachers:

We retell our respondents’ accounts through our analytic re-descriptions. We, too, are storytellers and through our concepts and methods-our research strategies, data samples, transcription procedures, specifications of narrative units and structures, and interpretive perspectives--we construct the story and its meaning. (Mishler, 1995, pp. 117-118)

Nevertheless, while (re)storying the preservice teachers’ lived experiences, it was not my intention to make assumptions related to secondary education preservice teachers, the cooperating teachers they worked with, or the schools in which they worked (Mishler, 1995). Being a novice researcher, there were aspects of (re)storying that I may not have attended to as thoroughly as a more experienced researcher would.

Limitations encountered in this study were participants being prepared to student intern in local secondary schools in the fall of 2018 and the time students could commit to the study over the course of the fall of 2017 through the spring of 2019: meeting (in-person or via technology) on a regular basis presented limitations because students were moving after their internship and beginning new jobs. I completed interviews during the summer after the students’ internship in

2018. One student lived locally for a few weeks before moving to an area within the state for her first teaching position. The other three students shared early in the study that they would leave at the beginning of the summer after graduation, but they all planned on returning to the area for special events. They let me know ahead of time when they would be in town so that we could meet. I stayed in contact with the students via email and text during the interim time prior to our in-person interviews. Even though logistics and time constraints created challenges, participants and I were able to work with each other's schedules to keep our commitment to meeting in person for the first two interviews. The farthest distance I drove to meet for interviews was two hours. Meeting in-person allowed opportunities to talk in a personal way and continue to build relationships that meeting via technology does not afford.

The number of participants may have created limitations. During Phase One of the study, which took place in the content literacy course prior to the student teaching semester, 15 students shared input through essays, blog responses, group discussions, and multimodal text sets. At the onset of the study, not all 15 participants agreed to continue in the study after the literacy course semester ended. Also, not all 15 participants were prepared to student teach the preceding semester. This study was contingent upon participants being prepared to student teach in the fall of 2018. After student teaching, four preservice teachers were selected as participants based on two factors: (1) met the criteria previously discussed including student teaching in the fall of 2018, and (2) availability with in-depth interviews in person as well as continued communication via technology such as Zoom, FaceTime, email, and phone calls.

During Phase Two of the study, which included individual interviews, email discussions, a Zoom focus group discussion, and member checking, I focused exclusively on four participants. The timeframe occurred due to deadlines for submitting forms for approval to local

school systems to observe preservice teachers in their student teaching placements. Due to the intense nature of the student teaching semester, meeting on a regular basis presented limitations as well. We waited until the end of the school year to begin interviews. Meeting times were somewhat limited after the student teaching semester because participants began summer jobs. Two participants were in transition after accepting teaching positions in different areas of the southeast. After two in-person interviews, we were limited to communicating by phone, emails, and Zoom; however, one participant, Hope, was able to meet in person to continue member checking data.

Other limitations to this inquiry were that all four participants were middle class White females from the southeastern region of the U.S. As reported by the U.S. Department of Education (2016), approximately 80% of educators at the elementary and secondary levels in the U.S. are White. Reportedly, 50% of the student population is White. This disparity is evident in that White educators will interact with students from various racial and cultural backgrounds (Gay, 2002; Wells, 2015). Matias (2013) argued that White teachers may not fully recognize their racial backgrounds, which could lead to allowances for an imbalance of power among their students.

### **Summary**

Chapter 3 detailed narrative inquiry methodology used for this research, which included Phase One and Phase Two. This study utilized data collection and thematic narrative analysis. Data collection included documents and field notes in Phase One. Open-ended in-person interviews, along with one interview via Zoom, transcription, and member checking completed Phase Two. Data were analyzed by the researcher and participants by reading and rereading transcriptions and creating themes.

## CHAPTER 4:

### NAVIGATING THE LITERACY LANDSCAPE

*So many teachers overlook literacy and its importance, but it is the most important detail when it comes to students moving on in schools (October 30, 2017). ~ Hope*

In this chapter, Nichole, Hope, Kari, and Danielle’s literacy landscape stories are shared as each participant experienced student teaching after a semester-long content area literacy course. The (re)telling of their lived experience is not done in isolation, but with the knowledge that each participant like “all representations are partial and involve tradeoffs between distortions and instrumental ends” (Clandinin & Rosiek, 2007, p. 37). As a former secondary school teacher, I am aware of dominant stories of literacy teaching and schooling, especially regarding mandated testing, and the impact high-stakes testing has on day-to-day teaching practices. The purpose of this narrative inquiry was to explore how preservice teachers’ in-class and out-of-class experiences within the professional knowledge landscape encouraged or discouraged aesthetic reading practices.

I begin this chapter by sharing a moment of intersection between myself and my content literacy course students of which Nichole, Hope, Kari, and Danielle were part. Their class shared personal stories of middle school and high school situations they did not want to repeat as future educators. There was a sense of eagerness among the group to enact change as they prepared to enter the teaching profession. In this chapter, I share narratives that participants and I co-constructed, and I share three themes that emerged from their stories: predominant test-prep

pedagogy, discrepancies between literacy course experience and student teaching experience, and feelings of deficiency related to meeting literacy needs within participants' discipline.

### **“What Does Literacy Look Like in Your Discipline?”**

Initial conversations took many turns and directions, but all roads led back to the same question: “What does literacy look like in your discipline?” This question is all too familiar for content area literacy instructors. Education majors outside English language arts usually enter content area literacy classrooms with this valid question. In the fall of 2017, I journaled this moment from one of our class meetings:

A social science student interjected a poignant thought as we discussed disciplinary literacy; she stated,

I know it's important for kids to learn to read in our classes, but I think it's just as important for students to learn to listen--really listen to each other. They don't seem to know how to let someone else talk before they try to talk over them without thinking about what was just said. They don't say something back about what the other person said; they just start talking about other stuff. (August 29, 2017)

This was one of my first interactions with Hope. Literacy deficiencies, such as a lack of listening skills, was a predominate topic of discussion in my previous literacy class. In conversations similar to this one, Hope spoke at length on the importance of helping students learn to listen with interest and intent; students were awakened to the understanding that adolescents need more than traditional reading and writing literacy instruction. During our literacy course, discussions about listening with care, empathy, concern, and criticality became part of preservice teachers “teaching toolkit” they valued as an important part of their pedagogical beliefs that informed their teaching practices.

As I listened to and worked with preservice teachers, I could not help but notice the refreshing curiosity of students who traditionally resisted, at least initially, the idea of literacy practices in their discipline. The statement above by the social science education major was just one of numerous remarks related to the awareness of academic and social needs of students at the secondary level despite the fact that there were secondary-level standards for listening skills; however, listening standards are often overlooked or minimized. Beyond the content area literacy classroom, I was able to continue meeting with four preservice teachers, who all exhibited curiosity about what literacy looked like in their discipline, after their student teaching experience in the spring of 2018. They not only shared their experiences related to this study's research questions, but they shared personal stories of family and work such as future graduate school plans and first-year teaching opportunities; they reflected on personal schooling experiences that shaped decisions they were making as each planned for the future.

Through summer 2019, I enjoyed regular in-person meetings with all participants. We continued to dialogue through email and text about upcoming events like a wedding and two major moves to new cities. One participant was anxiously awaiting news about a possible graduate fellowship scholarship for which she had applied. In the midst of the excitement of life happenings, we continued our discussions, some were in-person meetings and others occurred by two Zoom meetings, about their student teaching. Fast forward to late spring of 2019, and I was still enjoying regular (once every three to four months) conversations with Hope, Nichole, Kari, and Danielle. One of us would reach out with a question related to their current career path or this study. Hope's schedule allowed her to visit my fall 2018 content area literacy classroom on two occasions to share her story of teaching abroad, which included details of literacy practices she implemented. In the following sections, I share participants' stories on the literacy landscape

by (re)telling aspects of their secret, sacred, and cover stories. I then share the themes that emerged from participants stories.

## **Nichole**

### **Reading Music for the First Time**

Nichole, a music education preservice teacher, shared her story of working within allotted time constraints to prepare high school students for statewide competitions in tandem with mandated daily Sustained Silent Reading (SSR). Prior to her student teaching experience, she was hesitant during our content area literacy course to conceive of the idea that music teachers might be required to engage students in “reading activities” during music class. Whether schools required reading practice or not, we discussed the notion of engaging adolescents in music literacy such as SSR related to site reading, biographies of composers, engagement with music theory websites, and other music reading practices. However, music education majors like Nichole found reading in music class unfamiliar because none of the 11 music majors had previous experience with music literacy.

As we moved through the semester, music majors began inquiring into ways they could make music literacy an important part of their educational philosophy and future classroom. Nichole noted in one of her Edmodo blog posts,

It is crucial that students are encouraged to read--not just what is necessary for their classes and assignments, but what is necessary for a broad understanding of the world and what is personally enjoyable for them. In the music classroom, we have the unique opportunity to connect with students’ interest and support their literacy development inside and outside of school.

She also shared in her argumentative essay her desire to focus on literacy in her music class as a way to allow adolescents to have meaningful experiences and “not only play the music”:

I believe that in my classroom, students will not only play the music, but they will learn the background of the composer and the story behind the composition itself. I want to make sure students have access to learning about different musicians, genres, and history. If these types of books are available, I can encourage my students to break off into groups and “jigsaw” learn the information, as the *Subject Matter* book suggest (Daniels, Zemelman; p. 186). For example, if students are learning about jazz, I would allow the students to pick out a book related to jazz, research some information on the topic, and then come back to class and present it to peers.

Nichole and other music majors expressed their concern, though, about using class time in their future classrooms to teach more than music pieces for upcoming competitions because of fears of losing their jobs if their ensembles did not receive top ratings at the state level. They recalled situations in their home states where music educators had been fired or transferred because of less than perfect scores during competitions, which created a strong sense of fear and reluctance in the preservice teachers about teaching outside of traditional schooling methods.

### **Sacred Story of Teaching Music in an Underperforming School**

When Nichole and I met after her student teaching semester, I could sense her eagerness to reconnect and share her internship experience. She interned at the secondary and elementary levels, but our conversations focused on her experience with adolescents. The high school where she interned was placed on the low performing list by the state<sup>2</sup>, which resulted in specific mandates related to reading that included daily SSR for 30 minutes across disciplines, and

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<sup>2</sup> Low performing school: “among the lowest achieving five percent of secondary schools.” U.S. Department of Education (2012).

Nichole was ready to tell me what she had learned. Dedicating 30 minutes every day created challenges for Nichole, because there was a lack of resources and guidance; we looked back at her Edmodo blog post from the previous year in our content area literacy class:

In my classroom the first, most [important practice] I would implement is a classroom library. This would consist of books available for students to look at before and after school as well as check out if they desired. There would be a combination of music textbooks, biographies, music history topics, historical fiction, scores, and texts from other areas such as sports, novels, newspapers, and young adult novels. This would be an “all come” bookshelf--anything (appropriate, allowed in schools) would be welcome.

There was no in-class library or support to bring resources like musical scores or anything related to music history topics. She struggled to keep students awake during the 30 minutes.

Nichole asked for help from her cooperating teacher but was met with disillusionment when she was told by her mentor that she did not really know how to guide Nichole.

### **Secret Story of Teaching Music Literacy**

Two of Nichole’s goals during student teaching were to expose students to music theory and incorporate music literacy into her lessons. Prior to student teaching, she wrote in her argumentative essay about improving teaching practices as a way to meet student needs:

Many music educators fall victim to teaching how they were taught. Non-specific feedback and unevenly paced rehearsals encourage students to tune out educators and forsake improvement. But, how do teachers improve their practice (and how do I avoid hypocritically pointing out a product and provide no path for it)? Teachers must always study. Reading the latest music education journals, visiting professional development conferences, and analyzing their own rehearsal techniques can shine light on problems in

feedback and help educators learn how to teach. Teachers must always be students of their pedagogy and of those teachers around them.

Nichole decided she would use the 30-minute SSR time to incorporate music theory by guiding students through teaching websites that offered introductory, interactive theory lessons. Because she was not given suggestions how to use mandated reading time, she decided to utilize resources she had from her undergraduate music classes. She checked out headphones from the library, and she also asked students to bring their own headphones so they could hear the notes played from the theory websites as students studied solfege, sight reading, or naming notes. Reading took on a whole new meaning.

More students were engaged during the required 30 minutes as opposed to sleeping or remaining off-task. There were days Nichole used sheet music to teach students stronger sight-reading skills (See Figure 4). She used pop music before introducing classical pieces to keep students interested as they were learning how to “read” notes, scales, and concepts. Students learned hand gestures to solfege, and they created body movements to songs to help keep rhythm and time. Students paired sensory movement and sound with theory from the interactive lessons they were using to read music. Nichole presented this type of teaching to our content area literacy course in the form of a multimodal literacy lesson.

