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DISCOURSE AS PEDAGOGY:
HOW INQUIRY CYCLES, RISK, AND MULTIPLE SEMIOTICS SUPPORTED TEACHER LEARNING IN A COMMUNITY OF PRACTICE

presented by

Debra Paxton-Buursma

has been accepted towards fulfillment
of the requirements for the

Ph.D degree in Department of Counseling, Educational Psychology, and Special Education

Troy Mariage
Major Professor's Signature

5-11-05
Date

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DISCOURSE AS PEDAGOGY: HOW INQUIRY CYCLES, RISK, AND MULTIPLE SEMIOTICS SUPPORTED TEACHER LEARNING IN A COMMUNITY OF PRACTICE

VOLUME I

By

Debra Paxton-Buursma

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Counseling, Educational Psychology, and Special Education

2005

ABSTRACT

DISCOURSE AS PEDAGOGY:
HOW INQUIRY CYCLES, RISK, AND MULTIPLE SEMIOTICS SUPPORTED TEACHER LEARNING IN A COMMUNITY OF PRACTICE

By

Debra Paxton-Buursma

This study investigated teacher learning in a graduate level practicum course for eight teachers seeking endorsement in learning disabilities. Specifically, the study explored how four course features: (1) risk; (2) distributed expertise; (3) compelling content; and (4) reflective, recursive inquiry cycles critically supported what special education teachers need to know and do to develop responsive literacy instruction.

An expansive literature review drawing from the theoretical, professional, literacy, and discourse fields informed the design of the study. Course content focused on discourse as a responsive pedagogical tool using an attuned discourse heuristic that identified seven key complexity variables tied to instruction. Specific attention was given to discourse structure and form shifts through the enactment of the Book Club literacy curriculum. The course structure positioned teachers as a community of practice (CoP) engaged in inquiry into their teaching. Practicum and college seminar contexts bridged theory and practice as teachers designed, implemented, recorded, reflectively analyzed, and collectively shared the instructional discourse in their Book Club lessons.

Multiple data collection and analysis methods supported a rigorous, triangulated qualitative research design. Four conceptual telling cases employed specific discourse analysis methods to determine the affordances available in the critical features for

teachers' development. Generally, the findings suggest that the teachers took up collective and differential complexity of multiple interactional variables. Overall, four critical features: risk; distributed expertise; compelling content; and inquiry created new views of responsive SPED literacy instruction and changed teachers' knowledge, skill, and dispositions. First, the privileging and appropriation of a risking stance opened a rich learning space for exploration and extension of what teachers know, do, and believe regarding literacy instruction with learners identified as LD. Second, Suzy's experience demonstrated intertextual potentials offered through the distributed expertise of a CoP when learning is co-constructed, collaborative, and creative. Third, discourse as an intersemiotic pedagogical tool created compelling content for Lori, stretching her design and implementation of responsive scaffolds to forward a broader range of communicative competence in her learners. Finally, the last telling case demonstrated Miriam's development as consequential progressions (Putney, Green, Dixon, Duran, & Yeager, 2000) through her uptake of reflective, recursive inquiry cycles confronting her dispositions and meaning-making complexities associated with literacy learning, cultural diversity, and SPED literacy instruction.

This study responds to educational presses and gaps in theory, professional standards, literacy development, and discursive schooling practices. It specifically extends our understanding of learning along individual and collective zones of proximal development. In addition, it contributes to the emergent literature on how to develop knowledge, skills, and dispositions teachers need for a responsive, attuned literacy practice with students identified with language and learning disabilities.

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2005

Dedication

This work is dedicated to teachers committed to creating learning experiences that nurture wonder and worth in every learner, and to learners committed to trying despite confusing and unjust schooling practices.

I offer all of my professional work humbly to God.

May it capture a tiny corner of transformational possibilities.

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ACKNOWLEDGMENTS

Parker Palmer suggests that vocation is not a goal to be achieved, but a gift to be received along a communal pathway. As I have pushed the edges of my own vocational calling through doctoral work at Michigan State University, my steps can be traced by the priceless gifts I have received along the way. This dissertation signifies a vocational cultural artifact – a work that is both path and journey, paved by the communal efforts of many people. I could not have traveled this distance alone.

First, I wish to express deep gratitude to Troy Mariage, my dissertation director. Troy offered intellectual companionship on a potentially "lonely" learning journey. His keen mind and kind heart challenged me to step beyond what I could see or believed I could do in order to discover new meaning and significance in the work. Troy's active listening, responsive revoicing, prodding questions, and reading suggestions provided "mile-markers" diminishing the number of dead ends, backtracks, and wrong turns increasing the strength and rigor of the work. Most importantly, Troy steadfastly supported a balanced sense of "what counts" in life by pairing deep, serious professional thinking with joyful, frivolous laughter. Troy, I thank you for making my learning steps both light and purpose-filled.

I also wish to acknowledge my committee members. Carol Sue Englert has contributed significantly to my program journey. Carol Sue's coherence and excellence in applying sociocultural perspectives to special education literacy research provided exemplars that brought voice to what I felt in my teacher bones. She nudged the teacher in me to embrace the identity of "researcher." Her thoughtful, direct questions stretched

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my understanding and clarified my thinking. Finally, Carol Sue offered mentoring and guidance in my writing. I feel honored to be informed by a professional who has offered so much to the special education, professional development, and literacy fields.

Cindy Okolo sharpened my perspective of qualitative research and discourse analysis skills. Cindy's professional adherence to strong, rigorous research pushed my understanding of rigor. I have fully appreciated Cindy's ability to "get to the heart" of the matter and raise important issues, while giving sufficient freedom to the qualitative process. Specifically, Cindy's suggestion to "let the questions emerge" sent a strong message of belief in my ability to wade through the complexity of the data and find meaning.

Ernest Morrell deepened my professional stance when in a course he asked, "So are you doing discourse analysis or critical discourse analysis?" Ernest's teaching served as catalyst in significant aspects of the study. He encouraged exploration of multiple semiotics as a bridge to culturally sensitive critical pedagogy. Ernest set forth a challenge by considering "if you could change an instance of a teacher's behavior." Finally, Ernest offered sensible, practical, and thoughtful guidance to my novice attempts at critical literacy, critical pedagogy, and critical discourse analysis.

I hold deep gratitude to the Calvin College Education Department colleagues for the various means in which they supported my research. I particularly am grateful to the teachers and students who welcomed me into their teaching and learning activity, their thinking, and their hearts. I could not have studied teacher learning without their willingness to participate in the study. I have learned much from them and am humbled by the tenacity of their purpose and the depths of their care.

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The learning I was able to accomplish through this dissertation process came through the care and sacrifices of many dear friends and family members. I thank my extended family and friends for their prayers, encouragement, and faithful invitations to take a break and experience other slices of life. I am particularly grateful for my sister Kim's helpful editing of Chapter 2. She reminded me that simple writing conventions make a difference.

Finally, my heart swells with emotion as I consider the four people who have most closely stepped along side me on this journey. My husband and children have sacrificed in ways that cannot be numbered. Erica, my sweet daughter, finding your constant notes in my books, my bags, my desk, and in my bed, sent my spirits soaring. Your cheerful smile and continual singing filled my heart. Derek, your deep thoughts about justice and good teaching fueled my thinking about what really counts in a teaching/learning relationship. Your persistence and desire to do anything you undertake well (even a candle-lit meal for me) inspired me and kept me "in the game." Ben, when I walked in the door, you were often the first to ask me questions, "How did the writing go today, Mom?" or "So, Mom, what is your dissertation about anyway?" This is a rare gift in a 16 year old – hang on to your interpersonal skills. Your humor along the way made the passage lighter. I still smile at your advice that an "appendix" can be taken out without harming the way the body of the work functions. I feel blessed to have three children who think well, enjoy life, and love others.

I could not have taken this journey without the support, love, and care of my husband, Randy. He supported my journey in concept and in concrete, real ways. He was there with a latte or a hug when the valleys hit and helped me celebrate a successful

traversal of a mountain pass. Randy's constant willingness to pick up family tasks came at the expense of his professional goals. He reminded me of the worth of the work and his confidence in my ability to do the work. Randy, I am deeply touched by your sacrificial, servant disposition.

God is good – all the time. I am grateful to Him.

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CHAPTER 1

INTRODUCTION

Let no child ...have his wonder diminished because of our ignorance or inactivity.
Let no child be deprived of discovery because we lack the resources...
Let no child – ever – doubt herself or her mind
because we are unsure of our commitment.
(Adapted from the Foundation for Children with Learning Disabilities)

This is a study about teacher learning and how teachers develop what they need to know and do to teach responsively. Every day teachers design and implement instruction with the hope that all of their learners can grow and develop. However, teaching and learning activity constitutes complex and multi-faceted decisions. Inevitably, teachers encounter situations in which they and some of their learners will struggle in the learning/teaching activity. Despite significant educational advancement, professionals still know so little about teaching and learning. What do teachers need to learn in order to provide excellent, responsive learning experiences for their students? How can educational experiences for teachers be designed to best enhance deep transformative learning? Current educational research must respond to enduring questions and identified gaps in teacher learning so that no child will be deprived of the discovery, wonder, and joy of learning.

Out of commitment to preparing and developing effective teachers for all learners, this study explored four critical features that supported significant teacher learning experiences through a learning disabilities practicum course. The course provided an inquiry-based approach using a complexity heuristic for developing teachers into responsive literacy instruction. Responsive instruction was developed through attunement to discourse as a pedagogical tool and the nature of discursive choices with learners

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identified with learning and mild disabilities. The course attempts to integrate principles identified in the literature as key components for effective teacher learning and current knowledge, skill and dispositional standards necessary for developing teacher sensitivity in scaffolded instructional discourse with students identified with learning disabilities. The heuristic developed in the course supports the interanimation of multiple texts, contexts, and semiotics as teachers grappled over time with the complex decisions, necessary in designing and implementing thoughtful and responsive ways and means of doing and thinking.

Chapter 1 introduces the current educational landscape sculpting the study. The chapter surveys the literature, enduring gaps, and theoretical assumptions significant to the study and then maps out the organization of the remaining chapters. First, the chapter situates the study within the culture of the current national outcome-based reform movement and the specific implications of the reform movement for teachers of children identified with disabilities. Then, in the second section, the chapter focuses on two professional arenas: teacher learning literature and professional standards. The literatures across both teacher preparation and development experiences probe program, course, and workshop effectiveness in preparing teachers for instructional demands and teaching complexity. Drawing upon the work of national organizations addressing professional development needs, knowledge, skills, and disposition standards inform course design. The third section addresses the impact of literacy's expanded views and increased demands on teachers and students, particularly students identified with learning disabilities (LD). The fourth section addresses a specific learner context: the literacy education of students identified with LD. The fifth section addresses teaching/learning

activity and pedagogical decisions by looking at the literature on classroom discourse, instructional actions, and scaffolding. The combined literatures pose pressing concerns for the development of teachers' increased knowledge, skills, and dispositions toward balanced literacy learning for all learners. The sixth section highlights the theoretical landscapes grounding the study. The study draws from two theoretical orientations girding the study, sociocultural and critical theories. The two theories, with their emphasis on discourse, provide exceptional investigative power for considering how teachers might further their development through an inquiry of discourse as a responsive pedagogical tool in literacy teaching/learning activity with learners identified with learning disabilities. Chapter 1 concludes with an organizational overview for the dissertation.

Situating the Study within the Educational Landscape

Educational Reform Culture

The current educational culture promotes reform through increased accountability for outcomes with significant focus on closing the achievement gap (NCLB, 2001; President's Commissioned Report, 2002). Much of the educational reform discourse involves the education of children identified with disabilities. NCLB (2001) and the President's Commission Report (2002) have recognized the significant numbers of children identified today with a learning disability, the growing gap between the achievement of children receiving special education and general education services, the lack of specific data around learners identified with particular disabilities, increasing numbers of children who are illiterate, and overrepresentation of students of color in special education.

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Intended capacity builders, aimed at increased student achievement and the reduction of the learning gap include implementing research-based practice, compiling effectiveness data disaggregated by disability, supporting continued research, and increasing accountability of teacher education programs (Lyon et al., 2001; President's Commission, 2002; NCLB, 2001). Fullan (2003) indicates the necessity of multi-level, multi-faceted reform for any sustainable educational success. Educational reform prospects appear daunting, given the nature and magnitude of the task. However, research has acknowledged that given all the features necessary for sustainable reform, teachers remain the greatest educational change agents (Elmore & Burney, 1999; Sanders, 1998, 2000; Sergiovanni, 1991). Teachers reside at the very heart of educational activity. The professional preparation and development of teachers and the gaps in our understanding of effective instruction are directly linked to the gaps in student achievement.

The Educational Profession: Professional Standards and Teacher Learning

Since teachers have been identified as fundamental change agents, significant attention has been directed toward teacher education and professional development. Development in special education (SPED) and specifically in endorsement programs in learning disabilities (LD) is no exception. Literature on teacher education program reform is proliferating. Lyon (1996) goes so far as to say that teacher education programs have let students down, particularly in the areas of understanding individual learners and reading instruction. The President's Commission Report (2001) recognizes that accountability for outcomes has real ties to special education teacher education programs. The report recommends that teacher education programs in special education: (1) create research and data-driven systems for training teachers on how students learn and what

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teacher characteristics are most likely to produce student achievement; (2) include field experiences in teacher education and development; and (3) recruit and train more fully qualified professors of special education (SPED) (p. 51). In addition, content area expertise has been determined as one of the most significant characteristics a teacher should have. While the report acknowledges crucial reform elements, other variables must be considered to empower the special education teacher force.

Researchers recognize that effective teacher education programs involve much more than training teachers in research-based strategies as professional standards literature makes abundantly clear (CEC, 2004; INTASC, 2004; NBPTS, 2003). Teacher education must address the complex nature of teaching. The complexity and pressure of teaching learners identified with disabilities has increased significantly now that all learners are held accountable for new standards focused on development of basic skills, higher order thinking, and problem-solving (Englert & Mariage, 2003). For almost ten years, educational professionals and researchers have been calling for more research investigating the interactive nature of discourse between teachers and learners identified with LD, decisions around effective scaffolds, and the impact of teacher attitudes and beliefs on their instructional actions (Bondy & Ross, 1998; Burbules & Bruce, 2002; Cazden, 2001; Englert, Tarrant, Mariage, & Oxer, 1994; Mariage, 2000, 2001; Palincsar, 1998a; Reid, Kurkjian, & Carruthers, 1994; Roehler & Duffy, 1991; Stone, 2000; Wells, 1999). Wells (1999), in his review, "Language and Education: Reconceptualizing Education as Dialogue," asks a question central to responsive dialogue in learning and teaching: "How can we extend a dialogue that best positions learners' voice in classroom discourse?" (p. 135). Wells notes that significant progress has been made toward helping

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teachers understand how to activate greater involvement of learners through an inquiry approach to curriculum; however, teachers have yet to deliberately change their style of teaching/learning discourse (p. 146).

MacArthur (2003), in his review of qualitative studies related to learning disabilities, reviewed 21 studies aimed at understanding the role of teacher instruction with students identified with LD. Much of the qualitative research has employed discourse as an analytical tool for investigating teacher effectiveness, describing student-teacher interactions, and highlighting classroom-based discourse and teacher actions within literacy events (Forman & McCormick, 1995; Englert, 1992; Englert, Rozendal, & Mariage, 1994; Englert, Tarrant, Mariage, 1992; Mariage, 2000; Mariage, 2001). The reviews of Wells and MacArthur reveal that sociocultural qualitative research has barely scratched the surface of teaching and learning dynamics in the field of LD; however, the research studies on discourse development in special education teacher education and development programs is even more sparse. To date, no special education qualitative studies have undertaken teacher development in discourse as pedagogy.

Cutter et al. (2002) explores collaborative work between teachers and researchers in changing teacher beliefs and practice around instruction. Fuchs and Fuchs (1998) suggest that special educators acquire expertise in pedagogical practice through methodology courses. According to Wells (1999), the sooner teachers are able to adopt a teaching stance of dialogic inquiry the sooner they will achieve the twin goals of increased outcomes through improved and equitable standards and attention to the issues of diversity within situated, constructivist development.

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As professionals identify achievement gaps in literacy, math, and content area subjects, federal and state policies focus on content area expertise. However, teacher learning institutions must not forget that learning and achievement includes not only what a person must know, but also how a person comes to know. A step in closing the achievement gap necessitates first recognizing gaps in teacher development and then positioning teacher education programs to address both subject-matter content and pedagogical knowledge, skills, and dispositions. Programs must respond with a more holistic frame capable of capturing the essential intersection of theory, effective research-based strategies, authentic, on-site practice opportunities, and the apprenticeship of teachers in responsive instructional discourse. Discourse, thus, becomes not just an analytical tool, but is privileged as an essential pedagogical tool within the course design features related to the knowledge and skill standards required in the profession. In an age where teacher effectiveness ties to content expertise, educational stakeholders must not forget that content knowledge also ties to pedagogical expertise.

Professional development and teacher education literatures address changing knowledge, skills, and dispositions necessary for teachers; however, they also support changes in professional education contexts and activity structures. The Council for Exceptional Children (CEC) has developed professional standards for teachers in special education. The standards outline the knowledge, skills, and activities necessary for effective professional development in a program of study. Some of the standards include: collaboration with colleagues, continuous professional development, methods beyond standardized assessments for documenting teaching effectiveness (videos, performance data, portfolios), reflection and analysis of instructional delivery, problem-solving

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strategies for individual student problems in classroom, peer coaching and mentoring, and the delivery of instruction using effective, research-based teaching strategies (Dudzinski, Roszmann-Millican, Shank, 2000). CEC is not alone in its suggestions to situate knowledge and skills standards where teachers within a community of practice can reflect on and stretch their practice through inquiry learning.

Others have suggested teacher education programs should: (1) provide targeted authentic and vicarious experiences; (2) surface and challenge candidates' beliefs, assumptions, and perspectives through holistic and constructivist activities around those experiences; and 3) create apprenticeship experiences with inquiry, mentoring, and modeling that afford increased individual and collective perception, reflection, and diverse representations of their experiences (Bondy & Ross,1998; Englert, Berry, & Dunsmore, 2001; Rogers, 1985). In addition, program standards must be integrated into the curriculum through developmental benchmarks and assessments that place greater emphasis on philosophical and practical orientations attentive to constructivist approaches and contextual complexities (Darder, 2002). Curricula and pedagogy studies must not ignore historically classed, racist educational privilege and teachers' understandings of the impacts of white privilege in schooling practices for diverse children identified with language and learning disabilities (Artiles, 2003; Otis-Wiborn & Winn, 2000; Pugach & Seidl, 1998).

The professional standards and teacher learning literatures suggest that effective outcomes for students with LD are intimately tied to learning experiences that actively support teachers' inquiry into new ways of thinking, believing, and interacting in teaching/learning activities. More research is needed, investigating effective features in

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programs of study that embrace and expand teachers' contextual, cultural, and social repertoires for orchestrating meaningful teacher and student learning. This study recognizes gaps in student achievement and acknowledges the gaps in LD teacher preparation research. The study begins responsive investigation of those gaps by designing a practicum course for teachers in an LD endorsement program. The course provides teachers inquiry opportunities into discourse as a pedagogical tool through expanded forms of literacy instruction. Likewise, it provides rich research opportunities for mining deeper understandings within the complexity, controversy, and confusion of the field.

Literacy Demands

Literacy today constitutes a broad, multi-faceted, interdisciplinary body of literature. What it means to be literate has expanded greatly, impacting the practice of literacy and the instruction of learners into that practice (Guzetti, 2002). Literacy has expanded in the forms of communication and the conventionalization of those forms as well as in what constitutes literacy content. Literacy includes multiple alternative literacies, such as media or technology, cultural and multicultural literacies, and a vast array of mediational literacies, such as song, dance, art, etc (Bruce, 1997; Dyson, 2000; Lee, 2000; Sweet, 1997). Likewise, literacy learning and the practice of literacy has expanded. Literacy is no longer an individual activity, but considered to be socially and contextually situated variable (Moll, 2000; Purcell-Gates, 1996; Wertsch, 2000). Societies' transformation of communication and literacy and its embrace of expanded forms of communication and multiple literacies suggest increasing demands on learners as social thinkers, speakers, readers, writers, and problem-solvers. Teachers must come to

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Educators and researchers are responding to the expansive nature of literacy in part through new curriculum development and activity settings that support new curricular goals and objectives. One curricular initiative responding to the expansions in literacy focuses is the use of book discussion groups and peer talk in schools (Paratore & McCormack, 1997). Particular to this study is the curricular program, Book Club (Raphael, Pardo, & Highfield, 2002), which forwards the overarching principle of developing all learners to live and work successfully in a diverse society.

The literacy development of learners identified with learning disabilities poses unique and significant issues impacting instruction, and therefore, the professional development of teachers working with children identified with learning disabilities. When learners struggle with language acquisition and use affecting basic skill development in reading, writing, and speaking, how can teachers begin to tackle a more expansive literacy curriculum? (Mann, 2003) This study recognizes the specific and pressing concerns of learners with LD, the nature of literacy demands, and the increased demands on teachers for excellent, responsive literacy instruction. The course design offers stretching opportunities as teachers consider teaching learners with learning and language difficulties through multiple mediational means.

Who Is the Learner Identified with LD?

Effective teacher learning for the field of learning disabilities holds particular complexity. If instruction is to meet the unique and diverse needs and capacities of learners identified with LD, then knowing the learner well seems like an obvious

conclusion for teacher learning (and one completely compatible with special education's legal requirement of individualized education plans). However, defining the learner identified with LD is not an easy task, thus contributing to teachers' ambiguity toward individualized instruction around unique learners. The LD category represents decades of controversy (Fletcher, Morris, and Lyon, 2003; Horn & Tynan, 2001; Kavale & Forness 2000, Kavale & Forness, 2003). Controversy around definitions stems from the relative youth of the field; learning disabilities professionals with multiple theoretical frameworks; confusion around learning, language, and reading disabilities; IQ discrepancy models that reinforce a "wait to fail" model; and issues related to operationalizing a definition (Kavale & Forness, 2000). Furthermore, classification seems to be a central issue in LD research with definitional issues being one of the greatest barriers to understanding LD and the nature of support for those learners (Fletcher, Morris, & Lyon 2003; Lyon et al., 2001; Lyon, 1996).

Despite the controversy and confusion, LD endorsement programs in teacher education and the LD field of practice maintain common assumptions about learners identified with LD and educational practice: (1) learners bring unique and similar neurobiological, psychological, social, and emotional strengths and weaknesses as other learners; (2) learners bring their histories and cultures into the classroom with them, directly impacting the learning process; (3) learners often contend with achievement difficulties in one or more areas of literacy, particularly reading; (4) language development is critical to understanding learners who often struggle with written and/or oral communicative competence (CEC Standards, 2004). For purposes of this study,

teachers worked with learners identified with LD under the state definition for determination. The definition follows:

> 'Specific learning disability' means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual impairments, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of a visual, hearing, or motor impairment, or a cognitive impairment, or an emotional impairment, of autism, or of environmental, cultural, or economic disadvantage. (State Rule: R340.1713, Rule 13, November 2002, p. 6).

LD preparation courses attentive to professional standards and the significant achievement gap for learners identified with LD must connect teacher learning in effective research-based strategies to the unique strengths and weakness of their learners. Quantitative and qualitative research on courses in LD endorsement programs will enhance instructional and definitional fields of study by assisting in sorting the complexities of culture, diversity, instruction, and disability (Artiles, 2003; MacArthur, 2003; Pugach, 2001). The study is situated within a course that provides teachers inquiry into designing, implementing, and analyzing literacy instruction through the discursive interactions that are pedagogically responsive to unique learner characteristics, including specifically, characteristics of learners identified with LD.

Classroom-Based Discourse

Teacher expertise must extend beyond particular content knowledge or even learner characteristics. Teachers must also increase knowledge, skills, and dispositions toward responsive pedagogical expertise. Teaching and learning is a dynamic co-constructed process flowing through classroom-based discourse. Discourse constitutes the ways of doing, being, thinking, and communicating (Englert & Mariage, 1996)

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through language and multiple semiotic mediators (Bakhtin, 1986; Lemke, 1998a; Vygotsky, 1978) in socially-situated activity between individuals (Gee, 1989; Wells, 1999). Discourse communicates knowledge about the world (Barnes, Britton, & Torbe, 1990) and dimensions of power within the world (Bakhtin, 1986; Fairclough, 1992). What a person experiences in his world powerfully contributes to shaping his understanding of the world and his potential transformative contributions in the world (Barnes, Britton, & Torbe, 1990; 1985). Each person's experience in discourse and in classroom-based discourse in part contributes to that person's sense of self or identity as thinker, speaker, actor, writer, or reader (McNulty, 2003; Rodis et al., 2001; Wells, 1999). Teachers are the power brokers for classroom-based discursive practices and need to know how discursive decisions can open or close learning spaces.

Classroom-based discourse is co-constructed through the people, the place, and the content of the communication. The literature recognizes that classroom-based discourse is most often narrowly defined and controlled through teacher talk around content information (Barnes, Britton, & Torbe, 1990; Burbules & Bruce, 2002; Cazden, 2001), significantly limiting the discourse avenues for developing learners into communicative competencies for a present and future complex, sophisticated society. Special education, in particular, has held to an instructional literacy discourse focused primarily on reading decoding instruction that segments, reduces, and boundaries the curriculum learning options (Allington, 1991). While reading decoding instruction holds significant importance for all learners, literacy instruction for learners with LD should not be limited to a narrow view of literacy development.

The special education literature on scaffolding and development holds particular import for the study. Scaffolding offers teachers a conceptual tool for assisting successful learner development. However, researchers exploring scaffolding also recognize an over-reliance on teacher talk and an inappropriate overuse of tightly controlled, bounded classroom discourse (Reid, 1998; Stone, 1998). The scaffolding literature suggests that teachers must learn how to pay close attention to the language of instruction (discourse) in order to understand the power and complexity in instruction and designing scaffolded learning experiences. Teachers need development as attuned, responsive instructors, scholars and researchers investigating the relationship amongst content, contexts, diverse learners, and pedagogical decisions associated with scaffolded instruction. The question remains, how will teachers become more attuned? Teachers need rich learning experiences within a community of practice (CoP) where they can collectively explore the complexity of teaching and advance a responsive, reflective practice.

Englert and Mariage (2003) point out that despite the significant literacy and learning discourse challenges facing students and their teachers, great transformational capacity exists within sociocultural theory. The theory offers teachers pedagogical tools for engaging learners in higher-order thinking necessary for new standard attainment. This study suggests that the rich potential of sociocultural theory extends beyond conceptual and methodological lenses for probing complex interactions in teaching and learning: it actually provides opportunities to animate problems and resources within and across texts, contexts, and semiotic mediational tools. Likewise, critical theory assists teachers as they examine the interaction of beliefs, assumptions, and messages embedded

in pedagogical choices. Critical theory develops professional dispositions accompanying the knowledge and skills.

Theoretical Assumptions

The study draws from twinned linkages of the sociocultural model and critical theory. Sociocultural perspectives are historically rooted in Vygotskian and neoVygotskian thinking around teaching, learning, and development (Lee & Smagorinsky, 2000). Vygotsky's visionary perspectives were informed by his significant work with children identified with disabilities (Gindis, 1999a; Vygodskaya, 1998). Since the 1970's, when Vygotsky's writings became more accessible, theorists have considered, appropriated, clarified, expanded, and refined the theory (Cole, 1996; Gee, 1989; Moll, 2000; Roth, 1998; Wertsch, 1991). Sociocultural theory provides comprehensive and particular explanatory power for studying the multidimensional teaching and learning complexities associated with children identified with learning disabilities (Englert, & Mariage, 2003; MacArthur, 2003; Palincsar, 1998a). Critical theory deepens the analysis of responsive instruction through discourse as pedagogy by providing a lens for considering issues of power and position affecting learners identified with LD (Bourdieu, 1999, Giroux, 1998; McLaren, 2003; Popkewitz & Fendler, 1999, Sleeter, 2000).

Discourse and the analysis of that discourse bridge the two theories. Both sociocultural and critical theory mines the exploratory riches of discourse, in which words, actions, and objects refine our understanding of teachers, learners and contextually-situated teaching/learning opportunities, hurdles, and hazards (Burbules & Bruce, 2002; Cazden, 2001; Lemke, 2003a, 2003b; Mariage, 2000, 2001). Thus, teacher

inquiry into discourse as a responsive, pedagogical teaching tool and their discursive practices with students identified with learning disabilities provides powerful and necessary course content and activities for teacher learning.

The Study

Research Questions

The purpose of the study was to investigate transformative learning opportunities for eight teachers finishing their Learning Disabilities Endorsement through a practicum course requirement. The practicum course signals the final education course required for the endorsement, a combination of practicum placement and seminar. The mixed settings afforded the teachers opportunity to link their developing thinking to actual literacy practice with learners identified with LD. The course provided planned inquiry into discourse as a responsive pedagogical tool by acknowledging and grappling with the complex co-construction of learning/teaching variables through an evolving Attuned Discourse Heuristic. The heuristic and planned inquiry cycles were privileged in the course as scaffolds to transformative learning experiences. Multiple literatures informed the course design and implementation, suggesting what teachers need to know and how they come to know it. The course assumed that what teachers know about diverse learners, expanded literacy content, multiple activity learning settings, and pedagogical choices available in learning discourses can shape a more responsive literacy practice. The following investigative questions guided the study:

1) What did the teachers appropriate or take up in the course?

2) What course features created critical learning affordances supporting teachers' development toward a more responsive literacy practice?

Two focal research questions guided the study. The first focal question examined what teachers appropriated as reflected in their journals during the course experience. The second focal question then extended this examination to look more closely at the interaction between the design features of the course and teacher development toward more responsive literacy practices. Four sub-questions emerged from the data and were explored under the second focal question. They are as follows:

(a) How did the conventionalization and uptake of risk in the course scaffold teacher learning?

(b) How did the role of distributed expertise available in the community of practice become a key feature in Suzy's learning?

(c) How did discourse as a pedagogical tool create compelling content for what Lori needed to know in designing and implementing responsive literacy lessons?

(d) How did reflective, recursive inquiry cycles support Miriam's consequential learning progressions regarding her learners, pedagogical choices, and issues of culture?

While recognizing the inextricable and irreducible nature of meaning construction in the course, each sub-question explored a different thematic element—a critical feature that emerged as significant to the teachers' meaning-making experiences.

The four features are explored through conceptual "telling cases." The first case investigates how risk was socially constructed with the course and became a normative disposition toward knowing and thinking that allow individuals and the group to share thinking on social planes. The second case examines the role of distributed expertise

within the community of practice. To demonstrate the intertextual potentials of distributed learning within the community, the impact of the community on one teacher, Suzy, is explored. The first two cases consider the individual and collective nature of learning within a community of practice and the necessary development of a risk-taking stance in order to glean affordances from the distributed expertise available. The third case then probes how the content of the course mediates what one teacher, Lori, knows and is able to do. This case highlights how the intersemiotic content of "discourse as pedagogy" impacted Lori's planning and classroom instruction. The final telling case explores teacher learning occurring through inquiry cycles that are both reflective and recursive. The fourth telling case specifically highlights the over-time, intercontextual nature of learning and the affordances created for Miriam as she moved through the course inquiry sequences. This telling case demonstrates specific and concrete changes in Miriam's knowledge, skill, and dispositions related to learners, literacy practice, and culture that resulted from participation in the course.

Selection of Research Method and Site

MacArthur (2003) describes four characteristics common to qualitative methods in educational research: (1) understanding people, events, and constructs in their social and cultural contexts; (2) open-ended investigation nurturing flexible inquiry at multiple contextual levels; (3)opportunity for meaning-making from an emic or participant researcher perspective; (4) use of systematic procedures for data collection, analysis, and interpretation; and (5) search for understanding within particular cases in particular contexts (pp. 533, 534). The characteristics of qualitative research support the kind of investigation needed to better inform change practices in teacher education and

development programs and to better understand learning, specifically teacher learning. Additionally, a qualitative design aligns well with the questions and analysis of the study. Furthermore, a qualitative design of this study provides space for rich multi-methodological analytic approaches. Finally, the research methodologies inherent in qualitative research support the pioneering nature and complexities embedded in studying teacher learning through inquiry in discourse as a responsive pedagogical tool.

The research took place at a small private college where certified teachers enrolled in advanced graduate study for an endorsement in learning disabilities. The participant researcher was the instructor for the course selected for this study, Education 548. The course has two major components: a practicum experience in a K-12 setting with learners identified with LD supported by bi-weekly seminars.

Organization of Chapters

A literature review in Chapter 2 follows the introductory first chapter. The review identifies essential bodies of literature that support the study developed in this dissertation. The literature base is expansive and significant, particularly necessary for framing a study investigating teacher inquiry into the complex variables associated with discourse as a responsive pedagogical tool. Chapter 2 employs the metaphor of water in a natural ecosystem, suggesting that each significant body of literature in the study is positioned like tributaries which feed into a general stream. Rather than framing the literature review in a reductionistic manner, the metaphor intentionally shifts the emphasis to recognize the complexity feeding into teachers' inquiry of discourse as pedagogy.

Chapter 2 identifies and illustrates four broad bodies of literature (or tributaries) feeding the study of discourse as pedagogy. They include: (1) theoretical components of sociocultural and critical theory; (2) professional literature on standards and teacher learning; (3) literacy instruction; and (4) classroom-based discourse. Each of the literature bases draws on both general and special education literature and considers principles applicable to teacher learning regarding effective literacy instruction.

Chapter 3 details the research design and analysis procedures coherent with the theoretical underpinnings and current knowledge and gaps highlighted within the literature base. The chapter includes a rationale for the selection of the specific content and inquiry activity in the seminar and practicum. Likewise, descriptions of the research setting and participants, data collection, and multi-methodological data analysis procedures maintain theoretical and investigative coherence. The emphasis of a study on discourse as a pedagogical tool highlights the role of rigorous discourse analysis. Finally, the chapter defends the representation of the analysis through telling cases.

Chapters 4, 5, and 6 provide the analysis of the research questions. Chapter 4 attends to the first question, "What did the teachers take-up or appropriate in the practicum course?" through a broad qualitative and quantitative analysis of a priori and emergent themes. The broad analysis informs the composition of the four telling cases which respond to the second research question, "What features of the course created critical learning affordances supporting teachers' development toward a more responsive literacy practice?

Chapters 5 and 6 provide a more fine-grained analysis of the critical features by investigating teacher's transformative learning activity. Chapter 5 includes the first and

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second of the four telling cases by analyzing teacher learning through two critical features that emerged in the broad analysis procedures. The telling cases in Chapter 5 address the two emergent critical features risk and distributed expertise available within a CoP, respectively. Chapter 6 responds also to the second research question by developing the last two critical features in teacher learning. The feature of course content that includes discourse as pedagogy explores an a priori theme important to teacher learning. The feature of learning activity infused by reflective, recursive inquiry cycles as necessary to deep teacher learning experience emerged from the data. Specifically, Chapters 5 and 6 unpack features critical to transformative teacher learning through deep exploration of teachers' up-take and development of complexity within the Attuned Discourse Heuristic, the inquiry process situating their intercontextual exploration of those complex variables, and the nature of teacher growth within a CoP. Finally, Chapter 7 summarizes the findings, addresses the limitations and gaps in the study, and outlines implications and opportunities for the future. Chapters 3-7 intentionally integrate theoretical features as conceptual and methodological tools for the appropriation, assimilation, and transformation of present understandings in teacher learning.

CHAPTER 2

LITERATURE REVIEW

Introduction

In natural ecosystems, rivers move and change. Along the way, they manifest rich natural resources in the environment. Strong and vigorous rivers are often fed by many tributaries, themselves emerging from springs, lakes, seas, oceans. In the educational system, reform movement and changes in understanding learning, and development have created new foci and resources for considering teacher learning. What do teachers need to know and do? How might they best learn and develop their knowledge, skills, and dispositions so that their students might develop their full learning potentials? In the ecology of education, teacher learning has received new resources from the river of discourse. Research and thinking on classroom discourse has opened new opportunities for understanding what occurs in teaching/learning activity. As our understanding of discursive practices in education moves forward, it is fed by many theoretical and research-based literature tributaries. Thin conceptual rivulets in the 70's and 80's moved into streams, to a point where today the educational ecosystem cannot ignore the powerful and rich natural resources contained within the discourse river.

This study, in looking at what teachers need to know and do, considers discourse not just as a research tool for understanding the meaning-making process, but includes discourse as a pedagogical tool that teachers can use to transform their practice. The literature review probes many "literature streams" in order to better consider the complexity involved in grappling with discourse as a pedagogical tool for responsive instruction. The streams of thought in the educational ecosystem provide necessary

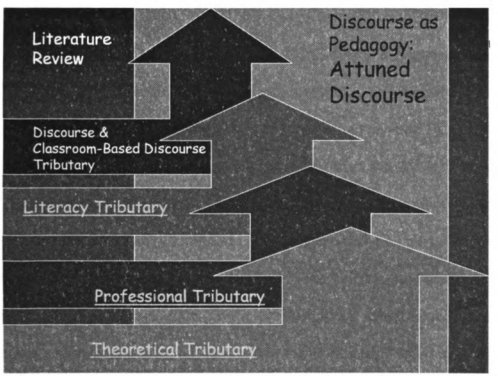
background for animating the complexity in teaching and the complexity in designing a practicum course that supports teachers' inquiry into more attuned teaching/learning literacy activity in their classrooms.

Students identified with learning disabilities learn in general and special education classrooms and live in heterogeneous communities. Four major tributaries feeding the river of discourse as pedagogy are formed from multiple streams including both general and special education waters. The first tributary is theoretical, fed by sociocultural and critical theory streams. The second tributary is professional, fueled by teacher learning and teacher professional standards streams. Content creates the third tributary in this case, sourced from expanded views of literacy, literacy instruction, and the Book Club program. The fourth and final tributary is pedagogical, supplied by classroom discourse and scaffolded instruction. (See Figure 1, an overview). As each tributary is examined for its relevance and contributions to the study, it will become evident that at times the general education and special education waters flow fluidly together. However, specific attention to particularly applicable contributions from special education are highlighted within tributaries and at times, within specific streams. Each educational tributary contributes to the conceptual or structural design of a practicum course as inquiry into discourse as pedagogy in special education teacher preparation.

Finally, this study focuses on supporting teachers' learning through their inquiry into responsive literacy instruction using discourse as a pedagogical tool. An evolving heuristic that situates discursive practices into the complexity of teaching/ learning variables provides the content possibilities that are animated in each teachers' inquiry. The teacher inquiry is situated within a community of practice where expertise is

interanimated by inside and outside text sources. The literature review demonstrates the striking realization that theoretical principles, contextual variables, and content concepts impacting instruction and learning must be part of teachers' learning experience in order to transform their pedagogical practice. The first tributary reviews the theoretical literature informing this study.

Figure 1 Literature Review Tributaries



Finally, this study focuses on supporting teachers' learning through their inquiry into responsive literacy instruction using discourse as a pedagogical tool. An evolving heuristic that situates discursive practices into the complexity of teaching/ learning variables provides the content possibilities that are animated in each teachers' inquiry. The teacher inquiry is situated within a community of practice where expertise is interanimated by inside and outside text sources. The literature review demonstrates the striking realization that theoretical principles, contextual variables, and content concepts

impacting instruction and learning must be part of teachers' learning experience in order to transform their pedagogical practice. The first tributary reviews the theoretical literature informing this study.

Theoretical Tributary: Animating Teacher Learning

The theoretical underpinnings chosen for a qualitative study can lend particular power and cohesion for investigation. This study is an inquiry into teacher learning by studying teachers' inquiry into their literacy practice. The theoretical biases inform the researchers' design, methodology and analysis of teacher learning and inform the participant teachers' inquiry into responsive teaching. Sociocultural theory and critical theory conceptually frame a multi-level inquiry focused on situating teachers with pedagogical tools that empower their learners identified with LD. Teachers need to know how to provide calibrated assistance and support in students' zones of proximal development. One instructional concept often associated with effective special education instruction is the notion of "scaffolding" (Englert, Raphael, & Mariage, 1994; Palincsar, 1986; Reid, 1998; Stone, 1998; 2002). Scaffolding has emanated from strong ties to sociocultural theory, especially as it relates to the Vygotskian concept of zone of proximal development and the role of dynamic assessment (Campione & Brown, 1995; Minnick, 1987). Sociocultural theory and the scaffolding concept provide cornerstones in the apprenticeship of teachers in responsive instructional discourse, literacy content, and the analysis of individuals-acting-with-mediational means (Michael-Roth, 1998; Wertsch, 1991). Critical theory provides a lens for sorting whether discursive pedagogical choices teachers make open or close learning zones. Thus the theoretical tributary holds

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Sociocultural, Socioconstructivist Theory:

Animating Text, Context, and Semiotics in Teacher Learning

Qualitative and quantitative research studies assert the strength of sociocultural theory for investigating complexities in teaching/learning interactions. Literacy studies informed by a socio-constructivist model and involving students with disabilities suggest efficacious design and implementation of literacy instruction that enhances students' communicative competences that generalize to real world contexts (Abbot, Reed & Abbot, 1997; Englert, Berry, & Dunsmore, 2001; Englert & Mariage, 1996; Englert, Tarrant, Mariage, & Oxer, 1994; King & Johnson, 1999; Knapp & Winsor 1998; Mariage, 2001; Silliman, Bahr, Beasman, 2000; Wong, Butler, Ficzere, & Kuperis, 1997). Researchers have also noted the difficulty of such instruction, suggesting that teachers need more supported assistance themselves in understanding how to connect the powerful theoretical principles to their everyday literacy practice (Englert et al., 1994; Mariage, 2001).

