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

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University of South Florida
**Impetus For This Study**

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Ph.D</th>
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<tbody>
<tr>
<td>• Teacher Educator- Master’s Literacy</td>
<td>• Academic Content,- Literacy, Theory, Research, Miss</td>
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<tr>
<td>• School Partnership Pilot Program</td>
<td>• Teacher Educator- USF and SPC</td>
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<tr>
<td>• Supervisor of Level 1 and 2 Internships</td>
<td>• Level 2 and 3 Supervisor</td>
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<tr>
<td>Masters of Education</td>
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<td>• Foundations of Education</td>
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<td>• Emphasis ESOL</td>
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**Elementary Educator**

- 1997-2005
Background

Voluntary Immigrants (Ogbru, 1992)

Four waves of Immigration

1. 1600s- Revolutionary War British colonist
2. Beginning of 20th Century- Great Depression
3. 1931- 1970s
4. 1970s - present

(Massey, 1995)
Teaching Population

Students

- 20% live in poverty
- 14% speak a language other than English at home
- US Census projects 2023 50% of children in our schools will be from a diverse background.
  
  (Banks, 2006; Diaz, 2003)

Teachers and Preservice

- 87-90% are White, middle-class, heterosexuals, with little experience with people from diverse backgrounds
  
  (Lowenstein, 2009; Sleeter, 2001)

- 40% of teachers have at least one ESL student

- More diverse students; not teachers
Achievement Gap

Social, ethnic, and economic disparities found in academic performance (Lavin-Loucks, 2006)

NCES (2007) GAP between African Americans and Whites in every state

Urban Institutes Report High School Graduation Rates

Whites and Asians at 75-77 %
African American and Hispanics at 50 %
**Overarching Inquiry**

How can TE better prepare their Preservice Teachers (PST) to educate students who are culturally different from themselves?
Mixed Method Study was Designed

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

2. How do teaching cases and case-based instruction featuring diversity and literacy issues influence preservice teacher’s perceptions and insights related to a culturally responsive literacy pedagogy?
## This Study: South Pacific College

<table>
<thead>
<tr>
<th>Environment</th>
<th>Professor</th>
<th>Preservice Teachers</th>
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</thead>
<tbody>
<tr>
<td>2-year college</td>
<td>7 years experience</td>
<td>20, (17f, 3m)</td>
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<tr>
<td>2001-4 year</td>
<td>Representative of teaching population</td>
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</tbody>
</table>
Context of Literacy Course
Context of Study

Sociocultural Context
Empathetic Learning
Situated Learning

Literacy Course Context
Course Work
Field Work
Teaching Cases & Narratives

PROFESSOR

ZPD

PRE-SERVICE TEACHERS
Teaching Cases and Postcard Narratives

*Design as experiences to develop culturally responsive pedagogy

Teaching Cases
- Began in 1800s at Harvard, Past 20 years in Education
- Short, narrative, scenarios
- This study: literacy and diversity, panel of experts

Postcard Narratives
- Respond to following prompt:
  I am ________, I feel ______, because ____. I want you to ______________.
- To use an empathetic identity and position yourself having someone else’s experiences (Wiseman, 1978)
<table>
<thead>
<tr>
<th>Questions</th>
<th>Data Sources</th>
<th>Participants</th>
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</thead>
<tbody>
<tr>
<td>1. What are a professor’s perceptions of the use of teaching cases as a</td>
<td>• Interviews</td>
<td>Professor</td>
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<tr>
<td>vehicle for teaching culturally responsive literacy pedagogy?</td>
<td>• Researcher reflective journal</td>
<td></td>
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<tr>
<td></td>
<td>• Professor kept journal</td>
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<tr>
<td></td>
<td>• Observation Notes</td>
<td></td>
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<tr>
<td>2. How do teaching cases and case-based instruction featuring diversity</td>
<td>• Pre and Post Teaching Case</td>
<td>Preservice Teachers</td>
</tr>
<tr>
<td>and literacy issues influence preservice teacher’s perceptions and</td>
<td>• Observation Notes</td>
<td></td>
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<tr>
<td>insights related to culturally responsive literacy pedagogy?</td>
<td>• 4 Case based Instruction</td>
<td></td>
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<tr>
<td></td>
<td>• Postcard Narratives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interviews with professor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cultural Diversity Awareness Inventory (CDAI) (Henry, 1991)</td>
<td></td>
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</tbody>
</table>
Data Analysis- Qualitative