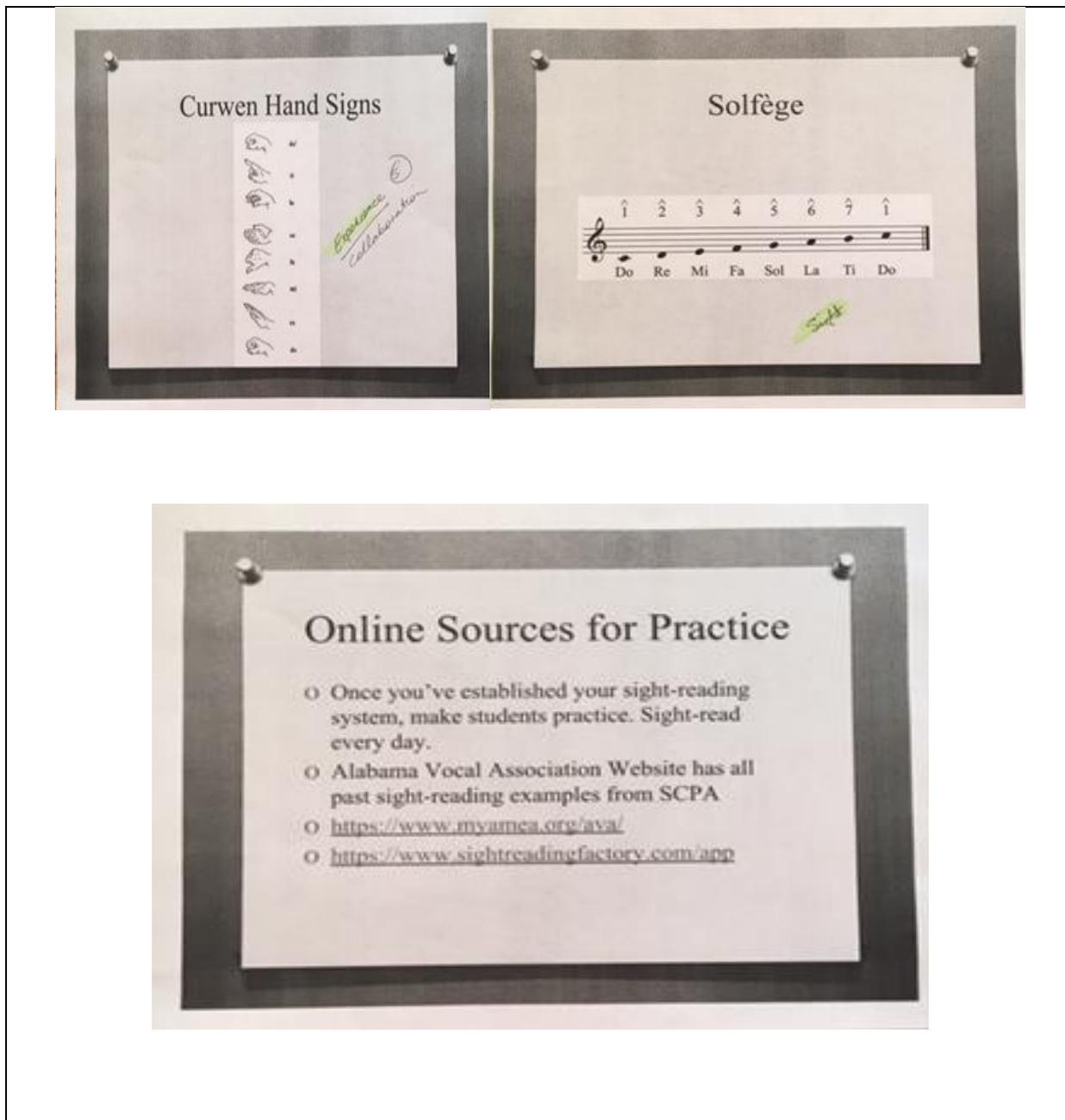


Figure 4. Nichole’s multimodal text set.

Students commented that they had not understood music theory before using interactive website “games” and hand gestures, and they had not used reading time to “read” music, but Nichole noted a significant positive change in student attitude toward the daily SSR time the more practice students had with engaging in music literacy.

## Hope

### Becoming a Reader

At the onset of our content area literacy course, Hope shared her struggles as an elementary and middle school student with reading comprehension. She did not realize until her teen years that she had a form of dyslexia that made reading comprehension difficult. With her tenacious personality, Hope confessed that she did not allow this learning challenge to keep her from excelling in school because she really liked school; however, she said that she often became discouraged because of the constant focus on what her school perceived to be a barrier in her educational progress. The pursuit on the school's part of better reading scores resulted in Hope seeing herself as a "non-reader." As she reflected on those challenging and confusing years, she laughingly said she really was not a "bad reader." She has always enjoyed reading, but she just did not test well as a young student. Hope continued that she does not read as much as she would like beyond academic texts but feels she has a positive attitude toward teaching reading. She is a thriving graduate student who is part of a fellowship program--her scenario is not the usual end-result for many students who are labeled as struggling, deficient, or reluctant readers.

With the help of middle school and high school teachers who taught her literacy strategies, Hope overcame difficult reading tasks even though she did not always finish assignments as quickly as other students. Prior to her dyslexia diagnosis, Hope believed something was wrong with her because reading did not come easily nor did comprehending what she read:

I struggled a lot with reading--a lot. Maybe an audiobook, cassette thing would have helped because words really jumped around a lot to me. Reading is, like, I'll mix them up easily and it's very common for students not to be great readers, so maybe like an

audiobook to help, that would be super cool. Even just like Harry Potter. I don't know, something casual.

These struggles through that tough season of schooling helped Hope better understand adolescents she worked with during her student teaching. Hope recalled that some of her students seemed to stay frustrated as they yearned to understand what they were reading. Before meeting her students in School B, Hope wrote in her argumentative essay for our content area literacy course about the importance of not “losing sight of the comprehension aspect” of meeting literacy standards and preparing adolescents for mandated assessments:

Literacy standards are critical to every classroom, but as I think of the ideal social science educator, I am arguing that they do not understand how to apply these literacy standards.

We are always so focused on making sure the students have learned the history needed for the content standard that we lose sight of the comprehension aspect (October 30, 2017).

Her personal reading experience awakened Hope to literacy needs in her future students' lives.

### **Sacred Story of Schooling in America and Abroad**

One of the strategies that helped Hope with comprehension was talking about reading with her teacher(s) or with other students. Collaborative work was a focus of our content area literacy course where we discussed at length the importance of peer discussions. As we read research like *Readicide: How Schools Are Killing Reading and What You Can Do About It* by Kelly Gallagher (2009), students like Hope shared their own schooling experiences with disliking most reading assignments because of “failures” and “extreme struggles” with texts. After our class read Gallagher’s first two chapters, Hope noted on an Edmodo blog post related to one of our class assignments that “Teachers aren’t just information dispensers, but teachers

should be helping students become deep thinkers.” As we discussed the role of teachers in the literacy lives of adolescents, she recounted how life changing it was when her former teachers “talked through” reading material prior to reading assignments to help her connect with what she was reading. Comprehension did not happen instantaneously, so reserving time to discuss what students might already know was valuable to Hope.

However, during Hope’s student teaching experience with School B, she realized “test-prep” was valued over meeting students’ content-specific literacy needs. She recalls being charged with the daunting task of preparing her ninth and eleventh-grade high school students enrolled in a “regular” social science class for their end-of-the-year exam as she was handed a large textbook. The exam was based on the contents of the entire textbook--predominantly rote memorization. She reached out to her cooperating teacher for guidance but was met with advice that promoted skill and drill teaching practices. Reaching out further to in-service teachers within the school led to the same results. Great value was placed on achieving high test scores using rote memorization methods. Despite feelings of frustration, and not wanting to seem incapable, Hope outlined how she would cover the material needed to prepare her students for their exam.

### **Secret Story on the Reading Landscape**

Along with outlining material she needed to cover, Hope utilized technology as much as she could to engage students in discussions about their content and how students related to topics. The school’s internet was not always reliable and access to technology within the school was scarce, but Hope believed she could utilize interactive programs that included visuals and academic games to encourage collaboration and engagement. These practices were outside students’ regular schooling routine: daily quiet in-class textbook reading, usually completed individually, followed by comprehension questions at the end--turned in, but not discussed.

Before Hope taught the eleventh-grade students on her own, she observed that the outcome of the traditional schooling practices was also traditional: a small percentage read the text and completed the questions; a larger percentage skimmed the reading and halfway completed the questions. Students who did not begin their assignment at all created challenges during the approximately hour-long class session.

Hope knew that hearing her students' voices about content-specific topics and their lives would help her with classroom management; however, finding time for prior knowledge discussions was challenging. From first-hand experience with her own reading challenges, she knew engaging students in discussions about texts was not only necessary but essential because conversations would create collaborative, engaging learning spaces. This was all outside the students' usual schooling experience. Hope struggled through several class sessions before reaching the engaging authentic discussions she desired. Students began sharing about their personal stories not only about their assignments, but also about being older teenagers living in Africa--some preparing for their rite of passage ceremony as well as preparing for the end-of-the-year exam, which created tension. Hope could sense the tension and uncertainty her students were feeling. Students shared the pressure they and their families, who paid approximately two hundred dollars monthly for their student to attend a private school, were under.

### **Kari**

#### **“None of the Students Read”--Awakening to Reading Realities**

I began our first interview by asking Kari how her student teaching experience went as far as engaging students in reading. Without hesitating, she said, “It was really difficult.” She had second semester seniors who seemed “set in their ways in education.” She continued, “I had some students tell me they just weren't going to do any more work after spring break.” By

looking into their reading histories, Kari became aware of the fact that her students were barely reading full paragraphs when the assignment called for reading chapters. When she tried to engage students in prior knowledge and vocabulary discussions about excerpts (see Appendix M) from “Wealth of Nations” by Adam Smith, she lamented, “they just didn’t read it.” This was her challenge all semester: engaging seniors in literacy, specifically reading in the social science classroom.

As we began the interview, I asked “*How were you able to use some of the teachings from our content area literacy course in a real-world way in your internship?*” Without hesitation, Kari stated that having a mindset of how important literacy is for adolescents’ success was a priority. She did not realize how many students disliked reading even for pleasure. She wanted to implement practices from our content area literacy class like reading *Hidden Figures* by Margot Lee Shetterly (2016) and discussing racial and gender inequities, but what she was required to teach was rote memorization skills. Kari expressed her desire to incorporate books and articles related to her students’ lives but struggled with student apathy and time constraints with the mandated schedule she had to adhere to. Her school was placed on the state’s “failing” list, and regular 30-minute Sustained Silent Reading was required. Trying to engage her students in “any type of reading” was one of Kari’s greatest challenges, and one for which she felt she had the least amount of guidance and help from her cooperating teacher. Teachers at both Kari and Nichole’s school had little professional development related to the task of engaging students in reading practices like SSR. This created a gap in guidance and resources for Kari and Nichole.

### **Sacred Story of Teaching High School Social Studies in an Underperforming School**

Kari, who taught at the same high school as Nichole, worked with tension related to time: preparing students for assessments while adhering to the mandated daily 30 minutes of SSR; She

shared her lived experiences of working with an economics class and reading intervention. She had not anticipated teaching a reading intervention class, but it ended up being one of her favorite classes because she connected with her students on many levels as they prepared for upcoming exams. She sensed their anticipation, apprehension, and frustration. It reminded her of her own testing anxieties that she shared in an Edmodo blog assignment, which asked students in our literacy course to reflect on their schooling memories related to test-prep:

In my high school, I was fortunate enough to go to a school where the only standardized tests we took were the ACT/SAT and AP exams. I remember being so stressed when it came to the SAT and ACT though and being so disappointed that someone can do so well in school but can be rejected by a college because of a single test score. As a teacher, I still want to teach with depth and meaning rather than teaching to a standardized test. I do not believe that all standardized tests are reflective of what students truly know and how they learn. I see my students now in 7th grade who take tests all the time and it takes away from instructional time that could be spent in authentic teaching and learning. I want teachers and school communities to continue to fight for the teacher's right to teach a love of learning. (October 31, 2017)

Providing authentic engagement with reading was challenging; however, Kari's goals were to hear her students' voices as they engaged with texts and to help her students enjoy interacting with reading material: she did not want her time with them to be viewed as a skill and drill session. She wanted students to form their own opinions based on evidence they were finding in texts; she did not want to dictate answers.

We looked at her previous Edmodo comments again to reflect on her desire to offer students literacy engagement:

As a social science teacher, I have many opportunities to incorporate readings into my classroom. There is always a textbook to read, but besides that, there are historical documents, letters, plays, poetry, and travelogues that can give students a better and more meaningful perspective on history. There are also many adventure, fiction novels that can make history really exciting and fun and still raise deep questions about history. I hope to read sources and texts in every unit that I teach so that students can learn from these readings, become better readers, and learn to ask questions from texts. (October 31, 2017)

However, like Nichole, Kari had limited resources in her classroom. She turned to her cooperating teacher and to other teachers in her disciplines for help.

Her experience was, once again, similar to Nichole's. Resources were not available. To move forward, Kari used lesson plans (see Appendix E) she had previously created in the fall of 2017 while completing her clinical placement hours to supplement current required texts. She also used technology to engage students in reading during mandated SSR; however, she linked students reading time to topics they were studying. Kari stated that initially students struggled to relate to readings, but as she spent more and more time in the classroom, interest increased. Discussing what she perceived as successful teaching moments with her students was limited to her supervising teacher from the university because teachers she worked with, including her cooperating teacher, did not seem to relate to her excitement over the students' reading engagement.

### **Secret Story of Teaching Social Science and Reading Intervention**

Even though Kari lamented over having to follow a prescribed curriculum for the intervention class, she smiled and fondly discussed her teaching time with the small class. The ninth-grade group she taught each day had not scored satisfactorily on practice tests. She took the

material given to her by her cooperating teacher and set out to supplement lessons with texts to which she believed the students could better relate. She chose to use political sources because students seemed to ask multiple questions weekly about reliable news sources. Kari intently listened to students' casual conversations as they entered the classroom so that she could gain insight into their world. Many students were concerned about our nation and the way media portrayed "truth." As she and I discussed her experience, we reflected on her multimodal text set she presented in our content area literacy course about political struggles and wars throughout U.S. history. Kari shared ways to engage her future students in SSR with texts related to curriculum topics (see Figure 5). She talked about giving students free reading choice and providing classroom resources like an in-class library filled with various genres like the ones she presented in her text set:



Figure 5. Kari's multimodal text set.