Key principles organize the many contributions of the theory and its associated development of higher-order thinking and communication in children with disabilities (Vygotsky, 1978). Englert and Mariage (2003) identify six key theoretical principles teachers must internalize when designing and implementing instruction supportive of the constructivist and social nature of learning. The six principles support the content and inquiry design of the course and analysis of the present study. The principles reflect the dynamic, interdisciplinary nature of the sociocultural model, and are as follows: (1)

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situated activity, (2) apprenticeship in social contexts, (3) tools and mediational means, (4) zone of proximal development and the role of scaffolding, (5) collaborative participation structures, and (6) social deconstruction of disability. In addition, the chapter section addresses dynamic assessment as a seventh construct.

Vygotsky's work initiated a shift toward a highly unexplored area in education: sociocultural explanations of human activity and the interconnectivity between sociocultural and mental processes (Gindis, 1999a). According to Vygotsky, individual development occurs on two planes, first on a social (intermental) plane between people and then secondly, on a psychological (intramental) plane in the mind of the individual (Vygotsky, 1978; Wertsch, 1991). The development of higher order thinking is mediated by the language, artifacts, and tools of culture through social interaction. For the purposes of this study, culture is broadly defined as a nested, but dynamic spiraling of values, goals, artifacts, traditions, and ways of thinking and acting cohesive to a society (Brofenbrenner, 1979; Cole, 1996; Collins, 1999). The actions and artifacts within a culture transmit individual and collective history from generation to generation with the unique possibility of transforming culture through the discursive interaction or animation of the voices made available through cultural artifacts, including speech (Bakhtin, 1986; Berry, 2001; Darder, 2002). Learning and development is mediated by cultural co-constructions transmitted and transformed over time through multiple semiotic or meaning-making tools including talk, actions, and objects.

For example, imagine a conversation with a group of teachers about parent-teacher conferences. The discourse about attendance at conferences, structure of conferences, content of conferences, or purpose of conferences is influenced by the

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cultural values, beliefs, traditions, and ways of thinking and doing of the teachers in the conversation. If every teacher in the room is white, middle class, and raised by predominantly traditional two parent families, the range of ideas around conferences is constructed through their cultural experiences. Their conversation about parent-teacher conferences will potentially affect the teachers' next round of parent-teacher conferences. If outside expert text sources contribute to the teachers' conversation regarding the specific cultural history contained within the parent-teacher conference structure, format, and content, they might shift future thought and action around parent involvement and conversation, transforming the culture of conferences.

The role of culture in learning and development is intentionally woven into each theoretical principle as a multi-leveled, ever-present, dynamic force in instruction. Organizationally, the principles are separated out as distinct constructs; however, all of the principles coalesce constitutively. Socio-cultural constructions of learning constitute dynamic processes situated within zones of proximal development.

Zone of Proximal Development

In a sociocultural theory of teaching and learning, the zone of proximal development (ZPD) provides the cornerstone for understanding social interactions that lead development (Gallimore & Tharp, 1999). If ZPD is indeed the cornerstone of teaching, then ZPD learning is fundamental to teachers' inquiry about responsive discursive practice in the practicum course. The concept is also essential to investigating teacher learning and teachers' zones of development. However, understanding learning and development through ZPDs is not easy. For these reasons, the literature review spends greater time explicating ZPD than the other elements of sociocultural theory.

First, the section defines and describes ZPD. A discussion of cultural and psychological development using adaptations of the Vygotsky Space (Gavelek and Raphael, 1996) further probe the meaning of ZPD. Third, several essential concepts are explored that lend explanatory power for understanding the zone of proximal development. The concepts include ventriloquation and appropriation of meaning, socially constructed discourse and movement from a social, intermental plane of development to interior, internalized thinking, and public authorship of thoughts in discursive acts (written and oral text, actions, and use of objects). The dynamic process transforms individual and collective development as the social interanimates with other cultural artifacts and voices (Bakhtin, 1986). Finally, the section considers ZPD as a conceptual tool for marking teacher learning experiences.

ZPD defined. The concept of ZPD is defined as the distance between the actual developmental level produced successfully and independently by the learner and the level of potential development achieved under adult guidance or in collaboration with more capable peers (Gindis, 1999a; Antonacci, 2000; Mahn, 1999; Vygotsky, 1978). It is within the zone's lower and upper thresholds that productive instruction, learning, and development occur. This view of development is supported through six theoretical assumptions: (1) learning is socially situated and forms the basis for the development of higher psychological functions such as abstract thinking, logical memory, and problem-solving (Englert & Mariage, 2003, Smagorinsky, 2001, Wells, 1999; Wertsch, 1991); (2) social contexts provide rich cultural mediational tools for meaning-making, necessary for transforming mental activity (Lemke, 2003b; Wertsch, 1991); (3) language provides a significant, powerful, and privileged conventional tool for developmental thinking and

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the sharing of that thinking (Gavelek & Raphael, 1996; Wells, 1999); (4) learning is a dynamic, assisted process occurring recursively within two mental activity planes: interpsychological or intermental and intrapsychological or intramental; (5) socially constructed activity creates the interanimation of voices, contextual experiences, and artifacts which assist in the acquisition of convention and the transformational development resulting in invention or change to the convention appropriated (Bakhtin, 1986; Gavelek & Raphael, 1996; Vygotsky, 1978; Wertsch, 1991); and (6) all individuals and groups have multiple and diverse ZPDs. The more we acknowledge and respond to the mediational possibilities attuned to dimensions of learners, social contexts, and diverse content, the greater the chance for assisting development toward upper reaches of ZPD (Gindis, 1999a; Moll, 1990).

ZPD learning is transformational activity. Transformations occur through the individual cognitive process within a ZPD embodied in sociocultural experience as the learner moves from a lower psychological plane to a higher psychological plane. This process indicates an "interdependence of culture and nature in the transformation of biological, unconscious mental functions into sociocultural, conscious mental functions" (Mahn, 1999, p. 342). A learning process rooted in social interaction through discursive possibilities increases developmental potentials toward higher forms of learning (Gindis, 1999a; Mahn, 1999; Palincsar, 1998a; Smagorinsky, 2001; Wells, 1999). Gavelek and Raphael describe this process and the centrality of social interaction by noting that "language doesn't simply reflect thought; language makes possible what individuals think" (1996, p. 188).

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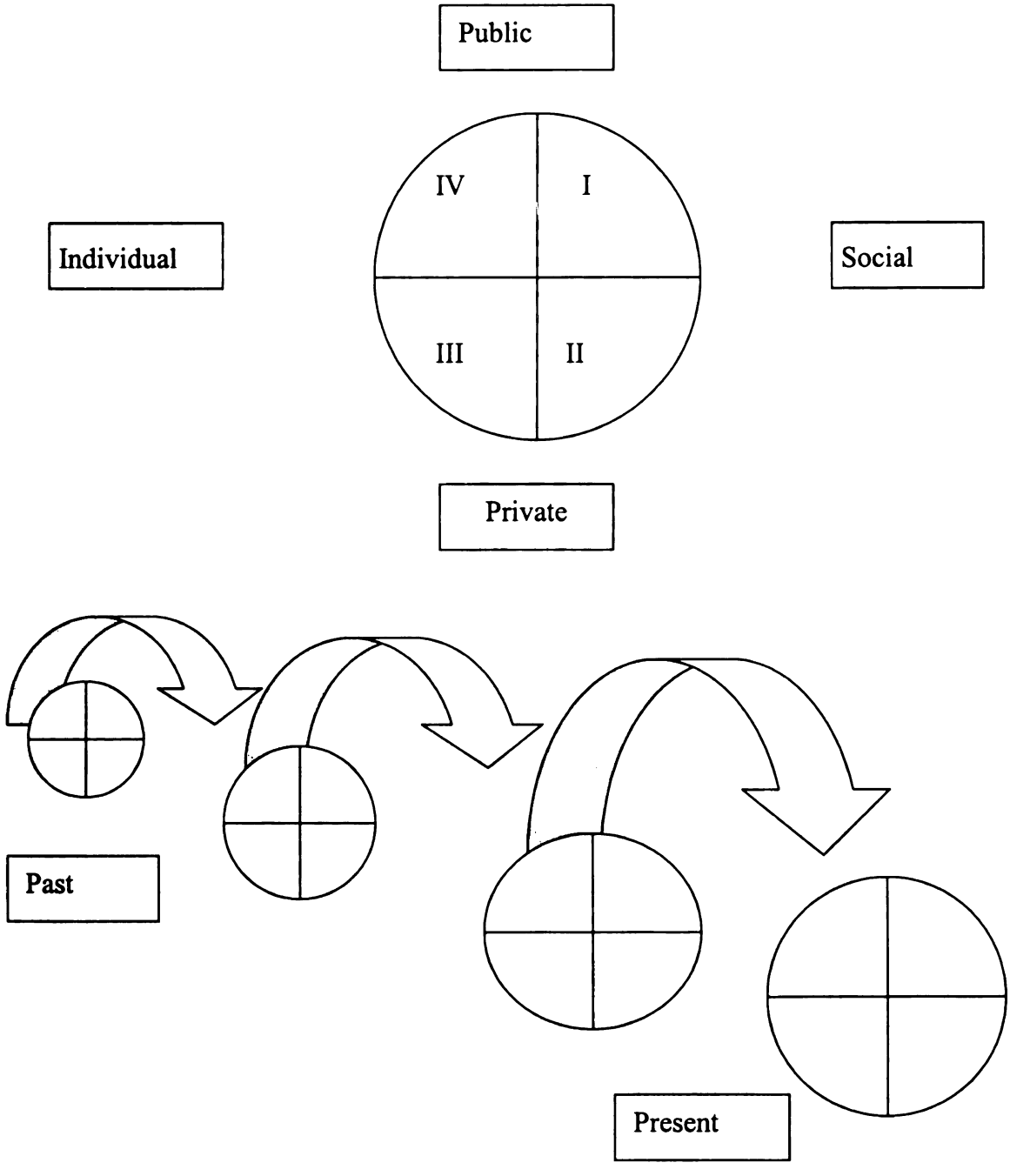
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Language, as the prime semiotic mediator, bridges the social and cognitive within an apprenticeship of thinking as social speech moves to private speech and then finally inner speech (Vygotsky, 1978). Teachers need to understand that typical classroom-based discourse and language conventions might not be known by students, thus reducing the conceptual mediation options for learners. When learners are culturally or linguistically removed from the discourse, they become positioned on the margins of appropriation and transformation opportunities. Teachers need to learn how to create an instructional discourse involving socially situated activities with diverse people, artifacts, tools, and signs through multiple semiotic mediators in order to increase access to learner's unique paths of development within different ZPDs. Teachers themselves must appropriate conventions through multiple mediators so that the discourse space is opened for transformation and development of higher psychological processes. Simply put, "learning leads development" (Soderman, Gregory, & O'Neill, 1999, p.9), and teachers' developing responsive practice must be led by new ways and means of learning.

ZPD graphical representation. Although the words "learning leads development" might sound simple, the concept is obtuse and requires unpacking. How do teachers understand learning and development within a ZPD? Furthermore, how do teacher educators understand the impacts of ZPD learning for developing greater teacher learning opportunities? Gavelek & Raphael (1996) offer a graphical representation of learning activity around higher psychological processes adapted from Harre's work (1984), called "Vygotsky's Space" (Gavelek & Raphael, 1996). The graphic (shown in Figure 2) attempts to portray the dynamic complexity of learning activity by featuring critical components within a spatial process. The space assumes that learning develops over time

over time as recursive, socially situated, and dialogic activity, and that it occurs within environments that support social relationships capable of developing higher psychological processes. The adapted graphic depicts the movement from interpsychological to intrapsychological functioning along two dimensions of learning activity—public/private and social/individual.

Figure 2 Adapted Vygotsky's Space



In the model, learning activity recursively moves through the four quadrants, marked by transitional points related to different kinds of activity. For example, movement between quadrants I and II is a process of appropriation where learners "take-up" concepts, strategies, and processes within a public/social space (Gavelek & Raphael, 1996, p.187). Conceptual, strategic, or process up-take occurs largely as social, public activity; however, learners then individually take the appropriated socially constructed conventions and internally personalize the appropriation transforming the learning. Vygotsky (1978) called this "intramental activity" which represents what is going on privately inside a person's head. Transformational thinking, which is most often private intramental activity, cannot be observed, only inferred (Gavelek & Raphael, 1996) through the public discursive presentation of the thinking. Vygotsky's space recognizes the movement from private, intramental activity to public intermental activity in which a person publishes his thoughts in spoken, written, or enacted form.

The publication space promotes development as a person's thinking is made public through personalized or "tailored" tools, artifacts, or signs (Gavelek & Raphael, 1996). The publication may be written or oral communication and may or may not be supported through graphics, pictures, and actions, yet resembles some semblance of convention in order to allow public communication. For example, a teacher may write down her reflections about a classroom discussion on rules and use of physical space in the classroom. In her journal, she may use only words or she may accompany those words with drawings of the classroom space and a diagram of movement with arrows and stick figures. Likewise, a teacher might reflect on a recorded lesson through paragraph writing. As he analyzes, he may personalize or tailor his experience through the language

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of the conventionalized course content by describing a child who was positioned at the margins of the learning through an ineffective use of eye gaze, physical space, and revoicing on the part of the teacher. Or he may tailor the reflection without the appropriated use any of the conventional words to describe the experience, suggesting that a child seemed uninvolved in the learning and the teacher did not seem to respond as much to the child. Each kind of analysis lends insight to the nature of appropriated and transformed activity occurring for a teacher.

The publication space (quadrants III and IV) provides a means for observation and assessment and affords teachers and other students the opportunity to infer the person's intramental activity and make some judgment as to the degree or nature of appropriation and transformation occurring. It is essential that the public space be open to multiple forms of publication and multiple stages of convention so that further appropriation and transformation can occur, for without the publication of thinking, transfer to inner speech is suspect (Gavelek & Raphael, 1996). The dynamic aspect of the process is complemented through activity settings that nurture inquiry-based learning, explored later in the chapter within the teacher-learning section (Wells, 1999).

ZPD Key Words: Ventriloquation, appropriation, internalization and transformation. The uptake and transference of meaning into increasingly sophisticated and conventionalized communication requires a dynamic process described in Vygotsky's space as appropriation and transformation. The defining and explaining of these terms assists our grasp of the process. Bakhtin used the term ventriloquation to describe a "process whereby one voice speaks through another voice or voice type in a social language" (Wertsch, 1991, p. 59). In essence he is describing a process where a

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person takes-up, or appropriates a word, phrase, or concept as it existed in someone else's speech, situated in a specific context, for specific intents and purposes. Once that person appropriates the utterance, she makes it her own, but the meaning is webbed within a historical and cultural situativeness—the speech is still partially someone else's. "One of the fundamental processes of development is mastering the process of ventriloquating through social languages and speech genres (Wertsch, 1991, p. 60)." In this sense, a key bridge from external, social thought to internal, private thought is the individual's taking-up of other's voices to guide their own independent activity.

If ventriloquation is reflective of the earliest phases of appropriating higher order processes in social interactions, where much of the regulation of performance remains in the speech of others, then internalization and transformation mark advances in the development and complexity of thinking within an individual's zone of proximal development. The classroom implications of ventriloquation for teaching students with language learning disabilities are significant. If students with language learning disabilities (or any student) are to internalize external, social thought and processes, then teachers must provide students access to the thinking, language, processes, artifacts, and cultures of disciplinary fields of study. Currently, there has been scant attention paid to the qualities of social contexts that would support ventriloquation and appropriation in classrooms for students with special needs, though the field has rich histories animating some learning activity elements in cognitive strategy (See meta-analyses by Gersten & Baker, 2003; Swanson, 1999; Vaughn, Gersten, & Chard, 2000) and direct instruction (Swanson, 1999). Likewise, scant attention has been given to the degree of separateness that is placed on talk and other actions and objects. Understanding the role of multiple

semiotic mediators as instrumental in creative, intramental activity is underdeveloped (John-Steiner & Meehan, 2000).

ZPD and special education. One of the tenets of special education is individualized instruction. However, it is paradoxical that SPED has often taken a narrow view of ZPD learning diminishing the role of collective reciprocal relationships in instruction and learning. Teachers themselves must experience the dynamic, fluid discourse between more and less knowledgeable members in a learning community and how that social interaction assists in constructing meaning. Understanding how teachers develop pedagogical tools that support higher order learning complex, multi-faceted processes like comprehending, composition, and inquiry-based learning are still in their infancy (Englert & Palincsar, 1991; Mariage, 2000; Palincsar, 1998a). Theoretically, development within a ZPD is dependent on the individual's appropriation through social activity around socially constructed and publicized conventions and inventions (Palincsar, 1998a; Stone, 2000). According to Vygotsky, a collective or group of learners is an effective means of mediation and a powerful facilitator in forming the higher psychological function in children with disabilities. Peer group activity may actually extend a child's ZPD or further what Moll refers to as "zones of possibility" (Moll, 1990). In fact, Vygotsky believed that "the collective has the most promising remedial potential for a child with a disability" (Gindis, 1999a; p. 336).

One project that was guided in its development by sociocultural theory was the Early Literacy Project (ELP). The ELP emphasized the socially-situated nature of scaffolded instruction. The research project probed the transformational possibilities for students and teachers through a literacy curriculum that embedded literacy instruction

within a meaningful learning context. Multiple literacy activities such as Morning Message, choral reading, or Sharing Chair emphasized new considerations for dynamic teacher and students roles through social and dialogic interactions that scaffolded new learning within zones of proximal development (Englert, Garmon, Mariage, Rozendal, Tarrant, & Urba, 1995; Englert & Mariage, 1996; Englert, Mariage, Garmon & Tarrant, 1998; Englert, Raphael, & Mariage, 1998; Englert & Rozendal, 2004;Mariage, Englert, & Garmon, 2000; Mariage, 2001; Mariage, 2000). ELP began as a collaborative effort with SPED teachers and researchers to design and evaluate a curricular approach that adhered to social constructivism for primary-grade students with mild disabilities. As such, the research holds important implications for understanding what teachers need to know and do and what features afford teachers opportunities to transform their practice.

The multi-year project showed improved literacy achievement with students identified with disabilities; however, another critical finding emerged. The researchers found that teachers who understood the theoretical principles produced the greatest changes in student learning: "the ways in which teachers and students negotiate meanings, the focus of their talk about texts, and the responsiveness of the teacher to the potential zones of proximal development in the responses of students are critical to understanding what is learned and the mechanisms that foster learning" (Englert & Mariage, 1996, p. 197). Specifically, Englert and Mariage describe how the social setting of Sharing Chair provided "talk about text [that] created zones of proximal development for the participants" (p. 158). Likewise the researchers tell the story of Frank and the essential nature of the group to his development as a writer as he shared his story. Together, the group co- constructed a new oral text. The audience challenged Frank in his

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zones of proximal development by offering new perspectives—what Vygotsky described as the difference between what the student produces working alone and what the student can produce with collaborative support. Additionally, researchers discovered that teachers who investigated student learning within their own community of practice with teachers and researchers collectively transformed their own learning through innovation and subsequent conventionalization of new, responsive practices (Englert, Rozendal, & Mariage, 1994, 1996). The findings listed here suggest that teacher learning opportunities must assist teachers in their own contextualized pedagogical inquiry supported by a community of practice.

Furthermore, Vygotsky advocated educating children identified with a disability with a special set of psychological tools, and Moll (2000) suggested finding and drawing from learners' established funds of knowledge developed out side of school, lending credence to multiple semiotic mediators. Thus, teachers who instruct students with disabilities must see windows of developmental opportunity through pedagogical responsiveness to multiple ways of meaning-making (Englert & Mariage, 2003, Palincsar, 1998a). Mariage (2000) addresses the importance of teachers learning about the interactional significance between instructional settings and discourse. The activity of Sharing Chair provided a setting for interactions between and among teacher and students that scaffolded increasingly rich story writing. Additionally, the analysis of Sharing Chair shows how dialogue as conversation afforded a new space for taking on or ventriloquating necessary authorship and socialization conventions. The study also recognized limitations, highlighting a dramatic need for further study in the role of expanded forms of discourse, both dialogically (moving beyond conversational-like

settings to settings that foster information, debate, and inquiry) and semiotically (moving beyond talk to numeracy, art, actions, objects). Mariage underscores the essential role of the teacher in orchestrating and maximizing affordances for development along multiple ZPDs. Studies investigating ZPD learning often link their work with the concept of scaffolding as a key partner in responsive assisted learning (Englert, Berry, & Dunsmore, 2001; Englert & Mariage, 1996; Englert, Tarrant, Mariage, Oxer, 1994; Mariage, 2001; Palincsar, 1998a, Palincsar et al., 2001; Silliman, Bahr, Beasman, 2000). The concept of scaffolding is addressed later in the chapter on classroom-based discourse.

ZPD and teacher learning. Teacher learning experiences must recognize the complexity of learners, contexts, content, and mediational means within the intermental activity that takes place in learners' ZPDs. In order for teachers to transform their practice, they must experience their own supported inquiry into responsive teaching that requires grappling with the complexity of variables occurring in ZPD learning; both their own and that of their students. Course instructors and designers must recognize that teachers themselves are moving into new ZPDs. Teachers, like their students, have zones of proximal development; they too require expert assistance. As with students, activity settings and discourse opportunities must be available for teachers. The sources and contexts of assistance are infinitely varied (Gallimore & Tharpe, 1990, p. 200). The practicum course acknowledges different developmental trajectories of teachers and their own zones of possibility for pedagogical transformations.

Development within ZPDs assumes that humans learn through semiotic tools and particularly with words and word meanings most powerfully creating the mediational transformative bridges between concrete and abstract thought (Antonacci, 2000; Englert

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& Mariage, 1996; Knapp & Winsor, 1998; Mahn, 1999). However, two enduring problems persist when forwarding the conceptual tool of ZPD learning. First, the area of ZPD typifies the "incompleteness" of our thinking and our ability to conceptualize and communicate to teachers how one actually teaches semiotically within students' zones of possibility (Gallimore & Tharpe, 1990; Mariage, 2000). Secondly, we have not effectively grappled with the confounding nature of the importance of language for ZPD learning and the language diversity that exists in learning contexts. For example, many students in American schools would not choose formal English as their primary discourse means for meaning making due to cultural differences. Likewise, teachers must consider the implications for instructional design and implementation when learners struggle with language and have historically experienced impoverished language-learning spaces (Mariage, 2000). Rather than reduce the learning experience by removing ZPD thinking or the social nature of learning from a teacher's instructional decisions, teachers need to experience how additional tools and mediational means scaffold rich language environments, meaning-making, and eventual transformations of thinking and doing.

Tools and Mediational Means

Human development, or meaning-making, occurs through mediation of material artifacts, tools and social signs or semiotics (Burbules & Bruce, 2002; Geertz, 1983; Lemke, 1998a, 1999; Wells, 2000). "Semiotics is the study of how groups of people create and share meaning...becoming fully literate involves the study of language, gesture, art, music, dance, drama, architecture, and more" (Berghoff & Harste, 2002, p. 580). Artifacts, tools, and signs emanate from activities in social contexts (Gindis, 1999a; Mahn, 1999; Wells, 2000). When a learner appropriates tools and then internalizes social

signs, she is learning and acquiring and/or transforming culture. Language as a social sign, provides the mediational means for moving to higher functions and developing communicative and literate dispositions necessary within those functions.

For example, in a study that examined the apprenticeship of novice writers in the primary grades, Englert, Berry, & Dunsmore (2001) found that a constellation of mediational means worked together to allow a pre-conventional writer to produce a text that far exceeded his independent ability to do so. Students were provided extended cognitive apprenticeships in writing as the teacher thought aloud and made visible her thinking while the class planned, organized, drafted, and edited text on the social plane. The teacher used graphic organizers, called "think sheets" to prompt dialogue and allow students to see their oral contribution made visible in writing. The teacher repeatedly read the text back to the students, allowing even non-conventional readers access to the text. The teacher also provided twice weekly interactive writing lessons, where students socially constructed a text around the experience of one student. This weekly apprenticeship allowed students to actively manipulate written text to better meet the needs of an external audience. Students had multiple opportunities to share their writing with others, receiving feedback in terms of questions, comments, and critique that allowed them to hear how a distant audience made sense of their writing. Finally, the teacher used multiple grouping arrangements, including whole group, partner, and independent writing. In this way, the teacher was able to position students with knowledgeable others as an additional source of social mediation. This study provided an elegant example of how one teacher used multiple tools, artifacts, and social positionings

to help students have access to multiple semiotics that allowed them to produce text far in advance of what they might be able to accomplish independently.

Vygotsky (1978) and others (Bakhtin, 1986, Smagorinsky & Lee, 2000) emphasized the critical role of language in assisting the development of "inner language" and higher forms of thinking. The dispositions inherent in higher mental functions require social interaction with others using semiotic mediational tools. Language, a social sign, scaffolds development by facilitating conceptualizations on two dimensions as learners shift from a lower, more concrete mental function to an abstract higher mental function while simultaneously moving from a more social interpsychological plane to a more individual, internalized intrapsychological plane (Gindis, 1999a; Mahn, 1999). Changes in culture and inquiry have pushed us to reconsider an expanded role of semiotics in human development. Advancements in knowing (Eisner, 1985; Rogers, 1985), broadened views of literacy and what it means to be literate (Guzetti, 2002; Hartman, 1991; Meacham, 2001a; Raphael, Brock, & Wallace, 1997), and an increasingly diverse, multicultural, and technological society (Lemke, 1998a, 2003; Raphael et al., 1997) have highlighted ways of meaning-making and communication impacting teaching and learning discourses.

Diverse learners, including students identified with disabilities, often follow unique developmental paths, particularly with formal language use. Modified and alternative educational methods are required by good teachers. Teachers need to responsively design and implement instruction keeping in mind multiple semiotic mediators and learning settings that support the multiplicity of developmental paths. Alternative signs, tools, and artifacts chosen sensitively with unique learners in mind

capably mediate educational meaning-making (Gindis, 1999a). Activities provide the mediational venue for that joint interaction. An activity setting, appropriately chosen, can facilitate how group members are apprenticed into declarative, procedural, and conditional knowledge in disciplinary areas. Collaboration within these apprenticeships require listening, explaining, defending, critiquing, coordinating, and assimilating the unique processes, tool, artifacts, and ways of knowing defined by the social language unique to the field of study. Language provides a significant mediational means for developing substantive knowledge. The following three principles, situated activity, apprenticeship in social contexts, and collaborative participation structures address the dynamic, social nature necessary to move teachers from a transmission style of discourse to transformative instruction.

Situated Activity

Situated activity can be defined as spaces and places that nurture active learner involvement where meaning-making is contextualized to support real life purposes (Lave & Wenger, 1991; Rojewski & Schell, 1994; Rueda, Gallego, Moll, 2000). As described by Lave and Wenger, apprenticeships were formed because society validated the vital and essential purposefulness of the activity for sustaining human life physically and psychologically. In instruction, decisions regarding the content must not be disconnected from purposeful context or from a student's reality.

Activity theory has contributed greatly to situated activity. According to activity theory, thought patterns of individuals originate within the cultural life of their surroundings (Lee & Smagorinsky, 2000; Smagorinsky & Lee, 2000). Participation in local social practices creates experiences that contribute significantly to embedded and

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purposeful development. Situated activity develops whole cultures and individuals within those cultures (Engestrom, Miettinen, & Punamaki, 1999). For example, Book Club (Raphael, Pardo, & Highfield, 2002) situated literacy learning in the authentic and purposeful activity of authors and authorship. In Book Club, students use authentic texts to consider literary, communicational, and social practices. By reading the work of authors, learners discover the purpose of authorship and practice authorship of written, spoken, and enacted thought. The importance of situated activity for effective teacher learning is significant. Apprenticeships that link teacher thought and activity intercontextually to classroom practice and pedagogical content explorations within communities of practice (CoP) support authentic teacher learning. Situated activity developed more completely in the teacher learning section of the chapter.

Apprenticeship in Social Contexts

Conceptualizations of apprenticeship have substantiated Vygotsky's socio-cultural model for the classroom, often described as cognitive apprenticeships (Rojewski & Schell, 1994). Lave and Wenger (1991) describe a participation framework in classrooms where knowledge is constructed and reconstructed as participants learn through demonstrations by experts and active learning via observations, modeling, coaching, fading, scaffolding, and guided practice. Bakhtin (1986) and Gee (1989) underscore the social nature of apprenticeship activity. Each social actor in joint-mediated activity brings a unique package of cultural experiences. Cognition is a social activity distributed with mediational tools and artifacts connected to historical and situated culture (Lee & Smagorinsky, 2000). Lave and Wenger (1999) and Wells (2000) underscore the necessity of social reproduction within activity. Members responsible for

the activity must associate the value of the activity for society as a motivational component necessary for sustainability and social reproduction. Hence, a learner's apprenticeship into any cultural activity must be linked to the valuable role that learner has as a member of society. School apprenticeships must communicate value beyond the doors of the classroom. Likewise, teacher apprenticeships must demonstrate value beyond the doors of the college or university and demonstrate real value teachers' classrooms and professional goal. Course designs must bridge the two contexts.

Learning involves risk. Learners risk their development and very identities as they trod new conceptual ground. A community of practice employed through pedagogical apprenticeships embraces legitimate peripheral participation as a "learner participates in the actual practice of the expert, but only to a limited degree and with limited responsibility" (Lave & Wenger, 1991, p. 14). Emphasis on the dynamic nature of participation roles and transfer of learning is central to apprenticeship and gradual development of novice learners to positions of expert. The role of teachers and peers as "more knowledgeable others" who can also "cede control" constitutes a particularly critical factor in professional decision-making in instructional design and implementation (Cazden, 2001; Englert & Mariage, 2003, Rojewski & Schell, 1994; Stone, 2000). As teachers learn, they must find freedom to risk. A CoP potentially supports teachers' willingness to risk new teaching practices" (Englert & Rozendal, 2004).

Collaborative Participation Structures and CoPs

Special education instruction has focused primarily on the teacher's role as "expert" in scaffolding instruction along children's zones of proximal development. While Vygotsky recognized the important role of the teacher or expert, he did not

diminish the importance of organized peer groups or "collectives" in learning contexts (Gindis, 1999a). However, the idea of collective was largely unrefined at the time of Vygotsky's death and has been taken up by others developing communities of practice and collaborative, dialectic inquiry in education (John-Steiner & Meehan, 2000; Lave & Wenger, 1991; Wells, 2000). A peer group forms an interanimated nexus of intertextuality (Putney, Green, Dixon, Duran, & Yeager, 2000), increasing potential mediational means. Englert and Mariage (2003) review four powerful potentials of learning collaboratives: (1) promotion of greater learner involvement through transfer of control; (2) increased recognition for learner contributions when given appropriate supports; (3) contexts with sufficient motivation to encourage active participation in rigorous learning activity; and (4) expansion of learner potential through the creation of "new zones of development" (p. 453). Teachers, as learners, can benefit from the rich resources available when courses and workshops include collaborative participation opportunities within the localized community of practice.

In addition, other scholars have contributed the following associated areas supportive of collaborative participation structures: (1) co-constructed intellectual interdependence where "thinking embedded in collaborative practical activity must to a significant degree take the form of talk, gesture, use of artifacts, or some other publicly accessible instrumentality; otherwise mutual formation of ideas would be rendered impossible" (Engestrom, 1994 in John-Steiner & Meehan, 2000, p. 44); (2) creativity and imagination necessary where "true understanding of reality is not possible without a certain element of imagination, without a departure from reality, from those immediate concrete holistic impressions by means of which reality is presented in the elementary

acts of our consciousness" (Smolucha, 1992 in John-Steiner & Meehan, 2000, p. 44); (3) dialogue within communities of inquiry as a form of collaborative meaning-making and shared understandings emanating from real questions and dilemmas (Wells, 2000); and (4) a relational framework in small group activity and the impact of social skills and relations existing within ideocultural diversity as groups employ productive, constructive, and destructive social process codes (Smagorinsky & O'Donnell-Allen, 2000).

Collaborative participation structures can facilitate positive identity construction (Wells, 2000) through rich "re-positioning" opportunities between individuals within the group (Englert & Mariage, 2003). Just as students are afforded opportunities to work in collaborative and cooperative grouping arrangements with peers, teachers, too, must be apprenticed into scaffolding experiences where activities in collaborative structures nurture reciprocity through unique and diverse roles and expertise. Given legitimate participation in leadership and communicative roles, any age learner can safely pursue the outer limits of her ZPDs in areas she might otherwise have considered off-limits.

Social Deconstruction of Disability

Fullan (2003) describes moral purpose and passion as a key ingredient to school reform. The socio-cultural model authored by Vygotsky links moral passion to a view of persons, particularly persons identified with disabilities. The model offers exciting theoretical underpinnings for positioning learners in teacher-learning contexts that unleash capacity in learners identified with LD for affordances in discovery, increased wonder, and belief in themselves as learners, thinkers, and communicators. Vygotsky viewed instruction with individuals identified with disabilities as either an "occasion to provoke a tragedy" or promote positive capacity through "positive differentiation"

(Gindis, 1999a, p. 335). Englert and Mariage (2003) emphasize Vygotsky's belief in a child's potential and the resources available within that capacity, the differences in learners' abilities to use psychological tools, and the responsibility of educators to provide access into developmentally hopeful interactional acts through appropriate signs and tools. Teacher interactions with and about learners create discursive practices that signal teacher beliefs about learner capacity. Dispositions carry assumptions, values, and beliefs about learners and learning that dramatically influence a teacher's pedagogical practice and transformations of that practice.

Teachers carry great responsibility as the leaders of classroom learning communities. Classrooms become critical spaces where students' identities are, in part, co-constructed through the instructional decisions that teachers make each day (McNulty, 2003; Reid & Valle, 2004; Rodis et al., 2001). Wells (2000) sees teachers playing a particularly important role in the social construction of school identities, noting that "...the formation of individual persons—their identities, values, and knowledgeable skills—occurs through their participation in some subset of these activity systems" (p. 55). Wells urges educators to provide learners with opportunities that will develop understanding and dispositions conducive to full participation in school or broader society as informed, critical, and responsible. Others urge special educators to resist mastery learning of fundamental skills before tackling the more advanced cognitive skills, suggesting that over-reliance on basic skill remediation prohibits learners from progressing to natural, challenging, and interesting learning endeavors (Reid & Stone, 1991; Stone, 2000). The principle, deconstruction of disability, interlaces the development of higher-order thinking and problem-solving dispositions, development of

group and individual identities within learning communities, and reciprocity inherent in learning discourses. "Ability construction" opportunities exist through the thoughtful decisions regarding a learner's ZPDs and movement along those zones, impacting not only the identities of students as thinkers and communicators, but also the identities of teachers. Dynamic assessment involves reflective inquiry and assists in that process.

Dynamic Assessment

Vygotsky is recognized as the founder of "dynamic assessment." The concept arose from his critique of early IQ tests. Vygotsky felt that IQ tests focused too narrowly on what he called the "fossils" of development or learning that was already completed. Measuring completed developmental cycles failed to make visible what an individual might be capable of with assistance. He believed that a more complete measure of intellectual potential could be determined by understanding the distance between what a child could accomplish independently and then with guidance of a knowledgeable other. The provision of mediational support seemed to help equalize natural and cultural processes. Moreover, traditional IQ tests failed to recognize cultural bias in the assessments (Gindis, 1999a).

Dynamic assessment requires an interactive procedure by which an instructor remains attuned to the interaction between a learner's responsiveness to mediation and guidance within a teacher's instructional design and implementation decisions. The procedure determines substantive changes that may occur in a learner as a result of some type of feedback. The process assists in determining movement along zones of proximal development and scaffolding decisions. Dynamic assessment is contrasted with traditional assessment where there is no feedback (Swanson and Lussier, 2001).

Teachers' facility in dynamic assessment is critical for making moment-to-moment instructional decisions around students' meaning-making. Effective scaffolds necessitate responsiveness to a learner's potential within learning opportunities. Dynamic assessment increases attunement to learners and informs decisions regarding activity structures and connected roles, semiotic tools, and content enhancing development (see Minnick, 1987; Campione & Brown, 1995). Additionally, dynamic assessment creates a resource tool in inquiry learning. Learning potentials of teachers can be assessed and unleashed through a community of practice when we can better understand when teachers are appropriating and transforming their understandings and actions. Teachers' own learning and inquiry can be enhanced through inquiry structures (i.e., taping one's teaching) that provide teachers with their own tools for analyzing the impact of discursive teaching choices. Dynamic assessment through inquiry activity offers insight in responsive instruction of teachers and the creation of features that support dynamic, sustainable teacher learning. However, great gaps exist in the professional literature on features that equip teachers with reflective tools that raise to conscious realization the variables impacting interactions and levels of responsivity in teaching/learning activity. Critical theory assists teachers when dynamically assessing social activity.

Critical Theory: Animating a Critical Disposition in Teacher Learning

Sociocultural theory affords a comprehensive lens for highlighting complexity contained in an investigation of teaching and learning. However, as with any theory, limitations must be recognized and supported through additional dimensions. Critical theory offers additional explanatory power for understanding social, political, and historical contexts embedded in educational discursive practices. Critical theory and

perspectives of critical pedagogy lend an analysis tool when contending with human intermental activity and the confounding dilemmas present in instruction due to power, privilege, and position (De Valenzuela, Connery, and Musanti, 2000).

Despite differences in critical perspectives, common assumptions center on discrimination, historical and current inequities, and social justice. McLaren (1995) acknowledges the necessary role of critical theory in the development of professionals through his definition of critical theory. It is "a set of practices that uncovers the ways in which the process of schooling represses the contingency of its own selection of values and the means through which educational goals are subtended by macrostructures of power and privilege" (p. 50). It is a "way of thinking about, negotiating, and transforming the relationship among classroom teaching, the production of knowledge, the institutional structures of the school, and the social and material relations of the wider community, society, and nation-state" (p. 51). Educational spaces are "power-filled". Teachers need to understand their roles in educational power hierarchies and how the emancipation or marginalization of people (learners, teachers, family) is constructed through the practices of school (Collins, 1999; Kozol, 1995; Popkewitz & Fendler, 1999, p. 2).

Power, Privilege, and Position

School contexts and the discursive practices involving learners identified with disabilities are not neutral (Reid & Valle, 2004). Teacher education programs must include historical and current cultural influences, assumptions, and discrimination around race, class and gender and disability for development of responsive, equitable teaching. Power, privilege, and position influence learning/teaching interactions and must become cornerstones in the teacher preparation curriculum. Additionally, political influences on

curriculum and pedagogy cannot be ignored (De Valenzuela et al., 2000). We would be remiss as educators if we designed and implemented teacher learning experiences connected to learners identified with disabilities without allowing for questions of race, gender, and class present in cultural constructions of meaning and the confounding influences of power and position in the interactions of those variables (Artiles, 2003).

Participation and Practice

The role of professional development opportunities and reproduction of the status quo are intimately connected (Bourdieu, 1999; Reid & Valle, 2004). Each instructional action sends explicit or implicit messages about "what counts" in schools, in classrooms, and with learners (Englert & Mariage, 2003; Sleeter, 2000). Teachers must begin to see that their instructional decisions impact students' lives and identities as thinkers, speakers, readers, writers, and decision-makers (De Valenzuela et al., 2000; Darder, 1991). Critical theory assists teacher inquiry in developing a responsive, just practice involving learners identified with disabilities. It becomes a tool for evaluating practice, confronting contradictions, eradicating assumptions, judging false generosity, and working to create classrooms and schools capable of transforming individuals and societies. Darder (2002) suggests that learning experiences must nourish a social consciousness "through critical dialogues and social relationships that reshape our perceptions and interactions with one another" (p. 15). Both sociocultural theory and critical theory work to transform current discourses of deficit-driven pedagogy into opportunities for hope (Freire, 1998; Moll, 2000; Gindis, 1999a) through learning spaces that animate multiple voices (even dissonant voices) grappling with changing discursive

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pedagogical practice through texts, contexts, and semiotics (Mariage, Paxton-Buursma, & Bouck, 2004).

In particular, pedagogical choices must demonstrate respect for the language patterns and cultural identities of learners in order to develop multiple literacy skills and identities learners need to participate in the world and to reshape it into a place of hope, renewal, and justice. The messages in teaching/learning discourses develop out of historical and social ways of being and doing. "It is precisely because language rises out of historical relationships of culture, gender, sexuality, religion, etc. as defined by class status, privilege, and material conditions that a revolutionary pedagogy of literacy must begin wherever students are linguistically situated... [so that] teachers can support students in expanding their appropriation of the dominant language, in ways that are meaningful" (Darder, 2002, p. 133).

Special education must reflect a critical pedagogical perspective that liberates and transforms educational experiences for learners identified with learning and language disabilities. Teacher education programs in special education must critically consider when instructional (and other) practices alienate and when they liberate learners. Popkewitz (1999) suggests that social change can occur through critical pedagogical practice in which educators join a "language of critique with a language of possibility" (p. 9). Educational change and new affordances cannot find a home in the language of possibility without the language of critique (Kozol, 1995).