- Grounded theory provides a systematic way for analyzing data (Strauss & Corbin, 1998)
- ATLAS.ti
  - Program will be used to assist with the management and analysis of the data
<table>
<thead>
<tr>
<th>Personality</th>
<th>Classroom Climate</th>
<th>Contextual Factors</th>
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</thead>
<tbody>
<tr>
<td>Researcher Attachment Participants Inquiry Climate Increased Interest</td>
<td>Delivery</td>
<td></td>
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<td>Dissemination Delivery</td>
<td></td>
<td></td>
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<tr>
<td>Align to Course ESL and Literacy Issues Case Semantics Other Case Issues</td>
<td>Case Issues</td>
<td></td>
</tr>
<tr>
<td>Power Schooling Environment Political vs. Best Practice</td>
<td>School Structure</td>
<td></td>
</tr>
<tr>
<td>Same As Others Underdeveloped Sociocultural Consciousness</td>
<td>Underdeveloped Soc. Cult. Cons.</td>
<td></td>
</tr>
<tr>
<td>Effective Teaching Connection Solution Care</td>
<td>Commitment to Student</td>
<td></td>
</tr>
<tr>
<td>Need to be Challenged Self Perception Professor’s Journey</td>
<td>Professor</td>
<td>Professor</td>
</tr>
</tbody>
</table>
Data Analysis - Quantitative

Cultural Diversity Awareness Inventory (Henry, 1991)

- Pre and Post- Dependent means t-test
- $t(18) = 3.36; p < 0.05$
- Null Hypothesis- the alpha .05 level
  - The will be no significant difference in the mean scores from the preservice teachers’ pretest to the posttest as measured by the Cultural Diversity Awareness Inventory

Assumptions
Findings

- Influences on Case-based Discourse
- Motivation fostering a Critical Inquiry
- Post Card Narratives
- Contextualized Cases
1- Influences to case-based discourse

A. Professor
B. Preservice Teachers
C. Researcher
Findings Influencing the Classroom
A. The Professor
The Professor

Professor

Writing Instruction Case

• Reflecting on case based discussion that took place, “I thought it was fabulous. Maybe I have a bias, because it’s how I like to teach so I can see a thousand good things about how I can see how it relates to writing instruction” (INTV, 3/16/10)
Findings Influencing the Classroom
B. The Preservice Teachers
The Preservice Teachers

Preservice Teacher

- Kleinfeld (1998)
  “Teachers need experiences that are emotionally unsettling, that open their hearts as well as their minds.” (p.144)
- PST appeared to indentify with the cases, they made connections and that made the teaching cases powerful (Dr. Grace).
Findings Influencing the Classroom
C. The Researcher
Third teaching case, ESL discussion missing

- Interview, Next case, Layla
- Model- ZPD
2-Motivation fostering Critical Inquiry

- PST were motivated to discuss cases
- Shared problem solving
- Co-constructing knowledge as a community of learners while deconstructing case (Lave & Wenger, 1991).
Post Card Narratives

Traits of a Culturally Responsive Pedagogy

(Villegas & Lucas, 2002)

– Demanding affirming attitude for students of diverse backgrounds
– Becoming agents of change for all students
– Eliciting a constructivist view of learning for students
I am Juan and I feel like a failure when my grade/reading group depends on one assessment. I want you to test me using various assessments.
Contextualized Cases

* All cases modified
* Running Records
* Integral piece - Professor and PST connected
  - “I connected to it right away because I think it fit really well to what we are talking about” (Intv, 3/16/2010).
Conclusions

Three Major Conclusions

1. Impacted the professor
   a. motivated her students
   b. created more transfer power to classroom discussion than scholarly articles
   c. fostered a deeper discussion of weekly topics
Conclusions cont.

2. Teaching Cases featuring diversity and literacy issues did influence preservice teacher’s insights and perceptions related to a culturally responsive literacy pedagogy.

3. Utilizing activities that allow students to use an empathetic identity can be a powerful experience.
Recommendations of Responsibilities to Teacher Education

- Parallel population (Lowenstein, 2009; Sleeter, 2001)
  - Preservice teachers not deficient
- Change curriculum to use more teaching cases that can impact both professor and PST (Nordoff & Kleinfeld, 1992; Kleinfeld, 1998)
- Responsibility to preservice teachers when creating cathartic experiences (Ellis, 1995; Kleinfeld, 1998; Shulman, 1992; Kleinfeld, 1991).
Recommendations for Future Research

- When and for how long in PSTs course of study should teaching cases be implemented?
- How can TE scaffold the PST case-based discussion to stay focused on issues while share prior experiences?
- Does the use of teaching case transfer to classroom practice?
Limitations

- Teaching Cases are new to researcher and professor
- Potential bias
- Assumption of preservice teachers being honest
- Sample population
- Place of previous employment
- Know the professor
- Outside factors influencing change