Kari created lessons using grade-level standards in tandem with testing strategies to generate student talk and engagement. She had students watch multiple news reports based on the same topic. Then she had students read documents related to similar topics. She assessed

prior knowledge of vocabulary and political offices before beginning in-depth discussions on news reports and documents. Kari enthusiastically shared her lessons with me but stated she did not receive much support from her cooperating teacher when she asked for input on her teaching practices. Responses were short and off topic. However, Kari's assessments at the end of each lesson and subsequent practice test revealed that her students' literacy skills were improving. They made significant gains in reading levels and writing skills (specifically related to organization of thoughts and adequately documenting supporting evidence). Their overall enjoyment of reading as well as discussion of texts improved from her initial class meeting to the conclusion of her student teaching experience.

### **Danielle**

#### **Engaging “Regular” Level Students**

Danielle, who is the only English language arts teacher, did not teach in the same school or school district as Nichole and Kari; however, Danielle experienced tension pertaining to time constraints in regarding literacy instruction in a “regular” English class where she was not required to set aside time to participate in SSR. She values independent reading time, so she advocated for time for her students to experience personal reading related to a specific assigned text: *A Raisin in the Sun* by Lorraine Hansberry (1958). During our first interview, she was eager to share her teaching portfolio, which was filled with literacy practices we discussed and implemented in our content area literacy course. She was given time and space to engage students in prior knowledge discussions, collaborative assignments that included graphic representations students initiated and created; however, she felt tension on the literacy landscape as she guided students from various reading and writing lessons.

She was told by her cooperating teacher that the “regular” students do not get a lot of hands-on reading and writing teaching because of “their ability level.” Danielle decided after that conversation that she would prepare lessons that met students where they were academically but moved them toward stronger reading and writing skills. She also wanted to engage her high school students with material they would, hopefully, enjoy. Her greatest challenges were engaging students with limited English language (English language learners--ELL) skills mainly because the school did not have resources beyond technological help such as Google translate to regularly assist teachers. As soon as she could, Danielle put students into groups so they could work collaboratively which allowed her time to spend one-on-one with English language learners. She was able to better assess strengths and areas of need, which made differentiating assignments more specific than generalized like at the onsite of her teaching:

I felt like I wasn't reaching kids who really needed my help. I could see they didn't understand what we were reading or . . . the assignments. I honestly didn't know what to do. Once I got the class onboard with listening to me, I was able to let them work in groups. I finally had time to ask questions; ask about what the ELL kids understood. Before I kind of felt like I was losing them.

### **Sacred Story of Schooling**

One of Danielle's goals was to offer her students a balance between reading for pleasure and reading for academic purposes. She recalled not receiving that in her personal high school experience, but she wanted it to be part of the time she spent at School D, especially for students who mainly view school negatively because of academic labels like “regular student.” Danielle had fond memories of her own secondary school days, but she mainly remembers worrying--worrying about scoring high enough on the ACT; worrying about passing her senior year exams.

She wanted to challenge her students to excel, but not at the expense of their enjoyment of learning:

I think that the most important balance with reading is the balance between reading for pleasure and reading to learn. If this balance is not achieved, then we will have student who either only read for fun and therefore might never read anything educational or of literary value, or what typically happens is students who get burnt out on textbook reading and no longer want to read. This makes them unwilling to read in the future and all too often is a reality in schools. (Literacy essay--Oct. 30, 2017)

She spoke fondly of her cooperating teacher, but like the other participants Danielle wanted more input, feedback on how her lessons were going. She recalled being left with a substitute on several occasions because her cooperating teacher was needed by school administrators to take care of department needs.

There was not much time to share stories of how the “regular” students were progressing in their writing and reading skills, or how they were excited about their *A Raisin in the Sun* presentations. At our second interview meeting, Danielle brought her portfolio from her unit on *A Raisin in the Sun*. She was understandably proud of her students’ accomplishments. ELL students who were not quite at the level of writing five paragraph essays with strong supporting evidence and transitions wrote at an advancing level.

### **Secret Story of Modeling a Love of Learning**

Danielle was worried during her student teaching that her students would have similar “prison-esque” feelings like she did when it was time to take major assessments. But, to her surprise, there was a peaceful sense about most students as testing approached which was also felt during her clinical placement experience the semester before. Her own test anxieties made

her keenly aware of how students might feel before any test, not just end-of-the-year assessments. In her student teaching experience, Danielle’s cooperating teacher walked her through the process the school required to prepare students for testing--it was not at all like Danielle’s schooling experience. Nevertheless, she was told that her “regular” English Language Arts’ students do not prepare like the other students, so “no pressure.”

Her plans included differentiation so that all learners would have multiple opportunities to engage in rigorous reading and writing. Her discussions focus on students’ prior knowledge of Langston Hughes’ (1994) poem Harlem:

Harlem  
By Langston Hughes

*What happens to a dream deferred?*

*Does it dry up  
like a raisin in the sun?  
Or fester like a sore—  
And then run?  
Does it stink like rotten meat?  
Or crust and sugar over—  
like a syrupy sweet?*

*Maybe it just sags  
like a heavy load.*

*Or does it explode?*

Unfamiliar with Hughes’ poem, Danielle had students discuss their hopes and dreams for the future. They compared them to what Hughes might have meant by “dreams deferred.” She linked their conversation to their main text: *A Raisin in the Sun*. Danielle had time to envelope her students in critical thinking about symbols found in the play. They talked about Mama’s plant and Beneatha’s hair.

Time constraints crept up on Danielle, not in the form of test-prep like the other participants experienced, but in the form of offering her students time to enjoy the texts they were reading, which included revisiting Hughes' poem. It also included helping students advance in their writing skills that the "regular" students usually do not get. She was delighted to show me her portfolio filled with student essays and creative illustrations based on characters from the play. She was not able to share her students' work in-depth with her cooperating teacher because of obligations her cooperating teacher had; however, as we lingered over breakfast during our first meeting, she shared stories of students' responses to the poem as they understood what Hughes meant by a "dream deferred."

### **How Preservice Teachers' Stories Speak to Us**

The four participants in this inquiry shared their experiences with teaching secondary students discipline-specific literacy practices during a semester long internship. Three common themes emerged from their stories that uncover tensions felt by all four participants as they attempted to engage adolescents in literacy practices within their discipline. They spoke of a disconnect between their TEP coursework and what they were actually able to teach in their classroom. Participants also shared prior beliefs about schooling based on their own elementary and secondary schooling experiences that impacted their teaching decisions. Darling-Hammond (2006) asserted that during preservice teachers' coursework and internship time in a teacher education program, preservice teachers must critically reflect on past experiences as elementary and secondary students because their reflections raise critical questions about teaching philosophies and pedagogical content knowledge.

In their work with social science preservice teachers, Wilson, Readence, and Konopak (2002) pointed to educator and researcher Suzanne Wilson (1990) who stated that "preservice

teachers' beliefs are well established by the time the student begins a teacher education program" (p. 12). Wilson (1990) also stated that preservice teachers' beliefs need to be discussed extensively while they are in the teacher education program. She urged university instructors to teach in a deeper way that moves beyond "what the best program, [and] courses" may be (Wilson, 1990, p. 207). She continued, "Teaching teachers requires thinking about how they learn specific concepts within those courses and across time," in such a way that allows deeply held convictions to the surface. Wilson (1990) taught her preservice teachers that teaching is hard work that constitutes continual reflection on content knowledge, pedagogical knowledge, and prior knowledge of teaching.

I use the term "two-worlds pitfall" that was conceived by Feiman-Nemser (1985) as a way to name the dilemma they found in the midst of working with preservice teachers on two terrains: teacher education courses and field experiences. The two terrains can often feel like two separate worlds with vastly different teaching pedagogies. Braaten (2018) asserted, "Preservice teacher learning happens by navigating multiple social worlds." These worlds often do not share "areas of congruence" (p. 83). I used the "two-worlds pitfall" in my discussion of themes one and two as well as research questions one and two.

I turned to Lortie's (1975) apprenticeship of observation to discuss the third theme that emerged from participants' interviews. I also used Lortie's conception to discuss this inquiry's third research question. Apprenticeship of observation refers to the period of time that preservice teachers spend observing in schools before they begin teaching as first-year educators. Oftentimes, after preservice teachers "spend thousands of hours developing perceptions of teaching and teachers [they] thus harbor deep-seated notions on the nature of academic content, the structure of pedagogy, and what constitutes good practice" (Boyd, Gorham, Justice, &

Anderson, 2013, p. 2). According to Braaten (2018); Boyd et al., 2013; Feiman-Nemser (1983); and Lortie (1975), preservice teachers' development of personal practical knowledge is not found to be significantly influenced during their years in a teacher education program or time in field experiences unless instructors and cooperating teachers are intentional about offering opportunities for preservice teachers to reflect, discuss, and practice researched "theoretical knowledge base . . . and [to] foster nontraditional perspectives" (Boyd et al., 2013, p. 1).

### **Theme One: Predominant Test-Prep Pedagogy**

Rodriguez (2013) explained that the "test-prep" pedagogy was birthed from the NCLB era in 2001 and grew to become a way of schooling that limited how students' academic needs were met:

The academic impact not only creates barriers for students' college-going possibilities, but it inherently contradicts the purpose of schooling, if the purpose of schooling, at the very least, is to maximize opportunity and attempt to level the playing field in society. (p. 133)

Even though Nichole, Hope, Kari, and Danielle were limited with the types of reading practices they implemented during their student teaching experience, all four participants tried to engage students in aesthetic reading. Each participant valued literacy instruction that moved beyond the traditional test-prep pedagogy, but the tension they felt on the literacy landscape was stronger than they anticipated. Danielle's experience varied from the typical schooling experience that encourages a sole focus on efferent reading practices; however, her experience related to the other participants' in that she felt similar constraints because of the labeling of her students: "regular" carried the connotation of deficient abilities as readers and writers. All four participants

attributed the valuing they gave literacy instruction to their coursework and collaborative discussions within the teacher education program at their university.

Tensions arose when participants planned lessons to meet adolescents' literacy needs that they could not fully implement due to continuous time constraints. Prescribed pacing guides and test-prep materials usurped the preservice teachers' lessons, which included scaffolded learning, differentiated instruction, collaborative work with multiple texts, and reading and writing for pleasure. Hope's attempt to teach beyond the textbook resonated with Moje's (2015) assertion that secondary educators should move beyond skill-based literacy teaching: "Skills-based literacy teaching that is abstract from purpose and value reduces disciplinary concepts to 'stuff' to be mastered and disciplinary literacy practices to forms and procedures to be memorized" (p. 255). This form of literacy practice stifles creativity in the classroom for both teacher and student. Preservice teachers from this inquiry experienced first-hand what Moje (2015) referred to as stripping down of the cultural and social nature of disciplinary literacy practices to revert to rote memorization drills.

Kari's story related to the "two-world pitfall" when her teacher education program coursework converged with mandated test-prep curriculum and subsequent mindsets that limited the time she was able to spend on research-based literacy practices. Kari and Hope noted an initial lack of value and purpose, motivation, curiosity, imagination, and passion in her students related to their time together because of the complete reliance on one textbook to "teach to the test." After spending needed time getting to know her students and the communities in which they lived, Hope infused her class periods with discussions that drew her students into an engaging learning space. They were interested in the text she supplemented with the mandated textbook. Hope incorporated discipline-specific skills, specialized codes, and ways of engaging

students in critical thinking that Moje (2008) found to bring students into an atmosphere of shared meaning-making as opposed to a sole focus of skill and drill practices.

In her blog post during our content area literacy course, Danielle recalled her own anxiety as a secondary student before “big tests.”

Even though I am not a poor tester, I do suffer from a great deal of testing anxiety, especially when it comes to tests of the high stakes variety, but I suppose that is true for most everyone. Not long ago I was prepping for the praxis and I was a nervous wreck. I don't know why testing has to be such a strict, rigorous, and prison-esque experience through testing services. In my placements, students have had a somewhat positive view of testing because they do not do anything in their other classes when the important testing is going on.

She felt as though there was a disconnect between meeting students’ academic needs that included applicable lessons relating to assessment preparation. She continued these practices should be one in the same, but not void of ensuring students’ voices are heard related to class topics. The anxiety she spoke of as a former secondary student came from heightened feeling of test pressure she believed schools perpetuated. Moje (2008) voiced concern over the lack of focus many in positions of power, such as government policy makers, have shown in relations to literacy education that moves beyond preparing for yearly assessments. Faggella-Luby et al. (2009) also noted that change is needed in how adolescent literacy instruction is addressed: “core literacy instruction in the content areas” must be a predominate focus of educators (p. 454).

### **Theme Two: Discrepancies between Literacy Experiences**

At most of our meetings, participants shared experiences with literacy instruction and classroom management they wanted to implement from their TEP courses. To a certain degree,

preservice teachers found ways to supplement literacy strategies and various texts, but each was predominantly met with frustration at the lack of support or interest from veteran teachers. According to preservice teachers, tension on the reading landscape was not necessarily because their cooperating teachers were not available for questions, although at times that was the case. It was predominantly a lack of guidance and modeling related to literacy within the discipline as Danielle's story illustrates. Preservice teachers questioned why reading engagement and critical questioning among adolescents were not valued more highly over test-prep pedagogy and worksheet-type assignments (Rodriguez, 2013). I shared my own stories of frustration as an in-service teacher who was asked by administrators to move students' desks back in rows, rather than grouped for easy collaboration. Danielle identified with similar tensions as she sought to engage students in collaborative work.