Affordance

The term "affordance" (Cook & Brown, 1996; Gibson, 1972; Wenger, 1998) forwarded aspects of knowing through an ecological view of perception theory.

According to Gibson, affordances were ecologically situated and made available through the experiences the world offered. More specifically, dispositional aspects contained within the physical properties of the visual object (or the events surrounding the visual) provided the viewer with a range of actions related to the physical properties of the person. Simply put, "The combination of the paws of a squirrel and of a tree afford climbing" (Wenger, 1998, p. 298).

A variation on Gibson's concept of affordance, micro-affordance, suggests great interaction in that dispositional properties exist not just in the visuals as objects, but also within the processing system of the viewer himself (Ellis & Tucker, 2000). Research on the micro analysis of affordances has distinguished how particular and specified actions of individuals linked to particular dispositional properties inherent in the visual object support a link between a person's knowledge of something as communicated through action, not word. For example, a person may not know the name of a particular tool or device, but through gesture or pantomime will communicate knowledge and activity specific to the tool or device in question (Ellis & Tucker, 2000; Humphreys, 1987). In this case affordance is more than simply residing in the visual or object, rather, affordances are situated relationally between the object and the dispositional aspects of a person or group.

The term affordance has been taken up educationally to communicate opportunities for participation and the link between participation and positive development of a person, group, or institution (Billet, 2001; Lave and Wenger, 1991; Wenger, 1998). Affordance has been explicitly used in the research discourse of sociocultual and critical theory. As scholars considered learning opportunities and

hindrances in the world of increasingly diverse school communities, the term has offered specific focus for the creation of opportunities and the critical nature of designing authentic activity to allow for enhanced positioning for learning. Wenger (1998) links affordances to sociocultural, activity and critical theory by addressing the import of design on identity: "design inevitably confronts fundamental issues of meaning, time, space, and power" (p.231). While activity and settings have connected the literatures, it is striking to note the paucity of connections between research investigating increased development of teachers and their students, the conceptual history of affordances tied specifically to visuals and objects, and the theoretical links to multiple semiotic mediators in learning discourses.

Interanimating Sociocultural Theory and Critical Theory in Teacher Learning

Linking sociocultural and critical theories opens meaning-making opportunities for teachers to explore teaching-learning complexity, encounter the tension of dualities, and reciprocally transform new meaning and action. The paring of the two theories equip educators and their students with engagement in reflective decision-making capable of transforming current teacher practice discourses into hopeful possibilities (Freire, 2002; Popkewitz & Fendler, 1999; Gindis, 1999a). The assertions of Mariage et al.(2004) support the interanimation of sociocultural theory and critical theory for creating opportunities to explore educationally discursive learning practices that are just, accessible, and capable of flexibly traversing time, context, texts, and multiple semiotic mediators (suggesting the dynamic learning process as intertemporal, intercontextual, inter textual, and intersemiotic). They are as follows:

(1) Achieving educational justice for all students necessitates changing discursive practices through theoretical orientations that embrace complexity and repositioning of authoritative discourses.

(2) Sociocultural theory, with its emphasis on phylogenetic, cultural/historical, ontogenetic, and microgenetic development is particularly suited for grappling with complexity.

(3) Sociocultural theory includes dialectic engagement with multiple and differing perspectives to understand our sociohistorical past, present, and imagined future.

(4) Ignoring our sociohistorical past limits our understanding of how power mediates sociocultural patterns of privileging that position people and affect opportunity and affordance (Kozol, 1991; Lave & Wenger, 1991; Oakes & Lipton, 2003; Vygotsky, 1978).

(5) Cultures create conventional ways of being and doing (i.e., "power codes") that are reified as forms of cultural capital and influence access and participation. Ignoring patterns of privileging suppresses our ability to enact the processes and goals of educational social justice.

(6) Enacting educationally just practices requires the interanimation of multiple discourses across educational activity settings (e.g., institutional, building, class, intermental).

(7) Critical pedagogy, as a form of critical analysis, should forward emancipatory and liberating discourses for learners (Freire, 2002; Oakes & Lipton, 2003; Nieto, 1996) (p. in press).

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The theoretically girded interanimation of time, context, text, and semiotics potentially provide new affordances for preparing teachers to meet new demands in the field of education.

Professional Tributary: New Demands for Teacher Learning

This study investigates critical features and affordances of a practicum course designed as part of a graduate level preparation program for teachers working with learners identified with learning disabilities. What might teachers learn at the end of an endorsement program when they encounter a practicum opportunity? What kinds of experiences designed in a course might prepare them, transform them, and position them as responsive, transformative educators in the lives of diverse students? Two streams in the professional literature on education provide a well-spring of information that informed the design of this particular practicum course. The first stream, fed by various general and special education organizations (NCATE, INTASC, CEC) frame a window into the content and process design principles in the course through an articulation of professional standards. The second stream on teacher learning provides a base for teacher learning experiences consistent with the theoretical frame of the study.

General Stream: Teacher Professional Standards

Significant changes have occurred in the educational context. Societal demands and advancements in what it means to know, understand, and learn have pushed educational standards and outcomes to new heights (Cazden, 2001; Danielson, 1996, Fullan, 2002; Hawley & Valli, 1999; Otis-Wilborn & Winn, 2000; Wells, 2000). Reform efforts have highlighted three significant foci critical in educational capacity-building and change. The first focus recognizes the necessity of comprehensive and multi-faceted

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reform (Fullan, 2002; Hargreaves, 1996). The second focus positions learners at the cusp of greater rigor and accountability for developing deep, rich understandings, higher order thinking through inquiry, and development of creative, inventive, responsible, and respectful dispositions necessary in diverse societies (Hawley & Valli, 1999; Rogers, 1985; Thompson & Zeuli, 1999). The third of the three foci situates teachers as the most critical factors in comprehensive reform efforts. Increased learner accountability signals significant paradigmatic implications for teacher learning (Ball & Cohen, 1999; Danielson, 1996). The creation of professional organizations and refinement of professional standards reflect reform efforts aimed at teacher education, professional development, and professionalizing the language and discipline of education.

Organizations such as National Board for Professional Teaching Standards (NBPTS), Interstate New Teacher Assessment and Support Consortium (INTASC), and NCATE have begun to describe the kinds of knowledge, skills, and dispositions teachers might need to teach in the current reform culture. While the language and organizational purpose of the standards across organizations varies some according to prioritization and focus (NCATE addresses preparation; INTASC addresses licensure; NBPTS addresses the profession), they all share common assumptions that the standards (1) reflect beginning research probes, (2) reflect a new paradigm for learning and teaching, (3) forward the purposeful nature of teaching and instructional decisions, (4) envelope a community of learners, (5) consider situational and contextual appropriateness, and (6) highlight the complexity and highly professional nature of teaching. Specific target areas include addressing diversity and technology (Danielson, 1996, Wells, 1999).

NCATE Program Standards

NCATE's standards ratified in 2000 form the basis for accreditation assessments of teacher education preparation units in colleges and universities. The organization seeks to empower institutions of higher learning with accountability measures yielding sufficient pressure and leverage for systemic teacher education reform. One of the most significant contributions of the NCATE standards is the conceptual frame, which "sets forth a vision of the unit and provides a theoretical and empirical foundation for the direction of programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability" (NCATE Document, p. 8). The conceptual framework provides the structure for (1) the mission of the institution and unit; (2) the unit's philosophy, purposes, professional commitments, and dispositions; (3) knowledge bases including theories, research, the wisdom of practice, and education policies; (4) performance expectations for candidates, aligning the expectations with professional, state, and institutional standards; and (5) the system by which candidate performance is regularly assessed (NCATE, 2001; p. 12). Six quality indicators assess the demonstration of a conceptual framework. They are listed below.

The conceptual frame:

(1) articulates a shared vision that is knowledge-based;

(2) ensures coherence among curriculum, instruction, field experiences, clinical practice, and assessment within a program;

(3) articulates professional commitments to knowledge, teaching competence, and student learning;

(4) reflects commitment to diversity and integrates diversity-related knowledge, skills, and dispositions within every aspect of the program;

(5) addresses commitments to the integration of technology; and

(6) provides a context for developing and assessing candidate proficiencies based on professional, state, and institutional standards.

NCATE, as an accrediting body, requires college and university education units to determine candidate performance assessments that demonstrate growth in knowledge, skills, and dispositions necessary to impact K-12 student learning (Standards 1 and 2). Likewise, unit capacity standards address aspects of the teacher education program that support candidate learning (Standards 3-6). The entire accreditation process encourages a continuous improvement at both the candidate and unit levels.

The study of teacher learning developed in this work proceeded in an NCATE accredited college. The state that approved the program has used the 10 INTASC principles and collapsed them into eight principles. Specifically, the course was developed and implemented the year prior to the college's formal assessment with NCATE. Thus, it was immersed in a culture working to align the professional and state standards with the department's conceptual frame, goals, and performance assessments. The education department's conceptual framework exists for both the initial certification and graduate programs. It was guided and shaped by several knowledge bases. Theological, philosophical, psychological (cognitive and cultural) perspectives inform the professional goals. Disciplinary knowledge based on curriculum theory and interdisciplinary knowledge bases of political theory, economics, sociology, and anthropology provide both critical and dynamic understandings of sociocultural factors

shaping identity of persons, communities, and institutions. The liberal arts perspective informs the broad content of knowledge, skills, and dispositions (virtues). The fulcrum of the conceptual frame is positioned by the key words "developing responsive and transformative educators" (Conceptual Framework, see Appendix A).

Assumptions

The conceptual framework guides the work of the educational unit and creates implications for program and course design through its major assumptions. First, the course was shaped by the institutional context, which is a Christian college. The college expresses a Reformed vision focused on restoration and renewal of broken and oppressed places and people through an articulated liberal arts college mission of scholarship and service. The assumptions revolve around the key words, "developing responsive and transformative educators." The first assumption asserts that "developing" refers to the candidate's growth as well as the process necessary within dynamic, constructivist, and socially-situated learning activity. The second assumption, "responsive," creates an expectation that within course experiences candidates will develop responsiveness to learners, curriculum content, and contexts with a critical lens that highlights affordances and limits barriers and marginalization. The third assumption, "transformative," affirms that which is already good, right, and true in learners, contexts, and content, yet seeks to establish greater justice and equity in communities and societies through cultural development and identity development and transformation of individuals. The final assumption, "educator," recognizes the responsibility and authority to engage competently in the profession with care and commitment to life, learning, and all those within a learning community.

Special Education Stream: Professional Standards

NCATE enlists expert organizations from relevant specialty associations for review of specialty programs within the college or university. The apprenticeship study was developed as part of the LD endorsement advanced program approved by NCATE through Council for Exceptional Children (CEC). CEC has developed 10 professional standards that guide the development of knowledge, skills, and dispositions necessary for any teacher in special education and those standards specific to the field of learning disabilities. Appendix B has highlighted specific language from the standards pertinent to the course design and developed as content in this study. Some standard requirements addressed in the course or the program were not focus areas of the study, and thus have been omitted from the chart. The standards identify what knowledge and skills apply to all special education teachers in general and to learning disabilities teachers, respectively.

The list of requirements as described by the standards would give one pause; surely no course could address all of these requirements, especially within a 10 week practicum period. The course follows a strand of required and elective courses within a program of study that sees development of knowledge, skill, and dispositions within a recursive framework. The course, with its seminar and practicum setting, re-integrates content and process from past courses taken in the program. In addition, the graph highlights one central theme in the professional literature—the complexity of teaching.

Increasingly, inclusion and NCLB initiatives challenge teachers to consider new forms of teaching and learning so that all students have greater access to the general curriculum and decrease achievement gaps (Cazden, 2001; President's Commission, 2000).The CEC standards mirror many of the themes of the general education

professional standards of accountability, accessible instructional design through research-based methods, attention to diversity, and technological supports. In addition, the standards begin to show increased recognition to theoretically coherent teaching, engagement of all learners, and the development of equitable and just practices. The professional standards acknowledge action research and inquiry models capable of supporting the movement toward developing reflective practitioners (Danielson, 1996; Tomlinson, 1999). In order to create transformative teacher learning spaces, professional standards cannot just be added to old designs and paradigms of teacher education and development. Rather, they must be infused within intentional conceptual frameworks, courses, and experiences designed to "change deeply held beliefs, knowledge, and habits of practice" (Caine & Caine, 1997; Thompson & Zeuli, 1999, p. 342). The teacher learning literature and research assist us in designing transformative learning experience.

General Stream: Teacher Learning Gaps and Possibilities

Professional literature offers implications for the design of a course developing transformative learning experiences for teachers. This section of the literature review suggests four implications:

(1) Current models of teacher learning and professional development have missed the mark. Their decontextualized, segmented structures create shallow, superficial learning (Hawley & Valli, 1999);

(2) Alternative design principles must be considered in creating programs and courses that stimulate and sustain deeper learning including (but not limited to) active engagement in contextual experiences that probe pedagogical knowing;

(3) The creation of effective learning opportunities must take into account new understandings regarding ways of knowing (Eisner, 1985); and

(4) Characteristics or features that stimulate authentic intellectual activity through alignment with ways of knowing, including particularly content, methods, and structures that accompany inquiry approaches (Ball & Cohen, 1999; Rogers, 1985, Wells, 1999, 2001).

Gaps in Learning Opportunities

Hawley & Valli (1999) in their chapter from Teaching as the Learning Profession: Handbook of Policy and Practice, review the linked literature on professional development within the current educational reform culture. Their findings conclude that an unusual consensus in the research literature regarding gaps in teacher education and development exists. The first consensus confirms the belief that conventional professional development strategies are ineffectual for supporting school reform initiatives, raising students to higher achievement standards, and shifting practice to reflect new theoretical developments on learning (p. 128). Likewise, consensus emerged as to the current inadequacies in teacher development. With the exception of one model, all current development models (individually-guided model, observer/assessment model, development/improvement model, and training model) for teacher learning do not substantiate usefulness or improvements in student learning. Moreover, the models are consistently described as shallow and fragmented, lacking the contextualized and variable nature of instructional and strategic decision-making. Ball and Cohen (1999), in their review of professional education literature, echo and underscore that same consensus: "sessions and workshop...are often intellectually superficial, disconnected from deep

issues of curriculum and learning, fragmented, and noncumulative" (p. 4). The inquiry or the teacher/researcher model holds the greatest promise; however, significant quality variance exists within this model. Hawley and Valli also found agreement in the literature signaling four outcomes critical for evaluating the effectiveness of professional development models: (1) increased awareness, (2) attitude change, (3) skill development, and (4) evidence of appropriate integration of new knowledge.

Professional Development and Teacher Education Design Principles

The literature review on professional development (Hawley & Valli, 1999) identified eight design principles necessary for effective professional development models. The principles are intentionally linked to consensus findings regarding new understandings of learning, new instructional demands, and the implications for teacher learning. Teacher learning principles include: (1) student-centered and linkages to student goal development, (2) active involvement of teachers as learners, (3) "job-embedded" learning (p. 140), (4) organization around collaborative problem-solving, (5) extended support and scaffolding from outside experts, (6) rich research and data-based information, (7) opportunities for development of theoretical understandings of knowledge, skills, and dispositions related to pedagogical knowledge, content, and pedagogical content knowledge, and (8) integration of a comprehensive change process within smaller, but significant steps.

Addressing the need. Authors question the impact of the literature on decisions affecting teacher education programs and courses in colleges and universities. "Serious questions need to be raised about the [content and process design features] embodied in college-and university-based programs for preparing teachers and administrators. But that

is another story" (Hawley and Valli, 1999, p. 145). That other story is forwarded by Ball and Cohen (1999), who recognize the lack of comprehensive theories of teacher learning, critique poorly coordinated professional development practices, and assert the conviction that professional development is critical to changing instruction. They promote the necessary role of colleges and universities in advancing pedagogical theory capable of improving teacher capacity for deep and complex student learning.

New Ways of Knowing

In 1985, Eisner edited the text, Learning and Teaching: The Ways of Knowing. Each chapter is situated in assumptions about human capacity and the learning journey of "coming to know." Based on advancements in intelligence and knowledge, Eisner concludes that: (1) human capacity is contextually situated, and contextual change brings alterations in the capacity of the mind; (2) knowing and the means for knowing represent complex, diverse, and culturally embedded activity; and (3) school maintains particular responsibility for mind development specifically through its curricula and quality of teaching. The text is dedicated to developing learner capacity by exploring educational reform, modes of knowing, and the implications rich modes of knowing hold for teaching and teacher education. Rogers (1985) promotes Eisner's third assumption that quality teaching creates quality learning. He furthers the assumption suggesting that intellectual growth of teachers relates directly to the intellectual quality of the curricula and attention to multiple ways and means of knowing. Creating opportunities for intellectual growth represents an under-realized goal in teacher education. Wells (1996) suggests that teachers can transform the practice of education with assistance much like their students need assistance. He pushes teacher educators to create communities of inquiry in which

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teachers and researchers investigate improved teaching practice. Rogers characterizes 10 components of teacher education programs capable of fostering intellectual growth in inquiry environments in pre- and in-service teachers. He also illustrates practical models from his own research.

Characteristics of Intellectually Stimulating Teacher Education Programs

Darder (2002) contends that too often teacher education programs do not encourage the very practices we want teachers to implement. Teachers struggle to incorporate problem-posing/solving methodologies and expanded, critical pedagogies when they have not experienced them in their own learning. One component that encourages intellectual growth in teachers is the opportunity to create, invent, and improvise. Rogers (1985) suggests that creativity and improvisation are rare in conventional teacher education programs. Teaching well also requires keen observation. Another opportunity for intellectual stimulation is providing perception practice where teachers can learn attunement by learning observational skills. Reflection is essential for any kind of analysis and is enhanced through the addition of three more components in teacher education: multiple means for representing perceptions, ideas, and experiences; collaboration with other professionals; and genuine inquiry experiences. Creation, perception, reflection, representation, collaboration and inquiry require experiences situated within teaching practice. The realities of contextualized teaching experiences are complex and messy. Situated experiences require opportunity for holistic study of experience that further exploration of relationships and connections. Holistic and connective activity relies on modeling and mentoring of apprenticeship activities. Each of

the ten components fosters a professional stance toward teacher learning that encourages continuous growth.

Ball & Cohen (1999) also take important steps toward a theory for practice-based professional education within colleges and universities. Three key components are identified in their proposed educational reform. The first component articulates what teachers would need to know as well as how teachers would come to know given complex and uniquely situated classrooms and learners. The second component unpacks the nature of the professional educational experience needed to support the knowledge and skills. Finally, the third component addresses the content, method, and structure of professional development opportunities.

What teachers need to know. Teachers need deep and expanded content knowledge and the implications of that specific content expertise. Likewise, they need to know children and their interests and struggles. Levine (1994) suggests that the heart of good teaching resides in knowing the learner well or excellently. Teachers would need to see learners as full of thinking and reasoning capacity. Research reviews on cognitive development conclude that "linguistic and verbal reasoning abilities, literary standards and sophistication, and moral values and precepts ... are within reach of most students...depending on the willingness and capabilities of teachers to approach the facilitation of learning in new ways" (Hawley & Valli, 1999, p.132). Content knowledge and learner knowledge must be paired with contextual knowledge. Multiple overlapping knowledge domains require pedagogical decisions which forward the following skills: conjecture, experiment, assess, and adapt (Ball & Cohen, 1999, p. 10). In order to teach experimentally and flexibly, teachers need to develop inquiry skill matched with a

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dispositional stance that fosters pedagogical responsiveness and attunement to students and situations on a moment-to-moment basis.

How teachers come to know. What kind of teacher learning experience allows for dynamic knowledge construction within contextual particulars of teaching and learning? Learning cannot be decontextualized for teachers any more than for students (Ball & Cohen, 1999; Lave and Wenger, 1991), supporting the principles of job-embeddedness and student-centeredness. Intercontextuality offers the richness of authentic contextual situativeness and the discursive interanimation of influencing or unknown contexts. Likewise, Ball and Cohen (1999) and Wells (2001) suggest an inquiry context investigating practice through action and analysis. A pedagogy of investigation necessitates analytic tools supportive of the principles related to collaborative problem-solving, rich research, and active involvement. Finally, the experience must be centered within a professional discourse of a community of practice in which careful and accountable study and analysis of particular teaching would bring about change in teacher talk and thought or "discourse of practice" (Ball & Cohen, p. 16, Englert & Rozendal, 2004). Communities of practice stretch learning through intertextuality that include inside and outside "experts" serving as knowledgeable others, who bring their knowledge and understanding of meaningful learning to bear in advancing teacher knowledge.

Content, method, and structure design features. Ball and Cohen (1999) suggest a curriculum and pedagogy that support the critical inquiry experience infused in the knowledge and skills needed for effective teacher education. The content, method, and structure are seamlessly connected when inquiry situated in a community of practice is grounded in real teaching activity through the use of concrete records and

learning/teaching artifacts, events, moments, and tasks. Critical theoretical and pedagogical dispositions unpack issues, inconsistencies, patterns, and questions (McLaren, 2003). The authors concede that while massive resources needed in piecemeal instructional workshops are necessary, resources needed for rich artifacts, teaching records, and databases place an equal strain on a system not typically versed in multimedia learning environments. Likewise, inquiry sites and collections of records are empty without a pedagogical lens for professional development. This requires developing inquiry and scholarly dispositions. The profession has responded to the increased complexity necessary in teaching by beginning innovative teacher education and professional development experiences. The research informing new development experiences is reviewed next.

Innovative Teacher Learning Models: Research Contributions

The research stream of teacher education and development is comparatively thin; however, a number of important studies significantly shape the contours of teacher education and inform the design of this study. The studies reviewed in this section share a few commonalities. First, all of the studies draw on sociocultural theory and the work of Vygotsky and neoVygotskians in their design and analysis. Secondly, the studies all highlight key themes central to sociocultural and critical theory: the procedural power of inquiry-based learning, the privileging of discourse in the learning process, and the potency of community and communities of practice (COP). Thirdly, all of the studies inform the design of effective teacher learning experiences as transformational spaces that extend individual and group professional practice. And lastly, all of the studies support a connection between powerful teacher learning and student learning. The first

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set of studies (Rogers, 1985; Wells, 2000) highlight the power of inquiry-based learning. The second set of studies review the importance of discursive practice that forwards "talking within," rather than talking about (Florio-Ruane, 2001; Santa Barbara Discourse Group, 1992, 1995). The third set of studies outlines apprenticeship models and the importance communities of practice within activity settings (Lave and Wenger, 1991; Perry, Walton, & Calder, 1999; Wenger, 1998).

Teacher Learning and Dialogic Inquiry Communities

Rogers (1985) promotes research as particularly well-suited for intellectual involvement, engagement, and development of teachers. "Naturalistic or qualitative research offers unusual opportunities for teachers to practice the arts of creation, invention, improvisation, perception, reflection, representation, collaboration, and holistic inquiry" (p. 258). He highlights a close connectivity between multiple modes of knowing and the process of naturalistic research. His work involved learners in teacher education courses researching as part of their day to day approach, educational questions and issues that arose in educational contexts. The experience developed participants into new ways and means for examining and acting within complex teaching phenomena.

In Action, Talk, and Text, Wells (2001) and a small band of teachers document their ten-year learning and teaching experience journey in science education. The collaborative action research group was dedicated to the creation and sustenance of dialogic, knowledge-building inquiry communities. The goal of the research "Developing Inquiring Communities in Education Project" (DICEP) was aimed at individual and social transformation in thinking, acting, and feeling capacities. The work is important in that it marks significant shifts in the content and process experiences of

teacher learning. The shifts that inform Wells' study are as follows: (1) identifying teachers in an important new learning role, researcher in action research activity; (2) recognizubg teacher voice for informing learning; (3) underscoring the effectiveness of collaborative learning; (4) grappling with diverse contents, contexts, teachers, and learners; (5) moving from transmission teaching models and placement of discourse through action, text, and talk at the heart of the inquiry; (6) recognizing the significance of Vygotsky's theory for "conceptualizing the relationship between knowledge, coming to know, and educational practice" " and (7) reminding us that the preparation of teachers must align with what should take primacy in education—learning that leads development of individual learners and ultimately impacts a reculturing of societies.

Wells (2001) suggests that collaborative teacher action research activity supports the triadic development of teachers' critical knowledge, productive skills, and discerning dispositions. The implications, according to Wells, suggest that first, transformative educational goals cannot exist without considering the daily learning and teaching activity carried out in classrooms and schools. And second, universal teaching blueprints do not work given contextualized classroom communities. DICEP reveals the content and process necessary for the productive engagement of dialogic inquiry learning where meaning-making and assessment of that meaning move dynamically and authentically.

Teacher learning and design features of dialogic inquiry. Six teachers involved as action researchers in DICEP each contributed a chapter to the text, Action, Talk, and Text (Wells, 2001), detailing their dynamic teaching/learning knowledge and skills journey. The investigation itself became the content and process as the discourse of the collaborative action research group reverberated between the research group and their

classrooms. Theory and practice played out in various learning strands: mediating tools, language, ZPDs, situated activity, cultural and complex content, learners, and contexts. Socially constructed dialogue (both in the collaborative teacher group and their classrooms) fueled learner ownership into the analytic inquiry process.

The dynamic activity or process components essential in inquiry learning include (but are not limited to): (1) socially-situated, purposeful and unique activity for engagement; (2) content and curriculum as a means, not an ends of which discourse provides a major tool; (3) reproduction of activity through recordings, artifacts, journals, etc.; (4) individual and group reflection and analysis of activity; (5) exploratory cycles of activity, observation, introspective and interspective analysis, evaluation, and goal-setting; (6) publication and presentation of new understandings; (7) resources and instructional responsivity through a community of practice functioning collaboratively; and (8) valuation of risk-taking, diversity, creativity, and the originality characteristic of "rising above oneself" (Barnes, 1992; Cazden, 2001; Englert & Mariage, 1996; Moll, 2000; Palincsar, 1998a; Wells, 2001, p.61; Wells, 1999).

Teacher learning affordances. In the final chapter of the book, Action, Talk, and Text (Wells, 2001), one teacher-researcher, Monica McGlynn-Stewart (2001, pp. 195-199), presents a collective review of DICEP. Strong affordance themes emerged for the teachers, including supportive mutual learning and teaching; renewal of excitement for the profession; affirmation of the critical role of collaborative partnerships in action research (as opposed to individual teacher action research work); recognition of teacher growth as learners, teachers, speakers, and writers; improved learning opportunities for their students; and increased discussion and contextualized reweaving of theory and

practice. A significant finding in Wells' work with DICEP was the recognition that a large proportion of teachers make an implicit but distinct demarcation between language as communication and the intellectual activity of thinking, resulting in a staggering continuation of teacher-dominated talk as opposed to other discourse structures. Well's work draws strong connections between Ball and Cohen's (1999) inquiry experience and the critical analytic tool of discourse in both teacher and student learning. The collaborative action research space provided immense learning for each of the teachers and for Wells, so much so, that the group still continues and is planning future collaborative projects, providing "strong evidence that collaborative action research is not only rewarding in itself, but it is also a way of being in the classroom that allows us to continue to work to improve our schools, even in the face of external constraints" (Wells, 2001, p. 22). The DICEP group recommends collaborative action research situated within discursive communities of practice for its transformative learning power.

Teacher Learning Discourse Groups

Specific research studies highlight the significance of group collaboration, research, and the important role of dialogue and discourse for teacher learning. The Santa Barbara Discourse Group (1992, 1995) provides one model for teacher participation and learning in conversational communities of practice. Contextually situated in a discourse group focused on literacy content, the teachers collaboratively unpacked understandings significant to situated, socially constructed learning through cross-case comparison research. In particular, the Santa Barbara Discourse Group focused on the negotiated activity around actions, interactions, norms and expectations and rules, roles, and

relationships necessary for social, literate achievement of all students within classroom communities.

Affordance findings and implications for teacher learning. The Santa Barbara Discourse Group (1995) found that learning within the discourse community was contextualized within each teacher's classroom and/or school. Thus, the establishment of inquiry principles investigating teachers' classroom contexts informed content choices and provided more important learning experiences than did a set of prescriptions. Two important implications follow:

(1) Teachers need to be positioned in learning environments which support the development of deeper connections between theory and practice, and their responsibility for creating and managing classroom discourses that afford or inhibit increased meaning-making and achievement.

(2) Powerful teacher learning occurs with access to learning activity settings in which they can research educational variables and possibilities in classrooms and with all kinds of learners.

Discourse groups are often developed within communities of practice where members of a group apprentice one another into more knowledgeable, skilled practice.

Teacher Learning through Apprenticeship Models and Communities of Practice

The apprenticeship model for teacher learning, forwarded by Lave and Wenger (1991), challenged professionals in education to rethink learning and understanding as situated around "actional contexts" and participation frameworks, not situated within an individual mind (p. 15). Apprenticeship models potentially capture transformative possibilities by situating learning in authentic activity and contexts. The contemporary

international research of apprenticeships inform effective teacher education experiences designed around situation activity with communities of education practice (CoP), learning in ZPDs within a scaffolded context of legitimate peripheral participation (LPP), and teaching, learning, and talk.

Lave and Wenger stress the active role of learning in practice, whether that occurs legitimately on the periphery (legitimate peripheral participation or LPP) or as a major contributor to the activity. Rogoff (1990) suggests that apprenticeship allows for the responsive structuring of tasks in a group through which a novice can observe and experiment under the direction of a master. According to Rogoff, apprenticeship is defined as the venue for cognitive development which occurs "through guided participation in social activity with companions who support and stretch children's understanding of and skill in using the tools of culture" (p. vii).The LEAP project (Literacy Environments for Accelerated Progress), investigated by Englert, Berry, and Dunsmore (2001), offered a curriculum and activity setting aligned with four principles of learning apprenticeships: (1) fostering full participation of learners; (2) creating collaborative activity sites for co-participation and performance of academic work; (3) providing scaffolds capable of mediating performance until appropriate skills and knowledge are sufficiently internalized; and (4) nurturing appropriation and transformation of literacy practices within a community.

Teachers learning within situated activity and CoPs. The principles in apprenticeship support learning for improvisation as a situated, but constitutive activity from which emerge flexible and adaptive structural processes. The Yucatec study dramatically highlights possibilities for expanding a teacher's learning role without

explicit formal teaching. The implication for learning suggests active participation "in and with the world; and on the view that agent, activity, and the world mutually constitute each other" (p. 33). In this way, apprenticeship experiences in teacher education potentially forward both teacher learning and the profession's pedagogical practice. The apprenticeship models focus on learning curriculums as opposed to teaching curriculums. "A learning curriculum is a field of learning resources in everyday practice viewed from the perspective of learners" (Lave and Wenger, 1991, p. 97). Learning curriculums are situated and characteristic of communities and their localized reciprocal relations. The authors suggest that learning curriculums provide powerful places for identity construction of persons, activities, professions, and societies. Lave and Wenger note resistance to a situated activity model. Some feel it may seem too particular and too time-demanding. They offer a rejoinder that abstract representations hold no meaning without the specificity to particularize it.

In a study of early literacy assessments by Perry, Walton, and Calder (1999) one of their two stated research goals centered on how teachers designed and implemented early literacy assessment tools that were aligned with contemporary literacy instruction. However, a second goal of the research examined the efficacy of the professional development approaches used to reach their first goal. Based on research that teachers learn best when they collaborate with guided and sustained development activities, the design of the experience was structured with 14 general and special education teachers gathered within a community of practice (CoP). They operated under assumptions from Palincsar (1998) regarding CoP that teachers would form a group of intellectuals working together to develop their goals and instructional designs. The community of practice met

regularly to provide feedback and reflect on issues of implementation. Learning in the CoP proceeded from action through conversational discourse by teachers as informed and reflective practitioners. Discourse was structured around an inquiry process privileging teachers' free writes, videotaped air time, focus group conversations, reporting out activities, and sample assessments they were constructing.

ZPD and scaffolding in apprenticeships: powerful positioning. Does development lead learning or does learning lead development? Apprenticeship cases demarcate the theoretical distinction by highlighting learning as a precursor to teacher development. Thus, sociocultural theory animates both the content and process of authentic teacher learning. Theoretical concepts create the learning environments, tools, and the content of conversations for exploring teachers' instructional decisions. Teachers, as learners, are legitimately positioned temporarily on the periphery with scaffolds from collective expertise which lead gradual empowerment. This differs from decontextualized, transmission models of teacher learning that position teachers on the margins of activity and meaning-making. Models of teacher inquiry apprenticeships offer teacher empowerment potentials. Rich scaffolding opportunities can be gleaned from contextually-situated exploration. Teachers, who were provided experiences that positioned them statically on the periphery of deep change, potentially marginalize teachers and their students. The content and experience of ZPD learning and the legitimacy of peripheral, scaffolded activity provide essential content and process for dynamic teacher learning.

Teaching, learning, and language. Development of teachers' ZPDs requires tool use. The apprenticeship cases highlight tool use, the encoded nature of tools, and the

situativeness of tools in meaning-making and production. Language as a meaning-making tool is highlighted as significant to transformation in and to practice, and thus attention on language in apprenticeship models is vital. Lave and Wenger shift the focus from distinguishing the greater importance of activity or language. Rather, they suggest that language is situated in activity and that unanswered questions more critical to learning and teaching center on the role of tools, and particularly language, in understanding motivation and identity. The Yucatec apprenticeship study of midwives relates the ineffectiveness of didactic language and the essential shift from "talking about to talking within" (Lave & Wenger, 1991, p. 109). Apprentices into Yucatec midwifery learn from being present around the midwife and women who are moving through prenatal, natal, and postnatal experiences. The apprentices learn from watching, listening, and gradually moving more deeply into the midwife practice. The talk is not about birth or before or after preparations. Rather, it is around and within the actual contextual experiences that each woman encounters. The specific contextual experiences determine the level of active participation; however, the learners are always in the mix of the talk and action at some level. Learning comes not *from* talk, but *in* talk and in learning to talk. The research also suggests that improvisational activity in learning is best supported when situated in activity, language, and tools.

The Literacy Assessment CoP (Perry et al., 1999) demonstrates the learning, teaching affordances developed with the discourse of language and tool-use. Although teachers in the Literacy Assessment COP relayed initial anxiety, the experience led to feelings of greater empowerment. Transcripts from written evaluations and focus group

conversations describe the general consensus of teacher affordances with respect to mutual support, reflective activity, and new learning:

> "I think it's a great form of professional development...The support from others in the group is an added bonus that may not be there when you undertake it alone."
> "It's a very empowering form of professional development. It empowers the learner...and provides genuine reflective experiences. In few other forms of professional development exists this kind of tailored growth plan."
> "I found it useful to think of it as forcing me to be reflective...I go into the classroom and I do something and I think to myself, 'Well, it's not working.' Then I step back and think to myself, 'Well, why isn't it working?' And then I might read something about it or talk to somebody about it and then go back to the classroom and try something else...To me it makes research real and it makes it practical."
> "I came away with a lot of ideas after the last meeting...I have been much better at...."
> "I have a better idea of where I'm supposed to be at the end or what I should be striving for...." (Perry et. al, 1999, pp. 223-224)

Teachers identified the affordances related to support, focused time on their situational experiences, new learning, and confidence about that new learning. In addition, the study also marks real changes in teacher practice. For example, teachers changed their practice within early literacy assessments by inviting parents to read with students, encouraging early readers to read for meaning, prompting greater student ownership in their reading. Likewise, increased teacher voice and opinion shifted the conversation from a discursive culture of testing to an assessment discourse. Finally, the study suggests evidence for transformation and change in the communities of practice operating within the teachers' specific school settings. Teachers in the CoP involved other teachers, administrators, and parents in their new learning. Researchers in the group enumerated challenges and concerns around power and knowledge differentials, free choices to engage or disengage on the part of the members of the group, and shifting

beliefs; however, the affordances suggest great potential discourse groups hold for fostering professional learning.

Pugach (1999), in her review of three studies of teachers within communities of practice, takes up some of the enduring questions and issues at the cusp of investigation. For example, the interaction template in the work of Perry and colleagues provides a bare bones structure deemed necessary for member participation and movement; however, Pugach takes up the challenging questions of the necessity, nature, and degree of structure needed to scaffold learning within CoPs. Teacher preparation and learning structures are bounded by systemic policies and accounting agencies. Often programs of study and courses must account for requirements that may preclude choice on specific kinds of structure within the COP. University-based researchers must mesh requirements with membership, participatory roles, distributed expertise, legitimate peripheral and full participation in apprenticeship models, an iterative inquiry process, and situated activity contextualized within the professional practice (Palincsar, 1998b; Pugach, 1996). Professionals involved in teacher preparation and development must take up the challenging complexity in order to further the affordances.

Summary

As society changes, educational demands change. Changing education is no small task, for change without transformation yields no progress. Teachers, as agents of transformation, would benefit from knowledge and opportunities that empower them to respond to the increasing demands of their profession. Students identified with learning disabilities need teachers who can explore multiple ways for increasing higher order thinking and literacy skills so that they may access the general curriculum. The first

stream of the literature review highlights the theoretical underpinnings for a study that explores critical design features in providing teachers opportunities for developing literacy instruction responsive to learners identified with learning disabilities. Sociocultural and critical theories provide important design tenets for instruction including: (1) zones of proximal development; (2) semiotic mediational tools including talk, actions, and objects; (3) authentic learning in situated activity; (4) apprenticeships in socially constructed contexts; (5) collaborative participation structures within a community of practice; (6) dispositions and deconstructions of disability; (7) dynamic assessment; (8) power, position, and privilege involved in discursive practice; and (9) affordance.

The second stream of the literature reviews the general and special education professional standards expected of teachers, particularly those preparing to teach learners identified with LD. In addition, the second stream underscores not only the knowledge, skills, and dispositions helpful to teachers' work, but also suggests how teachers best learn. Colleges and universities can play significant roles in providing inquiry-based experiences exploring meaningful and purposeful content within their communities of practice. Graduate programs and courses must themselves situate their practice in research-based findings regarding knowing and ways of coming to know particularly relevant to teacher learning. Courses must design their learning experiences considering active, aesthetic, and social knowing; complimentary learning principles promoting intellectual stimulation through inquiry; curricula that acknowledges new content needs and contextualized complexity in teaching; and pedagogical import of discourse within learning communities. The second half of the literature review highlights what teachers

should know regarding literacy instruction, the concept of multiple literacies, and the need in special education to provide balanced literacy opportunities that are responsive to diverse learners who struggle with learning or language. The literacy section specifically highlights the literacy curricular program, Book Club. The LD practicum course situates its investigation in literacy practice and the significant and changing demands on teachers working with students identified with disabilities.

Literacy Content Tributary: Impacts on Teacher Learning

Professional standards and teacher learning literatures recognize that variables in context, learner, and content all contribute to the complex nature of teaching and teacher learning. While relatively new attention has been directed toward better understandings of the context and the learner, the role of instructional content has maintained its position of importance for at least two reasons. First, an accountability reform agenda focuses on outcomes organized around content areas (NCLB, 2001; President's Commission, 2002). Content area expertise is noted as one of the critical areas for building educational capacity (Fullan, 2003). Secondly, the professional field recognizes that new perspectives on knowing and theories of cultural transmission/ transformation models have impacted the face of content areas (Cazden, 2001; Eisner, 1985; Lee & Smagorinsky, 2002; Lemke, 1990; Palincsar, 1998a).

This section of the literature review focuses on the contributions and implications of a specific content area, literacy. The name itself gives testimony to changed content, as years ago, literacy was not even acknowledged as content but was identified more commonly as language arts or distinctively as reading and writing. Content literacy holds a broad, expansive place in the literature. The literacy tributary will focus specifically on

areas that inform a study on teacher learning. First, tributary addresses the expanded view of literacy as content. Secondly, it explores literacy research. The studies chosen cohere with an expanded view of literacy, learning and teacher learning principles (situated apprenticeships, dialogic, inquiry-based), sociocultural and critical theories, and attention to diverse populations. Thirdly, specific attention will develop the line of research around the literature-based literacy curriculum, Book Club. Book Club was chosen as the activity setting and curriculum for the research aspect of the practicum course. Finally, the sections ends by summarizing literacy issues and research related to teaching learners identified as LD. Specifically, SPED research threads the Early Literacy Program (ELP) mentioned earlier, and Book Club within this section in greater depth. In both research lines, the literature will purview the perspective of knowledge and skill teaching expectations and teacher learning.

General Education Stream: Literacy Expansion and Teacher Learning

As cultures and communication change, literacy also changes, impacting learning and teaching content and activity. Alexander (2002) articulates the dramatic reconceptualization of literacy over the years. Previously, four basic domains comprised literacy—reading, writing, speaking, and listening. Often referred to as "language arts," literacy represented a discrete discipline with limited links to broader embedded social, cultural, and political issues. Literacy's broader and more fluid landscape today now encompasses several foci: (1) alternative or multiple literacies such as critical, media, technological and ecological literacy (Bruce, 1997; Davis, 2003; Hartman, 1991; Purcell-Gates 1996); (2) clustering of theoretical perspectives including cognitive/constructivist theory, activity theory, sociocultural theory, critical theory (Lee & Smagorinsky, 2000);

(3) increased attention on communicative competences (Bruce, 1997); (4) culture and multicultural literacies (Dyson, 2000; Edelsky, 1999; Gutierrez & Stone, 2000; Lee, 2000; Meacham, 2001a); (5) multiple mediational literacies (Hartman, 1991; Lemke, 2003b; Sweet, 1997); and (6) shifts from individual learning to both individual and collective learning perspectives (Moll, 2000; Putney et al., 2000; Wells, 2001; Wertsch, 2000). The general literacy stream will first look at three shifts that characterize much of the expanded view of literacy. The first shift recognizes the move in literacy from language as communication to discourse as communication. Discourse affects literacy content, practice, and the study of literacy. The second shift identifies literacy content shifts briefly. The final shift illustrates some of the complexity in teaching practice. Research examples will provide description for each of the shifts.