PSTs teaching practices conflicted with the pedagogical identity of their schooling environment, which created a "two-world pitfall" scenario (Braaten, 2018). Balancing reading for academic purposes as well as pleasurable experiences was a priority in my classroom. I shared pictures of my in-class library filled with young adult literature, magazines, and graphic novels. After adolescents completed the initial reading survey at the beginning of the school year, I set out on a quest to stock my in-class library with their favorite texts. Preservice teachers shared their own stories of scouting resources to supply texts for their students during their internship. Nichole recalled searching for online sites that offered musical scores and compositions that students could read and listen to during SSR. Participants agreed that the real value of reading is in its use; however, they did not receive support they expected as they planned lessons that allotted for teaching, modeling, and engaging adolescents in reading practices in discipline-specific ways (Alvermann & Moore, 1991; Guthrie & Davis, 2003).

Several times during our interviews, Hope voiced how much she wanted to do “more” with her students related to literacy practices that we discussed in our content area literacy course, but she felt constrained by limited resources, support, and time to accomplish more than teaching through the textbook. As we reflected on her time in Africa, which she spoke of fondly despite mandated constraints, she felt as though she was able to engage her students in authentic discussions that she had not heard other teachers sharing about their personal classroom experiences. This reminded us of Hope’s closing words in her literacy essay in our content area literacy course:

So many teachers overlook literacy and its importance, but it is the most important detail when it comes to students moving on in schools. In social studies, there are a lot of subjects that have to be covered. So, making sure they are included and helping students understand how to critically think and understand is especially important. It will affect how the students feel about learning as well as how they feel about being a student in life, not just in the classroom. (October 30, 2017)

Hope was inspired by students she taught and the experiences they shared to do more than prepare them for state assessments; she aspired to help them value their voices and see themselves making a difference in and out of school. Hope observed that her students were more apt to engage with texts when she dedicated to discuss prior knowledge and personal connections and/or thoughts before reading. She also noted that the more time she dedicated modeling reading and talking through texts the more her students seemed to value their own small group and individual reading time. Guthrie and Davie (2003) and Alverman and Moore (1991) contended that students must see and experience their teachers valuing reading in the classroom. To meet adolescents where they are as readers, they must encounter authentic literacy practices.

### **Theme Three: Feelings of Deficiency Related to Meeting Literacy Needs Within Their Discipline**

Excited to implement literacy practices learned in our content area literacy course and in other TEP courses, PSTs quickly became disillusioned at the lack of reception their ideas received when discussed in their internships. Like their intervention and “regular” students, PSTs felt deficient in their abilities because of a lack of support and understanding of their academic and social needs. It is worth noting that PSTs initially resisted, at varying levels, the idea of disciplinary literacy when they first entered the content area literacy course prior to student teaching. Fisher and Ivey’s (2005) research with preservice teachers raised concerns related to the preparedness of PSTs to teach literacy within their discipline. They shared that content area literacy instructors “will have to spend the first few classes, at the very least, helping [PSTs] understand why literacy is critical to all subject areas” (p. 4). They continued that “attitudes toward reading and teaching discipline-specific literacy practices will surface as PSTs listen skeptically to instructors’ rationale for valuing disciplinary literacy practices” (p. 4). As preservice teachers were guided toward an understanding of the importance of literacy practices through the “learning process; reflection of teaching; and establishment of classroom climate that facilitates learning,” preservice teachers began to discuss possibilities of disrupting former “traditional” teaching practices that devalue collaborative learning, scaffolding lessons, and introducing supplemental texts such as graphic novels and young adult literature. All four participants’ stories illustrate their growing personal practical knowledge of discipline specific literacy practices.

Lortie’s (1975) “apprenticeship of observation” asserts that “teachers teach the way they were taught” (Heaton & Mickelson, 2002, p. 51). For the participants in this inquiry, they recalled both traditional teaching methods that included test-prep for assessments such as ACT

and SAT, but they also shared stories of teachers who valued the art of questioning texts and lingering over readings that students showed interest in. Kari's experience illustrates her commitment to moving beyond test-prep pedagogy. During our content area literacy class, we discussed at length what preservice teachers considered to be "good" teachers. Participants worked collaboratively, using large Post-It Notes, to comprise lists of qualities and abilities good teachers have. Below are the top five responses:

1. Good teachers know their content well.
2. Good teachers set goals for themselves and help their students set attainable goals.
3. Good teachers take learning and teaching seriously, but they do not act so serious that they can't enjoy learning with their students.
4. Good teachers help build confidence in their students by allowing students to help "teach" as they are learning.
5. Good teachers manage their classrooms well without being dogmatic.

PSTs who did not experience these types of teachers in their schooling experiences expressed ways they could avoid becoming what they called "bad" teachers. As PSTs entered their clinical placements prior to student teaching, they shared both "good" and "bad" teaching they observed. Their hope was to be the type of teacher their students would remember as a "good" teacher. After experiencing struggles related to support during their implementation of literacy practices, PSTs identified with varying levels of inadequacies that caused doubts about their teaching abilities.

### **Summary**

In this chapter, I shared participants' stories of schooling on the literacy landscape. Secret and sacred stories were (re)told as Nichole, Hope, Kari, and Danielle reflected on literacy

experiences related to efferent and aesthetic reading practices with adolescents. I ended Chapter 4 with three main themes from participants' experiences on the literacy landscape.

CHAPTER 5:  
DISCUSSION AND IMPLICATIONS

*I want teachers and school communities to continue to fight for the teacher's right to teach a love of learning (October 31, 2017). ~ Kari*

As previously noted, the purpose of this study was to explore how PSTs navigated in-class and out-of-class experiences within the PKL related to aesthetic literacy practices. In this thematic narrative analysis, I highlighted themes that emerged as Nichole, Hope, Kari, and Danielle experienced schooling on the literacy landscape. As participants and I co-constructed narratives, three themes emerged from their stories: predominant test-prep pedagogy, discrepancies between literacy course experience and student teaching, and feelings of deficiency related to self-efficacy. During our extended time together, preservice teachers and I frequently returned to this study's questions to explore and make sense of literacy practices related to aesthetic and efferent reading in the participants' classrooms during student teaching.

This chapter consist of my discussion and possible future research to answer this narrative inquiry's questions:

1. How do preservice teachers enrolled in a content area literacy course perceive the role of aesthetic reading in a secondary content area classroom?
2. What aesthetic reading practices do preservice teachers observe and implement during their field placements and student teaching?

3. How are preservice teachers using personal practical knowledge gained during a secondary content area literacy course to negotiate the reading landscape in their schools during their student teaching semester?
  - a. If they are not using the knowledge, what do they perceive as challenges that prevents such use?

Clandinin and Connelly (1995) asserted that classrooms are “practical places” where teachers develop personal practical knowledge for curriculum making and practices of teaching.

Preservice teachers on the literacy landscape learn to work within tensions created by meeting testing mandates and schooling challenges. I turned to researchers Feiman-Nemser and Buchmann (1985) and Braaten (2018) to discuss preservice teachers’ “pitfall” experiences when two-worlds converged: “learning to teach within and across the settings of teacher education coursework and field experience in local schools” (Braaten, 2018, p. 61). Braaten (2018) concluded that field experience such as student teaching can create tensions for preservice teachers because of the differences in “practices, norms, expectations, tools, and other aspects of teaching” from their coursework completed in a teacher education program (p. 61).

Preservice teachers in this inquiry shared stories of their developing personal practical knowledge that were shaped with each decision made related to observing, planning, implementing, and reflecting upon daily/weekly lessons including interactions in and out of their classrooms. During their interviews, PSTs provided detailed stories of lived experiences during a semester-long internship. We continued to collaborate and co-construct narratives as we discussed transcriptions from interviews. Coursework from their content area literacy course and student teaching semester was shared and annotated to confirm and add to their teaching experiences and growing personal practical knowledge. Literacy coursework and field notes

from discussions were read and (re)read alongside participant interviews. This allowed for continued conversations with preservice teachers about their decisions related to lesson planning and implementation of literacy practices. Each participant shared tensions on the literacy landscape of schooling as they sought to engage secondary students in reading practices that encouraged critical thinking and enjoyment of reading.

Three participants attempted to balance aesthetic reading with efferent reading when possible but given time constraints because of preparations for mandated end-of-the-year assessments, lessons were limited in scope and practice. One participant did not experience the same pressure related to test-prep, but Danielle shared challenges related to reading and writing resistance from her secondary students because of traditional schooling methods “regular” students often receive and that the lack of feedback needed to affirm her educational choices left her feeling deficient. Similar to Rosenblatt’s (2005) hope, participants including Danielle also envisioned a cultural rewriting, where adolescents’ world converges with texts. However, they experienced teaching practices related to aesthetic reading that were sacrificed on the altar of high-stakes testing or labels for students such as “regular” that create limitations (Gallagher, 2009; Gaylor, 2005; Guthrie & Davis, 2003; Wilhelm & Novak, 2011).

In the next sections, I discuss participants’ stories related to answering each research question followed by implications and future research questions and goals.

### **Research Question 1**

*How do preservice teachers enrolled in a content area literacy course perceive the role of aesthetic reading in a secondary content area classroom?*

Nichole’s initial comments during our content area literacy course echoed the feelings of many: all four participants had reservations about “teaching reading” in their content area. For

example, explicit music literacy instruction was not something Nichole recalled being discussed, modeled, or valued in her secondary schooling experience or in her clinical placements. She explained that there was not time to do anything other than sight read and rehearse. Nichole was initially hesitant to conceive of incorporating discipline-specific literacy practices in her future music classes. She agreed with other music education majors: they had no real frame of reference to conceptualize what literacy instruction looked like at the secondary level. As noted by Draper (2008):

Like other content-area literacy teacher educators, I have faced teachers, both preservice and in-service, who question the efficacy of literacy instruction for their classrooms; who question their ability to promote literacy; and who question whether doing so will take time away from content instruction (p. 61).

Draper's (2008) experience with preservice teachers led her to "search for a clear aim for content-area literacy instruction and ways to promote content-area literacy with secondary teachers" and instructors of disciplines such as music, mathematics, and theater within TEPs. Nichole found that reading musical notes is similar to reading words on a page, but with symbols that create sound.

After reading articles by Wolk (2009) and Wilhelm and Smith (2014), Nichole also shared her vision for aesthetic musical literacy instruction that would incorporate discussing musical pieces and their composers. As previously noted, what content area teachers teach is greatly influenced by their prior experiences and/or beliefs (Buchmann, 1987). Similarly, preservice teachers share a range of beliefs concerning what it means to teach content within their discipline (Buchmann, 1987; Hall, 2004; O'Brien & Stewart, 1990). According to Beijaard and DeVries (1997), pedagogical knowledge and teachers' beliefs are interrelated. Initially, all

four participants doubted the value of literacy instruction in their discipline. However, readings by Wolk (2009) and Wilhelm and Smith (2014) stimulated rich discussions.

Discussions of applicability during our content area literacy course prior to participants' student teaching were soon filled with creative possibilities of implementing discipline-specific literacy practices that would engage adolescents in reading widely and critically, writing creatively, and working collaboratively--we envisioned future high school students engaging with texts by critically questioning content and creatively brainstorming in multiple modes (e.g., with technology, with music, with movement). However, from their interviews, participants shared that their internship was vastly different. Preservice teachers perceived literacy instruction as being sacrificed on the altar of test-prep (Rodriguez, 2013). They spoke frequently of the disconnect between their TEP courses and experiences during clinical placement and student teaching. In a sense, the disconnect between coursework and internship experiences opened their eyes to the value of disciplinary literacy practices, which included learning to navigate the landscape of schooling.

Reading practices that included discussing students' prior knowledge, funds of knowledge, and connections to lesson topics were initially non-existent in PSTs's internships, until they introduced adolescents to pre-reading discussions and assignments that included merging students' lives with disciplinary literacy instruction. PSTs worked diligently to move beyond the classroom textbook or prescribed pacing guide. Kari noted that students, not only in her intervention course but across her classes, "just did not read," which made introducing literacy practices challenging and frustrating. She observed that students had become conditioned, in a sense, to worksheet-type assignments that required little class-wide discussions and no collaboration or creativity. Engaging students in collaboration using primary and

secondary texts was initially difficult because students resisted changing their worksheet-assignment routines. She introduced scaffolded reading and discussions, which helped students open up to the possibilities of enjoying the learning space Kari was creating.

Nonetheless, she still experienced tension as she sought feedback from her cooperating teacher related to literacy practices she was incorporating in discipline-specific ways. Kari also sought support as she tried to balance aesthetic and efferent reading as noted in her lesson on *The Wealth of Nations* (see Appendix M). She did not want this reading to be reduced to a rote memorization-type assignment. As articulated by all four participants, they felt choices to balance aesthetic and efferent reading practices were sacrificed by test-prep mandates. The disconnect between their TEP teachings and their internship experience created further frustrations and disillusionments about being able to meet students' literacy needs. Wolk (2009) stated:

Authors do not write books for readers to answer comprehensive questions or to do “exercises” to learn “reading skills.” They write books because they want the reader to enjoy a good story and...they have some important ideas they want readers to think about. Put a good book into the hands of a skilled and passionate teacher and those ideas come alive in the classroom; no longer is reading simply a laborious and necessary evil to help students pass their science test. Suddenly, reading has a purpose. (p. 664)

Participants in this inquiry wanted to offer their students the understanding that they had gained: reading has a purpose--and it's not simply for the purpose of passing an assessment.

## **Research Question 2**

*What aesthetic reading practices do preservice teachers observe and implement during their field placements and student teaching?*

All four participants were disappointed to share that they did not observe reading practices that moved beyond what Wolk (2009) calls “getting the assignment done” and “learn a skill” during their internships (p. 664). As illustrated by Nichole and Kari’s stories, Sustained Silent Reading was mandated in their school, but it was not perceived as a valued use of classroom time. They shared how challenging it was to engage students for 30 minutes in focused reading. As a result of the tone that was previously set in the classroom concerning reading, they and the other two participants struggled to move beyond skill and drill reading practices. Despite struggles, each was able to supplement their class textbook with (1) material that their students could relate to; (2) create space and time to engage students in collaborative discussions to hear, and show value of, students’ voices; and 3) connect classroom learning beyond school walls.

Danielle and Nichole were the only ones who were afforded opportunities to implement extensive lessons in regard to reading that incorporated multiple modes like continued use of technology, which included sound and interactive sites and creative artistic presentations. Kamil (2003) reported that the impact of recreational reading on reading comprehension and engagement through explicit literacy instruction like offering opportunities read with scaffolded instruction and multimodal practices correlates to critical variables for literacy success in the classroom. Nichole used the mandated SSR, after making connections with the majority of her class, to incorporate music theory--using technology--and sight reading, which called upon aesthetic reading practices utilizing images, sound, interactions, gestures, and discussion.

Her teaching practices reflected what Friedland et al. (2017) shared: “literacy is not something additional that [preservice teachers] have to teach but rather a means to build content knowledge” (p. 35). All participants incorporated CCSS (2010) related to literacy standards as

noted by Kari's lesson plan (see Appendix E); however, they did not recall intentionality on the part of their cooperating teachers to affirm literacy practices in their lessons. Nichole's lessons that incorporated music theory and sight reading during SSR were new to her students even though CCSS (2010) addresses literacy across the disciplines.

Taking students in a different direction that incorporated aesthetic practices outside the boundaries of traditional rehearsal time, which was similar to Nichole's own experience as an adolescent, proved tension-filled as her students challenged her authority to change the norm in music class. Nichole and other music education majors in our content area literacy course unanimously agreed that music theory was almost nonexistent in their secondary school music classes, because of the sole focus on rehearsals for competitions.

Yet, music theory was the greatest struggle they remembered when they entered music classes at the university level. For many in-service teachers, including those with whom Nichole and Kari worked, the idea of implementing SSR was unfamiliar. Faculty had not received professional development training or materials to equip their classrooms with resources for students. During our interview Nichole stated,

A big part of it in the school system I was in was that the administration didn't come in to the classroom. A lot of my teachers said they'd never been observed and they're supposed to have observations. And so they're in their own world down there on that wing and . . . trying your best to get those administrators in your classroom and say, "Look at what we're doing."

Mandates were passed on to the teachers via the conduit, but in-service teachers and preservice were left without support to meet student needs beyond the resources they could find on their own. Nichole was hoping for feedback even though tangible resources were scarce:

I will be honest . . . of course I was both my teachers' first intern, so I felt like there were things that could have been better. One of those things was feedback, but that's a whole different conversation, but my high school teacher, her main goal was the concert and how the kids sounded. So, there wasn't a whole lot of time spent in literacy, really at all. The concerns and fears preservice teachers expressed during our content area literacy course about the quest for high ratings at musical competitions was the experience Nichole was living with her cooperating teacher.

As she stayed the course with music literacy, Nichole's students responded by initiating conversations that served as a form of formative assessments. These assessments helped her better understand students' levels of knowledge of musical notations, tone, movement, and theoretical language.

Like Nichole, Hope struggled initially to engage her students in reading practices beyond the class textbook. Her students' minds were set, or conditioned, to memorize large chunks of text related to test-prep. This practice began in their elementary school years. Specifically, Hope shared how her students challenged her initial introduction of aesthetic reading practices like discussing prior knowledge of text by talking off-task and mocking her American accent. She knew they were not rejecting her but the new way of interacting with texts that seemed to cause doubt and frustration. As she introduced, and stuck with, ways to engage students in discussions and collaborative work like think-pair-share, Hope observed students' acceptance of her teaching practices that reflected levels of trust in her abilities as their teacher. Hope pointed out that educational research we read like Gallagher (2009), Wolk (2009), and Rosenblatt (2005) sheds light on what happens when students are conditioned to expect little from literacy experience other than rote memorization and skill and drill practices: fear of change occurs.

Rosenblatt (2005) postulated that aesthetic reading practices revivify readers who have known little other than rote memorization practices of texts. She encouraged students to approach reading with an expectation that it is acceptable to “pay attention to what the words call to consciousness. They can savor the images, the sounds, the smells, the actions, the associations, and the feelings” (Rosenblatt, 2005, p. 85). Wolk (2009) stressed the importance of teaching in such a way that affords students opportunities to better understand themselves and the world around them—to move beyond test-prep pedagogy and ignite within a community of learners a passion for seeking knowledge and taking actions toward social responsibility (Rodriguez, 2013). Wolk (2009) continued:

We need to help young adults understand that between those covers is the world—past, present, and future—and the emotion and complexity of the human condition. As educators, we need to help students to see that inside...books are stories that can help us better understand ourselves (p. 672).

Teaching to a test or with prescribed curriculum guides can limit conversations that often empower adolescents to question societal norms. Students may be limited to a time frame that hinders or stifles discussions that would otherwise offer opportunities to respond and elaborate on how to enact change (Darling-Hammond, 2006; Wolk, 2009).

### **Research Question 3**

*How are preservice teachers using personal practical knowledge gained during a secondary content area literacy course to negotiate the reading landscape in their schools during their student teaching semester?*

There are many goals in TEPs; however, one goal that Fenstermacher (1979) extended was helping preservice teachers examine beliefs related to teaching and learning. He believed in

guiding preservice teachers to identify, examine, and assess beliefs regarding classroom practices and actions. Initially, all participants doubted their abilities to use their developing personal practical knowledge to navigate the literacy landscape of schooling because of the lack of feedback and support they received. During their brief observation time in their cooperating teachers' classroom, they did not observe discipline-specific literacy practices paired with a balance between aesthetic and efferent reading practices. After dedicating considerable amounts of time to understanding the value of disciplinary literacy and the ways literacy practices create enriching, equitable learning spaces, PSTs still internalized feelings of deficiency as educators because of a lack of interest, enthusiasm, and affirmation during their student teaching experience from educators they worked with, specifically their cooperating teacher.

Although, all participants spoke highly of their cooperating teacher and frequently reiterated the gratitude they had toward their cooperating teachers for welcoming them into their classroom, preservice teachers felt varying levels of frustration at the disconnect between expectations they had coming out of the TEP and into their student teaching. Specifically, Nichole and Kari initially felt deficient when asked to adhere to the mandatory 30 minutes per day SSR, even though they requested teacher assistance and classroom resources. They both recalled that SSR programs offer engaging opportunities for pleasure reading and promote reading fluency, but also that, as we discussed, there must be support.

Participants struggled with feelings of deficiency that they believed were attributed to their teaching abilities; however, as we discussed tensions and struggles during our interviews they realized that teachings from the TEP, including our content area literacy coursework, did not converge with parts of their student teaching experience. This was not a reflection of their abilities as future educators. Richardson (2003), influenced by Fenstermacher's (1979) work,

noted that schools of education are best suited to helping teachers understand the educative function of schooling—those functions that help students to become autonomous, enlightened, and virtuous human beings (p. 14). Participants experienced learning similar to Richardson’s assertion, but it did not converge with schooling on the literacy landscape.

### **Research Question 3a**

*If they are not using the knowledge, what do they perceive as challenges that prevents such use?*

On several occasions in our content area literacy course, preservice teachers and I discussed John Dewey’s (1938) assertion that life is education. Participants carried into their student teaching experience the understanding that education is experiential, cultural, aesthetic, empowering, etc. Clandinin and Connelly (2000), influenced by Dewey, added that teaching and learning is about how social systems, values, and beliefs influence education. As PSTs experienced tensions when they sought to teach lessons that were experiential and transformational between adolescent readers and texts, they became more and more aware of disconnects between meeting literacy needs of adolescents and meeting mandates funneled onto the literacy landscape of schooling related to educational policies (Dewey, 1938; Clandinin & Connelly, 2000; Rosenblatt, 2005).

Nichole voiced concerns about the fact that her cooperating teacher had many years teaching experience and that she held an EdD in Music Education, but she seemed to show little interest in disciplinary literacy including incorporating sight-reading and theory into the mandated SSR time. Nichole shared at length with her cooperating teacher about her personal struggles of searching for help once she entered university-level music classes because of gaps in her understanding of theory. Nichole also expressed how she had experienced first-hand the

difference aesthetic reading practices make when learning theory. Her discussion included that as she prepared for her text set presentation in our content area literacy course that music theory proved to be engaging with possibilities to balance aesthetic and efferent literacy practices. Nichole's cooperating teacher allowed the use of her multimodal text set which incorporated technology, movement, inquiry, and collaboration. However, there was little interest as Nichole sought to engage her cooperating teacher in literacy-related conversations. She was disappointed in the lack of support from her cooperating teacher; Nichole assumed, given her cooperating teacher's advanced degree in education, that there would be more interest in music literacy practices.

### **Implications**

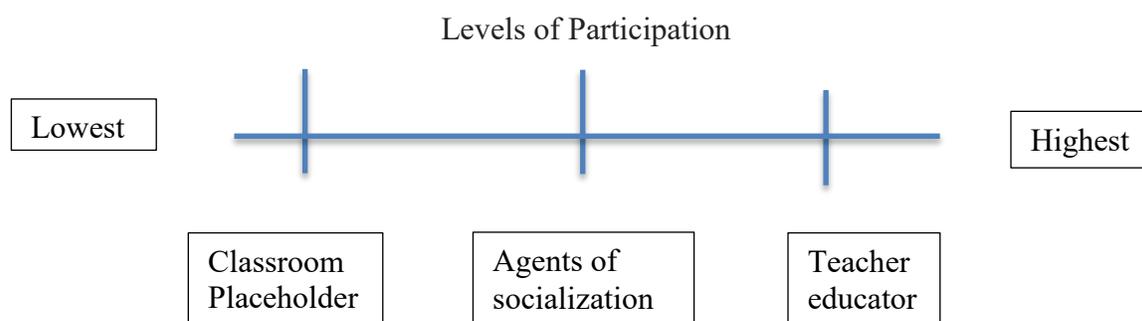
Prior to this study, I was aware of discrepancies between what preservice teachers learn in TEPs regarding engaging students in literacy practices and what they actually experience in their semester-long internship; however, I was not familiar with the term "two-worlds pitfall" (Braaten, 2018; Feiman-Nemser, 1985) pertaining to the lack of understanding, support, and modeling preservice teachers encounter during student teaching. Participants' literacy stories resonated with the idea of the two-worlds pitfall conception in that what PSTs experienced in their TEP was considerably different than their experiences in their internship. PSTs shared stories of teaching time with adolescents that revolved predominantly around skill and drill practices, which left lessons void of the aesthetic (e.g., utilization of the senses, questioning, critical reasoning, engaging text on a transformational level, collaborative discussions, etc.). Skill and drill lessons are in stark contrast to what Rosenblatt (1986) envisioned when she conceptualized a cultural rewriting of how students engage texts: the reader's world converges with the text which leads to transactional experiences.

As previously stated, at the heart of aesthetic reading is the actual reading experience that often challenges, excites, and awakens readers to greater understanding and creativity (Rosenblatt, 2005). This type of engagement can be experienced across disciplines when teachers are supported, and when they are afforded time and resources to meet adolescent's literacy needs. However, as preservice teachers shared during our interviews, modeling of discipline-specific literacy instruction in their placement was almost nonexistent. Narrative inquiry allowed me to hear PSTs stories on the literacy landscape of schooling that revealed areas of concern in educational leadership that can be addressed during initial meetings with cooperating teachers. Implications that this inquiry revealed is that there are deeper conversations needed during PSTs methods courses to address disconnects between what is taught in TEPs and what PSTs may encounter in secondary schools in regard to literacy practices.

### **Secondary School's Educational Leadership Teams**

Implications from this inquiry for secondary school's educational leadership teams, which consist of administration and lead teachers comprised of professional developments and ongoing mentoring, that are needed to assist in-service teachers with developing a greater understanding of disciplinary literacy. Gaining knowledge of literacy integration in discipline specific ways encourages teachers to work collaboratively to assist student teachers as they develop personal practical knowledge on the literacy landscape. Once in-service teachers become cooperating teachers, their time with preservice teachers should not be viewed as opportunities to step away from the classroom to assist with administrative duties or to oversee other educational needs. When this occurs, the focus shifts from meeting needs of PSTs. When in-service teachers accept student teachers, their primary focus should remain on mentoring preservice teacher.

Clarke, Triggs, and Nielsen’s (2014) review of literature on participation between teacher education and secondary schools revealed ways in which preservice teachers experience time in their cooperating teacher’s classroom. Their analysis generated the following categories akin to the relationship between preservice teacher and cooperating teacher: *Gatekeepers of the Profession, Agents of Socialization, Modelers of Practice, Providers of Feedback, Classroom Placeholders, and Teacher Educator*. Clarke et al. (2014) depicted levels of participation regarding engagement from lowest to highest by cooperating teachers with their student teachers (see Figure 6).



*Figure 6.* Common conception of cooperating teacher in teacher education (Clarke et al., 2014, p. 167).