Literacy Research: What Teachers Need to Know and Do

Literacy Shifts and Teacher Learning Gap

The study of discourse has impacted literacy learning and teaching. Literacy changes reflect our new knowledge of discourse, the effect of discursive practices in meaning-making, and the power differentials regarding what and who counts (Albright, 2001; Hartman, 1991; Meacham, 2001a; Sleeter, 2000). Socially constructed teaching/learning discourse exists within a literacy culture filled with transformed conventions of oral, print, and mediational communicators. Anders, Hoffman, and Duffy (2000) point out that the body of literature addressing knowledge construction and the role of multiple mediational tools and sign systems (dance, theater, non-print media, art, etc.) has not customarily been a part of teacher education/learning programs. The authors question how teachers will connect semiotics and pedagogy. Discourse research has

informed new understandings of literacy content and instructional practices (Albright, 2001; Denyer & Florio-Ruane, 1995; Lee & Smagorinsky, 2000, Roehler & Duffy, 1991). As we develop better understanding regarding the power of communication, role/position, and activity in literacy learning and the development of multiple literacies, we must apply a critical approach to the motivation, engagement, and development of learners through our pedagogical decisions.

Literacy content shifts and teacher knowledge. Responsive instruction must recognize the shifting terrain of literacy content and the impact of new literacies on meaning-making (Hartman, 1991). Changes in text structure and format as well as literary genres have impacted what is necessary to be considered literate. For example, Gersten, Fuchs, Williams, & Baker (2001) found that although many reading comprehension text-structure strategies proved promising for the instruction of learners identified with LD, the reality of an expanded view of literacy has shifted the constancy of text structure conventions. Another example can be drawn from the work of Davis (2003), who is investigating multimedia genres within the Science discipline (See also Lemke, 1998a, b). Web-based multimedia genre studies advance print literacies to include multimedia literacies. Through the connection of technology, science concepts, and other semiotic mediators (images, actions, sounds), researchers are demonstrating the communicational limitations of the language system and the potentials of other semiotic forms for sophisticated meaning-making. Visuals, action, and images communicate complexity and relationships that cannot be contained in words. For instance, Davis suggests, "Language is not very good at describing complex shapes, shades of color, or degrees of temperature. For these purposes visual and spatial-motor representations are

much better suited" (2003, p. 1). The expansion of content through text structures and advanced print literacies through semiotics also shift literacy practice.

Literacy practice shifts and teacher skills. Research has recognized pedagogical literacy practice shifts as well. Curriculum standards now place less emphasis on facts, information, and procedural knowledge and more emphasis on processes and strategies for learning and doing. Thus teachers are being asked to shift their way of teaching from exclusive transmission modes to nontraditional methodologies (discussion, cooperative groups, etc.) to support "higher-order thinking across the curriculum" (Cazden, 2001, p. 5; Roehler & Duffy, 1991). One significant methodological shift involves intentional interlacing of skills and strategies that build on students' existing understandings and modes of meaning-making (Kucan & Beck, 1997; Pressley, Harris, & Marks, 1992). Many researchers found that instruction weaving together reading and writing fostered creativity, inquiry, and the expansion and refinement of learning and thinking (Sweet, 1997). In addition, literacy research acknowledged not only an expansion in semiotic tools for developing multiple literacies, but also a dearth of literate oral communication. Discussion in literacy learning was described as a lost art, finding that the reintroduction of student discussion increased speaking, listening, writing, reading and problem-solving proficiency (Sweet, 1997).

Literacy today also connects (or reconnects) the communicative and visual arts (Pailliotet, 2002; Sweet, 1997). Visual literacy holds practical applications for literacy learning and teaching decisions including, but not limited to: (1) analysis and appreciation of print and visual text in children's literature; (2) advancement of content-area reading; (3) increased textual understanding and writing skills for diverse students;

(4) use of strategic learning tools such as visual aids, representations, semantic webs, and graphic organizers; and (5) enjoyment of multimedia communication through dance, drama, music, and film (Pailliotet, 2002). Sweet reviewed studies intersecting literacy and the arts. The research review indicates a significant positive relationship between literacy achievement and the use of images, feelings, drama, literate/socio-dramatic play, oral storytelling, drawing, and art. When visual and communicative arts were connected to literacy, learners demonstrated enhanced oral fluency, critical thinking, self-confidence, discussion and dispute or challenge, and increased evidence of perspective-taking through role-playing. The implications for teachers suggest pedagogical shifts involving increased use of the arts in literacy instruction.

Likewise, literacy expansions recognize literacy activity as a social, cultural endeavor in which text meaning and the literacy activity depend on the sociocultural and situated context, on sociohistorical context, on inter/intrapersonal contexts, on multiple semiotic mediators, and on variations within and across literacy events (Almasi, 1995, Eisner, 1994; Sweet, 1997). Multiple forms of literacy content and practice create pathways unleashing the potential to construct and transform meaning. The expanded views of literacy rivet questions toward the complex interactions between language, discourse, and thought; the development of diverse learners as readers, writers, listeners, speakers, literature content knowledge and skills; and the power of teaching practice (Meacham, 2001a). While literacy research has taken up several new agendas, Sweet's (1997) review indicated a dearth of investigative research on literacy/arts programs in schools. "...Research on the development of literacy through the arts is in its infancy" (p. 272). The dynamics between literacy, learning and teaching practice, and

visual/communication arts or multiple semiotics needs to be investigated; literacy curricula must be both rich in literacy content and flexible enough in structure for adapting to learners identified with language and learning disabilities.

Special Education Stream: Expanded View of Literacy – Teachers Finding Balance

Special education needs to claim some literacy balance. The well-meaning, but reductionistic perspectives influencing our approach to learners identified with disabilities create a limited view of learners and instruction appropriate for maximal development (Gindis, 1999a; Harris & Graham, 1994; Heshusius, 1989; MacArthur, 2003; Poplin, 1988a; 1988b; Reid and Valle, 2004). Controversies in the field of SPED, specifically learning disabilities, limit the powerful advancement of a discipline by polarizing special education politically, investigatively, and instructionally within unbalanced perspectives (Kavale & Forness, 2003). Literacy instruction for learners with LD epitomizes the concern. Scientific evidence suggests that the majority of learners with LD struggle with language difficulties affecting reading decoding. Furthermore, the necessity of phonological skill development is underscored (Fletcher & Lyon, 1998; Lovett, Barron, & Benson, 2003 Lyon, 1995, 1996; Lyon & Moats, 1997; President's Commission, 2002). However, single-minded instructional focus on reading decoding fails to acknowledge the expanded nature of literacy and may "disable" student by removing learners from a full range of contexts and literacy content necessary for school achievement and productive contributions to society. This section of the literacy tributary addresses the reductionistic influences on literacy instruction in special education and the implications pedagogically and contextually. Then it looks at the need for development of higher-order thinking and expanded contextualization of literacy

learning. Finally the section highlights a review of reading comprehension studies as a place for finding balanced literacy learning in SPED. This is included in the literature review due to its significant implications for the education and professional development of teachers in special education, particularly in the area of language and learning disabilities.

Unbalanced Literacy Instruction: Teacher Preparation Gaps

Reductionism. While reading, writing, and the nature of literacy have shifted and expanded, remedial reading and literacy instruction battles a reductionistic perspective related to instructional emphasis, nature of instruction, context of instruction, and consequences of remedial instruction (Allington, 1991; Johnston & Allington, 1991; Rueda, 1992). The instructional emphasis supports a "slow it down and make it more concrete" model (Allington, 1991, p.19). Historically, remedial reading instruction acknowledged prioritized attention on instructional programs where effective habits, skills, and attitudes were preceded in order of importance by first, a rich and varied experience, followed by motivated and permanent interest in reading (Whipple, 1925 as cited in Johnston & Allington, p. 993). However, the emphasis on reading remediation highlights phonemic skill approaches to reading decoding that often attend to print accuracy at the expense of composition and construction of meaning due to instruction decontextualized from authentic texts and activities (Foorman & Torgenson, 2001; Lyon, 1996, 1995; Johnston & Allington, 1991).

Pedagogical gaps and teacher talk. The pedagogical nature of literacy instruction for learners identified with LD reveals different emphases on the role of the teacher, the mediators for instruction, the pace of instruction, and the organizing structural frame

(Allington, 1991; Johnston & Allington, 1991). The role of the teacher and teachers' instructional actions indicate little teacher involvement in the construction of meaning-making. Too often teacher-talk dominates the space with the dissemination of information and feedback on the accuracy of learners' products (Allington, 1991; Cazden, 2001; Roehler & Duffy, 1991, Rueda, 1992). Mediation of meaning-making is limited through language-impoverished instructional settings (Mariage, 2001), where worksheets replace text, fill-in-the-blanks replace discussion, and personal actions and objects are replaced by mass-produced images and confined seating. The organization of the content slows the pace of instruction.Organizationally, literacy instruction in special education is often hierarchical, beginning with the lowest levels of language as shown in Figure 3 (Levine, 1994). "The dominant design...is the skills hierarchy, and skills deficit is the dominant pattern for thinking about individual differences in literacy acquisition (Allington, 1991, p. 25).

Removal of socially situated learning. In addition to the pedagogical shifts in role, mediation, pace, and organizing structures, special education also signals a shift in the context of instruction (Rueda, Gallego, & Moll, 2000). Special education's focus on individualized, pull-out learning has reduced the socially situated nature of individuals. Teachers confront the tyranny of producing thoughtful, relevant, work that each child must engage in alone. As a result, they often push aside a view of learner diversity as cultural and sociological gift. Children identified with disabilities now are often seen working alone a page or two ahead or behind one another (Johnston & Allington, 1991). In summary, with the exception of a few literacy studies in special education, pedagogical practices in special education support unbalanced literacy instruction. With

the current stream consisting of primarily narrow, contained view of role, mediational tools, pace, and organizing structures, the goals of developing higher order thinking skills, problem-solving, and skill generalization will be out of reach.

Figure 3 Levine's Language Levels

Phonology (language sounds)
processing sounds
composing words from sounds
associating sounds with symbols
Semantics (words)
vocabulary development
word finding
word categories (antonyms, synonyms)
Morphology (changes in words)
suffixes, prefixes
inflections during speech
word roots/derivitives
Syntax (sentences)
effects of word order
grammar usage
Discourse (larger volumes of language)
understanding paragraphs, passages
telling stories, relating events
Metalinguistics (understanding how language works)
reflecting on language
understanding parts of speech, grammatical rules
Pragmatics (social language)
interpreting others' feelings through language
using language to form and maintain friendships

Note: From M. Levine, 1994, Educational Care p.84.

Literacy and Instructional Demands on Higher Order Thinking

Given the reform culture and the expanded view of literacy, all students must develop higher-order thinking skills connected with employment of reading comprehension, analytic/synthetic analysis, communication, and socialization strategies. In addition, the full range of literacy goals apply to all students, including those identified with LD. Educators want all students to be life-long readers who, through text,

continually deepen their awareness and understanding of the world and the accompanying social issues. For students who struggle with language; the basic skills of reading, writing, and speaking can prove difficult. However, without a balanced approach to literacy instruction, students identified with LD may be denied the learning opportunities to develop both their thinking and the full scope of literacy learning (Johnston & Allington, 1991; Morocco & Hindin, 2002).

Reading Comprehension: An Identified Site for Balance in Literacy Instruction

Reading comprehension has traditionally been a site for the development of thinking skills. Gersten and his colleagues (2001) highlight the issues, the findings, and the gaps in current reading comprehension research directed in the field of LD. Confusion prevails as to whether or not learners with LD are deficient or inefficient in their managing of reading comprehension and the associated skill development. The authors highlight two cornerstones of reading comprehension research currently exist: (a) interactive small-group discussion, and (b) explicit teaching of specific strategies and formats for students-generated text-based questions (Gersten et al., 2001). The findings highlight both effectiveness and controversy around both cornerstones and related instructional pedagogy. A gap in the research on teacher learning and pedagogy for expanded forms of literacy in SPED populations only promotes existing controversies and confusion as to the effectiveness of strategies for teaching reading comprehension and scaffolding the associated development of higher-order thinking. "Research is also needed to determine the nature of professional development strategies that support teachers in their implementation of these relatively complex reading comprehension interventions" (Gersten et al., 2001, p. 312).

Investigative gap. The area of reading comprehension points out a gap in teacher learning, but it also points out a gap in our teaching investigations of literacy activity with learners identified with LD. The Handbook of Learning Disabilities, published in 2003 (Swanson, Harris, & Graham) provides a rich source for mining the state of the LD field. The book jacket states, "Bringing the field thoroughly up to date, [it] provides an authoritative review of what is known and what still remains to be discovered..." The six chapters on effective instruction do not address literacy, but rather divide literacy content into word identification and decoding, reading comprehension, and the process of writing and written expression. Likewise the subject index does not identify literacy as a subject. Only two of the 32 chapters in the handbook specifically address effective instruction of learners identified with LD from a sociocultural perspective.

Building capacity through responsive literacy instruction. Capacity-building invites complexity and a broad scope of supports (Fullan, 2003). Capacity-building in the area of literacy development of children identified with LD must be raised to the fore. There are too many children with too much potential at stake. "For nearly a century we have had a too limited view of the potential of children and of the power of instruction" (Allington, 1991, p. 27). There are too few teachers with the necessary pedagogical understandings for responsive literacy instruction. Indeed the field holds many exciting opportunities as we develop teachers' knowledge, skills, and dispositions impacting the transformation of learners with LD as literate, gifted contributors in society. Thankfully, collaborative research partnerships between teachers and researchers have begun investigating the potentials of learners through a more holistic sociocultural, socioconstructivist frame. The studies included in the SPED literacy instruction section

emanate from a belief in the potential of children...and the potential of teachers. The studies drawn for this section have demonstrated statistically significant literacy learning and qualitatively significant connections bridging theory and practice.

SPED Literacy Research: Providing Balanced Approaches for Teachers

For the purposes of reviewing literature to support new inquiry approaches advancing teacher learning in the literacy development of learners identified with LD, the SPED literacy research draws primarily on three lines of literacy instruction with learners identified with mild or learning disabilities. The longitudinal lines of literary research (cited earlier in the chapter of the sociocultural tributary and zone of proximal development) are the Early Literacy Project (ELP) (Englert et al., 1995; Englert & Mariage, 1996; Englert et al., 1998; Englert et al., 1998; Mariage et al., 2000; Mariage, 2001; Mariage, 2000) and Literacy Environments for Accelerated Progress (LEAP). A third line of research draws from the research of Book Club (Raphael et al., 2002). Both lines of research frame their design and analysis from a socioconstructivist perspective, focus on an expanded and balanced view of literacy, facilitate an inquiry process in their design, and forward the primacy of discourse in responsive instructional design and implementation. The studies employed quantitative analysis and demonstrated effective learner growth in standardized assessments. Qualitative research analysis provides detailed analysis of theoretically-linked practice and probes effective teaching discoveries, issues, problems, and questions. Each line of research forwards implications for teacher education and development. The sections briefly explain ELP and LEAP research, highlight questions raised and findings discovered regarding what teachers need to know and how they best learn, and suggest the design of critical features in teaching

learning opportunities. The Book Club research supports the choice of a specific literacy curriculum as the activity setting for the practicum course design features.

Early literacy project. The Early Literacy Project (ELP) was designed collaboratively with teachers and researchers embedding a sociocultural perspective. The following four theoretical principles provided key access to transformational instruction: (1) meaningful, contextualized and purposeful activity, (2) integration across the curriculum, (3) enhancement and development self-regulated learning, and (4) creation of a discourse community for the sharing, construction, and publication of literacy learning (Englert & Mariage, 1996, Mariage et al., 2000). Each of the principles was considered in the creation of ten literacy activities. Two activities, Sharing Chair and Thematic Inquiry Units, are briefly described in order to access findings related to teacher learning.

Sharing Chair and teacher learning. The purposes of Sharing Chair were to promote reading/writing connections, allow for public gallery of students' literacy knowledge, and receive feedback as authors and audience members. The purposes supported a goal to empower students within a community of literacy practice. The analysis of Sharing Chair probed literate and communication conventions and behaviors of both students and the teacher (Mariage, 2000). Sharing Chair created a space where teachers privileged a high degree of student-controlled oral discourse. It also demonstrated opportunities for greater learner development if teachers flexibly adapted to the different locations of students ZPDs, allowing distributed uptake of literacy conventions across learners. The "storied nature of talk" within the activity scaffolded learner development along many fronts: (1) perspective taking; (2) literal, inferential, interrogative, and evaluative analysis; (3) literary story elements such as humor,

suspense, dialogue, imagery, and detail; (4) increased complexity in organizing language; and (5) extended and frequent time for complex story development of characterization and plot. Despite significant social and literacy affordances, the research raised significant questions regarding the teacher's role in the apprenticeship of conversational communication particularly with students who did not often demonstrate effective skilled use of classroom-based discourse. Sharing Chair research suggested that when teachers responsively orchestrate literacy events that nurture student-directed talk among learners identified with LD (who often demonstrate language-processing difficulties), those learners can develop academic, social, and general communicative competence.

Thematic inquiry unit and teachers' responsiveness to complexity. The thematic inquiry unit also provides meaningful activity for literacy and informs our understanding of what teachers need to know (Englert & Mariage, 1996). The units followed an inquiry process of in five stages: engagement, exploration, transformation, presentation, and reflection. Exploration drew on narrative and expository texts as well as other semiotic mediators such as videos, film strips, and speakers. As the learners explored, semantic webs provided a strategic visual and conceptual tool. The maps scaffolded communication, comprehension, questioning, clarification, analysis, and synthesis of ideas. Engagement and exploration activity demonstrated the critical nature of socially appropriated conventions and inventions constructed in group dialogue and mapping.

The recursive inquiry activity promoted learning and transformations along multiple ZPDs of students and teachers. Transformational development occurred in the teachers' attention to those recursive cycles of co-constructed activity and through the publication of ideas in class discussion, reflection, and strategizing or report writing.

Again, the teacher's role in orchestrating learning opportunities proved vital. One striking example of this transformation occurred in the case of John (Englert & Mariage, 1996). John began the year in September writing in his journal, "I am stopit (stupid)." This is contrasted by John's report written in March. He wrote and shared a four-paragraph report, complete with transitional key words; an accurate, logical and meaningful organization of ideas; and a significantly high degree of accuracy with respect to style (p. 165). The activity settings, content, and the goals within those settings created a context for socially-situated, discursive meaning-making as a community was apprenticed individually, as in the case of John, and collectively into greater literacy. However another variable proved pivotal to the nature and extent of successful student learning. "...It was the ways that individual teacher enacted the events...that determined the effectiveness of various literacy practices" (Mariage et al., 2000, p. 303). Englert & Mariage (1996) found that teachers were head-long into the complexity of teaching. Teachers needed to structure classroom discourse beyond information-giving to nurture conversation and inquiry. This meant that the teacher had to continually make moment-to-moment choices regarding the nature and amount of convention and invention necessary for supported development. Teachers needed to know when to lead with modeling, prompts, and other scaffolds and when to cede control to the group or to an individual. Likewise, a teacher had to discern what actions, objects, and words would open new zones of possibility (Mariage, 2000).

The ELP research provides a model for creating rich literacy learning environment capable of skill development for learning to read, write, and speak. Informed by similar literacy and theoretical principles, LEAP research also provides a

model for better understanding professional development opportunities in special education. Englert and Rozendal (2004) drew from the LEAP data to investigate critical features that supported teacher learning as the teachers within a "knowledge-of-practice" CoP worked with the researchers to create a full range of literacy experiences. The authors suggest that continuing gaps between research and practice require a new look at learning experiences of teachers involved in teaching learners identified with disabilities. Englert and Rozendal (2004) analyzed transcriptions of teacher-researcher meetings, artifacts, and interviews and found the following features that were critical in creating learning affordances for teachers: (1) development of shared goals defining activities and practices; (2) construction of participatory mechanisms for knowledge construction, communication, and dissemination; and (3) development of tools to evaluation and adjust practice effectiveness (p. 27). The authors found affordances for teachers involved as a community of practice in inquiry of their practice involving learners, learning, and subject matter content knowledge. Their pedagogical understanding of effective discursive practices were developed in conjunction with researched-based strategies for literacy content development. In addition, the distributed expertise of the group created interdependence and a rich source for individual and group transformative learning experiences with respect to creating new, accessible learning opportunities for learners who struggle.

Many students identified with LD struggle, by definition and experience, with communicative competence. Englert and Mariage (1996) maintain that teachers must "employ a learning framework that apprentices students in the language and discourse of authors, readers, and learners" (p. 166). Professional development and educational

opportunities can offer teachers complete learning frameworks that include learning experiences in both accessible curricular programs and the pedagogical tools for coherently orchestrating socially constructed literacy instruction. The Book Club research provides a curricular approach for literacy instruction and specifically for the development of comprehensions and higher order thinking and communication skills with learners identified with LD.

Book Club Research: An Inquiry Site into a Responsive Learning/Teaching Framework

Book Club is a researched, literature-based, reading comprehension curricular program (Gavelek & Raphael, 1996; Goatly, et al., 1995; Raphael, 2000; Raphael et al., 2002; Raphael et al., 2001; Raphael et al., 1998; Raphael, et al., 1997; Raphael, et al., 1992). The program nurtures skill development of literacy conventions within a comprehensive literacy curriculum. The following section reviews the Book Club literature and its appropriateness to a study of teachers apprenticed into responsive literacy instruction through pedagogical changes in discursive practice. First, the section provides an overview of the Book Club curricular program goals, structure, and principles and their coherence with new literacy standards. Secondly it offers a rationale for teaching teachers of students identified with LD literacy through the Book Club curriculum. Thirdly, the connections between a literacy curriculum and its ability to support discourse as a pedagogical tool will indicate the strength of choosing Book Club as an effective site for teachers' inquiry into a more complete learning/teaching framework.

Responding to expanded literacy demands. Book Club's literacy-based curriculum was first developed in 1989 through a collaborative initiative of university

researchers and classroom teachers. The program supports a balanced literacy curriculum based on NAEP (National Assessment of Educational Progress) standards of literate practices and has been proven effective through qualitative and quantitative research (Gavelek & Raphael, 1996; Goatly, Brock, & Raphael, 1995; McMahon, 1993; McMahon & Raphael, 1990; Raphael, 2000; Raphael, Gavelek, Daniels, 1998; Raphael, McMahon, Goatly, Bentley, Boyd, Pardo, & Woodman, 1992; Raphael, Kehus, Damphousse, 2001; Raphael, Pardo, & Highfield, 2002). The standards best supported by the program suggest that proficient students should: (1) demonstrate higher-order thinking competence (application, analysis, evaluation, etc) with challenging subject matter, and (2) read for multiple purposes such as develop advanced literacy and literary experience, gain information, and perform advanced academic and social tasks. "Public language about text does not simply create an authentic audience or purpose for text production and comprehension, nor does it simply motivate students. Rather these social settings are the very means by which students come to acquire and construct new knowledge, new meanings, and new interpretations of text through interactive use of language" (Gavelek & Raphael, p. 184). This advanced literacy is supported through Book Club's goals, curricular areas, and structure.

Book Club has three goals (Raphael et al., 2002, 2001). The first centers on forming learner identity as literate thinker, problem-solver, and communicator. A literate identity occurs through the second and third goals. The second goal is to teach students higher order skills where they can value their own ideas and opinions, develop an understanding and use of our language, exercise interpersonal writing, and practice communicative competence. The third goal focuses on an ownership of literacy where

students are not only able to read, write, and talk about texts, but also look for opportunities to do so. The curricular areas target in Book Club are reading comprehension, language conventions (written and oral), literary aspects, and composition. Literacy content features high-quality literature chosen with the contextual characteristics of the learners in mind. Themes and issues in novels are supported through multiple forms of literacy including (but not limited to) poetry, picture books, encyclopedias, and film. Multiple print literacies support the publication of thought and scaffold oral discourse during the book club discussion. Book Club curricular areas indicate a broad range of comprehension, composition, language conventions and literary aspects (Raphael, et al., 2002, p. 45). See Appendix C for the overview of skills.

The program incorporates four participation structures: (1) discussion, (2) reading, (3) writing/representation, and (4) instruction as forums for learning a wide range of literacy and social skills within four flexibly arranged activity settings: book club discussion groups, reading, response, and community share (Raphael et al., 1992, 2002). Community share occurs as a whole class activity in which the teacher chooses the degree of explicit instruction or facilitation. Reading contexts vary from individual, to small group, to whole group settings with varied readers. Response writing becomes an important publication tool for reflecting on reading, organizing information, trying literary forms, and for sharing with others. Publication literacies vary according to the goal desired. For example, a learner may use a concept map or time line for organizing information but may write an email or essay for communicating an idea. Community Share, reading, and writing all support Book Club discussion groups. The discussion groups are ultimately student-led conversational responses to literature. The responses are

personal, critical, and creative and become the means for developing language and developing thinking (as well as social skills). The quality of the conversation about the texts is essential for developing communicative competencies. The discussion time is intended to be conversation supported through talk, gesture, text, and writing responses.

For example, a Book Club study (Raphael et al., 1998) investigated the development of "otherness" and perspective-taking in book club discussions among students. "Otherness" includes developing a perspective of others along historical, cultural, racial, gendered, and individual dimensions (p. 117). Teachers encourage students to develop otherness both with the characters in the text and with the students in their discussion group. A second area of perspective-taking places students in the position where they consider others from a very personal angle and can begin to understand what others think, feel, and believe situationally. Below is an excerpt of the talk and action communicating a level of perspective-taking:

Meg:	(Holding picture up so the group can see and smiling). They're really loveable. That's that little baker lady, that's the guy.
Charles:	(Inaudible comment about the lady in the picture).
Brett:	(Looking at the picture closely). Hannalee's got a smiling face after what happened? (Derek leans over desk to see picture)
Charles:	(Seems sarcastic). Yea, I would. I'd be like (back to camera, but from other's response, seems to be exaggerating a smile, then says) bursting with tears.
Julianne:	I'd be like (puts a big grin on her face)...
Meg:	Bursting a smile. I'd be like (pouts).
Julianne:	I'd be like (grimaces).
Charles:	I'd be like (can't see his face). (pp. 46-47)

The study analyzed the communicative competence of fifth graders studying an historical fiction novel taking place during the American Civil War. The class Book Club readings centered on the theme of human rights and the treatment of people. The data drew from video audio tape, reading logs, field notes, and the teacher's unit plan.

The analysis looked at ability to sustain discussion around a topic or theme, development of perspective-taking across the unit, and the growth of subject matter concepts and knowledge. It is important to note that the transcript analysis allowed a broader view of communication by including the visuals, gestures, and actions used to communicate meaning-making. The study found that over time greater sustained conversation was developed. The findings on perspective-taking revealed a complex, non-linear path of perspective-taking development that included "stops and starts" contextually situated by shared knowledge, text factors, and developing respect for each members contributions (Raphael et al., 1998, p. 125). Overall, perspective-taking increased. Finally, the students developed a deeper understanding for significant societal issues related to treatment of people. The affordances for students in this study depended on both the Book Club curriculum and teacher decisions regarding instructional design and implementation.

Implementation of a flexible activity structure such as Book Club allows teachers opportunities to orchestrate diverse participation affordances based on guiding principles related to language, learning, and instructional sensitivity. Teachers (and students) are guided by three essential principles suggesting that language: (1) is fundamental to thinking; (2) leads literacy development; and (3) develops out of a rich context of reading, listening, writing about, and discussing challenging texts (Raphael et al., 2002, pp. 3-4). An overarching principle holds that literacy instruction should prepare students to successfully live and work in a diverse society. The development of literacy identities through language within a context of issue-laden inquiry increases instructional potentials and instructional complexity. While student ownership of literacy learning is a goal, it is imperative that students receive guidance and instruction from teachers. Students should

experience literacy learning through many different participation structures, mediational tools, and existing language conventions as possible as they build their literacy and social skills. "...knowledge of skills, strategies, and conventions provides a much needed basis for engaging in more interpretive aspects of literacy. It is not an issue of whether conventional knowledge is appropriate to teach; but a question of when, how, and under what circumstances" (Gavelek & Raphael, 1996, p. 189). The teacher must develop creative and innovative mediational opportunities capable of scaffolding all learners into language and connections between language and thought (Raphael et al., 1998).

Shifts in literacy content contribute to the increasing complexity of instructional decision-making. Teachers need to orchestrate and integrate multiple literacy skills at the same time. Book Club offers goals and curricular objectives, participation structures, and principles that respond to the expansive literacy demands in the standards and in society. A teacher who employs an accessible learning framework must responsibly weave the variables that unique contexts and learners bring to the learning activity in order to access rich learning affordances. Learners and the complex and unique learning profiles of individuals impact decisions regarding literacy content approaches. Book Club is responsive to the needs of diverse learners.

The appropriateness of Book Club for diverse learners: a rationale. Research has established limited but powerful evidence demonstrating that students across age and ability benefit from interaction with peers engaged in reading, writing, discussion and complex thinking (Raphael, Brock, & Wallace, 1997; Goatly, 1997; Goatly et al., 1995; Raphael, 2000; Raphael & Brock, 1993, Raphael, Wallace, Pardo, & Choo, 1996). Specifically, Goatley, Brock, and Raphael (1995) focused on three diverse learners

defined either through LD identification or as English as a second language (ESL) learners. The three learners were involved in a general classroom setting for the ethnographic research of a five-member book club case study. Through qualitative sociolinguistic methods, the researchers investigated how student-led discussion groups provided students identified with LD participation opportunities. Specifically, they looked at opportunities for the development of text interpretation abilities. Videotapes of the book club and whole class interactions, field notes, questionnaires, and student's written work were the data sources. Coded triangulation of data sources across all three researchers established rigor in the analysis. The study found that students identified with LD can benefit from literacy scaffolding opportunities available within learning communities such as book club discussions.

In looking at the extent and nature of participation, the study signals an important and unusual distinction in SPED literacy research; namely, how text and peers interact effectively in the role of more knowledgeable. Up to the time of this study, most of the SPED literacy research focused on the role of the teacher as the more knowledgeable other. Additionally, the study found that the book club group effectively established and maintained a unique discourse community that often dashed stereotypical assumptions about learners with LD or language difficulties.

The concept of distributed cognition (Rogoff, 1990; Wenger, 1998) was exemplified, where the community scaffolded one another. For example, a student named Stark was able to confidently employ his well-developed oral skills but learned through group cooperation and discussion more appropriate social skills. Students turned to Mei, the ESL student as an expert on Vietnam in order to gain background knowledge critical

for understanding the novel. Students were able to make intertextual connections; value and evaluated the text; create their own questions, debate, and clarifications; and draw on strategies and sources of information for problem-solving. Student confusion was also a part of the learning. The research demonstrated that it was not just the diverse learners, who showed confusion, and it was not just the general education students, who tutored the diverse students. Clarity was gained through the group discussion as the members drew from a variety of sources: (1) knowledgeable others (peers, teacher); (2) book features, down to the cover images, chapter titles, and inside book jacket; (3) story structure knowledge; (4) other novels and texts such as reference materials, dictionary, and TV; and (5) previous book discussions. Many studies suggest Book Club's compatibility with the important integration of more and different kinds of language interactions between teacher and students and among students (Roser & Martinez, 1995, Raphael & McMahon, 1994; Gavelek & Raphael, 1996).

Book Club shows promise as a curricular program capable of offering learners identified with LD advanced literacy skill development. In addition, the program may provide an activity structure that shifts the power dynamics in typical SPED instruction to position learners with contributable expertise. Diverse learners took on leadership roles, advanced discussion, and high involvement; however, the complexity around roles and the individual strength and weakness during discussion formats was not analyzed in great depth. The authors suggest that future research consider the role of the teacher 'both in creating the context in which interactions can occur and in supporting students as they learn new ways of interacting with and around text" (Goatley et al., p. 378). The study affirms the contributions of diverse learners in mainstream settings but does not look at

the nature of teachers' orchestration of book discussions with a group of learners identified with learning disabilities. To date, no studies have investigated Book Club in pull-out settings (Raphael et al., 1997). Nor does the research address how knowledge of diverse and unique learner variables may impact a teacher's pedagogical decisions. In order to employ a complete framework that responsively provides students opportunities for a full range of communicative competencies, teachers need to understand the complexity involved in how their discursive decisions impact meaning-making potentials.

Pedagogical discourse choices in a learning/teaching framework. The competing contextual, content, and learner variables negotiated in learning communities and made public in classroom discourse are complex and not without hurdles, pitfalls, and transformations. Teachers and researchers must consider the classroom communication system both as a site of transformation and as a problematic medium that cannot be ignored (Cazden, 2001). The literature suggests that teachers need to develop a greater number and variety of language interactions between teachers and students and among students (Gavelek & Raphael, 1996; Short & Pierce, 1990). Thus, teacher education experiences that creatively explore multiple mediational tools in instruction support a more complete learning/teaching framework.

Teachers must orchestrate the activities and mediational tools that scaffold learners into curricular target skills. For example, if a teacher needs to activate and build prior knowledge, he has many decisions about how to go about that process. He may have students read from other texts, build time-lines, brainstorm, or share stories. Appropriate decisions but require sensitive understanding of the learners, the content, and the context, keeping in mind multiple mediational forms such as visuals, text, drama, gesture, music,

and sound. Students, who struggle with language competency, require particular attunement to the multiple variables impacting any learning opportunity. An example from the Book Club research comes from Raphael, Florio-Ruane, Kehus, George, Hasty, & Highfield (2001). The teachers and researchers were exploring Book Club adaptations for struggling readers. They explicitly informed the students of the language arts standards by rewriting the standards into student-oriented "I can" statements. The following example represents the shift:

> I can contribute to a good book club discussion.
>
> a. I can stay on topic when I talk.
> b. I can share my feelings and ideas.
> c. I can respect others' ideas and opinions.
> d. I can build on others' ideas.
> e. I can bring others into the discussion (Raphael, 2001, p. 48).

The "I can" statements were posted (visual) then redesigned into student-generated rubrics for self-assessment tools (facilitating role, strategic mediational tool, multiple skills conjoined).

Student discourse (oral and written) is central to Book Club and revolves around a set of discursive decisions determined and orchestrated by the teacher (Raphael et al., 2002, p. 46). "The public discourse (e.g. modeling and uptake of others' ideas) in which teachers engage and also encourage in their students...sets the climate" (Gavelek & Raphael, 1996). Short (1990) notes that the kind of social relationships and conversation encouraged impacted the thinking processes of the learners. Book Club allows an opportunity, where teachers can open the learning discourse spaces to greater variety in mediational tools. This is not an easy endeavor, but it is essential if we are to provide literacy practices and experiences that lead intellectual, social, emotional, and literate

identity development. The fourth tributary addresses how a teacher's lesson design and implementation powerfully impacts the learning discourses created.

Summary

Literacy and literacy instruction provide complex and compelling areas of study for all teachers and specifically for teachers working with learners identified with LD. We must offer learners who struggle with language acquisition and use access to content, practice, and discourse commensurate with the demanding standards and expectations required of them as learners and contributors to society. However, responsive instructional design and implementation should result not only from policy leverage; essential belief in the deconstruction of disability and the empowerment of learners toward increased abilities to read, write, speak, think, and problem-solve must inform literacy instruction choices. The ELP and Book Club research linked theory and practice for researchers and teachers. In addition, students quantitatively and qualitatively realized significant academic literacy gains. The fine-tuned case study analysis in both lines of research also highlighted issues for further investigative study. The significance of classroom-based discourse in activity settings and the teacher's professional knowledge and skills related to effective creation and orchestration of that discourse warrant further inquiry. Gavelek & Raphael (1996) reinforce the realization that literacy teachers face great complexity reaching well beyond the activity setting and language literacy practices. "...It is not simply the language practices...rather what matters greatly are the ways these different language opportunities connect among each other, the ways teachers mine these opportunities for their instructional potential, and the ways students come to understand that language is one of the most important tools of our culture. Using

language in these ways suggests we reexamine the teacher's role within language arts instruction" (p. 191). Likewise, Mariage (2001) raises the question of whether conscious and deliberate attention to discourse as pedagogy can affect student achievement. "Descriptive and evaluative studies need to be conducted that inform educators about the potential value of the various ways of orchestrating the social and dialogic interactions in classrooms in order to develop an understanding of the ways-of-talking and ways-of-thinking that are related to literacy independence and proficiency" (Englert & Mariage, 1996, p.167).

The study of classroom-based discourse emanates from a nexus of complex variables necessary for teacher development: the nature of ZPD learning through multiple mediational tools in a diverse community of learners, balanced literacy instruction, and attunement to learners, who have been identified with learning or language difficulties. When the components of sociocultural and critical theory support the study of discourse as a pedagogical tool, teachers can rethink assumptions; retune and refine their knowledge, skills, and beliefs; and develop a practice that is responsive to diverse learners and affords new opportunities for growth and development. The next section addresses classroom-based discourse as a critical aspect of teacher learning.

Classroom Discourse and Scaffolding Tributary: Pedagogical Applications for Teachers

General Discourse Stream: Diverse, Complex, Powerful and Largely Unexamined

What is discourse or classroom-based discourse? Jaworski & Coupland (1999) suggest that interest in discourse has risen as epistemological views of knowledge have shifted and perspectives in linguistics and literacy have broadened. The study of discourse represents interdisciplinary interest, thereby reflecting significant diversity in

definition and approach. "Discourse falls squarely within the interests not only of linguists, literary critics, critical theorists and communication scientists, but also of geographers, philosophers, political scientists, sociologists, anthropologists, social psychologists, and many others" (Jaworski & Coupland, 1999, p. 3). While language appears to be the "common" defining denominator in discourse, different disciplines and theoretical approaches tend to emphasize unique aspects of discourse. Discourse studies richly inform complexities and issues in learning, development, and communication (Cole, M. 1996; Wertsch, 2000, Wertsch, Minnick, & Arns, 1999; Rogoff & Lave, 1999).

This study defines discourse broadly to include the interdisciplinary influences within a sociocultural and critical theoretical perspective. Thus, discourse is socially-situated and powerful (Bakhtin, 1986; Fairclough, 1992; Gee, 1989; Wells, 1999), includes both language and multiple semiotic mediators (Bakhtin, 1986; Lemke, 1998; Vygotsky, 1978), and powerfully contributes to shaping a person's understanding and transformation of both his world (Barnes, Britton, & Torbe, 1990; Barnes, 1990) and his identity (McNulty, 2003; Rodis et al., 2001; Wells, 1999). While discourse is socially constructed, communication and meaning-making are also highly individual. Bakhtin suggests that "the unique speech experience of each individual is shaped and developed in continuous and constant interaction with others' individual utterances" (Bakhtin, 1986, p. 89). Fairclough offers three social dimensions of discourse: knowledge, social relations, and social identity. As social activity, discourse "is not simply our view of the world that is constructed in the discourses in which we participate but our view of ourselves, our values and our very identities" (McNulty, 2003; Rodis et al., 2001; Wells, 1999, p. 120). If discourse mediates knowledge, social relations, and identity, then

classroom-based discourse becomes a significant, powerful activity (Delpit, 1988, 2000). Discourse occurs through verbal or physical positionings and up-take of multiple communication mediators in contextualized settings (Bakhtin, 1986; Lemke, 1998; Vygotsky, 1978). In classrooms, the teacher wields significant power and control over the structure, form, and focus of the discourse; yet, the question remains: Are teachers adequately prepared for the complexities in orchestrating accessible and empowering classroom-based discourse?

Classroom-Based Discourse: Ways of Meaning-Making

Several scholars inform deeper understanding of classroom-based discourse (Barnes, Britton, & Torbe, 1990; Cazden, 1985, 2001; Mariage, 2000; Shultz, Florio, & Erickson, 1982); Wells, 1996). Barnes (1990, 1992), explored classroom discourse extensively a pioneer in researching classroom interactions as a way of understanding thought and language. According to Barnes (1992), language was not simply for communicating the content of the curriculum, but "the major means by which children in our schools formulate knowledge and relate it to their own purposes and view of the world" (p. 19). Barnes also underscored the need for students to participate actively in classroom discourse through discussion and writing:

> It is when the pupil is required to use language to grapple with new experience or to order old experiences in a new way that he is most likely to find it necessary to use language differently....it is the first step towards new patterns of thinking and feeling, new ways of representing reality to himself. It is not enough for pupils to imitate the forms of teachers' language as if they were models to be copied; it is only when they 'try it out' in reciprocal exchanges so that they modify the way they use language to organize reality that they are able to find new functions for language in thinking and feeling. (1986, p. 58).