The highest form of mentorship cooperating teachers can offer preservice teachers is that of a “teacher educator” who walks alongside PSTs. Not only does the cooperating teacher model teach practices at this level, but cooperating teachers also offer support and feedback for practices PSTs initiate. They encourage reflective conversations and in-depth discussions the *why* of certain practices rather than simply the *how* and *what*. Educational leadership must support this type of role between cooperating teachers and PSTs so that classroom time is given precedence over administrative duties that cooperating teachers may otherwise be called upon to do. Cooperating teachers must be given time to share feedback and invite questions from their

student teacher. Throughout their TEP and their semester-long internship, participants were developing their personal practical knowledge, which helped inform decisions they made related to lesson planning and implementation, and how they interacted with adolescents and school faculty including their cooperating teacher. During their internships, PSTs often experienced resistance to research-based literacy practices because of schooling environments that support a stronger focus on standardized testing (Gallagher, 2009; Gayler, 2005), which created a sense of deficiency among participants to sufficiently meet the literacy needs.

### **Teacher Education Programs**

Implications from this inquiry for instructors in TEPs concern instructors continuing to allow PSTs ample time to reflect on former elementary and secondary schooling experiences (Darling-Hammond, 2006; Lortie, 1975). Allowing time and space for reflection and collaborative discussion affords both instructors and PSTs ways to consider teaching practices that may or may not promote equitable, engaging, critical, reflective, and creative teaching practices for PSTs' future students. During initial training sessions, TEPs should also expand instruction that cooperating teachers receive to include ways they can encourage discussions about PSTs' former schooling during student teaching. As mentioned earlier, in-depth conversations on the *why* of teaching practices rather than solely on the *what* and *how* encourages discussions related to educational beliefs and experiences.

Another implication from this study is that more work needs to be done among teacher education, school districts, educational leadership, preservice teachers, and cooperating teachers to encourage conversation to address gaps in pedagogical beliefs that allow test-prep mindsets to stifle aesthetic possibilities that meet adolescents' literacy needs (Rodriguez, 2013). Permeability between TEPs' literacy practices and beliefs and secondary school environments that hold fast to

teaching to end-of-the-year tests are needed so that PSTs do not suffer jarring disconnects that potentially lead to self-doubt and disillusionment about their profession. As noted by Moje (2015), educators must not allow content areas to be “stripped” of cultural and social teaching opportunities that bridge TEPs and student teaching experiences (p. 255). Moje (2008) suggested that schools of education continue close engagement with schools, which includes the messiness of day-to-day responsibilities and tensions. She continued, “teacher educators seem to have lost their voice in arguing for--and helping to shape--the kinds of schools and education that will allow teachers to practice well and children to learn and thrive” (Moje, 2008, p. 3). Participants in this study confirmed Moje’s (2008) concern by stating that they noted gaps between their university learning experience and literacy practices encountered during student teaching.

### **Future Research**

Future research into preservice teachers’ experiences on the literacy landscape of schooling during student teaching is needed to explore how cooperating teachers and teacher education programs can address specific areas of teacher modeling related to disciplinary literacy practices and the development of self-efficacy as it relates to literacy instruction. Building on this study, research is needed to further explore preservice teachers’ stories of meeting adolescent literacy needs in discipline-specific ways as teacher candidates transition from university classrooms to clinical placements and student teaching.

Over the next two years, I would like to conduct action research and autobiographical narrative inquiry in my middle school classroom using reflective practices with content area teachers to gain an understanding of our literacy practices involving aesthetic and efferent reading and writing practices across the disciplines. I am interested in how disciplines like science, math, music, social science, P.E., and English language arts balance literacy engagement

alongside satisfying mandated pacing guides. I would like to use our findings to engage in school-wide conversations on how to meet adolescents' literacy needs across the disciplines. Extending this notion, I would like to consider how we can avoid the "two-worlds pitfall" when schools host and mentor student teachers.

Over the next four years, I would like to extend this current narrative inquiry by revisiting Hope, Nichole, Kari, and Danielle to answer the following questions:

1. How are former participants, who are now teachers in their first - third year as in-service teachers, implementing discipline-specific literacy practices?

2. What literacy practices related to this study have they observed since entering the classroom full-time?

3. What personal practical knowledge have former participants gained as a result of recent (within the last two years) trainings and professional developments related to literacy instruction?

4. How are former participants implementing reading practices such as Sustained Silent Reading in their current classroom? If they are not implementing SSR, how are students' independent reading needs being met and encouraged?

### **Summary**

In this chapter, participants' stories were discussed alongside research to answer this study's research questions. Afterwards, implications for secondary school leadership teams and teacher education programs were discussed. I end this chapter with future research topics, future research questions.

## Conclusion

As previously mentioned, John Dewey stated that life is education. Personal beliefs, social systems, and values influence educational choices. Preservice teachers in this study became aware of literacy gaps in adolescents' lives as they experienced schooling at the high school level. Prior to entering their semester-long internship, Nichole, Hope, Kari, and Danielle had not fully grasped the extent of needs related to reading instruction in their disciplines. Once they acquired resources in their classrooms such as a variety of texts and technology, each participant discovered that engaging adolescents in discipline-specific reading was received by the students in positive ways. Students began sharing details about their texts, and they began adding new resources to the classroom by extending their interest beyond the school walls into their homes and communities. Parents and friends were suggesting books and websites.

In an atmosphere of test-prep, this type of interactions does not occur. The focus in a test-prep environment is on data, and the pressure related to high-stake's testing is weighty to say the least. Preservice teachers noted several times throughout this study how uncomfortable they felt during data meetings. Opinions and suggestions from those outside the school walls were rarely sought because the educational focus was solely data driven. Students are more than data-points--testing is an important part of adolescents overall education; however, there's an imbalance that has shifted the way educators view students. We need to allow Dewey's words to ring true as we prepare lessons, and classrooms, for students: education is life.

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APPENDIX A:  
NAEP 2017 READING STATISTICS

# 2017 Reading Results

The National Assessment of Educational Progress (NAEP) measures the progress of our nation's fourth- and eighth-graders in reading, mathematics, and various other subjects.



## Increase in average reading score at grade 8 compared to 2015

### Higher-performing students drive change at grade 8

NAEP reading scores are reported on a scale of 0-500. Scores are reported as a national average at grades 4 and 8. Compared to 2015, the average score for fourth-graders did not change significantly and the average score for eighth-graders increased by one point.

NAEP scores are reported at five selected percentiles to show the progress made by lower- (10th and 25th percentiles), middle- (50th percentile), and higher- (75th and 90th percentiles) performing students. The increase in the average score for eighth-graders was driven by improvement between 2015 and 2017 among the higher-performing students.

Grade 4 **222** Grade 8 **267**

◆ No significant score change since 2015  
▲ Score increase since 2015  
▼ Score decrease since 2015

		Grade 4	Grade 8
<i>Higher Performer</i>	90 <sup>th</sup> Percentile	◆	▲
	75 <sup>th</sup> Percentile	◆	▲
<i>Middle Performer</i>	50 <sup>th</sup> Percentile	◆	▲
<i>Lower Performer</i>	25 <sup>th</sup> Percentile	▼	◆
	10 <sup>th</sup> Percentile	▼	◆

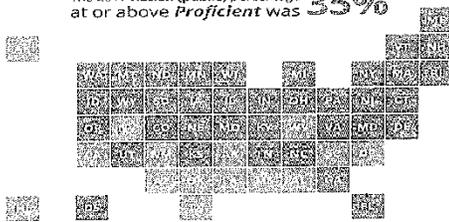
## Average scores for most states unchanged compared to 2015

NAEP reports average reading scores across the 50 states, the District of Columbia, and the Department of Defense (DS) schools. Results are also reported based on three achievement levels: *Basic*, *Proficient*, and *Advanced*. It should be noted that the NAEP *Proficient* achievement level does not represent grade-level proficiency, but rather competency over challenging subject matter.

### Grade 4

Score Changes	▲	None	▼
		AK, KY, LA, ND, NH, OK, SC, VT, WI	

The 2017 nation (public) percentage at or above *Proficient* was **35%**



### Grade 8

Score Changes	▲	CA, DS, FL, GA, HI, IN, MA, MS, NJ, WA	▼	MT

The 2017 nation (public) percentage at or above *Proficient* was **35%**



Higher percentage than nation (public)    Percentage not significantly different from nation (public)    Lower percentage than nation (public)

APPENDIX B:

TABLE MODELED AFTER INFORMATION FROM STATE READING INITIATIVE

Before reading:	Discuss what students know.
Before reading:	Allow students time to look through and discuss the reading on their own and with peers.
Before reading:	Present an Anticipation Guide that encourages students to talk about topics/concerns related to the text. Provide Guided Questions (Essential Questions) that provide students socially significant learning opportunities that promote critical thinking and creativity.
During reading:	Encourage students to discuss and write about ideas, questions, concerns they that are related to the reading topic. Provide time for students to share their ideas and questions with peers.
During reading:	Model predicating and inferring while reading aloud to the class; then, provide time for students to practice (in groups) predicting and inferring while students volunteer to read aloud or quietly.
After reading:	Model text discussions by analyzing reading details: author’s purpose, plot, setting, theme, etc. Discuss how the text may relate to real-world situations. Allow students time to write and discuss in small groups their thoughts about the reading. Use guided questions to promote discussion.
After reading:	Use formative assessments such as journal responses, interactive notebooks, Exit Slips, whole-group discussions, etc. to allow students the opportunity to share what they are learning and to ask questions about the text or lesson.

APPENDIX C:  
SAMPLE TEXTS FROM CONTENT LITERACY COURSE

Literacy Course Required Reading

1. Smokie Daniels & Steven Zemelman – *Subjects Matter: Exceeding Standards Through Powerful Content-Area Reading*
2. Lisa Delpit – *Other People’s Children*
3. Kelly Gallagher – *Readicide: How Schools Are Killing Reading*
4. Gloria Landson-Billings – “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy”
5. Margot Lee Shetterly – *Hidden Figures*
6. Modified version of Reading Initiative (See Appendix B)

APPENDIX D:  
INTERVIEW QUESTIONS

First Interview:

Goals – Re-establish rapport with participants. Listen to initial stories of schooling on the reading landscape.

Narrative Interview Open-ended Questions

I am conducting an interview concerning what we've read and discussed in our literacy course related to aesthetic reading and concerning your placement experiences. Thank you for taking time to participate in this interview. Before we begin with the questions, would you mind sharing the grade level you taught and a little about the demographics of the school and classroom where you interned?

I'll begin by giving you a copy of the interview questions we discussed so that we can occasionally come back to specific ones as you share your story.

**I am beginning the interview with broad questions so that I can ask related questions as each participant shares his/her experience on the reading landscape.**

1. Tell me about your experience with engaging students in reading in your recent placement.
2. How did you see our literacy class informing your practice?
3. Tell me about some specific instances in which you were able to use your knowledge or coursework.

**Depending on the participants' response, the following are potential follow up questions.**

4. Tell me about your goals and objectives as you created lesson plans pertaining to literacy (reading) in your discipline.
5. How did your experience during the first nine weeks compare to the last nine weeks?
6. How did you use resources and practices discussed in the content area literacy course?

Interviewer's notes:

Second Interview:

Goals – Learn what resources helped preservice teachers extend literacy (reading) opportunities for their students. Examine, together, documents such as lesson plans.

Narrative Interview Open-ended Questions

Thank you for meeting with me. If you don't mind, I'm going to read the research questions out loud so that we can occasionally come back to them as you share stories about your schooling experience.

I'll begin with the questions I've already crafted for our second interview, but at any time we can re-visit conversations shared from the first interview.

1. Did you see aesthetic reading happening in your placement?
2. If no, why do you think that was? What were the barriers you perceived?
3. If yes, tell me about a specific time you observed aesthetic reading happening.
4. Follow up: You mentioned \_\_\_\_, tell me more about that.
5. Tell me about what you observed other teachers using or doing to create aesthetic reading opportunities?
6. Were you able to create either efferent or aesthetic reading opportunities through your lessons?
7. If yes, tell me about them.
8. If no, why is that?
9. **Depending on the participants' response, the following are potential follow up questions.**
10. Based on your experiences, tell me about the overall attitude at your school concerning aesthetic reading in relation to preparing students for state assessments.

Interviewer's notes:

Third Interview:

Goals – “Respond and Reflect” to specific parts of the first and second interviews. Discuss visions of working within the reading landscape in a school of a future teaching position.

Narrative Interview Open-ended Questions

Thank you again for meeting with me to share your experiences related to aesthetic reading during your internship. It has been an honor to spend time with you. For our third and final interview, I would like to re-visit parts of your story from Interviews 1 and 2. Before doing that though, I thought I would give you the opportunity to share anything you would like to share that maybe we haven't touched on yet that you feel is important.

To lead into our “Respond and Reflect” time, I would like to start with two questions related to questions from the first interview:

1. After having a few weeks to reflect on your student teaching experience, tell me about things you would add, delete, or keep the same as related to engaging students in aesthetic reading.
2. Related to your future classroom, tell me about your vision for creating reading opportunities.
3. What role do you see aesthetic reading playing in your classroom?
4. The next set of questions (responses) will be based on Interviews 1 and 2 transcriptions.

Interviewer's notes:

Focus Group:

**Goals** – 1) Allow students time to share and respond to each other's experience with engaging students in reading practices in their internship. 2) Discuss resources that may help in their first-year teaching positions. 3) Talk through one part from a specific interview with individual participants from Interview 1 and Interview 2. I will initiate the group discussions, but the participants will mainly interact with each other.

APPENDIX E:  
KARI'S LESSON PLAN FROM FALL 2017

<p><b>Compelling Question:</b> What is the unit's <i>compelling question</i> that requires students to make a specific, evaluative judgment for which they will have to use skills and knowledge gained from instruction? <b>AND</b> How will you use this to guide your instruction</p> <p>Why is the judicial branch so essential to our government?</p>	
<p><b>Context:</b> What are the <i>relevant prior skills and knowledge</i> that students have practiced leading into this lesson? AND What is the classroom context? (whole group, small group, one on one, number of students, genders, IEPs, ELL, gifted, etc)</p>	<p>Students will have studied the U.S district courts, the purposes and sources of laws, and had an overview of the federal court system. Students will be doing individual work and small group work in this lesson. This is the academic scholars class. No students with IEPs or ELL.</p>
<p><b>Supporting Question/Central Focus:</b> What is this lesson's <i>supporting question/central focus</i> that helps students work toward building an argument for the Compelling Question?</p>	<p>What does the Court of Appeals do? Why are cases sent to the Court of Appeals and what results are possible? Is it beneficial to have a Court of Appeals?</p>
<p><b>Objectives:</b> What should <i>students be able to do</i> as a result of instruction? Write 1-3 measurable objectives that help students answer the supporting question.</p>	<p>In assigned groups, student will create a simulation of the court of appeals, citing evidence and drawing a conclusion based on the given evidence.</p> <p>Using notes on the historical case and class notes, students will determine a logical argument for their side of a case, presenting at least three reasons that support their case.</p> <p>In 10 minutes, students will read a court case and the 4<sup>th</sup> amendment and discuss with their group partners the questions that will be shown on the overhead. They must be able to answer all four questions.</p>
<p><b>Evaluation:</b> How will you assess <i>to what degree each student has met the objectives</i>, which should lead them closer to answering the supporting question?</p>	<p>I will evaluate the simulation based on participation and how well the students understand the appellate court process. They should have evidence in their case arguments and have three logical arguments to present.</p> <p>We will have a discussion about the case and the court of appeals at the end that will help me assess how well the students understood the activity.</p> <p>At the conclusion of the lesson, I will have students write a short newspaper clipping that includes a headline about the results of the case (Safford v Redding) and at least three sentences that discuss the court of appeals' decision and why it is important. This will be turned in at the end of the lesson.</p>
<p><b>Materials:</b> What resources will you need to engage students in this particular lesson?</p>	<p>Activity sheet handout, copies of the 4<sup>th</sup> amendment, notes on Safford v Redding case, PowerPoint, overhead projector.</p>

<p><b>Introduction:</b> How will you establish <i>relevance and engage student interest</i> at the beginning of the lesson and connect to the supporting question? What’s the “hook” for the lesson?</p>	<p>We will begin the lesson by filling out an appellate court activity sheet. This activity sheet will get the students thinking about the courts and what people can do if they are unhappy with their case from a district court, which would be to appeal the case.</p> <p style="text-align: center;">7 minutes</p>
<p><b>Body of the Lesson:</b> <i>Script</i> a step-by-step outline of teaching procedures; remember to focus on what you can do (and what questions you can ask) to deepen student learning and higher order thinking</p> <p><u>AN INCOMPLETE EXAMPLE:</u></p> <ol style="list-style-type: none"> <li>1. Instructor will present a brief (20 minute) overview of the Carter presidency, the following will be highlighted: <ol style="list-style-type: none"> <li>a. Post-Watergate/Vietnam “outsider” politics</li> <li>b. Human Rights-based foreign policy</li> <li>c. Iranian hostage crisis</li> <li>d. Stagflation economy</li> </ol> </li> <li>2. Questions (10 minutes) and Discussion [<i>script key questions and important examples and analogies; expected outcomes of student discussion are clearly stated</i>] <ol style="list-style-type: none"> <li>a. Begin the discussion by asking “What factors led the US to support the Shah?” students are likely to mention the geopolitical, economic, and political-cultural factors. Instructor may need to lead student to discover several key points: <ol style="list-style-type: none"> <li>1. Geopolitical: Cold War containment of USSR (point out Iran’s location on a map and ask: Why would Iran be particularly desirable to the USSR?)</li> <li>2. Economic: Access to oil.</li> <li>3. Political-Cultural: Desire to see the region become more Westernized.</li> </ol> </li> </ol> </li> </ol>	<p>After going over the activity sheet, I will teach on the Court of Appeals and the students will take notes</p> <p style="text-align: center;">10 minutes for notes</p> <p>After the notes have been taken, I will divide the class up into groups, one group will be the judges, another group will represent the appellants, another group will be the respondents. Everyone will receive notes from a historical case that was appealed (Safford Unified School District v Redding).</p> <p>In these groups, students will read the court case together and the 4<sup>th</sup> amendment and discuss what they learn. We will come back together as a class and discuss the court case. I will ask questions about the case and answer any questions they have about the readings.</p> <p style="text-align: center;">-15 minutes for reading and discussion</p> <p>After we read the case, their assigned groups will have to work together to come up with three arguments for why their side of the case should be reviewed or not (they are arguing for Savanna rights or the school’s rights). -give 10 minutes to come up with argument.</p> <p>Once each side has their supporting arguments for their side of the case, they will present it in front of the 6 “judges” of the class. The judges will hear each side, and then deliberate together about what they will decide to do. - 7 minutes to hear each case and deliberate.</p>
<p><b>Conclusion:</b> How will students share what they know and what connections they have made? What will wrap-up this lesson, preview the next lesson, and support the remaining lessons in the unit? How does this lesson <i>connect to the supporting question</i>?</p>	<p>I will talk about the historical case and reveal what the judges concluded in real life. I will ask students what they think about this case and the 4<sup>th</sup> amendment. What would they have done differently in their own cases that they made up? Is the appellate court a good thing to have in the judicial system?</p> <p>At the conclusion of the lesson, if there is time, I will have students write a short newspaper clipping that includes a headline about the results of the case (Safford v Redding) and at least three sentences that discuss the court of appeals’ decision and why it is important. This will be turned in at the end of the lesson.</p>
<p><b>Differentiated Instruction:</b> How will you <i>differentiate the instruction for each student</i> who may have special needs (special education students, English learners, students at-risk</p>	<p>Peer teaching and group work will guide students who have difficulty reading and analyzing the case on their own.</p>

of failing, advanced learners, etc.)? What modifications or accommodations will you provide?	Students will receive a copy of the notes if they have a hard time writing the notes or focusing. I will work with students individually who have difficulty reading the court case and 4 <sup>th</sup> amendment.
<p><b>Alabama Course of Study standards addressed:</b> 7<sup>th</sup> grade civics standard 5</p> <p>Compare duties and functions of members of the legislative, executive, and judicial branches of Alabama’s local and state governments and of the national government. (Alabama)</p> <ul style="list-style-type: none"> <li>• Locating political and geographic districts of the legislative, executive, and judicial branches of Alabama’s local and state governments and of the national government (Alabama)</li> <li>• Describing the organization and jurisdiction of courts at the local, state, and national levels within the judicial system of the United States (Alabama)</li> <li>• Explaining concepts of separation of powers and checks and balances among the three branches of state and national governments (Alabama)</li> </ul> <p><b>Key Academic Language and Vocabulary used:</b> Appeals, Appellate, Appellant, respondents, Supreme Court,</p>	
<p><b>Day, or lesson within the unit:</b> e.g. Day 2 of the WWII Unit</p>	<p><b>Day 4 of the judicial branch unit</b></p>
<p><b>Class time (period or block):</b> e.g. 1<sup>st</sup> Period, 55 minutes</p>	<p><b>6<sup>th</sup> Period, 7<sup>nd</sup> period, 2:20-3:10pm</b></p>
<p><b>Name:</b></p>	

APPENDIX F:  
SAMPLE INTERVIEW TRANSCRIPTS

1. **Interviewer:** Okay, so I'm going to go ahead and start, then if we digress, that's okay.
2. So two tips you would give to upcoming CRD students.
3. What do you think?
4. **Kari:** I think I would definitely say to take the readings seriously, 'cause I think especially
5. even in education it's so easy to just listen to a professor or read the articles, half read
6. the book, make it through, but CRD really taught me to value reading a lot more and it's
7. showing that it's something that we need to be teaching and take seriously. And I think
8. taking the reading that we do in CRD seriously was a really big thing for me. It wasn't
9. just reading an article to learn a random point, it was reading books and reading articles
10. to learn how to be better reading teachers. For me it was definitely seeing the value and
11. importance of the reading everyday through that class.
12. **Interviewer:** And I think you had shared that you saw in your student teaching students
13. at that high school level who did struggle with the reading. That's what we're seeing
14. more and more of, which is so concerning. Even in an English language arts class, if we
15. have a student who is a certain grade level, but they're several grade levels behind in
16. reading, you have them for a year? What do you do? Especially if the resources aren't
17. available, such as a reading specialist. You're still responsible for teaching that student.
18. So that's is the challenge.
19. **Kari:** I definitely would not have realized that as much if I hadn't had CRD. We talked
20. about how important reading is, all these different ways to teach reading. And that was
21. really cool for me because I'm going into the internship with that on the forefront of my
22. mind. How's their reading level? Are they reading? I was able to notice, oh, they don't
23. do a lot of reading in history. It's something that I think it just really, since we had a
24. whole class that focused on reading. It made me focus on reading a lot more in my
25. internship. And in the way that I taught as well. It's really cool to see that transition of,
26. oh, I'm able to apply this, what I've learned.
27. **Interviewer:** Right. Well, and something I've learned from you guys, social science folks
28. is the sourcing and bringing in multiple perspectives. Having the students read chunks of
29. different texts and view different aspects related to that, whether it's CNN or FOX or
30. whatever news media you're looking at, that's so important. And so that really brings
31. the kids into a discussion, and the more they can discuss what they're reading, the more
32. intentional they'll be, it seems like, about the reading. So I've heard that all the way
33. through, just what you bring in and what you present is so important, and bringing

34. those multiple perspectives. So I think that's very important. So some of these we've  
35. probably touched on in the very first interview, so if it's repetitive, we'll kind of just go  
36. through those a little bit faster, but I basically just kind of have five questions. We talked  
37. about aesthetic and effort reading, where effort is more of teaching those rote  
38. memorization, here's the directions, follow it verbatim and it's basically you might relate  
39. it to how you would read something that you can install. These are basically the steps  
40. you need to follow. It really doesn't matter, our opinion about it or discussion, this is  
41. just it, where aesthetic is more of the individual's private dialogue with the text, but also  
42. it opens up to dialogue with other people, what you learn and gain from that and your  
43. background, prior knowledge, all of those things, funds of knowledge from your own life  
44. that you're bringing into it.

APPENDIX G:  
SAMPLE THEMATIC NARRATIVE ANALYSIS TABLE

Research Question (RQ)		Themes	Sample portion of participant stories	Sample portions of Focus Group stories
<p>RQ 1.</p> <p>How do preservice teachers enrolled in a content area literacy course perceive the role of aesthetic reading in a secondary content area course?</p>				
<p>RQ 2.</p> <p>What aesthetic reading practices do preservice teachers observe and implement during their field placement and student teaching?</p>				
<p>RQ 2.</p>				
<p>RQ 2.</p>				
<p>RQ 2.</p> <p>How are preservice teachers using personal practical knowledge gained during a secondary content area literacy course to navigate the reading landscape in their schools during their student teaching?</p>				

APPENDIX H:  
CONTENT AREA LITERACY COURSE: COURSEWORK DETAILS

**Reading Survey** – the reading survey given to participants (See Appendix G) at the beginning of their literacy course was used to understanding the preservice teacher’s reading history as an elementary, secondary and post-secondary student.

**Literacy Essay** – the literacy essay was a required assignment in which the students argued their beliefs concerning literacy in their discipline. This essay helped me in the selection process of the participants. Whether the students saw their discipline as literacy based or not, was not the determining factor. I was looking for research-based arguments that allowed me to hear the student’s voice concerning their growing personal practical knowledge as it relates to the reading landscape. I also looked for their beliefs related to future literacy practices in their classrooms or information related to literacy lessons they observed during their clinical placement hours.

**Edmodo blog posts** – blog posts were part of a graded reading assignment during our reading of *Hidden Figures*. Students also responded to reading prompts related to other course required readings (See Appendix). I used two specific posts to determine the depth of engagement with the text and as a reading check to assess how well students read the assigned pages. Throughout the literacy course, there was a balance of efferent and aesthetic reading practices used to model Rosenblatt’s (2005) stance taken toward her transactional reading practices.

**Lesson Plan & Reflection** – participants were asked to share one lesson plan and reflection from their internship they believed exemplified their understanding of providing reading support and/or opportunities for adolescents to engage with texts beyond memorization or predominately efferent reading practices (Rosenblatt, 1993).

**Multimodal Text Sets** – presentations were made at the end of the semester after preservice teachers had observed mentoring in-service teachers. This assignment allowed PSTs to highlight three main practices: what they observed in schools, what they learned in the content area literacy course, and what they hoped to implement in their future classroom.

APPENDIX I:  
READING SURVEY GIVEN AT THE BEGINNING OF LITERACY COURSE

## Reading Survey

If you had to guess...

How many books would you say you own?

How many books would you say are in your house?

How many books would you say you've read in the past year?

1. How did you learn to read?
2. Why do people read? List as many reasons as you can think of.
3. What, in addition to books, do you read?
4. What does someone have to do in order to be a "good reader"?
5. What kinds of books do you like to read?
6. How do you decide what to read?
7. Who are your favorite authors?
8. Have you ever re-read a book? List the title(s).
9. Out of school, how often do you read?
10. In general, how do you feel about reading?