The role of the teacher and unconscious discursive practice. Scholars studying classroom talk recognized an almost exclusive emphasis on information dissemination

following a discrete pattern of talk controlled by the teacher and positioning the student for evaluation of predetermined questions or answers (Barnes, Britton, & Torbe, 1990; Burbules 1993; Cazden, 1988, 2000; Freire, 1970; Halliday, 1978; Wells, 1999, 2000). Discourse analysis revealed that traditional models of teacher-dominated talk and fact-driven question and answer sessions removed students from the very learning opportunities that could help them appropriate academic and social conventions for learning and life. However, it is difficult to shift from teacher-dominated forms of talk to more flexible discourse capable of nurturing high-powered content and problem-solving. "In most cases, the discursive 'rules' are complex, hard to articulate, and in part unconscious" (Michaels & O'Conner, 1990, p. 23). Teachers need knowledge, understanding, and practice to make explicit classroom-based discourse choices. For example, teachers should understand the choices they can make in playing multiple discursive roles such as guiding, modeling, illustrating, listening, and/or observing in order to scaffold learners effectively into more active participation in more sophisticated, yet accessible learning discourse (Michaels & O'Conner, 1990; Palincsar, 1998a).

A decade and a half of intentional scholarly attention has pursued better understandings of effective teaching and learning interactions informed, in part, by emerging sociocultural and critical perspectives. Such holistic perspectives are beginning to shift ideas and practice about teaching and the role of discourse in school learning, and development. (Barnes, Britton, & Torbe, 1990, 1992; Burbules & Bruce, 2002; Cazden. 2001; Oakes & Lipton, 2003; Poplin, 1988a; 1988b; Vygotsky, 1986; Wells, 1999 pg. 5). Burbules and Bruce (2001) suggest rethinking instructional dialogue by responding to the critiques of traditional transmissive forms of teaching. These critiques fall in four general

arenas: (1) who is speaking, (2) when people speak, (3) where people speak, and (4) how people speak. The overall tone of the critiques reacts to the tightly bounded, singularly cultural nature of dialogic pedagogy. Researchers have looked at changes in discourse features related to structure, form, and focus to create a less restrictive, more open discourse (Wells, 1999).

Opening Up the Discourse Space: Expanded Discourse Structures

Schools wish to develop individuals into persons who can participate in and contribute to a diverse, dynamic, and complex society. If we do not attend to classroom-based discourse, then we potentially remove learners from opportunity for empowerment. "The social ends of education are changing; therefore our responsibilities for discourse – whether as teachers, teacher educators, or researchers-must change too" (Cazden, 2001, p. 5). This review considers two kinds of structural changes: setting and sequence. The changes, support shifts from transmissive, teacher-controlled classroom-based discourses into more open forms of discourse that nurture greater student involvement and power in the learning space (Cazden, 2001; Lemke,1985, 1990; Mehan, 1979;Wells, 1993).

Setting structure. Cazden (2001) identifies classrooms as "among the most crowded of human environments...similar...to restaurants, buses, or subways" yet not reflective of the simultaneous conversations that normally occur in small spaces with a large number of people (p. 2). The organization of discourse in classrooms reflects the structure set within the activity setting (Wells, 1993). Classroom-based discourse is continuously co-constructed within a social group. As people participate in the discourses of a learning community, they are continuously engaged in more than understanding their world; they are engaged in understanding themselves within their worldview as they

negotiate their identities through rights, privileges, and responses afforded in role participation (Almasi, 1995; Wells, 1999). Thus activity setting choices are crucial for creating a structures and corresponding roles for participating in the discourse and building a sense of "belongingness" (Hinchman & Lalik, 2000).

Without organized, yet flexible, collaborative activity structures in place, the teacher moves toward a language of control, often forfeiting richer language of curriculum and identity development (Barnes, 1992; Cazden, 2001). "If students can be socialized into a set of activity structures that become familiar and predictable, yet flexibly open for improvisations at the moment and for evolution over time, management problems and transitions times can be minimized..."(Cazden, 2001, p. 101). Book Club, the literacy activity setting used in this study, offers an organized, systematic, and flexible design. The design supports instructional decisions made responsively attuned to learners, literacy content, and contextual complexities. In addition, seminar learning allowed for collaborative flexible groupings. Flexible settings promote more open discourse spaces through conscious attention to sequence structure choices.

Sequence structure. Discourse analysis reveals a common instructional sequence used in classroom-based discourse, which scholars suggest relinquishing or at least reducing to support nontraditional discussions scaffolding higher-order thinking (Burbules & Bruce, 2002; Cazden, 2001; Mehan, 1979; Wells, 1999). The IRE or IRF structure stands for a "triadic dialogue" (Lemke, 1990) controlled by the teacher through initiation, response, and evaluation or feedback. This controlled instructional discourse poses several limitations. The IRE sequence can constrain student response and involvement, which in turn binds student thinking and development of their thinking.

Learners need to experiment with their ideas publicly using "exploratory or draft" communication where they can talk, draw, listen, watch, listen, think, question, and consider things they never before encountered (Barnes, 1992, Burbules, 1993; Burbules & Bruce, 2002). Teacher's instructional actions are a critical component in structuring and shaping classroom discourse. "...classroom discourse should allow all students to talk more and in more varied ways." This means that we as teachers "have to pay careful attention to who speaks and who receives thoughtful responses" (Cazden, 2001, p. 5).

Teachers must carefully consider their initiations and responses to learners (Cazden, 2001; Wells, 1999). They frame invitations for participation through types of questions (closed or open) and follow-up. For example, if a teacher revoices by "repeat[ing] a student's contribution and rebroadcast[ing] it back to the group- often reformulating it in the process – to give it a bigger voice," she accomplishes several critical learning moves (Cazden, 2001, p. 91). A revoicing move scaffolds a reconceptualization of the student's intent and positions a student's thoughts in the center of the discourse space. Now, the learner's words and ideas have an authorial position for continued development within a group of learners.

Another way to open the space is detailed through the research of Forman et al. (1995) who suggest that the teacher plays an important role in "discussion orchestration." In looking at conversational turns during mathematical problem-solving, the researchers were able to recognize shifts in the traditional IRE sequence by identifying a multiplicity of responses and responders: Discourse moves such as restatements, rephrasing, expansion, and evaluation scaffolded the students to greater involvement. In addition, when teacher's cede control of the discourse and allow student-led discussions, as is the

case in the Book Club or book discussion research (Paratore & McCormack, 1997) or in the Early Literacy Project (Mariage, et al. 2002), they significantly alter the traditional sequence allowing students to take on significant leadership roles in learning discourse.

Likewise, IRE sequence limits the choices of multiple semiotic mediators available for communication. Teachers can apprentice learners beyond *but through* recognition, celebration, and use of their primary discourse used outside of the school setting (Cazden, 2001; Delpit, 2002) into the secondary discourse of more formal classroom talk (Gee, 1989). The available access to familiar objects, actions, rhythms, and forms of talk allow for the up-take and transformation of conventions in more formal discourses of power. The discourse tributary next describes the use of multiple semiotics and alternative forms of talk.

Expansion in Discourse Forms: Multiple Semiotics

"The forms classroom dialogue can take are often constrained by...assumptions about classroom roles and interactions, about language, about learning, and about the relation between ends and means in education" (Burbules & Bruce, 2002, p. 6). The discourse space can be opened in significant ways by considering expanded forms of talk and expansion in forms of communication beyond talk.

Expanded talk styles. In an effort to open up classroom discourse space beyond a language of information dissemination, Burbules (1993) suggested four different kinds of talk appropriate to learning activity: (1) conversational talk that invites beliefs and feelings, (2) debate that allows disagreement and judgments, (3) inquiry exploring questions, and (4) instruction as information of facts and details (see Figure 4). A two-continuum rubric creates the four quadrants of discourse. The first continuum places

dialogic teaching on a spectrum between divergent and convergent talk. The other continuum places classroom talk between inclusive or conventionalized and critical or innovative talk. Teaching that is more conventionalized and convergent falls into the quadrant of instruction or information discourse while teaching that is conventionalized and divergent is more conversational. Likewise, teaching/learning activity characterized by a more critical or innovative discourses that is convergent is developed through inquiry, while critical, but divergent dialogic teaching and learning represents a stance of debate.

Figure 4 Burbules Dialogic Teaching Model (adapted by Paxton-Buursma, 2002)

	Divergent	Convergent
Inclusive/Believing	Conversational Discourse	Information (Instructional) Discourse
Critical/Doubting (Elbow,1986)	Discourse of Debate	Inquiry Discourse

Acquiring a broader pallet of talk potentially opens the learning space to different communicative contexts and competencies necessary for community building and shifting archaic forms of power and privilege (Burbules & Bruce, 2002; Cazden, 2001) such as inquiry (Wells, 1999), effective social interactions (Mariage, 2000, 2001), and appropriation and transformation of curriculum and culture (Cazden, 2001; Wertsch, 2000). For example, emergent research shows the power of discourse spaces that encourage respectful difference and debate (Almasi, 1995; Almasi & Gambrell, 1997; Darder, 2002). Some of the findings in Almasi's work demonstrated that learners became active participants in book discussions, initiated and sustained topics of interest, took risks (intellectual and academic), voiced personal questions about social interaction and

relationships in the world, respected group rules for turn-taking, but interrupted if necessary to be heard, and refined their content and communicative competencies (1997). Likewise, conversational (Mariage, 2000) and inquiry (Wells, 2001) forms of discourse create and sustain relationships among learners engendering greater mutuality and reciprocity where students grow to respect one another and learn from one another.

While some activity settings, content areas, or topics might lend themselves to a particular form of discourse (i.e. discussion of the civil war may lend itself to debate), Barnes (1992) underscores the confluence of the forms of dialogue. Considering discourse forms implies that the teacher must entertain moment-to-moment complexity as he decides which form best suits the cognitive and social apprenticeships in process. Teachers need to recognize each form of discourse and value the contributions each form brings to the learning space.

Opening the discourse space through multiple forms of talk does not address all of our educational issues, particularly with respect to diverse learners and those identified with learning or language disabilities. "Other questions arise from the multiple forms that dialogue can take, and their relation to specific subject areas and specific students...Is dialogue inherently 'normalizing,' or can it be adapted to broader horizons of inclusiveness?" (Burbules & Bruce, 2002, pp.15-16). Multiple actions and objects enhance and support meaning-making in each discourse form when learners are working through sophisticated, complex ideas for which they might not have the formal language. Thus, pictures, sketches, diagrams, gestures, etc. assist in publication of meaning.

Expansion through actions and objects. If language is the primary semiotic mediator for meaning-making, what happens to knowledge construction in school

settings for learners identified with language disabilities? Only a few studies have suggested that discourse must be opened up to multiple semiotic mediators in order to create accessible interactions (Burbules & Bruce, 2002; Englert, Berry, & Dunsmore, 2001; Mariage, 2000; Roth, 1998). As discourse and communication expands, so too do discourse mediators.

Discourse theories have changed the ways in which we think about language and communication. Discourse includes social interactions; language in use, not language as a formalized object of study. "In this realm, language is materially grounded in texts, artifacts, gestures, actions, relations, situations; it has consequences and effects beyond expressions of meaning" (Burbules & Bruce, 2002, p. 7). Literacy's recognition of multiple semiotic forms allows a rich, connective bridge for the scaffolding of meaning. Beginning research suggests that when teachers open the discourse space in multiple ways, learner participation increases. Discourse that includes social interaction through multiple mediational means creates opportunities for student appropriation and demonstration of the very language and knowledge skills they may lack. However, not all teachers command facile integration of multiple semiotic mediators in learning interactions, despite their ability to bridge diverse learners from varying contexts to privileged content. Considering how learners and contexts interact with content allows for greater attunement to the kinds of semiotic mediators more aptly suited to learners and learning situations.

Expansion in Focus: Increasing Teacher Learning of Learners and their Contexts

Teaching/learning discourse must take into account how pedagogical tools interact with content (Cazden, 2001; Shulman, 1987) and learners (Cazden, 2001, Levine,

1999). In terms of this study, literacy content has already been developed, and an expansion of discourse focus in content would demonstrate coherence with the expanded understandings of literacy. Thus, the bulk of this section will address how instructional discourse should be expanded to include the learner and the implications that knowing learners well have for the classroom context. The section focus on three major areas: familiarity, expectations, and identity.

Teachers learning about familiarity. If learning and development occurs socially, then teachers should attend to the social, human aspects of learning. Classroom discourse reflects the social interactions of individuals who each bring their own history, beliefs, values, and knowledge/skill sets into the learning discourse. The teacher must know each learner well so that he may consider the cultural and contextual variables interacting in a classroom learning activity and make sensitive, responsive instructional decisions (Cazden, 2001).This requires understanding learners' strengths and concerns cognitively, socially, and emotionally from multiple contextual points of reference (Cazden, Collins, 1999, Moll, 1990), or according to Eagen-Roberston (1998), their "personhood" (capturing the attitudes and assumptions embedded in the cultural discourse practices).

Cazden borrows the word *familiarity* to describe the act of knowing a learner intimately and how intimate knowing is connected to active learning. "Familiarity thus facilitates not only attachment, but responsiveness...[and] responsiveness also plays an important part in learning-it is essential if an interactive sequence is to be sustained and if a high level of socials skills is to be developed..."(Tizard, 1986 cited in Cazden, 2001, p. 17). Hinchman & Lalik's (2000) research on their own perspectives of power-knowledge formation in literacy teacher education saw that when their teachers engaged in ongoing

observation of their learners, they learned much they did not previously realize about their children's "communicative competencies" and were thus better scaffold their success as readers and writers (p. 10).

An example in one kind of familiarity is described by Cazden (2001) on the organizational differences in narratives depending on the cultural variables of gender and race. In one classroom, 96% of the white children generated topically organized narratives, while 34% of the all black children and 24 % of black girls organized their narratives topically (p. 18). If teachers are familiar with their students, then they will know (or discover) that episodic narratives are very common to the African-American oral culture. Familiarity also means that white teachers will more than likely have a more difficult time following episodic narratives. What might first look like an organizational deficiency issue might indeed be a cultural issue, creating an entirely different set of scaffolds and expectations necessary for responsive instruction.

Teachers learning about expectations. Teacher knowledge and dispositions or assumptions shape expectations for learners. In order to nurture open discourse that acknowledges learner diversity through expanded discourse structures and forms, the teacher must believe in the learner's potential to participate and develop (Gindis, 1999a). It is a belief that every child can think and learn that supports responsiveness to appropriate expectations within a learner's zone of proximal development. The teacher "is concerned with understanding what the child thinks" and "understanding is fostered through discussion and collaboration.... a pedagogy of mutuality less patronizing toward the child's mind" (Bruner, 1996, p. 56-60).

Mohr's (1998) research on teacher talk in literacy lessons promotes the importance of meta-messages in teacher talk. Teachers developing participatory learning communities expected that students would make the most of the privilege of membership as productive, constructive learners, and invited them to participate. Expectation of participation, responsibility, challenge, and choice constituted the coded themes. For example, explicit invitation to challenging material was transcribed:

> T: I'm going to have to come up with something with a bit more challenge....I'm going to choose one with a little bit more challenge because I think you are ready for it (p. 5).

Understanding expectations helps teachers shape a discourse that communicates an expectancy of learner growth as thinkers, speakers, writers, and readers.

Collins' (1999) study from the GIsML science inquiry research (Magnusson & Palincsar, 1995) describes a case of educational exclusion due to incorrect teacher assumptions leading to expectations of educational failure than educational success. The case supports the need for empowering teachers with a critical, reflexive lens in teacher education programs. "Through this lens, teachers would be encouraged to view and identify the societal and cultural 'blind spots' which influence their expectations for different children. Specifically, teacher education needs to include more scaffolded preparation...in diverse—culturally, economically, and cognitively—contexts" (Collins, 1999, p. 232).

Teachers learning about identity. The depth of familiarity and corresponding expectations a teacher brings to the learning environment potentially affects a person's identity, or sense of self. Instructional discourse created around what teachers think of their learners provides the space where learners experience the world and themselves as

they are positioned (Collins, 1999, Delpit, 2001). Identity and the role of schools in forming a person's sense of self is relatively new territory. In the field of special education, two recent publications (McNulty, 2003; Rodis, Garrod, & Boscardin, 2001) suggest a significant relationship between schooling practices and identity formation. For students who have received an identification of LD, the culture of schooling already sends meta-messages of deficiency. When familiarity of a learner centers primarily on disability and deficit, much of what is unique and "human" about the learner could be lost on expectations that fail to develop the person's full capacities (Villa & Townsend, 1998). Teacher attunement to learner variables facilitates instructional discourses that b affirm the gifts of a learner, while at the same time, scaffold a learner into greater levels of communicative competence. As attunement grows, teaching becomes more responsive to diverse learners with diverse backgrounds and their movement along multiple zones of proximal development. Attuned discourse increases ZPD potentials through greater modes of meaning-making for greater numbers of people. It can transform power spaces into spaces of opportunity for diverse learners.

Words, actions, and objects (semiotics) of diverse people thread together diverse contexts, cultures, and content. Teaching/learning interactions become the classroom-based discourse teachers orchestrate trusting that it will scaffold development. Those interactions represent and transform the cultural norms, attitudes, beliefs, and conventions through each person's developmental appropriation, internalization, and transformation of experience. A teacher who does not recognize her discursive choices in instruction may limit transformational learning potentials.

How does a teacher better understand school-based discourse and the pedagogical import of discourse in structuring learning opportunities relevant for the context, needs, and gifts of diverse learners? Cazden (2001) considers discourse as scaffold, in which careful teacher attention and orchestration of content, learner, and context variables flow through instructional decisions in structure, form, and focus. Scaffolds assist in making connections that guide development along zones of proximal development. However, "One of the most pressing and difficult research agendas in the study of classroom discourse is attempting to understand how discourse on the social plane of development becomes internalized and transformed to guide independent action" (Mariage, 2001, p. 26). Understanding the role of scaffolding in instruction might assist teachers in responsively orchestrating a more open learning space accessible to many learners. Scaffolding is part of a SPED culture and frames nuances of SPED classroom-based discourse.

SPED Classroom-Based Discourse: Teachers' Role in Scaffolding

The scaffolding literature compliments a sociocultural theoretical approach to learning and development. The decisions made regarding discursive practices in structure, form, and focus can pave the way or scaffold new learning. This final section on discourse first describes the scaffolding concept, then highlights potentials and problems recognized in our current practice of scaffolded instruction, and ending with a plea for conscious attending to the pedagogical decision-making role involved in scaffolding instructional discourses.

A Description

Scaffolding, first theorized by Wood, Bruner, and Ross (1976) was operationalized within special education reading comprehension instruction as "Reciprocal Teaching" by Palincsar (1986). Scaffolding is the adult or peer, material or activity assistance enabling a novice learner to solve a problem, carry out a task, or achieve a goal beyond his unassisted efforts (Stone, 1998, 2002). Assisted instruction supports learner development through involvement, on-going dynamic assessment, and calibrated support. While scaffolding occurs as situated, and ordinary moment-to-moment interactions; the concept requires negotiating and orchestrating a complex web of variables associated with content, concept, activity, people, and tools and signs (Larkin, 2001; Palincsar & Brown, 1984; Stone, 2000). The temporary nature of scaffolds is critical to conceptual reorganization and transformation within a learner's zone of proximal development (ZPD) (Cole, 1996; Stone, 2000). Scaffolds provide initial prompts, coaching, and tools, but are eventually faded or ceded when internalization has occurred to allow independent, spontaneous, and generative learner action (Biemiller & Meichenbaum, 1998; Englert & Mariage, 2003; Stone, 2000).

Potentials and Pitfalls for Teachers

Creative and inventive scaffolds attuned to the learner reveal hidden potential of a child and create new zones of possibility for the development of abstract thinking, problem-solving, and communication (Biemiller & Meichenbaum, 1998; Englert, Tarrant, Mariage, Oxer, 1994; Gindis, 1999a; Stone, 2000; Wells, 1999). However, scaffolded instruction has not been problem-free. While scaffolding intends to move a learner within their zone of proximal development (ZPD), discourse analysis reveals

incomplete conceptual understanding in our practice of scaffolding (Stone, 2000). The specific, graduated scaffolding steps translate into scripted texts for skill instruction. Historically, the scaffolding literature has levied inordinate focus on controlling aspects of teacher talk and sequenced activity which embodied a theoretical framework of the learner as passive objects with stable, defective characteristics rather than the inter-relational, dynamic aspects within communities of practice where everyone participates, learns, and changes (Stone, 1998, Biemiller & Meichenbaum, 1998, Reid, 1998). Stone (1998) maintains that we must "focus ...on the communicational dynamics at the heart of successful scaffolding of children's learning. Effort invested...may well contribute to our understanding of the ...gaps characteristic of children with learning disabilities" (p. 361).

Essential Role and Gaps in Scaffolding Research

Only a few researchers examined scaffolding applications that nurtured increased student control over instructional dialogues and interaction (Bos and Anders, 1990; Denyer & Florio-Ruane, 1995; Mariage, Englert, & Garmon, 2000; Mariage & Oxer, 1994; Palincsar & Brown, 1984). The call has been extended for additional research on how teachers create environments, strategies, and interactional activities that support flexible use of scaffolding and capitalize on children's capacities. "We need a better understanding...of the circumstances under which adults are overly directive in their interactions with atypical children. More research is needed on the connection between adult perceptions of children's readiness for challenge and the dynamics of scaffolding exchanges" (Donahue & Lopez-Reyna, 1998; Reid, 1998)

Attending to the "language of instruction" affords teachers avenues for effective scaffolding and subsequent student learning. Precious few SPED studies have actually

looked at the language of instruction and those that have, document teachers' unintentional but ineffective, theoretically inconsistent, and deleterious use of scaffolding discourses (Cazden, 2001; Mariage, 2000; Palincsar, 1986, 1998; Reid, 1998). Despite the increased literature on scaffolding and responsive instruction, Reid (1998) and Wells (1999) theorize that schools and teachers have not yet powerfully changed teaching. Teacher preparation courses that support apprenticeship into responsive discourse as a pedagogical tool is important. A closer revisiting at the previous two lines of research, Sharing Chair and Morning Message in the Early Literacy Project (Englert et al. 1995; Mariage et al. 2002; Mariage, 2000) and Book Club/book discussion research specifically highlight the nuances of teacher decisions and involvement as they scaffold literacy development in learners identified with learning disabilities.

Teacher Learning Research: Linking Literacy, Scaffolding, and Instructional Discourse

Studies using sociolinguistic analysis of dialogue in learning/teaching activities discovered not only the multiple gains but also complexity and difficulty in implementing discourse as an intentional pedagogical tool, thus suggesting a need for more research on literacy lesson discourse (Beck, McKeown, Sanadora, Kucan, Worthy, 1996; Englert, Tarrant, Mariage, Oxer, 1994; Lederer, 2000, Mariage, 2001; Silliman, Bahr, Beasman, 2000). Researchers are calling for studies that unpack the extent of the gains and pursue the questions and ambiguities remaining. "...the quality of lesson discourse is a factor that is associated with literacy outcomes, although further studies and analysis of the lesson discourse need to be conducted" (Englert, et al., 1994). What are the contextual circumstances, practices, and relations teachers need to know that encourage greater literacy development in students and how do teachers learn about it? Two lines of

research connecting teacher decisions or moves in responsive literacy discourse to student development are described next.

Teacher's Scaffolding in Book Discussions

The research in the REACH institute conducted by Morocco et al. begins to address some of the complexity and ambiguity in the study of discourse as an instructional process (Morocco & Hindin, 2002; Morocco, 2001; Morocco & Clark-Chiarelli, 1998; Morocco, Hindin, Aguilar, Clark-Chiarelli, 2001). Morocco and Hindin's social-linguistic analysis of instructional discourse within the context of book club activities investigates how middle school students with disabilities contribute to peer-led book discussions and how that participation affords student growth in understanding of text, social interactions, and literary discourse. The study also considers teacher scaffolding and student participation during the instructional discourse. The findings underscore the opportunities and challenges that students and teachers find in peer-led discussions. The authors analyzed the discursive scaffolding by coding teacher turns and students turns related to the instructional context, the instructional process, and student outcomes within conversational analysis and written responses to text and discussions around written responses(Morocco et al., 2002). The next three segments identify the findings of their research through a look at the affordances, the problems, and the ways in which teachers came to increased understanding of scaffolded instruction in discursive practices.

Scaffolded opportunities and affordances. The study found that the design of a well-structured, but flexible sequence of activities allowed for embedded responsiveness and "responsive improvisation" on the part of the teacher (Morocco & Hindin, 2002, p.

156). The study recognized that the small group book discussion structure embedded responsiveness to student participation through the planned implementation of clear roles for group members. The roles scaffolded involvement opportunities. Each group member took on one of four roles: reporter, timekeeper, recorder, and discussion director. In this specific instance all but one student, the timekeeper, acted in their role. Moment-to-moment responsiveness and improvisation occurred through the teacher's creation of opportunities for development by effectively scaffolding students' critical thinking during a "report out" time (similar to community share time in Book Club). The teacher's supportive discourse moves included: (1) explicit valuing of multiple perspectives, such as saying "listen to everyone's good ideas"; (2) revoicing and privileging student "think-aloud comments connected with the process and the content, (3) raising questions that ask them to analyze their perspectives and possible assumptions, as in these teacher questions - "Talking to people about how she feels. Why do you think that's important?" or "Was the skin color the only thing that she was being teased about?" and (4) pushing them to consider text for evidence of claims. Students with disabilities participated actively in thinking opportunities within the complicated social terrain of the large and small peer groups. In addition, the same students demonstrated development in understanding and communicating interpretations regarding text. Some challenges were also apparent.

Scaffolding challenges and hindrances. Likewise, the teacher faced some challenges in scaffolding textual, social, and literacy discourse skills. Reading, writing, and speaking demands alone are rigorous for students with LD, then in addition, students must develop critical thinking by managing group dynamics, text comprehension in

relation to personal experiences, and ways of thinking and communicating about sophisticated and complex ideas that often require interpretation and argumentation. While the teacher created roles for the students, not every role worked well. In the case of the timekeeper, the teacher had not mentioned how much time they had and announced a three-minute mark herself, which may have limited the role of timekeeper. Likewise, the role of reporter both supported and constrained the discussion process.

The written summary of individual contributions provided a structure for accountability and focus; however, the length of time it took the reporter to write created long pauses in the discussion as "wait time" ensued. Finally, the teacher's improvised scaffolding led the students to consider text in their critical thinking; a skill essential to both the curriculum and to state standardized assessments. However, the actual action of consulting the text (discourse object) was not modeled by the teacher or taken up by the students. Students began to draw on their memory of text, but they did not use the actual text to confirm, refute, or justify claims. Thus the implicit message sent by the teacher to use the literacy skill of text referencing may not be developed by students with disabilities unless explicitly scaffolded in a later lesson.

Teacher learning supports, scaffolding discourse, and book clubs. The study signals the critical role the teacher plays in designing and implementing instructional discourse opportunities. Teacher decisions can position students into complex and critical thinking around text:

> This teacher is creating a classroom culture defined by the value of a multiplicity of ideas. Well embedded in the classroom culture, too, is a set of practices by teachers and students that enable students to go beyond everyday discourse to literacy discourse tools for developing thoughtfully reasoned arguments and negotiated interpretations. Students read and think here. With all of their

> academic, cultural, and linguistic diversity, these students are active, participating members of a literacy community (Morocco & Hindin, 2002, p.156).

When students with disabilities are involved, scaffolding opportunities are essential for involvement and gradual appropriation of literacy content and skills. The research of Morocco and Hindin assist scholarly questions regarding the complexity teachers manage in the discursive practice of scaffolding by showing, describing, and identifying specific discourse moves that afforded development. Likewise, they describe potential hindrances in the discourse decisions. While the researchers' questions did not explicitly address how teachers were apprenticed in responsive literacy discourse, they did signal the critical supports the teachers received in the research project. The study devotes one paragraph within the research context to "Professional Support for Teachers" (p. 146). In this section, they note the professional activities that supported teacher learning including: (1) one or more summer institutes on reading and writing instruction and curriculum design around text (financed); (2) researcher assistance and feedback in curriculum design leading to instructional guides; (3) regular (almost weekly) teacher meetings during lesson implementation to share experiences and student work (financed); (4) researcher support at the weekly meetings in the form of feedback, modeling and illustration of effective practices, and meeting facilitation; and (5) researcher support of teacher groups and individuals related to classroom observation.

Understanding the critical features supporting teacher's increased knowledge, skills, and dispositions in literacy, pedagogy, and learners identified with learning disabilities would provide essential information lacking in the field of teacher learning. The study proposed in this review seeks to bring greater clarity to the aspect of professional support necessary in the development of teachers' knowledge and skills

needed for creating a classroom-based discourse that responsively scaffolds literacy development in learners identified with LD.

ELP research on teachers' orchestration of discourse scaffolds. The ELP or Early Literacy Project (Englert et al., 1995; Mariage, 2000; Mariage et al., 2000) apprentices teachers in the intentional planning and implementation of instructional discourse that responsively scaffolds learners into literacy activity. Orchestrating instructional discourse requires attention beyond selection of the literacy activity to encompass the vast network of variables at play. On the Early Literacy Project, teachers came to choose a variety of literacy events that had important implications for affording opportunities to engage in multiple ways of reading, writing, thinking, and talking (Englert& Mariage, 1996). However, different literacy events do not mean that students necessarily participate in these different discourses, roles, and ways of using literacy as tools to learn, or that teachers will alter the ways in which they assist learning (Mariage, et al., p. 234). The instructional decisions necessary for responsive, scaffolded instruction warrant consideration of the members in a learning community, the activity structures and settings, the content, communicational tools, and the nature of learning and development.

Sharing chair and teachers managing scaffolding complexity. Research on Sharing Chair, one of the ELP literacy events, provides an example of attention to the complex orchestration of variables. Mariage et al. (2000) describes the concerns for teachers when learners are struggling with formal language reading, writing, and speaking. A significant activity within Sharing Chair was the sharing arena where student authors shared their work and student audience members asked authors comments or questions. What became quickly apparent was the lack of student experience in complex

language and social skills hindered them from asking good, responsive questions. Rather, students often repeated simplistic statements time and time again.

Before the Sharing Chair activity space could provide the full power of shared, student-initiated conversation about authored text, teachers needed to apprentice or scaffold learners into more empowered forms of inquiry. Teachers decided what scaffolds would support the learners. In order to do this, teachers considered the context within the activity, the learners as individuals and a group, and the content of a sharing discourse that involved inquiry, conversation, and information about good writing. Some scaffolding examples include the following: (1) explicit attention to the purpose of audience feedback through think alouds; (2) helper words posted on a mobile (who, what, when, where, why, and how); (3) direct teacher (and later student) modeling of the helper words used in context of the sharing discourse; and (4) prompts for students to access the helper words. Consistent with the scaffolding concept, teachers also decided when to cede control as they saw that students had appropriated and were internalizing and transforming the discourse conventions in a way that supported and nurtured a responsive sharing activity.

The transcript excerpt below taken from Sharing Chair demonstrates the range of questions asked in a group after they have been apprenticed into questioning activity. In the transcript, Angie has shared a journal entry about a birthday party. The questions and portions of responses included highlight the variety of questions and responses in a short sharing episode.

227 [Angie]; comments or questions? Uh, Tracey?
228 Tracey: Um, are we going to have your address?
229 Angie: Huh?
230 Tracey: Are we going to have your address?

231 Angie: No, my mom, my mom told me, um...
240 [Angie]...Danny?
241 Danny: This is a funny question, but what in the world are squirrel bars?
242 Angie: (laughs) Well, I don't know, all I know, I don't really know, I...
253 Angie: Janitra?
254 Janitra: Why aren't you going to invite her (points to teacher)
(Mariage et al, 2000, pp. 318-319).

In response to the group members' leading questions, Angie explained, clarified, described, and justified the content of the journal entry. In doing so, Angie was positioned into exploratory talk. As she worked to answer Danny's question, she struggled and in that struggle began identifying an important relationship between understanding and communication in oral or written discourse. The explicit models, prompts, and visuals as well as the responsive supports given in other ELP literacy activities scaffolded the sharing conversation. For example, in writing, teachers provided "text structure maps," mobiles with key words, and printed sentence stems (Mariage et al., 2000, p. 322). As learners internalized the supports, their writing developed and they were able to transform the supports by generalizing them across the curriculum. This research demonstrates how attention to discourse structures and forms scaffold learners to new ways of thinking and doing.

Morning message and teacher discourse moves. A second example emerges from the literacy activity, Morning Message, in the ELP. Morning Message is a literacy activity between the student and the teacher through which the group uses problem-solving dialogue to interactively construct a written message. In Mariage's (2001) work, a transcript of dialogue is analyzed to determine what discourse moves made by the teacher scaffold the learners. While not always necessary, this analysis describes the teacher in the role of "more knowledgeable other" orchestrating the variables embedded

in a dialogue filled with literacy content conventions, social interactions, and language development. In this case, "the teacher's orchestration of the dialogue was believed to be central to the educational possibilities (Santa Barbara Discourse Group, 1992a) of the Morning Message" (p. 6).

The study identifies eight involvement moves orchestrated by the teacher in the discourse: (1) repetition; (2) revoicing; (3) rereading the text; (4) supporting statements; (5) directly calling on a student; (6) using humor, (7) holding the speaking floor for a student; and (8) giving permission to continue talking (Mariage, 2001). The statements below have been "lifted" out of a transcript of 68 lines of conversation between the students and the teachers. The statements provide a sample of the kinds of talk connected with the involvement moves identified in parenthesis.

> 229 Teacher: Just a minute.///Let me read this. "Ms. Williams' class is taking a trip to
> 230 camp. They are canoeing. Nathan is bringin a jar to catch some bugs."
> 231 (rereads).
> 234 Teacher: Sound okay? (repeats)
> 241 Teacher: Let her finish (floor holding).
> 249 Teacher: What Angie's saying, I think, and tell me if I am wrong, okay (permission).
> 250 What Angie is saying is that every time we usually write.
> 259 Teacher: right, and we talk about one thing first, and when we talk
> 260 about something else, we indent, and then talk about something else.
> 261 (revoicing) Is that right? (direct call). (p. 178)

Further discourse analysis and assessment of the learners' generalization of literacy conventions highlight how discourse moves became as critical as the activity setting for learners' literacy content knowledge and skills, social, and cognitive development. Mariage suggests that the socially constructed literacy event and the instructional actions within that event reciprocally constituted scaffolds that guided internalization of literacy conventions toward eventual independent performance. "In this

study, the teacher's conversational involvement moves were particularly important in aligning cognitive and social participation of group members" (Mariage, p. 193). The exemplars chosen from the ELP research demonstrates the significance of teacher decisions in orchestrating scaffolded instruction. What is unclear is the awareness and intentionality of the teachers themselves in this orchestration.

Teachers learning about their choices. Both examples from the ELP research provide windows to teachers' instructional choices and slices of dialogic instructional moves interacting between the teacher and the students. Mariage's work captures a corner of "pressing and difficult research" showing how socially constructed discourse moves to individual internalization and transformation for future publication (independent action) (2001, p.26). The same point that Mariage makes about learners, remains for teachers. How did the teacher know what choices to make? What variables were at the conscious level of realization for the teacher and how did they get there? Was the teacher aware of the involvement moves she made or did they happen unconsciously? Another area that could be analyzed identifies the interaction of multiple semiotic mediators in the learning space. What other mediators beside talk acted as involvement moves in the interaction? There is much to be explored in the apprenticeship of teachers into discourse as a pedagogical tool for responsive, scaffolded instruction that empowers learners to greater literacy skill.

Summary

The last tributary in the literature review considered the emergent available scholarship linking how instruction beyond content expertise to include discourse expertise. The first section of the tributary described discourse in general, the importance

of classroom-based discourses, and the teacher's role in creating accessible discursive practices. The second section considered what teachers would need to know and do in order to "open the discourse space" through intentional changes in discourse structures (setting and sequences), discourse forms (talk and multiple semiotic mediators), and discourse focus (beyond content to learners and contexts). Teachers can begin to expand their focus to include learners in responsive discourse decisions through familiarity moves, reflection on their expectations, and understanding identity formation in discursive instructional practices. Finally, the tributary examined important role of scaffolding in SPED instruction and the pedagogical implications of scaffolded instruction. Morocco & Hindin's (2002) work with teachers in book clubs and Mariage's (2000, 2001) work with the ELP and teacher moves in discursive action unpacked pedagogical decisions in scaffolded discourse. Both lines of research suggest the importance of learning opportunities for teachers in understanding the implications of knowing discourse as a pedagogical tool in designing and implementing effective learning activity.

School-based discourse as pedagogy offers a concrete venue for unraveling, examining, and "re-spooling" some of the complex threads woven into teaching/learning interactions, yet current scholarly work has only scratched the surface of the complexity. Despite the noted importance of teaching/learning interactions, dilemmas regarding the fruitfulness of intentional focus on dialogue or discourse as pedagogy in teacher education persist (Burbules & Bruce 2002, Cazden 1986, 1988, Foorman & Torgenson, 2001). Others continue to push a research agenda that assists teachers in unpacking the

complexity of instructional decisions so that they do not have to "take sides" in order to develop a more responsive teaching practice. As Gavelek and Raphael (1996) note:

> When changes in teachers' roles are suggested, it often seems as though we are faced with a series of either/or choices: teacher-controlled versus student-controlled; convention versus invention; whole class versus small groups....It [Vygotsky's Space] helps us think about relationships among various classroom structures and related talk that promote students' literacy learning and lifelong valuing of language and literacy. As Phelps (1988) has noted, 'We need a more complex, subtle, and variable model of the ways in which teachers and learners negotiate power, creativity, wisdom, purpose, consciousness, and action in their transactions' (p. 109)....It is not simply the use of language, but language itself that helps teachers and learners achieve the multiple and varied goals of schooling. (p. 191)

The present study uses discourse both as research and teaching tool to pursue educational questions and support initial developments in sociocultural and critical theory, teacher education and learning, literacy, learning disabilities, and discourse itself. A model of discourse as a pedagogical tool was developed for the apprenticeship of teachers working with students identified with learning disabilities. The heuristic, called "Attuned Discourse," explicitly addresses the complex variables a teacher must consider on a long-term, short-term, and moment-to-moment basis in responsive instructional design and implementation. In particular, the heuristic emphasizes the role of expanded forms of mediation in discourse, multiple forms of talk and various semiotic mediators.

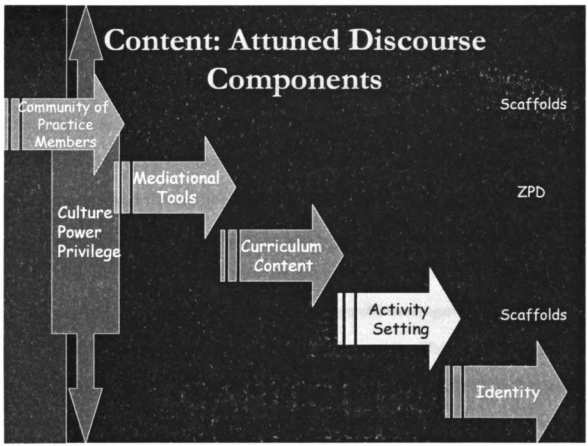
The River of Discourse as Pedagogy: A Heuristic for Teacher Learning

The practicum course involved collaborative inquiry into responsive literacy teaching to students identified with learning disabilities. The inquiry employed reflective, recursive cycles of activity in which the teacher planned, implemented, and analyzed literacy lessons using the Book Club curriculum. Through the inquiry, the teachers probed the complexity of learners and their contexts, content, activity settings, and

multiple mediational tools through a complexity heuristic, called the Attuned Discourse Heuristic. The focus of inquiry into responsive teacher action centered on discourse as a pedagogical vehicle for making instructional open to diverse learners through multiple semiotics mediators. Significant attention exploring expanded talk focused on information dissemination to include conversation, inquiry, and debate. Multiple actions and objects supported expanded kinds of talk and the development of higher order literacy skills.

At the start of the course, the content developed the following variables within the attuned discourse heuristic: multiple semiotic mediators; literacy content demands and affordances situated within the Book Club curricular activity; and the instructional demands of teaching to the unique gifts and weaknesses of learners identified with learning disabilities. However, as the course developed and inquiry ensued, it became more and more necessary to include variables significant to theoretical principles emerging in the actual teaching/learning interactions. While the major theoretical components were always available in the course for teacher uptake, they were not explicitly detailed in the initial heuristic. Thus, the heuristic and each teacher's application of the heuristic were developed in response to the collaborative professional inquiry discourse of the CoP and the teachers' unique experiences. The developing heuristic scaffolded examination of knowledge, skill and dispositions necessary for teaching complexity and strengthened pedagogical tools through classroom discourse. (See Figure 5 below for the heuristic).

Figure 5 Attuned Discourse Heuristic



Attuned Discourse Defined

Attuned discourse involves enhancing meaning-making potentials by paying attention to the multiple variables affecting socially-constructed interactions. The Attuned Discourse Heuristic is the pedagogical decision-making framework capable of animating the multiple variables possible in any teaching/learning activity. Teachers can use the framework for considering the complexity and possibilities in their instructional decisions so that they may design and orchestrate instruction responsive to diverse learners with diverse learning gifts and needs. A heuristic (as opposed to a model) acknowledges the evolutionary aspect of professional knowledge, skills, and dispositions and the changing nature of conventions for communication our understandings. The attuned discourse

heuristic combined with the inquiry approach became a flexible tool or scaffold for: (1) communicating the theoretical assumptions girding the course; (2) positioning teachers to develop expertise responsive to the professional knowledge, skill, and disposition standards; (3) expanding a teacher's' repertoire of literacy knowledge and skill; and (4) exploring mediational tools as critical pedagogical aspects in instruction with learners identified with LD. The combined features of the heuristic and inquiry approach recognized essential elements necessary for teacher learning.

Attuned Discourse and Research Questions on Teacher Learning

The current heuristic in Attuned Discourse is described further in Chapter 3 as part of the research design and methodology and then addressed again in Chapters 4, 5, and 6 to frame an analytical response to the research questions. The first question asks specifically, "What did the teachers appropriate or take up in the course?" Chapter four looks at this question through a broad analysis of teacher uptake using the course content guided by the attuned discourse heuristic as a source of a priori themes. Additional emergent themes reflect deep processes and dispositions embedded in the heuristic signaling core features in the course design. The second question asks,

2) What course features created critical learning affordances supporting teachers' development toward a more responsive literacy practice?

The second question analyzes the potential of four features critical to teachers' transformative learning experiences. They are as follows:

(a) How did the conventionalization and uptake of risk in the course scaffold teacher learning?

(b) How did the role of distributed expertise available in the community of practice become a key feature in Suzy's learning?

(c) How did discourse as a pedagogical tool create compelling content for what Lori needed to know in designing and implementing responsive literacy lessons?

(d) How did reflective, recursive inquiry cycles support Miriam's consequential learning progressions regarding her learners, pedagogical choices, and issues of culture?

Chapter 5 analyzes the first two subquestions looking at two emergent themes related to collective experience of the teachers: risk-taking in the course, and the distributed expertise available in the CoP. Chapter 6 analyzes the depth of two individual teachers' experiences in response to the last two subquestions. The third subquestion focuses specifically on what teachers need to know and do (course content) and the privileging of multiple mediational tools as a means to open the teaching/learning literacy discourse space. The last subquestion analyzes how Miriam comes to know as she recursively moves through inquiry cycles of teaching/learning activity.

Each question researches what course design features create new zones of professional development for teachers responsive to the needs of our current special education instructional system. The course design and implementation embeds several themes animated in the literature tributaries. The course highlights the complexity of teaching captured through the sociocultural principles of ZPD learning and effective scaffolding, the use of tools and mediational means for meaning-making, appropriate contexts (situated activity, apprenticeship in social contexts, collaborative participation

structures), identity and social deconstruction of disability, and dynamic assessment. The theoretical tributary on sociocultural theory and classroom-based discourse tributary uncover persistent questions around ZPD learning, development of teachers and learners and effective scaffolding for diverse learners. The Book Club curriculum components as the site for developing balanced literacy content expertise highlights the added complexity of literacy content recognized in the literacy tributary. The literacy and discourse tributaries further the issues and knowledge gaps rooted in sociocultural and critical theory around language, language impoverished teaching/learning activity, and the promising role of multiple mediational tools for students with learning disabilities.

The course components address a recognized need in the professional tributary for apprenticing teachers in professional standards reflective of teaching complexity and responsiveness to diverse learners. The components offer a contextualized learning experience that privileges critical inquiry of teaching/learning variables within a community of practice. The research questions probe the effectiveness of the course to further deep, transformative teacher learning experiences. Chapters 5 and 6 address the claims within each literature review tributary indicating the power of discourse in teaching, the apprenticeship of teachers into the complexities of discourse as pedagogy, and the feasibility and accessibility of opening the learning discourse space through expanded structures (activity setting and sequence), expanded mediational forms (types of talk and multiple semiotic mediators), and expanded focus (content, learners, and contexts).

Chapter Summary

Chapter two provided the literature base informing the development of the practicum course. The study addresses the professional development of teachers who are seeking LD endorsement as part of graduate study. The development of higher order thinking skills and communicative competencies within literacy instruction provide the content focus. Multiple professional literature tributaries acknowledged the need for teacher apprenticeship into attuned discourse. The tributaries provide critical scholarship from general and special education research on sociocultural and critical theory, the literature around professional standards and teacher learning, expanded understandings and demands for literacy development, and the study of discourse and classroom-based discourse. Each literature tributary specifically contributes knowledge and questions informing the current teacher learning study. The research design and methodology are described and explained in Chapter 3.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

A gap at the nexus of teacher education and professional standards, expansions in literacy, and responsive classroom-based discourse should be addressed. Specifically, we might address this gap by furthering our understanding of the critical features necessary in teacher learning experiences capable of transforming practice with learners identified with learning disabilities. Teacher education courses and professional development opportunities (LD endorsement programs included) must address the role of discourse and the power of expanded forms of discourse as a responsive pedagogical tool. In addition to understanding the power of discourse as a pedagogical teaching/learning tool, learning opportunities should increase teachers' meaning-making and teaching expertise in powerful ways. Currently, federal research initiatives favor scientifically-based research from a quantitative, positivistic perspective (NCLB, 2001; President's Commission, 2002). However, qualitative research provides an essential inquiry space capable of capturing constitutive complexity and creating phenomenological bridges into teacher learning systems (Lemke, 2003b; MacArthur, 2003). "Despite mixed opinion, qualitative research has great potential for capturing the complex layers of meaning that always coexist in ...any educational experience" (Lagemann, 1999, p. 6).

The study, largely qualitative, provides a traversal for new understandings in critical design and implementation features of courses intended to develop pedagogically responsive, qualified teachers in the field of LD. This chapter invites the reader into the research design and methodology by: (1) describing the setting and participants involved in the course (candidates and instructor), Education 548: Practicum for LD; (2)

highlighting the course design and associated rationale for the course design features; (3) reviewing the research questions; (4) explaining the telling case approach; and (5) detailing the thorough multi-methodological approaches to data collection and analysis procedures.

Participants and Setting

Description of Setting

The research context was a practicum and seminar course titled Education 548 Practicum: LD. The course is part of the Graduate Program in Learning Disabilities at a local college in a midsized city in the Midwest. The LD graduate program exists within the education department of the college. The department has created a conceptual framework for both the undergraduate and graduate programming needs. "The conceptual framework for the graduate program is shaped broadly by the institutional context. [the college], established in 1876, is institutionally and historically a Christian college in the Reformed tradition" (Report to CEC, 2002, p. 1). The college emphasizes webbing natural, cultural, societal, and spiritual contexts into curricula with teaching that is respectful of diversity necessary in shared intellectual development. Faculty and staff must maintain scholarship agendas reflective of pursuits of justice, compassion, and discipline. The Learning Disabilities program coheres to the college emphasis, holds state approval, and NCATE accreditation. The standards and assessments of the graduate LD program were accepted by CEC (Council for Exceptional Children) in August, 2002. At the time of the study, 24 and 22 students participated in the Learning Disabilities Master's Program and the Learning Disabilities Endorsement Program, respectively.

Individuals took the course in partial fulfillment of the state Learning Disabilities endorsement requirements.

The Course: Education 548

The practicum course signals a culminating experience for teachers seeking an endorsement in learning disabilities. The course integrates knowledge and skills related to theory, curriculum and instruction, and assessment with professional dispositions taught through their program of study. The course capitalized on multiple settings consisting of a 10 week special education practicum experience through a supervised field placement supported by a bi-weekly three-hour seminar.

Seminar. The seminars, held on campus in the education department conference room, required outside readings, assignments, and lecture, discussion, presentation, and activities. See Syllabus in Appendix D. Seminars occurred every other week over a 15 week period totaling seven seminar sessions. The eight teachers, and Debra, the instructor would gather formally from 5:30-8:30 or 9:00 in the evening. Debra announced that she would be in the seminar room at least 15 minutes prior and after seminar for informal conversation and questions. Most of the teachers were arriving at seminar directly from their practicum placements, some driving well over an hour each way. It was important to Debra that seminar be a comfortable, open discourse space, where a group of teachers could learn together as a CoP. Therefore, Debra chose to hold seminars in the conference room as opposed to a classroom.

The conference room was smaller and cozier than a classroom, yet large enough with a group of nine adults for both large and small group activities and space for role play and creative drama activities. The rectangular room was positioned on the corner of

the building sharing two outside walls on the North East side of the second story building. Windows flanked the two outside walls exposing a scenic view of the campus green space. A white board, screen, overhead projector, computer hook up, DVD player with a monitor, and long conference table with cushioned, armed chairs equipped the main rectangular area. In addition, a digital recording camera and tripod were set up each seminar. The entrance of the room held three upholstered sitting chairs arranged for informal conversation. The teachers took turns bringing a light supper for the group of nine each time seminar met. The group always met in the conference room for seminar, leaving for breaks or small group recording share times. During the recording share times, a group of three or four teachers would gather in the conference room, Debra's office, or in a classroom. Debra would alternate between groups with the camera.

Practicum placements. Each of the teacher's unique placements offered rich group exploration of multiple contexts. Teachers were placed in public, private, and charter school practicum placements working with students identified primarily with learning disabilities in the western side of the state. The practicum contexts varied geographically and in their educational settings. Teachers were teaching in urban, suburban, rural, and small town settings. The majority of the school sites for the practicum placements were the teachers' current places of employment, where they were on emergency certification teaching learners identified with learning disabilities. The teachers taught either in self-contained classrooms or resource rooms. Each school site offered its own unique variables further delineated in Figure 6 for the demographics of each placement site. The practicum sites created a natural context for investigating contextualized practice of responsive literacy instruction with learners identified with learning disabilities.

Figure 6 Site Demographics

Site and Teacher	Geographic School Context	Classroom Type	Staff Support	Grades	Number of Stds. in Book Club	Gender and Ethnicity Of Book Club Group	ESL
Vaquez Charter Academy Lori Taylor	Suburban	Resource Room	PP for other groups during Book Club Instruction	4-6	3 in one group	2 M 1 F 3 C	No
Lake Villa Public Middle School Suzy Bell	Small town outside larger city	Resource Room	SPED Team Teaching	7–8	5 groups of 4 to 5 4 in participant group	3 M 2 F 1 AA 3 C 1 H	1/4
Derbyshire Public Elementary Terri Fox	Rural	Resource Room	none	4–5	4 in one group	3 M 1 F 4 C	No
Forestgrove Public Elementary Mara Baar	Urban	Resource Room	PP. for others during Book Club Instruction	5-6	3 in one group	1 M 2 F 2 AA 1 H	1/3
Viewline Charter Academy Miriam Randall	Urban	Self-Contained SPED English Class	Team Teaching (SPED/SPED) with a certified teacher as paraprofessional each taking one to two groups during Book Club	6-8	5 in one group 4 AA 1 O	3 M 1 F	1/5

Waterville Public Middle School Corrine Mantel	Rural	Resource Room	General/SPED Team Teaching	6	2 groups of 4	3 M 1 F 4 C	No
Rolling Hills Public Elementary Julie Apple	Rural	Resource Room	PP for others during Book Club	2-4	6 in one group	2 M 4 F 6 C	No
Grand View Baptist Middle and High School Nanette Title	Suburban	Resource Room	PP for others during Book Club Instruction	7-12	NA	NA	NA

Code1: PP = Paraprofessional, NA = Not Applicable. 1 -AA = African American, AS-A = Asian American C = Caucasian, H = Hispanic O = Other 2 – AS = Autism/Aspergers, LD = Learning Disability, EI = Emotional Impairment, SL = Speech and Language Impaired O = Other

Debra, as participant researcher and instructor of the course, also became part of the practicum settings through observational site visits. Debra visited each placement a minimum of 5-6 times, staying each time for two to four hours. The first visit served as an acclimation visit in which the teacher gave Debra a tour of the school, introduced her to the principal, the SPED supervisor, her mentor teacher and her students. Debra informally met with the school administrators, the mentor, and then observed and participated in the learning activities of the classroom. On that first visit Debra also conducted a pre-practicum semi-formal interview with the teacher and drew a classroom diagram. Each of the latter 4-5 visits consisted of general observation, informal conversation, specific observation of a Book Club lesson that was also digitally recorded, and sharing field notes and reflections of the lesson with the teacher. Debra briefly checked with the mentor teacher each time unless longer meetings were warranted.

Occasional conversations with administration and administrative support personnel also occurred upon entering and leaving the building.

Description of the Participants

The Teachers

Eight teachers enrolled in the 2003 spring term of Education 548, the final course leading to a state endorsement in learning disabilities. All eight enrollees held teaching degrees in general education. Of the eight, six were currently teaching learners diagnosed with learning disabilities under Michigan's emergency temporary certification. Their teaching positions became the practicum settings. The two other enrollees were placed in supervised LD teaching settings within a 15 mile radius of the metropolis. Each teacher was supervised/mentored by either a practicum site supervisor or teacher endorsed in Learning Disabilities; however, the mentors were not a significant part of the study. All of the teachers were also supervised by Debra, the instructor/researcher of the course. The teachers varied in range of teaching experience, age, and life experiences. For greater specificity regarding each teacher enrolled in the practicum and the students they were teaching, see Figure 7 below. All of the enrollees agreed to participate in the study.

Although all eight teachers agreed to participate in the study, the analysis of the specific set of questions draws differently on the teachers as participants. Out of the eight teachers who agreed to be part of the study, one teacher, Nanette, chose not to access student/administrator permission for the study. Therefore, Nanette's teaching was eliminated from the major body of the study. Nanette's interactions in the seminars with the teachers as a CoP are included in transcript data and analysis. Two dimensions of the analysis involve the larger set of teachers while three other dimensions primarily involve

the data of three teachers, Suzy, Lori, and Miriam. Different aspects of the analysis focus on either a broad group of teachers or a specific teacher. The chapter rationale for the telling case approach includes an explanation for the participant analysis choices.

The Teachers' Students

All of the practicum sites involved students for whom the majority had been identified with a Learning Disability according to the state rules (see chapter two for definition). The teachers worked with several groups of students in their placements, yet only identified one group of learners for taped participation in the study (See Figure 6 for general data). With the exception of one setting, the students in the groups specifically chosen to participate in the Book Club activity were identified with a learning disability. One teacher, Corrine, decided to collaborate with the general education teacher and divided her learners into discussion groups that included general education students. Therefore, her tapings involved a group of learners identified with learning disabilities for the community share and response portions, but book club discussion groups each had only one or two learners identified with LD. The group that she chose to tape had only one learner identified with a learning disability. Since this is a study of teacher learning, the primary participants were the teachers. Specific information on the student participants will be included in the analysis chapters where applicable within the corresponding telling cases.

Figure 7 Participant Information

Teacher Practitioner	Ethnicity	Gender	Teaching Grade	Yrs. of General Education Teaching	Yrs. of Teaching SPED	Prof. Training Endorsements
Lori Taylor	C	F	4-6	10	4	BS Education, Major in Language Arts
Suzy Bell	C	F	7 – 8	0	3	BS Education Cognitive Impairments
Terri Fox	C	F	4 – 5	0	3	BS Education,
Miriam Randall	C	F	6-8	13	0	BA Secondary Education, English, Speech
Mara Baar	C	F	5 – 6	10	0	BS Elementary Education
Nanette Title	C	F	6-12	11	1	BS Elementary Education MAT Reading
Julie Apple	C	F	K-5	0	13	BS Elementary Education MA Special Education: Endorsement in Cognitive Impairments
Corrine Mantel	C	F	6	7	3	BS Elementary Education

Code: 1 -AA = African American, AS-A = Asian American C = Caucasian, H = Hispanic O = Other
2 – AS = Autism/Aspergers, LD = Learning Disability, EI = Emotional Impairment, SL = Speech and Language Impaired O = Other

The Instructor: Participant Researcher

The study design lends itself naturally and authentically to the participant researcher model. As researcher and instructor for the course, Debra designed the course,

led the seminars, and supervised the practicum field placements. In addition, she served as principal investigator of the study under the supervision of the university research advisor. During the time of the study, Debra was employed by the college offering the course. She held a faculty position at the college as coordinator of the LD graduate program, program advisor, and assistant professor. Debra was also in the latter stages of a doctoral program in special education at Michigan State University. The design of the study within a course offered a professional focus with flexible, responsive boundaries essential to the dual role of instructor/researcher (Angrosino and Mays de Perez, 2000).

The seminar and practicum sites created a dual context for the teachers' exploration of responsive teaching through the attuned discourse heuristic. The teachers were primary participants with select groups of their practicum students as secondary participants, and Debra, a participant researcher as instructor of the course. The second major portion of the chapter focuses the design rationale for the study. The design is followed by a rationale for the choice of telling cases. The chapter will end with two sections outlining the multi-methodological approaches to both data collection and analyses. The careful design of multi-level data collection and analysis supported rigor and safeguarded against researcher subjectivity. The methodology section provides an expanded description of data collection and analyses.

Design of the Study

Rationale for an Intercontextual Activity Setting: The Practicum and Seminar

Investigations should probe learning/teaching practices as situated and contextualized (Ball & Cohen, 1999; Erickson, 1986; Lagemann & Schulman, 1999). The practicum course context offered an ideal setting for nurturing teacher learning and

probing questions central to this study. Supervised field placements provided authentic, "real world" activity settings for designing, implementing, and reflecting on instruction for learners identified with LD (Sleeter, 2000). The seminar afforded guided professional knowledge, skill, and dispositional development within a cohort of teachers engaging as a community of practice in conversations centered in the actual teaching/learning activity (Englert & Rozendal, 2004). In seminar, the teachers and instructor/researcher collaboratively mined and refined understandings of teaching complexity and accessible, responsive literacy instruction experiences in their practicum site teaching. The two differentiated sites, the practicum site and the college-based seminar site provided unique scaffolding supports through a collaborative participation structure flexibly responsive to individual and group conceptual and skill development. The course design choices featured inquiry within the two contexts supported by content animated through the Attuned Discourse Heuristic variables.

Rationale for Course Design Features

The Content: Attuned Discourse as Pedagogy

Teachers need knowledge and skill development in orchestrating a responsive, open discourse space in literacy learning. Instructional discourse and teaching higher-order literacy concepts is complex activity. Much of the research around special populations identifies teacher-controlled discourse as one of the plaguing hurdles in the implementation of instruction (Berry, 2001; Cazden, 2001; Palincsar, 1998a; Reid, 1998; Stone, 2000; Wells, 1999). "The language of instruction has been largely ignored by special educators" (Reid, 1998, p.392). A growing body of literacy research reveals work with teachers to "step back" and allow students greater verbal involvement within literacy

learning activities (Almasi, 1995; Englert, et al., 2001; Gavelek, & Raphael, 1996). Pre and in service teachers need rich learning opportunities for orchestrating excellent, responsive learning activities with learners who struggle with language and communication integration. Gavelek and Raphael (1996) found that teachers' orchestration of talk was not as highly developed as many articles claimed:

> Language and language practices are crucial to students' intellectual, social, and emotional development...what matters greatly are the ways these different language opportunities connect among each other, the ways teachers mine these opportunities for their instructional potential, and the ways students come to understand that language is one of the most important tools of our culture. Using language in these ways suggests we re-examine the teacher's role within language arts instruction (Gavelek & Raphael, 1996; p. 191).

Attuned discourse heuristic. The course content considered the complex variables teachers negotiate in the long-range, short-term, and moment-to-moment decisions. The Attuned Discourse heuristic highlights the multiple variables considered essential refining the knowledge, skills and dispositions necessary in orchestrating the complexity of responsive pedagogy. The variables draw content from a sociocultural and critical perspective. In this way, the course critically explores the interaction of theoretical and practice characteristics essential to professional development standards: the learners and teacher, curriculum content, activity settings, pedagogical tools, ZPD scaffolded learning, and power. The design of the course structure, content, and inquiry activity and the design of the study's, data collection and analyses coalesce around the attuned discourse heuristic components: members of the learning community, mediational tools, literacy content, activity setting, and beliefs, values, and knowledge related to our literacy teaching and learning identities. However, the content particularly highlighted included

the critical power of opening the discourse space through multiple mediational tools. See Figures 8 and Figure 9 below for the adapted model.

Figure 8 Attuned Discourse Components

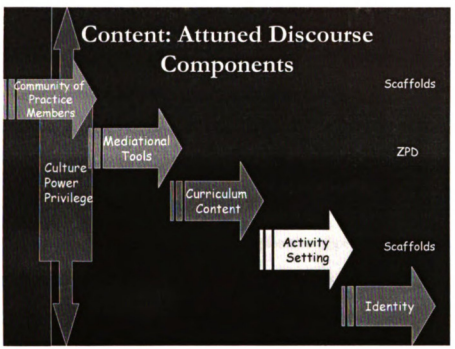
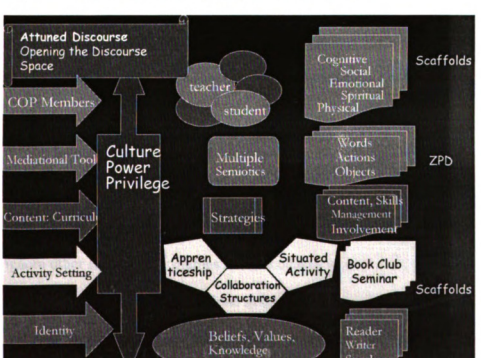


Figure 9 Attuned Discourse: Opening the Discourse Space

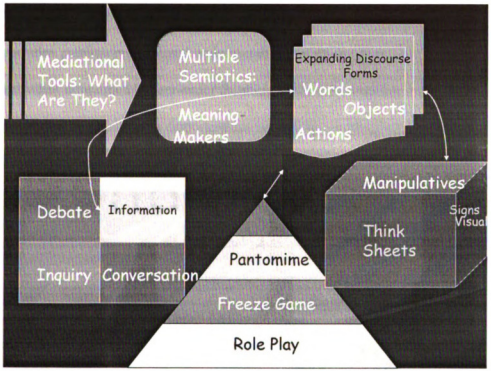


Mediational tools: the power of multiple semiotics. The course foregrounded mediational tools and the power of instructional decisions around mediational tools (See Figure 10). The expansion into different kinds of teaching /learning talk was adapted from Burbles' Dialogic Teaching Model (Burbules, 1993; Mariage, 2000). The study of multiple semiotics extended the four dialogic teaching styles (inquiry, instruction, debate, and conversation) to include multiple ways of meaning-making diverse semiotic tools engaged in literacy teaching/learning activities. The model reorients classroom-based discourse to include rich language, actions, and objects as relevant meaning-making mediators in teaching/learning activities. It holds promise for responsive, scaffolding opportunities better attuned to the complexities of pedagogical practice. "Dialogue, from this standpoint, cannot be viewed simply as a form of question and answer, but as a relation constituted in a web of relations among multiple forms of communication, human practices, and mediating objects or texts" (Burbules & Bruce, 2002, p. 10; on-line version). A broader framework for opening the discourse to include multiple semiotic mediators may provide teachers with greater direction for engaging students. It may also bridge answers to numerous questions currently asked in special education research on scaffolded instruction.

Instructional scaffolding decisions must show discernment. The semiotic tools one uses for meaning-making scaffolds do not exist in a vacuum; rather, they are embedded in the contextualized complexity of all learning/teaching variables. We cannot ignore other significant variables in the model of attuned discourse. In as much, the heuristic situated semiotic decisions in interaction with and attunement for the learners and teacher, the content and skills, the activity setting, and beliefs and values inherent in

the identities of places and people in the learning community. The course structures supported inquiry into greater attunement in meaning-making discourses.

Figure 10 Mediational Tools

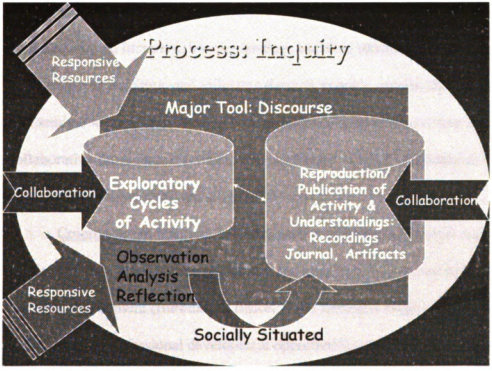


Course Learning Processes and Structures

Professional standards, teacher learning literature, and research on innovative teacher learning models informed the course design. Five components gird the structure of the course: (1) the theoretical underpinnings affecting content and process structures (including semiotics); (2) the procedural power of inquiry-based learning to further content and pedagogical expertise (Ball & Cohen, 1999; Rogers, 1985; Wells, 1999, 2001); (3) the privileging of discourse in the inquiry process (Wells, 1999; Santa Barbara Discourse Group, 1992; 1995); (4) the potency of communities of practice (Lave & Wenger, 1991; Perry, Walton, & Calder, 1999; Wenger, 1998); and (5) the assumption and expectation of transformation connected to powerful teacher and student learning

(Ball & Cohen, 1999, Wells, 1996). Figure 11 (below) highlights the process aspects of the course focusing on inquiry and collaborative professional discourse. The figure centers inquiry in exploratory cycles of socially-situated activity where teachers use teaching and seminar activities and requirements to appropriate ideas and experiences, and then publish internalized understandings of those ideas and experiences. The activities demanded higher-order thinking skills (observation, analysis, reflection) supported by publication opportunities including teaching, writing, and speaking.

Figure 11 Process: Inquiry



The figure demonstrates how reproduction/publication opportunities support the inquiry process. The teachers accessed dialogic publication opportunities structured as course requirements. Publication occurred through lesson plans, recordings and recording analysis forms, journals, and various artifacts. The structural publication components became tools for mediating teachers' thinking and critical data sites for accessing and

analyzing teacher thinking and activity. The course requirements and other sources of data will be further described in the data collection section of the chapter.

Inquiry: exploratory cycles of activity. The practicum field placement created the primary authentic inquiry activity setting for exploring attuned discourse. The activity of this study was bounded by a course requirement to design, implement, and analyze classroom-based discourse lessons using the Book Club Curriculum, particularly book club discussion and community share activities. Seminar course activities and requirements supported exploration of Book Club literacy lessons and focused teachers in a common professional practice discourse. The activities required seminar attendance, reading assigned literature, lesson planning, teaching, recording, observing, and analyzing their teaching, and reflecting through journals, emails, teaching analysis grids, and seminar sharing. The seminar time and related discourse activities created a venue for collaborative thinking and problem-solving through the interanimation of text, community members, and the students.

Community of practice. Teachers need a repertoire of dialogic and multi-mediational strategies employed flexibly and creatively in response to diverse learners, contexts, and content (Burbules & Bruce, 2002; Lemke, 1998b) A paucity of research exists probing professional development opportunities that scaffold teachers into effective teaching practices through the supports of a CoP. (Palinscar, 1998). The research that does exist on CoPs is most often designed around working teacher groups (Englert & Rozendal, 2004; Santa Barbara Discourse Group, 1992; Wells, 2001). Using structures to support a CoP in a course within a program of study raises certain issues related to power, trust, and freedom to risk. However, since the program of study was in

graduate education with certified teachers, most of whom already were working primarily in their own work settings, principles applicable to professional development applied.

The course structure and related requirements created mandatory and voluntary growth choices necessary for capitalizing on the strengths and needs of the teachers as a community of practice. The flexible and collaborative inquiry processes mediating the content and complexity of attuned discourse principles enhanced the CoP structure. Given the multitude of variables, the teachers freely explored attunement through discourse as a pedagogical tool in the way that it made sense for them and their contexts. Likewise, course grading addressed self- assessments of teacher learning and growth. The teachers themselves had significant opportunity through growth rolls to document and describe their individual growth. The apprenticeship design situated the teachers within both a natural activity setting affording them practice (their classroom) and a inquiry setting that included a community of inside experts (the teachers and the instructor/researcher) and outside experts (text choices, classroom mentors,students themselves).

The CoP operated within an inquiry model that included teachers, researcher, and outside professional voices who were all expected to potentially contribute to the multiple and differentiated expertise in ways of seeing and knowing. The course design implemented the theoretical assumption that collective expertise builds greater investigative supports for learning responsiveness and attunement to the diverse needs and gifts of learners with learning disabilities. The investigative space centered on literacy-learning environments and the knowledge, skills, and dispositions necessary inlearning the powerful impacts of discourse as pedagogy.

Inquiry into literacy practices using Book Club. A decision to privilege Book Club as the literacy curriculum and associated activity setting impacted the course structure. The choice of Book Club supported the inquiry structure. None of the teachers had previously used Book Club or trade book group discussion formats when teaching learners identified with learning disabilities. Furthermore, when asked, none of the learners could recall a time in their special education experiences in which they used trade books and discussion groups to learn about reading or language arts skills. The teachers negotiated complex variables in new ways when exposed to a curriculum structure that offered higher order literacy skills taught in a group setting. For example, the teachers considered the impact of decisions regarding multiple mediational tools on the diversity of learners, content demands, and specific participation structures for involvement during teaching/learning interactions. Research tell us that responsive literacy learning discourses require an organized and flexible literacy activity structure (Beck et al., 1996, Cazden, 2001). Special education has, by its own admission, created participation structures that have closed the discourse with too much scripted or assumed teacher talk.

> Careful analyses of the participation structures teachers create in schools not only would reveal the strengths and weaknesses of our scaffolding techniques...but also alert us to possible unintended outcomes – disadvantaging students who are unfamiliar with, and unpracticed in using, the particular participation structure; controlling students' responses in ways that lead to underestimation of their communicative competence and abilities, construction of power relations that establish the teacher as sole arbitrator of "truth" and limiting the flow of social interactions among students (Reid, 1998, p. 392).

If teachers can be part of inquiry experiences in which they collaboratively analyze the impacts of their discursive choices as scaffolds in a new activity setting, then the potentials for linking theory and practice increase, enhancing teacher empowerment.

Recordings of book club discussions and community share activities were intentionally chosen to analyze due to the organized, yet flexible activity setting, the combination of peer-led and teacher led opportunities, the attention on higher order thinking, and the potentials for significant, active literacy discourse implementing pedagogical discourse shifts. The decisions controlled broadly for activity setting and content within the Book Club curriculum choices. However, due to the flexible nature of Book Club, the teachers could still avail themselves to a great range of instructional setting and content choices responsive to their individual teaching contexts. The broad content and setting controls provided a common base for professional teacher inquiry discourse connected to attuned discourse variables. The study sought collaborative apprenticeship of teachers into thoughtful, reflective inquiry of the complexity and power inherent in instructional decision-making. The structural supports of the attuned discourse heuristic, the CoP discourse, and intercontextual animation supported teacher inquiry and learning.

Telling Case Approach: A Rationale

The work of Putney, Green, Dixon, Duran, and Yeager (2000) informs the employment of a "telling case" approach. The authors purposefully used a telling case approach for exploring and presenting development of individuals and collectives as well as construct development occurring in a bilingual classroom that functioned as a CoP.

> The choice of the telling case approach was purposeful. A telling case is not a representative case, but one that allows in-depth exploration of theoretical issues not previously visible....Our telling case...provides a way of exploring the relationship between individual and collective development across time and events, which is often overlooked when research focuses solely on individual...learning. (p. 87).

Putney et al. highlighted and developed theoretical and conceptual constructs through the telling case. Their telling case results in furthering understanding of development by focusing on the intertextual and intercontextual nature of learning over time or through consequential progressions. In choosing the telling case approach to explore specific conceptual tenets underdeveloped in sociocultural theory, the authors also forward specific analytical tools for interactional discourse analysis, suggesting that telling cases that focus on in-depth exploration of an idea or feature of an idea rather than an in-depth study of a person, might require specific and intentional kinds of discourse analysis. (See the end of this chapter on multi-method analyses).

Conceptual telling cases formed the basis for investigative probes as opposed to a specific in-depth case of a teacher for several reasons. First, a format for in-depth study of theoretical features responds to a study theoretically applying features critical to teacher learning experiences. The study design highlighted several constructs emerging from sociocultural theory, primarily focusing on the role of discourse as a pedagogical tool as meaningful content in teacher learning and an inquiry approach. Likewise, two other theoretical features emerged in the analysis: (1) the role of risk and the distributed expertise within the CoP, and (2) complexity within an inquiry approach. A telling case approach allowed the researcher to best center inquiry and story explanations of each concept or feature within collective or individual teacher experiences particularly suited to that concept.

Second, the features themselves not only draw on the multi-methodological approach to data collection, but also to data analyses. Educational qualitative research suffers from a lack of rigorous application of a disciplined inquiry (Lagemann and

Shulman, 1999). The use of a telling case approach allows for a more disciplined inquiry approach by centering the analysis of each concept within specific and intentional discourse analysis tools.

Third, case study research can provide us with invaluable insights into the nature of specific actions occurring in specific contexts. While generalization of case study research is not the primary goal, validity and reliability issues often thwart potential applicability of ideas. Telling cases advance theoretical and analytic constructs through storied experiences of participants. Those storied experiences further "catalytic validity" which "points to the degree to which research moves those it studies to understand the world and the way it is shaped in order for them to transform it" (Lather in Kumaravadivelu, 1999, p. 477). Thus, the qualitative research inherent in telling cases intentionally positions the inquiry to capture teacher learning and potentially advance the educational literature.

Fourth, this study explored teacher learning. The concepts of learning and transformative learning within ZPDs remain rather elusive theoretical constructs. The format of telling cases that story the transformational changes in different teachers potentially enhances our understanding of learning and development as contextually and socially situated. Each telling case highlighted a design feature critical to teacher learning; however, taken together, the four telling cases demonstrate the unique individual and collective aspects of learning and development. One case study would not provide the differentiated slice of learning (and the need for responsivity) that seems so hard to capture and forward as authentic in a field centered on standardized forms of learning and achievement (NCLB, 2002).

Employing a telling case approach comes with specific chosen affordances; however, it also comes with the tradeoff of losses. Four telling cases on four different features will not highlight the depth that could be explored if any one feature was developed in great detail. However, this research purpose and design invited teachers into complexity. It would follow that, the researcher take on slices of that complexity in animating several variables within the context of specific critical features.

The Formulation of Research Questions

As is the case with qualitative work, the recursive process informed the articulation of the research questions guiding the study. The course positioned inquiry engagement of teachers into a responsive pedagogy called "Attuned Discourse." The heuristic highlighted complex connections between theory and practice, increasing professional development through teacher education standards, outcomes, and proficiencies, reducing literacy achievement gaps, and increasing positive identity formation of learners as thinkers, readers, writers, speakers, and problem-solvers. While participating in the course, Debra, in her role as instructor, determined that the teachers were learning. Each teacher seemed to be learning slightly different kinds of things as they authored their contextualized teaching experiences. However what was not as clear was what and how the teachers were really learning. These important questions revolved around four central ideas: (1) learning might have different levels of depth, (2) learning opportunities must account for what teachers need to know (knowledge) and do (process of skills,) (3) knowledge and skills development cannot be separated from dispositions, biases, and beliefs; and finally, (4) learning about what teachers need to know and do involves how teachers come to know and how different design opportunities scaffold

specific learning affordances. The literature review described a theoretical approach to learning and development as well as a professional stance on characteristics of intellectually stimulating learning opportunities for teachers (Ball & Cohen, 1999; Eisner, 1985; Rogers, 1985; Wells, 2000); however, how do we know that those characteristics or features actually open and develop learning zones for teachers?

What is learning?

An analysis of teacher learning and the features important to that learning necessitated a theoretical framework for conceptualizing development. Specifically, teacher development is no different than development of any learner. Drawing from a sociocultural perspective, teacher learning was analyzed through an adaptation Gavelek and Raphael's (1996) adapted Vygotsky's Space model. The figure embeds developmental growth within the exploratory cycles of inquiry activity. Figures 8 and 11 shown earlier demonstrate the general content and process components analyzed, specifically attending to mediational tools in Figure 10. Figures 12 and 13 provide explanatory power demonstrating how the inquiry process in the course components supported the analysis of learner development. Figure 12 was adapted from the figure of Vygotsky's Space shown earlier in Chapter 2 of the literature review. Figure 12 shows learning as a cyclical process scaffolded along zones of proximal development. According to the model, if learning occurred in the course, it was socially constructed and affected by the interanimation of multiple publications (e.g. voices or texts). The cycle of learning depended on a public uptake space where appropriation of ideas, experiences, and concepts were possible. Once taken up, there was an internalization process - private activity. The nature of that activity was not known until it was brought to conscious

realization through publication opportunities. Publication of thought occurred in multiple discourse formats; orally or written in word and/or action; and in conjunction with objects, visuals, and symbolic representation systems. Once thinking was made public, the possibility existed for analysis or judgment as to the level of development. The publication of thought potentially signaled a new individual or collective appropriation space for further refinement or deepening of a concept. Therefore, transformational learning continued over one or several cycles of activity, but depended on publication of thinking to bring to conscious realization what had occurred in the private, internalization process.

Figure 12 ZPD Development

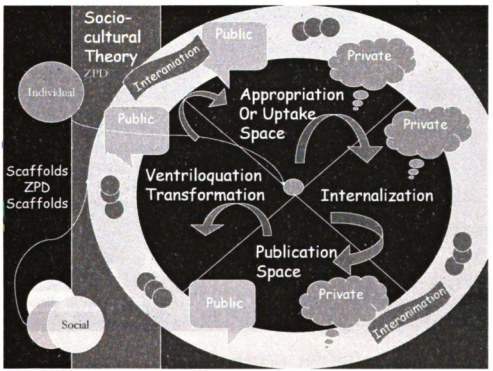
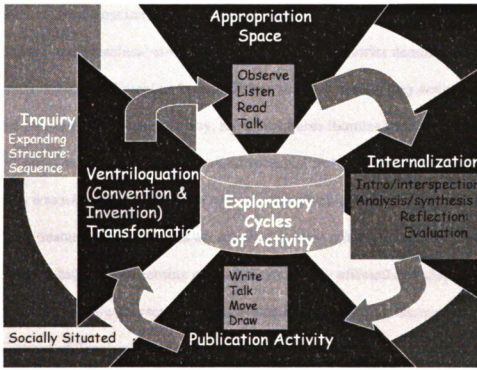


Figure 13 further highlights how activity mediated the appropriation and publication spaces. Appropriation occurred through the up-take of communication activities that involved observing, listening, reading, speaking, moving. As a teacher

internalized, she applied, analyzed, and/or evaluated in her thought processes; those distinctions were made clear when thought was authored publicly though talk, compositions, moving, drawing, etc. The determination of appropriation or transformation was not an exact science, nor was it meant to be; however, the closer an idea was reproduced as the convention in which it was taken up, the more likely it demonstrated ventriloquated learning. The more that idea was re-introduced in invented or transformed ways and means, the more it suggested that transformational learning had occurred.

Figure 13 Inquiry and ZPD Development



Thus, learning cannot be determined without publication opportunities. The data collection sources in this study constituted the publication opportunities and became the sites for analyses of transformations in teacher learning. The more a teacher signaled through word, action, and object application of ideas demonstrative of analysis, synthesis,

or evaluation and manifested in unique or novel forms, settings, or activity, the potentially greater the transformation. In this study, a teacher's publication of course content and seminar ideas in practicum seminars, teaching sites, lesson analyses, or journals signaled learning transformations. A qualitative analysis of the content and level of synthesis supported development along one or more ZPDs.

What counts in teacher learning. Looking at the critical features supporting teacher learning assisted articulated affordances and hindrances created within the context of the course for the members of the community of practice. The telling cases became ways to story or mark a teacher's progress along ZPDs. However, the import of teacher transformations held little value unless it could be determined that there was impact on the teachers' students. The transformation stories demonstrated the effects shifts in teacher thought and action had on their learners as they were transformed though the teaching activity. In this way, the telling cases illumined the notion that the questions of *what counts* is woven within an interactional and reflexive relationship. The question then was *what counts for whom* when teaching and learning occurred (or failed to occur). Thus, features critical for teacher learning became critical for the students that the teachers had; for the learning of teachers intimately affected and shaped the learning teaching/learning interactions they co-constructed with their learners.

Features of Teacher Learning

This study was interested in the inquiry apprenticeship of teachers into responsive, attuned pedagogical tools in literacy instruction. Yet, in order to answer whether teachers learned how discourse as a pedagogical tool and the multiple semiotics can support responsive instruction, an exploration needed to center on the possibility that

learning occurred because of multiple features. Two open inquiry questions needed to be asked to probe where the data spoke to features that seemed critical in enhancing teacher learning.

The Questions

An analysis of the extent and type of up-take investigated the potential affordances and problems for a course instructor, her students (the teachers), and others in the practicum experience. Do the attuned discourse model components and associated processes assist a teacher in designing and implementing responsive scaffolded literacy instruction for learners identified with learning disabilities? The questions were framed by two focal questions sub-headed by four secondary questions:

1) What did the teachers appropriate or take up in the course?

2) What course features created critical learning affordances supporting teachers' development toward a more responsive literacy practice?

Specifically,

(a) How did the conventionalization and uptake of risk in the course scaffold teacher learning?

(b)How did the role of distributed expertise available in the community of practice become a key feature in Suzy's learning?

(c) How did discourse as a pedagogical tool create compelling content for what Lori needed to know in designing and implementing responsive literacy lessons?

(e) How did reflective, recursive inquiry cycles support Miriam's consequential learning progressions regarding her learners, pedagogical choices, and issues of culture?

The extent of teacher learning through up-take and development was analyzed by looking at four critical features and learning experiences of the teachers. The questions initiated thoughtfully and critically answer to whether or not highlighting discourse as pedagogy using an inquiry design in a teacher development graduate course could begin to address enduring and persistent questions, issues, and gaps in the education of all learners.