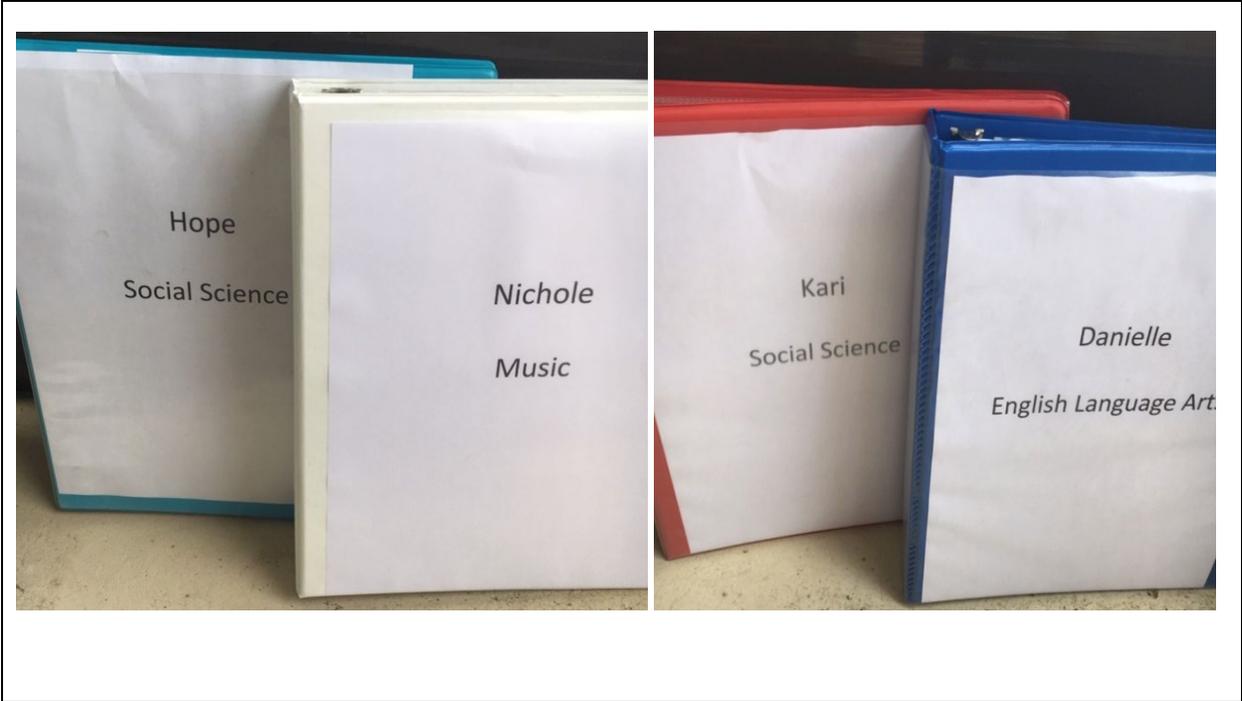
APPENDIX J:  
JOURNAL ENTRY FROM CONTENT AREA LITERACY COURSE

7-29-18

Stuvia.com marketing strategy  
article for professors "social change"

Participant	My Thoughts:
Course work: Reflection post 9/17 <u>Nichols</u> It would be hard at difficult adding hidden boxes to the board classroom. A lot of occasions, boards and class don't have time to add a book when they have exper- tations from the administration that they must live up to. However, I think a good way to incorporate the book into the classroom would be to find the sections get a good assignment and provide the students could get a good perspective of the country.	Nichols post is similar to most course major posts, but some- thing changed about student thinking.  We talked for over an hour at a local restaurant. She informed her supervisor when she was told she would have to incorporate 5th into her daily lesson. During our literary course, she wanted to incorporate the idea of 5th in course was crazy, but she found that she wanted her high school students to really "get it"

APPENDIX K:  
PARTICIPANT BINDERS



APPENDIX L:

NICHOLE: SAMPLE PARTICIPANT COURSEWORK

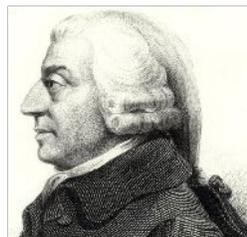


APPENDIX M:

KARI: EXCERPT FROM ADAM SMITH

## Excerpt from Adam Smith, *The Wealth of Nations* (1776)

*Smith is seen as many as the father of Economics, and more specifically, the theory free-market capitalism. In his influential book **The Wealth of Nations** he advocated the idea of “laissez faire”, which means that the government should interfere as little as possible in economic affairs and leave the market to its own devices.*



Every individual is continually exerting himself to find out the most advantageous employment for whatever **capital** (wealth) he can command. It is his own advantage, not that of the society, which he has in view. But the study of his own advantage naturally, or rather necessarily, leads him to prefer that employment which is most advantageous to the society.

As every individual, therefore, [tries] as much as he can both to employ his capital in the support of **domestic industry**, and so to direct that industry that its produce may be of the greatest value; every individual necessarily labors to render the annual revenue of the society as great as he can. He generally, indeed, neither intends to promote the public interest, nor knows how much he is promoting it. By preferring the support of domestic to that of foreign industry, he intends only his own security, and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain, and he is in this, as in many other cases, led by an **invisible hand** to promote an end which was no part of his intention...

The statesman (politician) who should attempt to direct private people in what manner they ought to employ their capitals would not only load himself with a most unnecessary attention, but assume an authority which could safely be trusted, not only to no single person, but to no council or senate whatever, and which would nowhere be so dangerous as in the hands of a man who had folly and presumption enough to fancy himself fit to exercise it.

It is thus that every system which [tries], either by extraordinary encouragements to draw

towards a particular industry a greater share of the capital of the society than what would naturally go to it, or, by extraordinary restraints, force from a particular industry some share of the capital which would otherwise be employed in it, is in reality [harmful to] the great purpose which it means to promote. It retards, instead of accelerating, the progress of the society towards real wealth and greatness; and diminishes, instead of increasing, the real value of the annual produce of its land and labor.

All systems either of preference or of restraint, therefore, being thus completely taken away, the obvious and simple system of **natural liberty** establishes itself of its own accord. Every man, as long as he does not violate the laws of **justice**, is left perfectly free to pursue his own interest his own way, and to bring both his industry and capital into **competition** with those of any other man, or order of men...

According to the system of natural liberty, the [government] has only three duties to attend to: ...First, the duty of protecting the society from violence and invasion of other independent societies; secondly, the duty of protecting, as far as possible, every member of the society from the injustice or oppression of every other member of it, or the duty of establishing an exact administration of justice; and, thirdly, the duty of erecting and maintaining certain public works and certain public institutions which it can never be for the interest of any individual, or small number of individuals, to erect and maintain, because the profit could never repay the expense to any individual or small number of individuals, though it may frequently do much more than repay it to a great society.

APPENDIX N:  
IRB APPROVAL

November 9, 2018

Pamela Banks  
Department of Curriculum & Instruction  
College of Education  
The University of Alabama  
Box 870232

Re: IRB # EX-17-CM-080-R1 "Preservice Teachers' Stories from the Literacy Landscape: Engaging Adolescent Readers and Negotiating the Professional Knowledge Landscape"

Dear Ms. Banks:

The University of Alabama Institutional Review Board has granted approval for your renewal application. Your renewal application has been given exempt approval according to 45 CFR part 46.101(b)(1) as outlined below:

*(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.*

Your application will expire on November 8, 2019. If your research will continue beyond this date, complete the relevant portions of Continuing Review and Closure Form. If you wish to modify the application, complete the Modification of an Approved Protocol Form. When the study closes, complete the appropriate portions of FORM: Continuing Review and Closure.

Please use reproductions of the IRB approved informed consent form to obtain consent from your participants.

Should you need to submit any further correspondence regarding this proposal, please include the assigned IRB application number.

Good luck with your research.

Sincerely,



Carpantato T. Myles, MSM, CJM, CFR  
Director & Research Compliance Officer  
Office for Research Compliance

358 Rose Administration Building | Box 870127 | Tuscaloosa, AL 35487-0127  
205-348-8461 | Fax 205-348-7189 | Toll Free 1-877-820-3066

CONSENT FORM APPROVED: 11/11/18  
EXPIRES DATE: 11/8/19

No, your grade will not be affected by your participation. There are no grades attached to this study.

If you have any questions, please feel free to contact Pamela Banks at 205-394-0211 (pamelabanks1@crimson.ua.edu). If you have questions or complaints about your rights as a research participant, call Ms. Tanta Myles, the Research Compliance Officer of the University at 205-348-8461. You may also ask questions, make suggestions, or file complaints and concerns through the IRB Outreach Website at [http://osp.ua.edu/site/PRCO\\_Welcome.html](http://osp.ua.edu/site/PRCO_Welcome.html). After you participate, you are encouraged to complete the survey for research participants that is online there, or you may ask the researchers for a copy of it. You may also email us at [participantoutreach@bama.ua.edu](mailto:participantoutreach@bama.ua.edu). Signing below constitutes your agreement to participate. You can choose not to participate even if your parent/guardian signs a consent form. You will be provided with a copy of this form.

Check if you agree	Description of Participation
	I can make copies of your classwork for my records.
	I can take photographs of you while you are learning.
	I can audiotape you while you learn.
	I can videotape you while you learn.

Printed Name \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_

UNIVERSITY OF ALABAMA IRB  
CONSENT FORM APPROVED: 11-14-17  
EXPIRATION DATE: 11-15-18

UNIVERSITY OF ALABAMA  
INSTITUTIONAL REVIEW BOARD FOR THE PROTECTION OF HUMAN SUBJECTS  
REQUEST FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS

I. Identifying information

	Principal Investigator	Second Investigator	Third Investigator
Names:	Pamela Banks	Karen Spector	
Department:	Curriculum & Instruction	Curriculum & Instruction	
College:	Education	Education	
University:	UA	UA	
Address:	16033 Carmel Bay Dr	Box 870232	
Telephone:	Northport, AL 35475	Tuscaloosa, AL	
FAX:			
E-mail:	pabanks1@crimson.ua.edu	kspector@ua.edu	

Title of Research Project: Teacher Candidates Beliefs and Perceptions Regarding Critical Literacy as It Pertains to Reading Practices Such as Supported Sustained Silent Reading

Date Submitted: October 17, 2018  
Funding Source:

Type of Proposal	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Revision	<input checked="" type="checkbox"/> Renewal Please attach a renewal application	<input type="checkbox"/> Completed	<input checked="" type="checkbox"/> Exempt
Please attach a continuing review of studies form					
Please enter the original IRB # at the top of the page					

UA faculty or staff member signature: \_\_\_\_\_

II. NOTIFICATION OF IRB ACTION (to be completed by IRB):

Type of Review: \_\_\_\_\_ Full board \_\_\_\_\_ Expedited

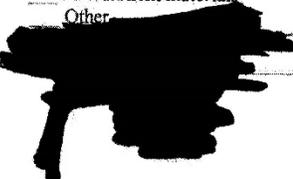
IRB Action:

Rejected Date: \_\_\_\_\_  
 Tabled Pending Revisions Date: \_\_\_\_\_  
 Approved Pending Revisions Date: \_\_\_\_\_

Approved-this proposal complies with University and federal regulations for the protection of human subjects.

Approval is effective until the following date: 11-8-1935

Items approved: \_\_\_\_\_ Research protocol (dated \_\_\_\_\_)  
 \_\_\_\_\_ Informed consent (dated \_\_\_\_\_)  
 \_\_\_\_\_ Recruitment materials (dated \_\_\_\_\_)  
 \_\_\_\_\_ Other (dated \_\_\_\_\_)

Approval signature:  Date 11/9/2018

If you have any questions, please feel free to contact Pamela Banks at 205-394-021 (pamelabanks1@crimson.ua.edu). **If you have questions or complaints about your rights as a research participant, call Ms. Tanta Myles, the Research Compliance Officer of the University at 205-348-8461.** You may also ask questions, make a suggestions, or file complaints and concerns through the IRB Outreach Website at <http://ovpred.ua.edu/research-compliance/prco/>. After you participate, you are encouraged to complete the survey for research participants that is online there, or you may ask the researchers for a copy of it. You may also email us at [rsc@research.ua.edu](mailto:rsc@research.ua.edu). Signing below constitutes your agreement to participate. You can choose **not** to participate even if your parent/guardian signs a consent form. You will be provided with a copy of this form.

Check if you agree	Description of Participation
	I can interview you in-person and through Zoom and/or Skype

Printed Name \_\_\_\_\_

Date \_\_\_\_\_

Signature \_\_\_\_\_

UNIVERSITY OF ALABAMA IRB  
 CONSENT FORM APPROVED LL  
 EXPIRATION DATE: 11-4-19

APPENDIX O:  
PROPOSED SCHEDULE

### Proposed Schedule: Timeline

The following is based on goals, not a fixed schedule. It is important to me to present scholarly research. Your input and recommendations are what guides this dissertation timeline.

Month(s)	Goals
January 19, 2018	<ul style="list-style-type: none"><li>● Met with committee: Prospectus defense</li></ul>
Mid October 2018	<ul style="list-style-type: none"><li>● Proposal meeting</li><li>● Member checking with participants</li><li>● Analyze and code data – code themes and discuss findings with participants</li><li>● Continue revisions of Chapter One (Introduction), Chapter Two (Literature Review), and Chapter Three (Methodology)</li></ul>
May 1 <sup>st</sup>	<ul style="list-style-type: none"><li>● Submit Chapter Four</li></ul>
May 15 <sup>th</sup>	<ul style="list-style-type: none"><li>● Revise Chapter Four and submit; submit changes to Chapters 1 and 2</li></ul>
July 5 <sup>th</sup>	<ul style="list-style-type: none"><li>● Submit Chapter Five; revise areas of sections if needed</li></ul>
July 30 <sup>th</sup>	<ul style="list-style-type: none"><li>● Dissertation defense; make any revisions needed</li></ul>
December 2019	<ul style="list-style-type: none"><li>● Graduation</li></ul>