A Rigorous Multi-Method Data Collection Design

The Multiplicity of Data Collection

Over a five-month period (late January to early June, 2003) seven of the eight teacher participants provided data through data recording and publishing of their thoughts around responsive literacy instruction with students identified with LD. In order to examine the primary research questions guiding this research design, multiple data sources were necessary. Ball and Lampert (1999), in their investigation of the types of records representative and communicative of the complexity in teaching/learning practices, suggested collecting multiple images of the teaching/learning activities as a means for perceiving, remembering, and communicating with others. In addition, they recommended multiplicity of records for strengthening rigor through post hoc triangulation and description (p. 382). Additionally, multiple sources of data safeguard ethical integrity. "Depiction is power. The representation of others is not easily separable from the manipulation of them" (Geertz, 1995, p.130).

Several qualitative studies investigating discourse, literacy activity settings, and teaching/learning interactions informed the choice of data sources for this study (Berry, 2001, Denyer & Florio-Ruane, 1995; Englert, Berry, & Dunsmore, 2001; Raphael, Gavelek, & Daniels, 1998; Mariage, 2000; Mariage, 2001). The sources provided data cross-cuts that traversed seminar and practicum/field work settings and captured the intercontextual nature of the course. Data was obtained through two kinds of sources. First, data was collected as an integral part of the structure and design of a graduate course. Secondly, data was collected primarily for the purposes of the research study. Both kinds of data served as primary and secondary data sources depending on the specific question and telling case analyzed.

Data Collection from PracticumTeaching/Learning Activity

The course requirements created multiple discursive publication opportunities where the teachers could document their thinking about teaching/learning activity. One significant learning opportunity involved having teachers plan, implement, receive feedback, analyze, and share four book club discussion lessons. This required the teachers to create and turn into the instructor the following: (1) a lesson plan; (2) the actual teaching/learning activity ensuing from that plan which was recorded; and then (3) a five level analysis form based on multiple viewings of the tape. In addition, the teachers periodically shared a segment of their recorded teaching that demonstrated successes or hurdles in teaching. The recording of teaching events had proven to be an effective thinking/learning tool (Ball & Cohen, 1999). Englert and Rozendal (2004) suggest that, "Videotexts, thus preserved the essence of teaching and learning as a situated and interactive activity, allowing the tacit knowledge of teachers to be studied, accessed, and

inspected. Videotexts provided a cultural artifact of teaching that could guide joint action, coordinate and anchor talk, and ultimately, enhance the participants collective understanding" (Englert & Rozendal, 2004, p. 19). One finding in the work of Englert and Rozendal suggest that teachers and researchers focused on different kinds of knowledge in viewing and analyzing the teaching records. While teachers considered practical matters of time, space, materials, and student issues, the researchers focused on classroom discourse and scaffolded instruction. This study positions teachers into considering both the practical matters and their practice as scaffolded discourse.

Given an underlying desire to empower teachers with transfer of critical analysis tools, the teachers first examined teaching records several times using the recording analysis chart and then shared a portion of the recording with the teachers in the course CoP. The practicum requirements pushed the teachers to take on the analysis aspects of researchers and teachers, merging the practical and theoretical realities of practice implications of pedagogical decisions on their classroom discourse. The goal was to privilege reflective inquiry into discursive practices so that teachers would be empowered as reflective practitioners outside of the group. Teachers were apprenticed into less familiar and more theoretical constructs of reflection through an analysis activity using 5 levels of teaching analysis (see Appendix E for a copy of the form). The analysis chart promoted a scaffolded approach for teachers to take-up multiple points of analysis around the Attuned Discourse Model given their level of sense-making. The form encouraged teachers to take-up deeper analysis with each inquiry cycle by taking on one or two more levels of analysis. Teachers then were given ownership of the analysis activity by sharing

a clip of the video along with an aspect of their analysis and asking the group for feedback.

All but one teacher (Miriam) rendered five tapings (which included on baseline teaching record) along a 10-12 week practicum teaching period. Debra observed and recorded on mini-DV each teacher enacting, at minimum, their teaching of a Book club community share and book discussion segment. The mini-DV was burned to a DVD and/or VHS tape and given to the teacher for viewing and analysis. Each teacher analyzed their tape and turned in a copy of the analysis form to the professor who returned the form with written feedback. The teachers then shared a portion of their recording and analysis in small and large group settings. The teachers shared successes, problems and hurdles, and questions with the members of the CoP.

The series of lesson plans, recordings of the Book Club teaching/learning activity, observational field notes, and taping analysis charts became key data sources for considering changes in teachers' thinking and activity. Descriptions of the full range of publication tools supporting the inquiry of their actual teaching follow.

Lesson plans. Prior to implementing the recorded lesson, the teacher-practitioner prepared a Book Club lesson plan. Teachers were free to use their own lesson plan format with additions and changes as the course proceeded. Instructor lesson plans for seminars were also collected for analysis.

Digital recordings: book club lessons. Each teacher taught a minimum of four lessons on videotape. The teachers recorded their first lesson before learning any seminar content on Book Club or discourse as a pedagogical tool. This served as a potential baseline. The final three or four recordings occurred between February and May, 2002.

For each recorded lesson, an analysis form, lesson observation notes, and informal field notes were collected. The classroom recordings supported an analysis of the degree and kind of change in teaching/learning discourse.

Recording lesson analysis form. After each recorded lesson, the teacher reviewed the recording several times and reflected on the teaching/learning discourse through an analysis form. See Appendix E. The extended levels of analysis scaffolded a teacher into increasingly sophisticated levels of lesson reflection.

Post teaching conversations. The instructor and teacher discussed the lesson after each observed learning/teaching activity. The interactions were digitally recorded or written up as field notes.

Data Collected from General Learning Experience

Other course requirements created publication opportunities for the teachers to record their thinking and application of the course content and activity. The requirements generally allowed more freedom in what the teachers could take up as compared to the inquiry cycles.

Semiotic tools/mediators: seminar and book club lessons. The course encouraged the use of multiple semiotic mediators was privileged as part of the teachers' inquiry into responsive teaching. Teachers designed and implemented multiple semiotic tools for student meaning making within the book club lessons. Likewise, the CoP also created and used multiple semiotic mediators during seminar activities. Teachers choose semiotic mediators based on seminar discussion and brainstorming sessions, Book Club curriculum resources, and ideas from outside literacy sources. In addition, Debra modeled the use of multiple semiotics during each seminar. The tools scaffolded literacy learning

and student involvement. Teachers and their students produced physical evidence of thinking and learning in conjunction with the learning/teaching activity. Artifacts were collected, described, photocopied, or recorded, catalogued, and returned.

Response journals. Journals provided another window for capturing and depicting reflections of the classroom literacy instruction, readings, seminar activity, as well as other contextual variables within and beyond the school and seminar sites. The journals afforded interaction between the teacher and instructor/researcher scaffolding open discourse space for differential "up-take" of content, skills, and dispositions. A minimum of eight journal entries were required. While optional journal topics were suggested, they were not required, leaving teachers with more freedom of choice in journal dialogue. All eight teachers submitted the minimum number of journal entries, with six of the eight submitting electronic copies. Debra, the instructor, responded to each journal entry and then returned them to the teacher. Records were created of both the original teacher submission and the copy with Debra's responses.

Reflective growth rolls. At the end of the course, each candidate created and shared with the group a self- assessment of their development during the course. The teachers were each given a large white roll of paper for the publication of their analysis of their growth journey. The instructions were open-ended requiring only a communication of personal/professional growth. Every teacher created a growth roll, each one varying significantly in use of words and visuals.

Digital seminar recordings. Teachers attended the seven seminars held every other week across the 15 week semester. Every seminar except the first introductory seminar was recorded. The learning/teaching activities included discussion and activity around

assigned readings, lecture, cohort sharing of experiences and associated semiotic mediators, open question and answer time, and group share and problem-solving of taped lessons. Seminars constituted a major context for the inquiry apprenticeship process through content discussions, recording analysis, modeling, and practice of attuned discourse. The seminar recordings supported the analysis of critical features used in the apprenticeship process. The recordings captured the enacted content and process choices as well as the teacher's beliefs, values, experiences, and knowledge as threaded in the discourse of the CoP. The seminars signaled a very different data source in that it recorded the collective oral and activity publication of the teachers' thinking contrasted by the former written dialogic records that occurred between the teacher and the instructor/researcher.

Data Collected from Formal Course Requirements

The course offered multiple ways for teachers to explore expansion and refinements of their knowledge, skills, and dispositions. Additional concepts that were discussed or considered within an exploratory format of seminar activity or other written course components were also required in more formal, finished states than the analysis forms or the journals. Teachers were required to turn in a professional portfolio which included a formal, final learner profile of one specific learner they were teaching. This requirement supported the development of learner attunement through familiarity (Cazden, 2001). Teachers also submitted a beginning and ending philosophy statement regarding the teaching of learners identified with LD and instructional findings sheets reflecting an outside investigation of other instructional approaches, curricula, or strategies that would support the development of diverse learners.

Professional portfolios. Another practicum requirement involved continued development of a professional portfolio. The portfolio served as a tool for mediating professional self-reflection and for communicating understanding of learning disabilities through multiple-image representations. For those students finishing only the endorsement program, the portfolio constituted a "finished product." For those going on to complete the Master's program, the portfolio represented a stage of developmental thinking integrating theory and practice. Content in the portfolio relevant to this study included the following: (1) statement of philosophy and/or perspective of teaching, (2) evidence of understanding characteristics of specific learners with learning disabilities through a learner profile, (3) examples of student products, and (4) resources/approaches for instruction of individuals with learning disabilities.

The course requirements became key dialogic resources for collecting data on teachers' thinking and activity related to the practicum course. Each requirement was intentionally designed to support the activation of one or more characteristics noted in the literature for their teaching/learning potential. The following table (Figure 14) demonstrates learning opportunities that were intended to target specific characteristics.

Figure 14 Teacher Learning Characteristics

		Teacher Learning Characteristics				
Course Components		Creation Invention	Perception Reflection	Inquiry	Meaningful Purposeful	Collaboration*
Data Sources	Recorded Seminar Activities	X	X	X	X	X
	Lesson Plans	X	X	X	X	
	BC Recordings	X	X	X	X	

BC Recording Analysis Forms (1-4)		X	X	X	
Recorded Teaching Share		X	X	X	X
Journals		X	X	X	
Learner Profiles	X		X	X	
Email			X	X	
Growth Roll	X	X		X	X

*Note: activity between the teacher and Debra as the instructor was not considered collaborative.

Additional Data Collected for the Research Study

In addition to the course requirements, the study created other data sources. The additional sources provided windows inside teachers' thinking, but were not intended as tools to assist teachers in their reflective, thinking inquiry; rather, they were tools to assist Debra as researcher in her analysis of the course and their learning. The following data sources were secondary in nature and were used to support or triangulate themes or findings emerging from the previous data sources.

Pre/post semi-structured teacher interviews. Prior to the beginning of the practicum experience and again at the end of the experience, Debra interviewed each of the practitioners. Questions were based on a predetermined set of closed and open-ended questions designed to engage dialogue as to values, beliefs, understandings, affordances and constraints related to literacy instruction. See Appendix F for the sample pre/post interview questions.

Course evaluations. At the end of the course, Likert style evaluations were conducted, with written feedback. The evaluations were not generic forms generated by the institution, but rather reflected evaluation of particular aspects unique to the course. See Appendix G for a copy of the evaluation form. Each teacher filled out the form.

Daily teaching schedules. At the beginning of the practicum experience, every teacher practitioner submitted a daily and weekly teaching/learning schedule. Each activity setting was noted within an estimated time frame. Practitioners submitted a new schedule if they made new changes.

Informal email or verbal communication. During and after the course, informal exchange occurred related to the apprenticeship. Continued email exchange in the fall of 2003 allowed an initial sense of the sustainability of the attuned discourse model in the teachers' work.

Researcher field notes. Debra planned and kept copies of each seminar session lesson plan. In addition, she often wrote field notes, journals, or conceptual memos recording her reflective thinking through the process of the course. Each seminar was followed up with a reflective journal. In addition, many practicum site visits prompted thinking related to issues or concepts that needed to be discussed during the seminar. Each of those writings were created electronically or transferred to electronic form and filed. The course offered a wide range of multiple data collection sources.

A Rigorous Multi-Method Data Analysis Design

Introduction

The data collection for this study represented a "wide-net" (Ball and Lampert, 1999) approach accomplishing two purposes. First, a large, varied data set afforded the

researcher latitude in probing variables webbed within the research questions. With qualitative research, the researcher cannot anticipate all the potentially significant factors inherent in sense-making. Secondly, the data set allowed multiple investigative questions pursuant to the data analysis. Consistent with qualitative research, analysis became a recursive activity, embedded within a data set for flexible meaning making during data collection and post hoc. Therefore, analysis was ongoing during the data collection and again after completion of the field work. A thorough research design and the multiplicity of data sources enhanced the potential of "letting the data speak" and create rigor in triangulating findings. The analysis was guided by the following general principles necessary for disciplined inquiry (Bernard, 1995; Erickson, 1986; Lincoln & Guba, 1985; Peshkin, 2000; Manning & Cullum-Swan, 1994; Marshall & Rossman, 1995; Merriman, 1988; Miles & Huberman, 1994):

1) Calibration through Research Questions
2) Metacognitive Perceptivity (Erickson, 1986; Cole, 2000): Grounded Theory and Concept Analysis
3) Systematic analysis: Organization, Transcription and Triangulation
4) Discourse Analysis
5) Categorical Coding Structures

Each principle will be addressed detailing how that principle was applied to this specific study.

Calibration through Research Questions: Letting the Questions Lead

The research questions, informed by reasoned theory and moderated by instinct and perceptions, calibrated analysis decisions in the following areas: (1) specificity and

type of organizational systems; (2) transcription (Edelsky, 1993; Lincoln and Guba, 1985); (3) discourse analysis and categorical coding structures (Cazden, 2001; Dixon, de la Cruz, 1992; Erickson, 1986; Florio-Ruane & Denyer, 1996; Gee, 1999; Mariage, 2001, Mohr, 1998); and (4) informational displays. The role of critical course design features in transformational teacher learning experiences was analyzed by looking at multiple changes in discourse. What changes did the teachers make regarding the knowledge, skills, and dispositions of themselves, and their learners? What critical features affected significant shifts in teacher thought and action? This overall question became the leading impetus to look for transformative teacher learning experiences and possible features in the course that supported those transformations. Eventually, subquestions were formulated through that calibration process.

Metacognitive Perceptivity: Grounded Theory and Concept Analysis

The research questions, informed by theory, were complimented and refined through a disposition of metacognitive perceptivity. The analytical process invited dualities of logic and hunches, conventional knowledge and creativity. Such dualities were necessary in complex analysis and extended understanding of the varied influences and meanings inherent in the teaching/learning activity. For example, an initial set of questions focused the research on the privileging of particular course content by asking, "What content features supported teacher transformations...." While that theme was and still largely informs the study, a new question broadening the initial theme emerged by applying metacognitive perceptivity and asking "What critical features transformed..." The shift required moving from the existing knowledge of the content to a creative stance which allowed the data to inform a hunch that other features, such as risk or reflective

tools may have also been as or more critical in the transformation process. A synthesized approach of prior research, hunch, analogy, insight, creativity and logical assertions require perceptivity to local and nonlocal influences and meanings inherent in layered social structures.(Erickson, 1986, Cole, 2000). One way dualities informed this study was in the foregrounding and backgrounding of concept analysis and grounded theory. While both operated overall in the study, different aspects of the telling cases highlighted one or the other in order to story how a critical feature supported transformative or deep learning experiences.

Concept Analysis

Analysis drawing from preexisting conventional knowledge or concepts moves within a previously explained logic or set of proofs. "Concept analysis describes each subcomponent and its relationship to other subcomponents of the concept" (McMillan & Schumacher, 1997, p. 534).The analysis employs the set of ideas or concepts to explain or show particular meaning in the discourse. While a researcher may be a participant, a temporary "etic" framing occurs when the researcher steps back and looks at the discourse from meaning informed from the outside. For example, in the telling case of Suzy and the distributed expertise, principles operating on a CoP were drawn from previous research and applied to the discourse. Likewise, in the telling case of Miriam and the role of reflective, recursive inquiry cycles, the concept of consequential progressions forwarded by Putney et al (2000) highlighted the over time transformations that occurred in Miriam's talk and actions. While concepts informed the analysis, individual nuances brought new meaning to the concepts appropriated. When significant shifts in a concept occurred, then the analysis was guided more by grounded theory.

Grounded Theory

"Grounded theory relates abstract concepts to propose a theory as an explanation of a phenomenon. The theory is grounded in that it is developed from the data, in contrast to testing a theory from the literature" (McMillan & Schumacher, 1997, p. 534). While grounded theory draws from theoretical assumptions and principles, the analysis requires inferential, divergent thinking or an interdisciplinary theoretical synthesis. Often grounded theory can inform and transform a theory. In this study, the telling case of Lori and her transformations through the content of multiple semiotics and discourse as a pedagogical tool were analyzed and presented in part through grounded theory. Lori's discourse patterns changed significantly as she develops her understanding of different kinds of talk in teaching/learning interactions. The four patterns she used were not described as concepts in the literature applying to teacher learning and discourse as a pedagogical tool; however, the data demonstrated the patterns and were supported theoretically by basic understandings of development of higher order thinking. Using grounded theory required both an emic and etic perspective as the researcher moved back and forth between what emerged from an intimate study of the data (emic) and preexisting understandings of theoretical principles (etic) brought to bear on the meaning-making.

The rigor in the qualitative study developed as a thoughtful, recursive dance between the partners of the literature, the data, and the researcher's own meta-cognitive perceptivity. Such a dance provided Debra with check points for recognizing and juggling the problems and affordances within one's own subjectivity (Peshkin, 1988).

Metacognitive perceptivity and informed research questions supported sense-making through the creation of conceptual coding structures.

Systematic Analysis: Organization, Transcription, and Triangulation

Organization

A complex multi-methodological approach required a systematic organizational approach to data collection and preliminary organizational analysis. First data collection, storage, and retrieval systems will be described. Secondly, preliminary thematic data organization conducted through a four-step process will be discussed. During the run of the course, data collection and storage procedures were in place. Digital and electronic recording and storing of data was achieved whenever possible to enhance access, analysis, and retrieval. Seminar and practicum lesson recordings were recorded on a mini-DV and then burned to a DVD. Each recording was burned with three minute chapters from beginning to end to facilitate data analysis filing. Each DVD was identified by the title of the study, the context of the recording, and the sequence and date of the recording. For example, see the label format below in Figure 15 for a seminar and practicum lesson recording.

Figure 15 Label Format for Practicum Recording

Attuned Discourse Seminar 2 February 10, 2003	Attuned Discourse Study Lesson Plan 3 Lori March 10, 2003

All written discourse formats were either originally submitted electronically or transcribed to electronic formats and then stored within two different organizational formats: (1) according to discourse source and (2) according to discourse format. For

example, all of Julie's journal entries were stored in an electronic folder titled by format, *Journal Entries* inside a folder titled by source, *Julie*. They were also stored in a source file titled, *Julie* within a larger format file titled *Journals*. Every item was saved and organized within those two dimensions along a time trajectory, with identified dates from the beginning of the course to the end. Artifacts were both photocopied and recorded digitally and burned to a DVD. All electronic text was printed out in a hard copy and saved in files labeled by data format in a larger file identified with the participant's name. Seminar lesson plans, notes, and reflections were also saved electronically and printed to hard copy and filed in a larger file by seminar number and date under the headings: plan, activities, readings, to do list. In all cases, the data was kept in a locked file and saved within a secure electronic storage system.

Preliminary data analyses followed a four step system so as to manage whole/part/whole movement. First, running records of impressions were created as the study took place. Second, once the study ended, analyses began with a systematic data inventory to determine the degree of completeness of the data sources inventoried by data sources for each teacher. If there were any surprising gaps in the data, a data search was conducted. Third, back up data was created and filed in locked storage. Fourth, broad conceptual organization of data was conducted. Every recorded seminar was previewed and catalogued by a summary page of major themes and/or activity shifts. Shifts in themes or activities provided signals to natural breaks in the discourse, and created opportunities to articulate judgments and questions for potential further analysis (Denyer & Florio-Ruane, 1996). Each teacher's set of data was reviewed with notes written on

major themes. The same process was followed for Debra's data. For example, see the thematic notes written on Mara and Lori below:

> Mara
> Book: Holes
> Major Strengths: creative use of artifacts and support materials, had students actually bringing homework home and back which was a new pattern of activity, growth, use of student self-assessments, ceding control, roles, multiple semiotics (objects and drama)
> Hurdles: teaching issue was invention/convention tension when to direct watching their tangents,
> Issues: interesting, diverse group
> Mara is fairly quiet in seminar
> Lengthy journals and huge learner profile (everything but the kitchen sink)
>
> Lori:
> Theme: solving the mystery of reading
> Major strengths: systematic, organized, and reflective ceding of control for discussion, creative use of objects & music, moved to focused role development
> Major hurdle: Did not use trade book
> Self-analysis: used video analysis, journals, and emails
> Seminar participation: high

The process of thematic organizational storage formed and documented potential coding structures and preliminary hunches. Conceptual memos on possible themes drafted potential links to the literature before being filed in an electronic file labeled preliminary analysis. Conceptual coding structures occurred simultaneously as recordings were transcribed. The next section details the transcription process.

Transcription

Transcription transformed recorded data into a usable format for analysis. This study was dependent on discourse analysis as its primary analysis tool. Several data sources drew from written accounts of teacher thinking. However, the seminar recordings were the only records of the teachers' learning as a CoP and the Book Club recordings became essential records in analyzing their enacted practice and the development of their

inquiry into practice. Therefore, the transcriptions were essential and required utmost rigor. Transcription documents were created by Debra, the researcher, and a work study student through multiple readings and viewings of the tapes, catalogued episodically, and coded (Mariage, 2000; Raphael, et al., 1998). Each digital recording in the study had been burned to DVD format organized in three minute chapters. Once recordings were organized through an initial cataloguing of general themes, the seminar recordings were revisited using a three-step process.

First, a running record was created, divided by chapters or theme segments, with an observational account of what was occurring. A column next to the observations included the researcher's judgments or reactions to the observations. These rough transcription/analyses records provided summary clips for cross comparisons with other data sources through the discourse analysis process. Secondly, segments of discourse that seemed particularly compelling were highlighted, noted, and copied to conceptual memos organized by theme. Each segment was identified by seminar number, date, and a rough preliminary transcription. Rough transcriptions of compelling segments included the talk and actions/objects without strong attention to the transcription conventions. Third, larger segments around compelling themes were identified and transcribed following the transcription conventions. The transcription conventions are listed below in Figure 16. Each transcribed section was stored according to possible themes and within the whole seminar. Eventually, every recorded seminar was fully transcribed.

In addition, the same process was followed with the teachers' book club lessons; however, only selected segments were identified for full transcription. The work study student was trained in the transcription process. She and Debra worked in cycles

checking and double checking transcriptions. Each transcribed section was viewed a minimum of five times between two individuals. Any questions or concerns were noted and rechecked.

Figure 16 Transcription Conventions

Symbol	**Equivalent Discourse Feature**
Chapter #	Indicates the chapter from which the transcribed segment was taken. Chapters were burned in three minute intervals.
Time 1:30:06	Indicates the exact running time the segment begins. In this case, the time indicates that one hour, thirty minutes, and six seconds has elapsed.
/	Comma
//	Period
////	silence
,	Indicates normal pause in speech
.	Marks the end of a sentence
[	Overlapping talk of multiple speakers at once
-	Latching talk speaker starts at the same time another speaker finishes
:	Elongation of sound
!	Marks a very expressive comment
CAPITALS	Stress on syllable, word, or phrase
{*Italics*}	Teacher action and or object
(*Italics*)	Student action and or object
(word)	Indicates tone of speech
Bold	Convention to draw reader's attention to specific features of transcript, usually specific words

Triangulation

Multiple data sources and methods allowed systematic analysis and provided thick, varied, and particular descriptive data cross-cuts critical for triangulation. Multiplicity of data afforded discursive terrain for searching out key linkages leading to patterns and generalizations that confirmed or disconfirmed tentative assertions. All data was coded and analyzed for subthemes related to specific themes and patterns. Conceptual memos were created according to a priori and emergent themes. The conceptual memos became temporary placeholders for working ideas and concepts. Each conceptual memo held written and transcribed data from various sources and confirming evidentiary claims linked to data sources. Data analysis included both quantitative (frequencies, word counts, percentages) and qualitative (discourse analysis) measures to address key research questions regarding extent and type of teacher learning.

Discourse Analysis

Since publication of thought marks learning, discourse analysis became central to the study of teacher learning. The inquiry examined what critical course features supported teachers into transformative learning experiences. In order to determine the role of specific course features in scaffolding teacher development, discourse analysis provided the means for examining changes, shifts, and patterns in teachers' words, actions, and objects. The data collection provided a wide range of discourse opportunities. Access to the different meanings in discourse and teachers' uptake of discourse as pedagogy, was gained through careful attention to the range of perspectives, lenses, or "data cuts" available through different discourse analysis approaches.

Each analytic slice featured basic discourse analysis approaches and very specific, intentional choices in discourse analysis as a means of highlighting particular aspects of the critical features. The general discourse analysis approaches will be discussed first, then specific discourse analyses approaches will be described. The specific discourse analysis included: (1) theme; (2) sociolinguistic; (3) critical; (4) intertemporal and intercontextual; (5) intertextual; and/or (6) intersemiotic.

General Discourse Analysis Features

In this particular study, general discourse analysis procedures provided the primary systematic lens for organizing data, detecting and triangulating patterns, and testing confirmations and disconfirmations of themes. Common assumptions girded every type of analysis. The first assumption suggested a broad definition of discourse that included talk, actions, and object (See Chapter 2 for a more detailed definition). Language use comprised a major portion of discourse analysis; however, a sociolinguistic discourse lens was broadened by both looking at multiple ways-of-doing and ways-of-communicating as well as remaining open to analysis of the cultural layers impacting meaning-making. A second assumption relied on the use of coding structures. Every telling case used an initial coding structure used in the broad analysis and then created unique codes from the various subthemes that emerged in the data. Coding structures will be addressed separately following the section on discourse analysis. The third assumption was that a significant part of the rigor in discourse analysis required triangulation across multiple data sources. Thus, the telling cases drew from primary data sources and were then triangulated by patterning across different data sources or across similar data sources from different participants. The data sources included informal and formal text discourse

and oral and written discourse. All of the formats yielded data for triangulation in the discourse analysis process. The fourth general assumption was that all discourse and analysis of that discourse was considered interactional. Interactional discourse assumed socially constructed discourse between individuals each representing multiple contextually situated variables impacting the discourse. The fifth and final general assumption guiding discourse analysis was the principle that data representation and display was essential to storying the particular themes, findings, and discourse approaches within each telling case. The analytic story of each telling case thus took on a different tone which included both quantitative (frequencies, word counts, percentages) and qualitative (sociolinguistic analysis) measures, charts, graphs, figures, and tables to address key research questions regarding extent and type of discursive learning changes.

Specific Discourse Analysis Approaches

Each telling case probed how a critical feature supported transformative collective and/or individual teacher learning experiences. The specific nature of the features, the specific and contextualized experiences of the teacher, and the process of "letting the data speak" promoted a variety of different discourse analysis approaches. Since telling cases try to advance specific conceptual understandings, particular perspectives or frames were used to bring characteristic details to the surface. "The distinctions [of different types of analyses] were between the explicit intents of the research. Types of analysis were combined often in a single study; each making "different contributions to social science..." (McMillan & Schumacher, 1997, p. 533). Each telling case was structured to review what discourse analysis procedures were implemented. Figure 17 below shows the individual telling cases, the analytic data sources, and discourse analysis approaches

implemented. The procedures and their particular distinctiveness are briefly described next. The six approaches include theme analysis, sociolinguistic discourse analysis, critical discourse analysis, intertextual discourse analysis, intertemporal and intercontextual discourse analysis, and finally, intersemiotic discourse analysis.

Theme analysis. Theme analysis teased out categorical data based on patterns and repetitions. Themes were added, deleted, and merged through a process of constant comparison.

Sociolinguistic discourse analysis. Sociolinguistic discourse analysis probed the linguistic form and function of naturally occurring talk (oral or written). Sociolinguistic discourse analysis used in the telling cases synthesized particular aspects of discourse form and function by considering specifics structures and purposes of classroom-based discourses (Cazden, 2001; Barnes, 1992; Burbules, 1993) and meaning-making patterns within conversational analysis (Tannen, 1989). For example, in the telling case of compelling content and Lori's uptake of multiple semiotics, function of discourse was explored through multiple kinds of talk. Likewise, in the telling case of reflective, recursive inquiry cycles, a micro-analysis of the form of Miriam's talk uncovered value-laden statements regarding teachers, learners, and her literacy activities. The value was further uncovered through a linguistic probing of the social impacts of Miriam's actions.

Critical discourse analysis. Critical discourse analysis mined hidden meaning within multiple discourses through intertextual analysis of what is "said" and what has been left "unsaid" (Fairclough, 1999; Bakhtin, 1999 Foucault, 1999). Meaning was incomplete without an analysis of power plays and resistance within the discourse. Critical conversational discourse strives for rigorous, empirical attention to the details of

social action through careful attention to transcription conventions and analysis of actual data (Goffman, 1999; Schiffrin, 1999; Schegloff, 1999) informed by perspectives on discourses of identity, power and cultural conventions and beliefs - including the culture of disability (Cazden, 2001; Cortazzi, 2001; Forman & McCormick, 1995; Gee, 1999; Mariage, 2001; Parker, 1999). Two telling cases used a critical discourse analysis approach. The telling case of the CoP demonstrated the loss of a pattern and potential losses to transformative learning experiences due to "power moves" occurring in the classroom and seminar discourses. The last telling case highlighted the role of reflective, recursive inquiry cycles critically analyzes the powerful role of the teacher in determining expectations toward learners and powerful implications of cultural biases and practices.

Intertextual discourse analysis. Intertextual analysis of discourse signaled the interplay of multiple voices or texts in learning discourses (Putney et al, 2000; Englert & Rozendal, 2004). Intertextual analysis probed patterns that were animated across a range of discourse sources. Different text sources were highlighted through oral/written text as well as inside/outside text. The social construction of learning within communication was a central feature of intertextual analysis. Bloome and Baily (1992 as cited in Putney et al., 2000) suggest that intertextuality is created across time and events through intertextual juxtapositions. "Intertextuality is a social construction in that these juxtapositions must be interactionally recognized by the participants, and have social significance..." (p. 92). Forward and backward mapping featuring chains of talk and action provided one process of intertextual discourse analysis (Putney et al.). The telling case of distributed expertise employed intertextual forward and backward mapping to demonstrate the multiple and distributed textual sources informing Suzy's thinking and action.

Intercontextual discourse analysis. Putney et al. (2000) refer to Floriani's analytical concept of intercontextuality as a way to underscore how learning occurs through negotiations of multiple cultural practices that occur across multiple contexts or activity settings in a person's life. The course design itself featured the intercontextuality of two different contexts; however, the individual contexts of the teachers, their learners within and outside of school shaped the resources available and privileged in settings. Critical analysis complimented intercontextual discourse analysis when individuals became powerfully positioned to either use or discard the mediational resources they had. For example, the analysis of Miriam's transformations over time indicated the hurdles that occur as she negotiated the vastly different cultural practices of two contexts: the college seminar and the middle school. Likewise, the intercontextual overtime analysis demonstrated how Miriam and her learners animated different contextually-situated resources of meaning-making that must be negotiated.

Intertemporal discourse analysis. Intertemporal analysis demonstrated discourse patterns that occurred over time. Putney et al (2000) described a concept of "consequential progressions" and the delays in learning reactions and responses (p. 93) as fundamental to an overtime patterning of learning. They suggested specific time-coded approaches that raised intermporal patterns to light, including forward and backward mapping and chaining. Descriptive narration was featured in presenting the findings because the focus was usually on "groups and their activities that change over time" (McMillan & Schumaker, 1997). The telling case of Miriam's learning through reflective, recursive inquiry cycles was analyzed through a discourse analysis linked to the over time nature of learning.

Intersemiotic discourse analysis. All forms of semiotic tools provided potentially meaningful data for analysis of attuned discourse development between teachers and learners. Effective analysis of semiotic mediators and artifacts required creating a representation of the object in order to communicate the inherent message, theme, or event. While most of the current research is limited to linguistics and text, the place of drawings and artifacts as supportive evidence continues to grow (Mariage, 2001; for an exception see Artiles, Trent, Palmer, 2004). Multiple semiotics became part of the analysis on three levels. First, photocopies, digital photos, and descriptions of the relevant artifacts were organized and filed with the corresponding literacy activity as potential data sources. Second, transcriptions included actions and objects as paralinguistic meaning-makers in conjunction with talk. And the third and final level of analysis included coding discourse for themes with the referents: talk, action, and objects. Although caution must be used in analyzing artifacts, the value of such elements in discourse analysis and analysis of teaching/learning activities has been noted. Structures related to multiple discourse aspects such as student or teacher artifacts, environmental factors (seating), body language, silence, or repetition and imagery hold promise in analyzing what it means to open the discourse space (Collins, 2001; Englert & Mariage, 1996; Parker, 1999; Tannen, 1989). Intersemiotic discourse analysis was used across aspects of the study; however, semiotics and the interanimation of semiotics in learning experiences was foregrounded in Lori's telling case on compelling content as a critical feature.

Conceptual Frameworks and Coding Structures

Coding structures comprised essential tools for analyzing data with theoretical and inquisitive coherence. The coding structures in this study emanated from three sources: a priori course design features, themes emerging from the data sources, and existing literature on learning and development. The attuned discourse heuristic authored the a priori "up-take" themes and mini-themes. Emergent themes created a set of additional codes in the analysis. The codes were developed through definitions and explanations in the literature review or emerged and are described in the specific telling case. Tables 18 and 19 below show exemplars of coded statements based on the referents, descriptors, or definitions of each code. Specificity of the coding structures and their analysis depend upon frequency counts, contrasts, patterns, and the multiplicity of data supports. Constant characteristic comparison determined which coding structures stayed and which were dropped or merged with other themes.

Figure 1 Methodological Analysis Table

Telling Cases	Analytic Methods	Codes/Themes	Data Sources	Purpose/Goal
Appropriation/Up-take Patterns	Sociolinguistic Descriptive Statistics Constant Characteristic Comparison (Glaser & Straus, 1967 in McMillan & Schumacher, 1997 Topological Theme Analysis	A priori Themes Emergent Themes (See figure XX for detailed descriptors	7 Teacher Participant Journals	Determine the telling cases of critical features and corresponding teachers in each case based on appropriations of significant themes and complexity levels
Telling Case 1: Creating Zones of Transformation: It's Risky Business	Interactional Sociolinguistic Discourse Analysis Theme-Analysis Emic/Etic Descriptive Analyses	Risk Subthemes: Risk-taking course placeholders Knowledge, Skills, Dispositions Attuned Discourse Heuristic Variables Responsivity	Seminar Recording Transcriptions Course Artifacts (e.g. syllabus and supporting requirement hand outs) Seminar Lesson Plans Field notes Individual Pre/Post Interviews 6 Teacher Participant Journal Sets 6 Sets of Recording Analyses Forms	Highlight the critical feature and dimensions of risk as a critical feature in the course and across 6/8 teacher participants
Telling Case 2 Distributed Expertise: Intertextual Animation in a Community of Practice	Intertextual Interactional Discourse Analysis Critical Discourse Analysis Theory-building Analysis Forward and Backward Mapping Chains of Action Contrastive Relevance Discrepant Evidence	Objects (Timer) Culture/Race/Language Subthemes Co-constructed Complimentary Creative Analysis/Synthesis/Reinvent	Seminar Recordings and Activities Suzy's Journals Suzy's Lesson Plans Suzy's Lesson Recordings Suzy's Lesson Analyses Suzy's Pre/Post Interview Field Notes Artifacts	Highlight the role of distributed expertise available in a CoP as a key feature for transformative teacher learning

Telling Case 3 Compelling Content: Multiple Semiotics as Discursive Scaffolds in Teacher Learning	Intersemiotic Interactional Discourse Analysis Emic and Etic Analysis Grounded Theory Contrastive Relevance	Attuned Discourse Heuristic Variables Attuned Discourse Opening the Discourse Space Multiple Semiotics Talk, Actions, Objects Sub themes: Talk: Inquiry, Information, Debate, Conversation Scaffolds	Seminar Recordings and Activities Lori's Journals Lori's Lesson Plans Lori's Lesson Recordings Lori's Lesson Analyses Lori's pre/post Interviews Field Notes Artifacts	Highlight the as a critical feature the role of semiotics and attuned discourse as compelling content for transformative teacher learning experiences
Telling Case 4 Intertemporal and Intercontextual Transformations through Recursive, Reflective Inquiry Cycles: Grapping with Kids, Content, and Culture:	Intercontextual/Intertemporal Interactional Sociolinguistic Discourse Analysis Descriptive Narration of Consequential Progressions Emic/Etic Analyses Critical Discourse Analysis Descriptive Statistics	Learners Teacher Book Club & Literacy Strategies Culture (Broadly defined) Sub themes Positive, Negative, Neutral Statements Linguistic Intensifiers/Qualifiers	Growth Roll Miriam's Journals Miriam's Lesson Plans Miriam's Lesson Recordings Miriam's Lesson Analyses Seminar Recordings and Activities Field Notes Artifacts	Highlight the role of recursive, reflective inquiry cycles in creating a process that supports critical transformative learning experiences in teachers.

Figure 1 A Priori themes and definitions (see chapter 2 and telling cases for a more complete description of codes)

A priori Theme	Word Referents Defining Principles Examples	Examples
Learner	Word Referents: learner(s), student (s), children, or individual reference to a learner or group of learners in the practicum placement	• The **kids** frequently feel overwhelmed and so do I • I realize that **all children** test new people • **Cherise,** as you know, is very social and loves to read.
Attuned Discourse	Word Referents: discourse, semiotics, multiple semiotics, opening the discourse space, talk, action, objects Description of discourse occurring	• I tried to help them **discuss the themes** during closing community share by having them **share some of their group answers** to these questions. • A student who is unaware of the **discourse** expected or doesn't understand can be the "one to disrupt" any given situation. • I can seek to create a more open **classroom discourse** which is more **attuned** to the learner in part by providing scaffolding
Book Club	Referents to: Book Club, book club discussions, Description of any component of book club through the community share, reading, book club discussion, or response activity	• **Book Club** stresses that it is important for students to "own their learning" • This is really exciting to see the growth by just implementing critical talk, action, and movement into the **book club discussion.** • I'm having a hard time fitting in the reading time, writing, **community share** and talking.
Strategies	Word Referents: strategies, Descriptions of a strategy or scaffold.	• Help them understand **how to draw out factual information.** • I also spent some time at the bookstore looking **for picture books to go along** with it. • I have been challenging myself to work on incorporating a variety of **strategies** into the book club lessons
Content Curriculum	Referents: curriculum Descriptions: of curricular content in their school or book club curricular guides, listed in standards language, or in research. Includes explicit and hidden curricula	• Since I am the English teacher, I am considering a **compare and contrast essay** as well. • Or, should I **insist that all students speak proper English** because that is how you get ahead in the world? • It is fascinating to see how the children have the intrinsic desire to **comprehend literature**
Identity	Word Referents: identity, self-esteem, view of self, masks, Description specifically as learner, thinker, writer, reader, etc.	• As members of a book discussion group they are being given a sense of **identity.** • I do agree that D is struggling with **identity** issues and recognize the problems that come with a SPED label.

Figure 2 Emergent Themes and Definitions

Emergent Theme	Definition	Examples
Risk	Referents: risk or degree of comfort Descriptions of vulnerability, self-revelation, mistake-making, of asking opinions (see detailed definitions in telling case 1).	• The **more comfy** students feel, the less a teacher needs to support the students. • They are beginning to **take a few risks** with their responses • I think this is about taking a **risk** and plunging in!
Culture	Referents to race, gender, class, culture Descriptions of institutional, educational, SPED, or classroom culture. Descriptions of specific home or community cultures	• Do I have the right to impose my **cultures** way of speaking on my students who have a different cultural background than I do? • At this point in their lives some of my students would see that as an affront to their **culture.** • I'm also feeling unsure/inadequate to provide the visuals, rhythmic motions, objects and activities necessary to **African American discourse**.
Role	Referents to: student/teacher role or role of discourse Descriptions of "being or doing" related to specific roles, jobs, or tasks that a student or teacher take on.	• I realize that it is very important **to be** flexible and patient. • I am continuing to challenge the kids **to use** higher level questioning skills. • **I will be** the teacher observer and listen to the students share ideas. • In time, **they could** perhaps be given opportunities to **lead discussions** based on their set of questions.
Power/control/ management	Referents: control, manage, behaviors, discipline, rules, expectations, consequences , authority Descriptions of expectations, consequences (positive/negative),	• In time, they could **perhaps be given opportunities** to lead discussions based on their set of questions. • Last year, whenever **I was absent, my principal had to pretty much set up camp in my room** for the majority of the day. • It also means that **loosening up** brings an overboard type student reaction which then forces more **consequences.**
Reflection	Word Referents: Reflect, look back, realize Descriptions of reflective activity in which they "go back"	• **I realize through two videotapings,** I have a tendency to try and mold the students the way I think is best. • **Sometimes I catch** myself straining to make it more detailed and specific and that is when I realize, I need to "chill out" and let discussion happen if it needs to. • **I also need to more closely** monitor my response to their contributions.

Expertise	Word Referents: experts, sources Descriptions of internal or external/writtenor spoken information or advice from others	• **After this past seminar, I decided** to dive in and **locate a chapter book that would work** for my kids and me as a group. • **I tried your suggestion** in rearranging my room. • After doing some **digging, online** and in some **reference books** I have discovered that Guided Reading and Book Club are very similar.

Summary

This chapter outlined the design and methodological approach to the study. The first section outlined the setting and participants. The intercontextual setting of the college seminar space and the individual practicum teaching sites were described. A description of teachers taking the course was given along with general descriptions of their students. The instructor, as participant researcher was explained, followed by a brief rational for the intercontextual design of the course. The second section outlined the rationale for the course design features: what teachers need to know and how they need to know it. This section looked specifically at the content of the Attuned Discourse Heuristic and the role of mediational tools in responsive, scaffolded instructional discourse. The second section also described the learning process of inquiry, the participation structure within a community of practice, and the activity setting of Book Club. The third section provided a rationale for the telling case structure of the analysis and findings of the study. The fourth section reviewed the questions' focus on teacher learning and the markers for ZPD learning. In addition, this section addressed *what counts* in learning. Finally, the specific questions related to what the teachers took up in the course and the four features critical to the deep learning teacher experiences that occurred in the practicum. The four sub questions investigated the worth of specific design features in the practicum course exploring discourse as responsive pedagogy. Each of these questions used multiple data sources, drawing primarily from recorded activity, and the dialogic tools mediating the activity.

The fifth section in chapter 3 detailed the multi-method data collection design, highlighting the rationale for the multi-methodological approach and also linking the

connections between the data collection specific to course components and the literature's summary of important characteristics in teacher learning. Each data source was described. The last section explained and described five principles used to implement a rigorous, multi-methodological analysis design in the study. The chapter focused on the following qualitative research principles guiding the study: (1) calibration through research questions; (2) meta-cognitive perceptivity; (3) systematic analysis through organization, transcription, and triangulation; (4) discourse analysis; and (5) categorical coding structures. Particular attention was given to the general and particular discourse analysis approaches used for analyzing each question.

Chapter 4 addresses the first question in the study which probes what the teachers took up in the course journals. Chapters 5 and 6 communicate telling cases that story transformational individual and collective teacher experiences and features that were critical to their transformational development. Chapter 7 summarizes the findings across the telling cases, highlights key issues, questions resulting from the study, and considers resulting implications and future possibilities.

CHAPTER 4

APPROPRIATION: UP-TAKE TOWARD TRANSFORMATION

Introduction

How does a teacher know that someone is learning? As course instructor and participant researcher, Debra sensed that the teachers in the practicum course were learning; however, the question remained, how did she (or they) really know that learning occurred? For that matter, how deep was the learning? Had transformation (i.e. significant change) occurred? And if transformative learning occurred, what were the critical features embedded within the practicum course that propelled and supported deep learning? According to a socio-cultural perspective, learning takes place within individual and collective zones of proximal development (Vygotsky, 1978; Putney et al., 2000). A complex web of variables affects the dynamic ZPD learning process. Learning first occurs as a learner or group of learners appropriate or "take up" a set of privileged conventions. Learners internalize conventions contextualized within activity, personalizing the make meaning activity. The animation of multiple variables within the contextualized learning activity and within diverse ZPDs in a learning community impact meaning-making affecting how appropriations are personally and collectively internalized, authored, and re-invented.

Deeper meaning-making in the internalization process occurs as appropriated conventions transform the learner(s) and others. In the process, learners also often transform or change the conventions. The design of appropriation spaces is critical to the meaning-making process affecting the nature and degree of individual and collective development. Design features positioned within any teaching learning activity may

support or hinder learning potentials in the multiple developmental zones of diverse learners.

This study investigated teacher learning by probing how critical design features within the practicum course may have supported teachers' appropriation and transformation of conventions leading to more open, responsive literacy praxis. The study focused on teachers working with learners identified with learning disabilities. First, Chapter 4 develops the analysis of appropriation or uptake patterns evident in the teachers' journals. Secondly, in Chapters 5 and 6, analysis of transformational experiences indicated broadly through teachers' uptake patterns probe the relationship between critical design features and teachers' deepening internalization of what they need to know and do. Telling cases explore and represent four critical features positioned in the practicum course (Putney, et al., 2000): (1) risk-taking as privilege and stance; (2) distributed expertise within a community of practice as affordance; (3) the course content of discourse as pedagogical tool and specifically, multiple semiotics; and (4) learning activity through a process of reflective, recursive inquiry cycles. The first two telling cases in chapter 5 reflect the individual and collective nature of learning by considering more than one teacher. The first telling case involves probing six of the eight teachers' positioning and appropriations of risk. The second telling case analyzes the power of distributed expertise within a CoP by looking at Suzy's transformative learning experiences within the learning community. Chapter 6 presents the last two telling cases. The third telling case explores discursive choices and multiple semiotics as meaningful, compelling course content for Lori's development. The fourth and last telling case highlights the role of reflective, recursive inquiry cycles in Miriam's transformative

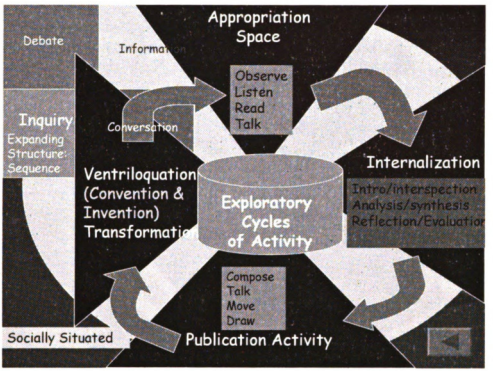
changes. While all four critical features function together to provide a rich transformative learning environment for every teacher, each telling case highlights the role of a specific critical feature in the learning experience.

In order to determine what features supported the learning process, Debra first needed to understand what was appropriated and by whom. This chapter responds to the first focal research question, "What did the teachers appropriate or take up in the practice course experiences?" by analyzing with "broad brush strokes" appropriation patterns. The patterns helped determine possible key features and the teachers that best story or tell how a feature supported changes in their thinking and practice. The first section of the chapter addresses practicum complexity as well as collective and differential up-take patterns. The second part of the chapter identifies how the analysis provides rationale for the telling cases and particular teacher experiences.

Practicum Complexity: Collective and Differential Up-Take Patterns

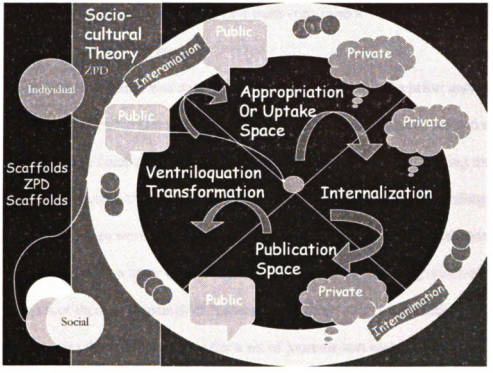
According to Vygotsky, learners, situated in social contexts, move along zones of proximal development. As discussed in the literature review, development occurs through a recursive learning cycle adapted from Gavelek and Raphael (1996). Figure 20 depicts a recursive cycle of learning, supported through inquiry activity cycles that activate appropriation of conventions, various depths of internalization, publication opportunities of internalized thinking, and application or integration of that publication along a ZPD. Learning thus ranges along activity cycles from ventriloquated to deeply transformed thought and action. Four dialogic styles, learning: debate, information, inquiry, and conversation, enrich developmental activity.

Figure 20 Recursive Learning Cycle



Putney et al. (2001) argue that development within communities of practice occurs both individually and collectively within a reflexive, social relationship. The relationship supports the interanimation of individual and collective voices through the private and public meaning-making occurring in social relationships (See Figure 21). Furthermore, when opportunities exist for recursive activity in CoPs, learners (individually and collectively) transform ideas, people, and culture over time. In the process, they themselves may be transformed. Transformation within recursive activity necessitates teacher up take of particular knowledge, skills, and dispositional conventions in learning-praxis communities (Freire, 2003). Initial analysis of teacher up-take proved essential to understanding the nature of teacher transformation and the significance of features embedded within private and public appropriation spaces.

Figure 21 Transformation with a Recursive Inquiry Cycle



The Analysis

An initial topological theme analysis (see Chapter 3 for more) of up-take patterns was conducted by coding the repetitions of a priori and emergent topics in the teachers' journals. Broad linguistic discourse analysis indicating specific topological or related words proved sufficient for coding ventriloquated appropriations. The journals were selected for the analysis because, unlike other dialogic publication tools, the teachers had greater freedom for determining the content of the journal entries. In addition, the journals provided consistent reflective communication from the beginning of the practicum experience to the end. The teachers each completed at least eight journal entries. Seven out of the eight teachers' journal sets were analyzed. Nanette's journals were removed from the analysis since she did not seek permission from her students for the study and had less overall data to contribute toward triangulation. All but one of the

remaining seven journal sets were submitted electronically. Mara's journals were hand written and typed entries, so they first were converted to an electronic format.

Coding Structure and Process

Appropriation was determined by coding topological a priori and emergent themes. As possible themes or topics became apparent, they were defined and electronically color-coded. Debra read through the journals highlighting the discourse segment matching the described theme with the appropriate corresponding color. New potential themes were first highlighted in bold with notes made of the theme. If a pattern seemed eminent, a color option was created and a second reading was conducted with a new set of themes. Readings or "passes" through the data focused each time on two to four themes for color-coding. After a set of journals was coded, Debra's work study student reviewed the journals making notations on any questionable segments. In addition, after all of the coding was conducted, Debra asked the work study student to look for any potential missing themes as well as check on two themes that seemed to have very little coded.

A Priori and Emergent Themes

Each journal entry was analyzed for the number of a priori themes taken up. Debra generated a priori themes from the attuned discourse heuristic developed at the start of the course. The following 10 themes were the most substantive: (1) learner, (2) discourse, (3) talk, (4) action, (5) objects, (6) semiotics, (7) Book Club, (8) strategies, (9) content curricula and (10) identity. Through the analytic process of constant characteristic comparison, some themes were collapsed into one theme. For example different kinds of strategies (skill, content, management) were subsumed into one general *strategy*

category. Given the course emphasis, Debra analyzed sub-themes relating to attuned discourse through multiple semiotics both separately and collectively.

In addition, themes that emerged in the process of a priori theme coding were also coded. They included the following themes: (1) risk; (2) culture; (3) role; (4) expertise; (5) power, control, management (PCM), and (6) reflection. (See Figure 22 for themes). The emergent themes addressed content/knowledge, skill, and disposition/stance themes. More specifically, culture, role and PCM connoted topics added as content or knowledge themes in the course. Debra did not privilege those initially; however, they emerged in the socially constructed course interactions. Likewise, while Debra valued both the disposition of risk and the skill of reflection as important to learning, she did not consciously extend a priori themes beyond appropriated content. The themes of risk and reflection emerged as course knowledge (i.e. knowing the skill of reflective activity), but even more importantly, the themes emerged as a stance and a skill-set important for the teachers' learning.

Figure 22 Themes

A Priori	Emergent
• Learner	• Risk
• Discourse	• Culture
• Talk	• Role
• Actions	• Power, Control, Management (PCM)
• Objects	• Reflection
• Semiotics	• Expertise
• Book Club	
• Strategies	
• Content Curricula	
• Identity	

The final selection of analyzed themes was selected on the basis of the following three criteria: (1) the comprehensive nature within and across individual's journals; (2) the strength of theme validity through potential triangulation to other data sources in the study; and (3) and the way the data 'spoke" within a transformation story thread.

Preliminary Analysis and Findings

The journals were analyzed individually and collectively through constant characteristic comparison for frequency of thematic uptake across the each set of journals. A theme was counted if it was taken up at least once in a journal entry, answering if it was appropriated, not how or to what extent any theme was appropriated in an individual entry. Coded theme counts were conducted and cross checked three times. Any potential questions or concerns were identified and rechecked. Tables 1 and 2 below depict percentage of a priori and emergent uptake themes of individuals and Table 3 depicts the collective mean for those themes across all of the teachers' journal sets. The tables also show the range of themes a teacher took up across her entries, the most commonly occurring theme percentage taken up across the journal entries (mode), the mean percentage of themes each teacher appropriated, and the overall collective mean uptake for the teachers for each theme.

Table 1 A Priori Theme Uptake Percentages

	Learner	Attuned Discourse	Talk	Action	Objects	Semiotics	Book Club	Strategies	Content Curriculum	Identity
Miriam	75	75	38	38	38	0	38	63	75	13
Lori	100	63	88	63	63	38	50	88	63	0
Mara	67	50	33	83	83	0	17	83	0	17
Corrine	88	38	50	50	38	38	38	100	63	0
Suzy	71	57	57	29	29	0	29	100	57	0
Teri	67	89	22	22	22	0	67	78	44	0
Julie	71	43	14	14	0	0	14	57	71	0
Mean Uptake	77	59.29	43.14	42.71	39	10.86	36.14	81.29	53.29	4.29

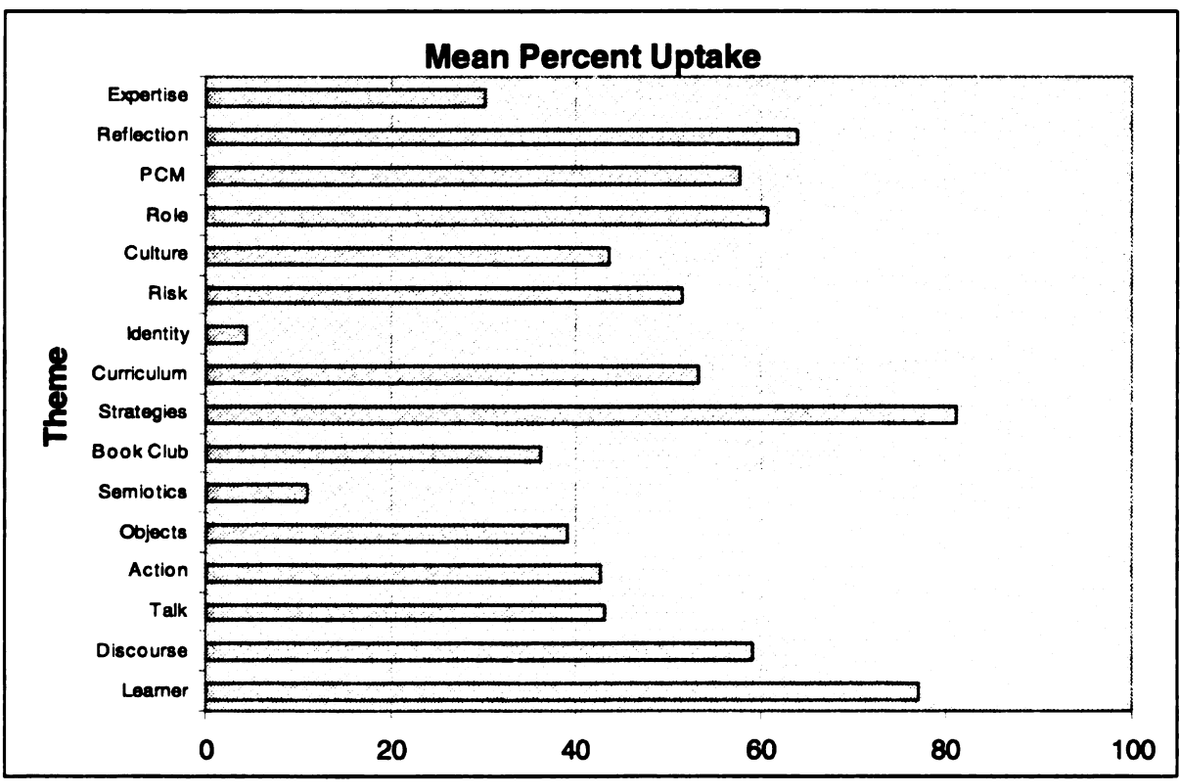
Table 2 Emergent Theme Uptake Percentages

	Risk	Culture	Role	PCM	Reflection	Expertise
Miriam	50	75	50	100	63	25
Lori	50	38	63	75	50	38
Mara	17	33	83	17	33	50
Corrine	63	50	13	57	88	13
Suzy	57	57	57	57	71	43
Teri	67	22	89	56	100	11
Julie	57	29	71	43	43	29
Mean Uptake	51.57	43.43	60.86	57.86	64	29.86

Table 3 Mean, Median, and Mode

	A Priori			Emergent		
	Range	Mean	Mode	Range	Mean	Mode
Miriam	0-75	45.3	38, 75	25-100	60.5	50
Lori	0-100	61.6	63	38-75	52.3	38, 50
Mara	0-83	43.3	83	17-83	38.8	17, 33
Corrine	0-100	50.3	38	13-88	47.3	13
Suzy	0-100	42.9	29, 57	57-71	57.0	57
Teri	0-89	41.1	22	11-100	57.5	11, 22, 56, 67, 89, 100
Julie	0-71	28.4	14	29-71	45.3	43

Figure 23 Mean Percent Theme Uptake



Three interesting preliminary findings emerged from this initial analysis and underscore both the collective and individual nature of teacher learning in a course constructed within a CoP. The findings recognized: (1) the uptake of complexity in the multiple themes that the teachers grappled with in their journal entries, (2) the collective appropriation of practicum themes, (3) and the differential appropriation of

predetermined and emergent practicum themes. Figure 23 above demonstrates that 8 out of 16 themes were collectively (through analysis of the means) appropriated in over 50 percent of the journal entries. Conversely, eight themes are taken up by fewer folks and less often ranging from 4 to 43 percent.

Uptake of complexity. First, the teachers appropriated the complex nature of teaching and learning activity demonstrated by the interanimation of multiple variables. Overall, the teachers wrote about several variables during each journal entry. See Table 3 for the mean number of uptake topics within each journal entry. The mean teacher uptake per journal entry indicated that on average, 7.5 out of 16 themes were animated every time they wrote in their journals. However, variability existed between teachers' mode and mean for uptake of themes. A look at the uptake mode suggested that Julie most commonly addressed either 4 or 7 themes each time while Lori commonly addressed 11 or 12 themes. Likewise, the mean uptake for Julie was 5.571 while the mean uptake for Lori was 9.5. While Julie commonly addressed 5.6 different themes on average, Lori addressed 9.5 themes on average. The difference between the mode and mean of the themes was apparent as indicated in Miriam's journal analysis where the mode of 7 themes more closely aligned with a mean of 8 as contrasted by Lori whose mode was 11 or 12 themes with a mean of 9.5 due to an initial two entries that focused more on significantly fewer topics. This difference indicated that while all the teachers appropriated on average 7.5 themes in each journal entry, they still differed in their complexity uptake across individuals and across their own journal entries.

Table 4 Number of Uptake Topics

	Journal Number										
	1	2	3	4	5	6	7	8	9	Mean Uptake	Mode
Miriam	7	7	8	4	7	6	13	12		8	7
Lori	1	5	12	14	11	12	10	11		9.5	11,12
Mara	6	6	7	5	7	9				6.667	6, 7
Corrine	7	7	8	6	8	9	8	8		7.625	8
Suzy	5	6	8	13	9	6	6			7.571	6
Teri	8	9	11	9	6	5	6	8	6	7.556	6
Julie	3	4	4	7	7	6	8			5.571	4, 7
Collective										7.499	

The three figures below demonstrate visually (by color shifts) the collective complexity and diversity of themes teachers took up across their journals. In addition, the figures demonstrate which teachers took up more complexity within the identified topics more often. A scan of the individual theme appropriations indicated that Lori, Miriam, and Corrine took up the greatest number of a priori themes (9) across their entries, with Lori taking up the greatest number of topics the greatest percentage of the time. While all of the teachers took up the same number of emergent themes (6), Miriam, Teri, and Suzy took up the themes most often across journal entries. The combined uptake figure demonstrates Lori and Miriam as having taken up the greatest number of topics (15) over the greatest percentage of time.

Figure 24 A Priori Theme Uptake Percentages (Complexity)

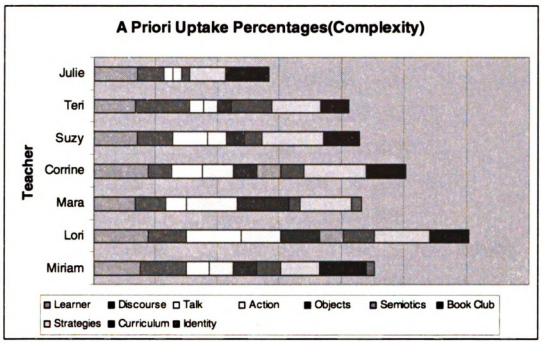


Figure 25 Emergent Theme Uptake Percentages (Complexity)

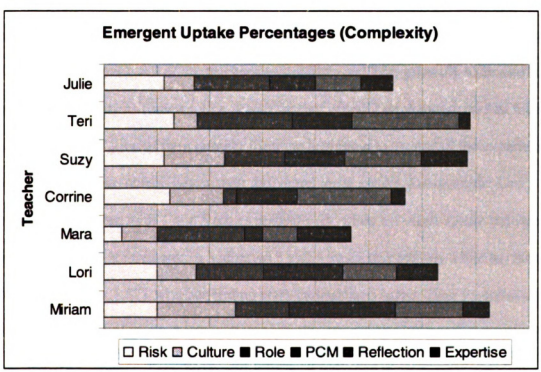
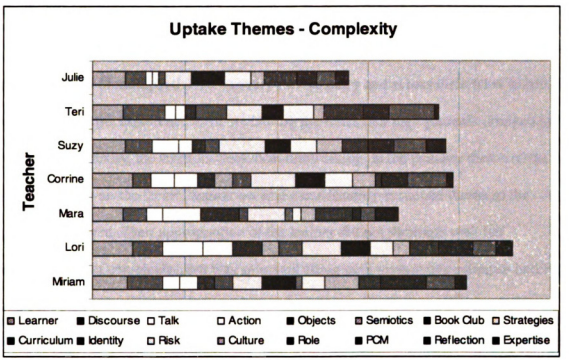


Figure 26 Combined Uptake Themes Percentages (Complexity)



When and why did the teachers' level of complexity shift in their journals? An initial analysis of time and theme demonstrated two interesting preliminary conclusions (See Table 4 above). All of the teachers except Suzy and Teri generally increased in their uptake complexity as time went on. Every teacher except Teri demonstrated an increase in complexity of journal item number from the beginning to the end of the experience with their first two entries below their individual mean uptake. For example, Lori's first two journals began with 1 and 5 topics respectively, while her mean uptake indicated 9 topics. Julie's first three entries addressed 3 and 4 topics respectively while her mean topic uptake was 5.571 with her ending entry addressing 8 topics. Julie provided the most striking example of gradual uptake in complexity journaling on 3 to 8 themes over the practicum experience. Lori, Suzy, and Julie each indicated in their initial entry the lowest

number of topics taken up. In each case, the low complexity journals primarily addressed the theme, learner.

In summary, the teachers appropriated complexity in their journals through the interanimation of multiple themes in every journal entry and across their set of entries, particularly as the experience went on. During the times that their journals dropped in variable complexity, the teachers were most often taking up the primary theme of the learner. However, the theme, learner became a consistently sustained theme as the practicum ensued. Their appropriation of the learner did not diminish with the appropriation of complexity, but was animated along with several other themes in the course.

Collective theme uptake. A second major finding in the initial analysis centered on the collective appropriation of course themes. Eight of the 15 themes were appropriated collectively over 50 percent of the time. Four a priori themes were appropriated in over 50 percent of the journal entries. The attuned discourse heuristic was privileged content in the practicum course. Seminar time was allocated to pre-selected and emergent attuned discourse constructs. Five out of 7 teachers took up the theme of attuned discourse in at least 50 percent of the entries they wrote. The collective mean up-take percentage for attuned discourse was 59.3 percent, with Teri taking up attuned discourse as a theme in 89 percent of her entries and Corrine and Julie taking it up in only 38 and 43 percent of their entries, respectively. The teachers received the topics of attuned discourse and opening the discourse space once as potential optional topics.

Collectively, the teachers took up two a priori themes more than any other theme: strategies and learner. Overall mean percentage uptakes of strategies was the highest

theme coded at 81.3 and the learner second highest with the mean percentage uptake score of 77. Suzy and Corrine addressed strategies in every entry. The lowest percentage uptake of strategies was Julie at 57 percent. Lori took up learners each time with Corrine and Miriam addressing learners 88 and 75 percent of the time. The lowest percentage of uptake on the learner theme was 67 percent. The course involved 10 weeks of teaching literacy and other content skills to learners identified with learning disabilities supported through the seminar experiences. Thus it is assuring to know that the teachers were taking up issues related to their learners and strategies. It is also important to note that the privileged course knowledge sets of attuned discourse and book club did not detract from these two very important special education issues, but rather served to animate publication of thinking regarding learners and strategies.

In addition, the activity setting, Book Club, became a major privileged curricular selection in exploring literacy learning. Book Club was the central activity setting for the teachers' taped lessons and analysis. The teachers purchased the Book Club curriculum, read and conducted book club discussions on the Book Club text and journal articles, and shared their experiences of strategies appropriated or adapted from the Book Club curriculum during seminar share. While the teachers addressed themes in the attuned discourse model (and in particular, associated with learners and strategies), they did not in large part use the journals for taking up the specifics of Book Club as a curricular activity. The first two seminars introduced Book Club as the focused curriculum for the content. Other topics introduced in the first two seminars included learners within their teaching/learning community of practice, and multiple semiotics, particularly multiple kinds of talk. However, the teachers did not collectively focus on Book Club despite its

primacy as the privileged activity setting. The collective mean uptake percentage for the Book Club theme was 36.1 as opposed to mean uptake percentage of Attuned Discourse at 59.3. Lori and Teri were the only two teachers who appropriated Book Club in 50 percent or more of their journals, at 50 and 67 percents, respectively. It should be pointed out that, the low appropriation of Book Club in the journals does not indicate low appropriation of Book Club in the course, rather, they weren't using the journal space to explicitly address Book Club as often as they were addressing other aspects of their experience.

Identity was a privileged theme not collectively taken up with a mean uptake percentage of 4.3. Only two teachers directly appropriated the theme of identity by writing about their learners or themselves. Miriam and Mara demonstrated uptake percentages of 13 and 17, respectively.

Collectively, four out of the six emergent themes were taken up over 50 percent of the collective mean of journal entries: (1) risk at 52 percent; (2) PCM (power, control, and management) at 58 percent; (3) role at 60 percent; and (4) reflection at 64 percent of the time. PCM (power, control, and management) and role became important topics that Debra had not initially privileged, however they emerged in the course experience. Five out of 7 teachers took up the impact and possible shifts in role in over 50 percent of their entries. They explored roles of teacher, learner, content, and pedagogical discourse patterns. The mean percentage for the teachers' up-take of role was 60.9. Teri took up role in 89 percent of her entries while Corrine's role uptake was only 13 percent and Miriam's 50 percent. Likewise, reflection and risk emerged as important stances. All seven of the teachers except for Mara demonstrated a "risking" stance in over 50 percent

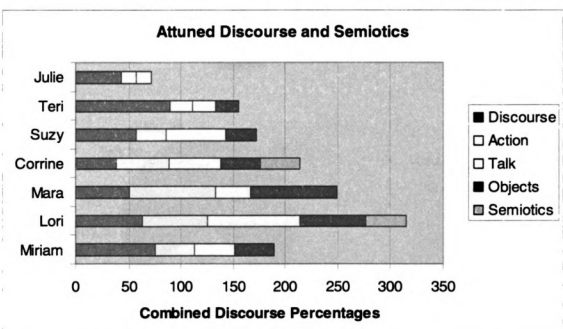
of their journals. In addition, all of the teachers indicated a reflective stance or the use of reflection in their learning in over half of their journal entries, except for Mara and Julie coded at 33 and 43 percent of the entries, respectively.

In summary, teachers all took up aspects of the privileged course content, Attuned Discourse. In addition, many of the teachers also took up more specific aspects related to the Attuned Discourse theme. In contrast, although the themes were often taken in relationship to the teaching activity of Book Club, actual explicit uptake of the curricular program Book Club represented a lower uptake theme across all teachers. Two a priori themes, strategies and learner, webbed with Attuned Discourse and Book Club and were appropriated the most of any a priori and emergent theme. Reflection and role were two emergent themes that were coded as present most often across the teachers' journals. The reflection theme related to the teachers' stance and skill, where role was an additional knowledge or content area. The a priori theme of identity was taken up the least of all a priori and emergent themes.

Differential thematic uptake patterns. The third finding focused on the differential thematic uptake on the part of the teachers. Julie, Teri, and Lori allocated considerable journal entries to the practicum concept of attuned discourse and discourse as pedagogy by addressing role. Julie focused significantly (71%) on the concept of role, discussing the role of discourse, teacher, learner, and the book they were discussing in the book club discussions. Teri, Miriam, and Lori took up the concept of attuned discourse the most, 89 percent, 75 percent, and 63 percent respectively. Teri and Lori also both took up role often, Teri taking up role in 89 percent of her entries and Lori taking up role in 63 percent of her entries. Of the three teachers who took up attuned discourse, Lori most consistently

explored specific facets of discursive practices as pedagogical mediational tools. Lori took up different kinds of talk in 88 percent of her entries as well as actions and objects in 63 percent of her entries. She was also the only one apart from Corrine who used the term semiotics in 38 percent of her entries. While Teri took up the term attuned discourse the most at 89 percent, she did not often link it with specific language related to talk, action, and objects with her percentages ranging from 22 percent for talk, 22 percent for actions, and 22 percent for objects. See the Figure 27 below which demonstrates the differences when merging the uptake percentages closely connected to attuned discourse. The figure shows the combined percentages of the following coded themes: (1) Attuned Discourse; (2) Action; (3) Talk; (4) Objects; and (5) Semiotics.

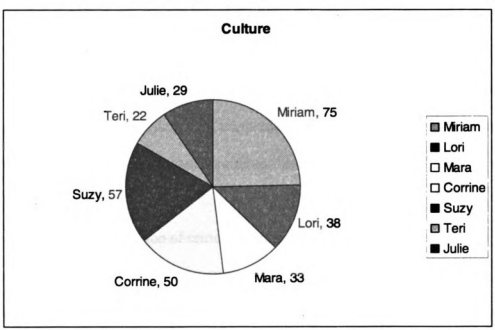
Figure 27 Attuned Discourse and Semiotics



While three teachers took up Attuned Discourse more than the other teachers, three different teachers took up the concept of culture the most. Corrine took up culture with 50 percent of her entries. Suzy took up culture as often as she took up attuned

discourse and role, also with 57 percent or her entries. Likewise Miriam took up culture in 75 percent of her entries. See Figure 28 for the uptake rankings for culture. The topic of culture was not initially part of the attuned discourse heuristic and curriculum but emerged as a critical issue for some of the teachers, and thus became an important part of the content of the seminar. It is interesting to note that of the three teachers who took up culture, two (Suzy and Miriam) were teaching in special education settings with the greatest number of their learners children of color. The third teacher (Corrine) was working in a rural setting. Teri, Julie, Mara, and Lori took up culture the least with 22, 29, 33, and 38 percent of their journals, respectively. They were all, with the exception of Mara, working in rural or suburban areas teaching almost all Caucasian children identified with LD.

Figure 28 Uptake of Culture



More specific analysis of differentiation within the most broadly defined theme of culture (see literature review, chapter 2) suggests that Suzy and Miriam wrote about cultural differences related to race and class while Corrine's uptake of culture addressed class. The other teachers who took up culture less frequently discussed school or special education culture. No one specifically addressed gender.

The Determination of Telling Cases

As Debra coded and read the journals, it became apparent that the journals lent important clues for probing the nature and degree of the teachers' learning. Not only could patterns of appropriation be noted, aspects of deeper changes in teachers' thinking and action were indicated. The appropriation patterns suggested that specific themes storied aspects of critical features that may have supported or scaffolded changes in how teachers designed and implemented literacy lessons and strategies for their learners. Telling cases exploring and depicting what supported experiences of teacher transformation as a result of the practicum course were chosen from the following inputs: initial analysis, the potential to triangulate through other data sources, and the power of the case in exploring a feature in teacher learning. Power refers to the way the data spoke to the researcher (See chapter 3 for more detail on data "speaking").

Critical Features

The investigation of critical features supporting teacher uptake and transformation afforded unique slices at the complex nature of teacher apprenticeship into responsive discourse as a pedagogical tool. The four critical features each highlighted in a telling case are: (1) risk, (2), distributed expertise in a CoP (3) attuned discourse and semiotics as compelling content, and (4) recursive, reflective inquiry cycles. The analysis of uptake

patterns indicated that a telling case should explore the privileged, predetermined content of attuned discourse and multiple semiotics. Attuned discourse strongly reflected the privileged course content that webbed teachers' exploration of learners and literacy strategies. Attuned discourse was both strongly privileged and appropriated on a mean of over 50 percent across all the teachers. It was also important to Debra as researcher and instructor to see if the privileged content was a critical feature in the learning.

Likewise, a telling case needed to probe the emergent theme of reflection. Reflection represented a necessary skill and stance related to the inquiry processes through which the teachers were expected to learn. The teachers appropriated reflection as a stance in the journal entries at a mean percentage of 64. The reflective stance was most explicitly encouraged through the dialogic tools mediating the inquiry activity. The two themes that were taken up the most, learners and strategies, represented strands woven in all four telling cases as foci or windows to aspects of transformation.

Two other areas evolved as arenas for investigating the features affecting teacher learning in the experience: the emergent themes of risk and expertise. The literature review suggests that socially-situated learning is mediated by individuals and collectives in a CoP. One of the important features of a learning community is the multiple access points of expertise (Englert & Rozendal, 2004, Lave & Wenger, 1991). The expertise theme was interesting in that the coded journal appropriations of expertise were low (M = 30). The initial analysis of journal appropriations was insufficient to lend understanding as to whether or not distributed expertise available in a CoP was created in the practicum course and if it supported deep changes in teacher thinking or practice. Debra had envisioned the teachers functioning together as a community of learners, so it was

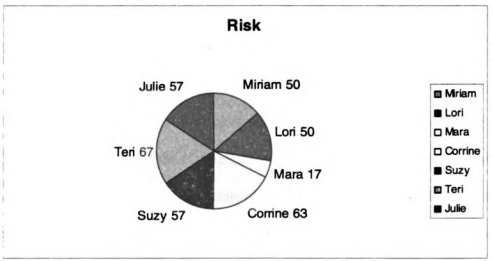
important to see if there was any evidence of distributed expertise as a critical feature and how it functioned. The selection of distributed expertise served to increase the rigor of the investigation in probing not only *what is*, but also *what is not* through both high appropriation percentages and a low appropriation percentage. In addition, the journals themselves reflected an important aspect of expertise in that the teachers were using the journals as a dialogic tool with Debra, the instructor, a traditional role of "expert" in learning. The feature of expertise was also supported by other data sources. Finally, Debra chose to investigate the role of distributed expertise

Emergent literature (Englert & Rozendal, 2004) notes the importance of a CoP for its potential in affording safety for risk-taking behaviors. As the journals were coded, it became evident that many of the teachers were putting themselves in "risky" places by revealing what they didn't know, what they had assumed, and how they were trying new ways of thinking and doing. The initial coded statements provided a vehicle for exploring a potential critical feature across most of the teachers in the course as afforded in a CoP. In order to better understand what design features best support teacher learning, the theme of risk was selected. (See Figure 29 below for risk percentages).

Thus, four potential critical features were selected with three of the four features representing higher collective appropriations (discourse content and reflection) and one feature (expertise) representing a lower collective appropriation. Additionally, two of the features (risk and expertise) represented a privileged, but less intentional activity structure of a CoP in the design of the course. Only one of the critical features addresses an a priori theme as critical feature (discourse as pedagogy); however, many of the a

priori themes were webbed within the greater feature theme called "compelling content." Three of the critical features emerged as themes in the data.

Figure 29 Uptake of Risk



Critical Features and Telling Cases

A scan analysis of multiple data sources confirmed the presence of further uptake of respective themes across data sources necessary for rigorous triangulation. Debra scanned by reading all of the data and noting where in the data the selected a priori and emergent themes surfaced. The scans indicated which teachers had more consistent uptake of specific thematic arenas in the seminar recordings, taping analyses, and other publication opportunities. Additionally, conceptual memos and data summaries highlighting discourse slices related to specific coded themes suggested development that extended beyond ventriloquation, lending validity to the investigation of the teacher learning that occurred around these themes. Compelling discourse clips of the features that seemed critical to teacher learning indicated places where the data "spoke" by bridging theory and practice. Finally, realization of complexity around any telling case was acknowledged. Teachers were chosen as a way to investigate particular themes, and

in part, for their ability to animate complexity in the publication of their thinking. Each telling case shed light on aspects of all four critical features in teacher learning; however, only specific slices of the overall complexity was highlighted in each case. It is important to note that each telling case existed within the backdrop of interanimated complexity.

Critical Features and Transformation Experiences of Teachers

The broad analysis of complexity, collective and differential findings provided direction as to which teachers might best represent the most comprehensive slices of thematic uptakes within the practicum experience. Teacher cases were eliminated or substantiated by reviewing other data sources for triangulation of themes and contextual considerations. First, one teacher, Nanette had been eliminated prior to the journal analysis since she had permission for her involvement, but not permission from her learners. Second, two teachers, Corrine and Mara, were eliminated early in the process from selection for a telling case. Corrine's journals demonstrated a rich uptake in complexity with 10 out of the 16 themes above the collective appropriation mean. However, Corrine's context dramatically shifted after her first lesson when she collaborated with a general education teacher and moved her learners identified with LD in inclusive Book Club groups. While this move was a unique and exciting educational change, it produced taped groupings dramatically different than the rest of the practicum teachers with only one out of five learners identified with a learning disability. The grouping mirrored other research conducted on Book Club but did not represent as well the contextual focus of this study in looking primarily at responsive lesson design and instruction for students identified with learning disabilities.

Although Mara's journals seemed to hold significance in uptake of a priori themes, concerns emerged eliminating Mara as a choice for the telling cases. First, Mara's journals were abundant in text; however, they indicated the lowest appropriations for both risk and reflection. While Mara's journals were lowest in four out of the six emergent themes, they were higher in a priori themes, particularly themes around attuned discourse and multiple semiotics. Mara's journals and lessons may have provided data for the theme of attuned discourse and semiotics, but her overall data set did not offer as rich triangulation of data. Mara's strong learning presence in the journals was punctuated by an equally strong absence of voice in the seminar recordings. Likewise, a scan analysis of her journals and recording analyses indicated more direct ventriloquation of speech and fewer extensions and elaborations as compared to Lori, the teacher with the highest individual uptake of the combined attuned discourse themes. (See Figure 27 for comparison). While Mara's story provided intriguing questions and issues relative to teacher learning, it did not particularly best support this investigation.

After eliminating Corrine for significant contextual differences and Mara for lower triangulation possibilities, the selection of specific teachers for telling cases included Julie, Teri, Suzy, Lori, and Miriam. Miriam, Lori, and Suzy were 3 of the 4 teachers with the highest appropriation of complexity in their journals (Corrine had the third highest mean complexity score), potentially favoring the likelihood of rich investigation into the multiple variables impacting an inquiry apprenticeship into attuned discourse as a responsive pedagogical teaching tool. Analysis of collective and differential uptakes substantiated the final choices of Lori for the telling case of attuned discourse and semiotics as compelling content, Miriam for the telling case of reflective,

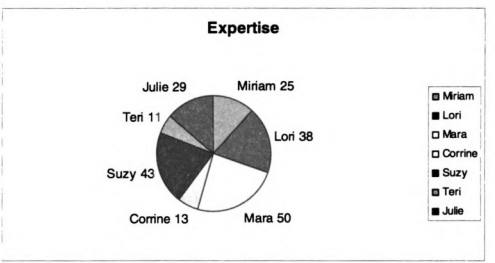
recursive inquiry cycles, and Suzy in conjunction with others for the telling case of distributed expertise. In addition, all of the teachers were chosen as part of the investigation of the risk telling case, with specific highlights on Teri's experience. The rationale for the choices follows.

The collective and individual uptakes underscored learning as both an individual and collective endeavor. The first two telling cases are situated within the context of learning in a community of learners, therefore, aspects of individuals and collectives are incorporated. The first telling case considered the feature of risk by analyzing the journals of 6 out of the seven teachers (including Corrine in the broad analyses), but particularly highlighting examples connected to Teri. Teri was chosen because she had the highest uptake scores in risk and reflection. All of the teachers were chosen for partial analysis of risk in order to establish rigor of cases across the practicum. Furthermore, while one teacher may have ranked as highest in an appropriation score, several teachers may have evidence that any or all of the critical features supported their learning.

Distributed expertise was also a theme directly connected in the literature to learning within a CoP. Suzy had the highest appropriation in the journal coding of the theme expertise except for Mara, who was eliminated (see Figure 30 below for expertise percentages). Since expertise had the lowest collective representation, it made sense to consider Suzy to represent the feature of distributed expertise. While more average in her uptake scores, she most consistently took up emergent themes of culture, role, and risk. The text of Suzy's reflection codes indicated substantial, thoughtful, reflective activity. Suzy's context represented the greatest academic, racial, and economic diversity in the practicum and her journals afforded a look at some of those cultural dynamics. A scan

analysis of the supporting data preliminarily revealed an interesting look at intellectual interaction with a colleague, Lori and the instructor, Debra.

Figure 30 Uptake of Expertise

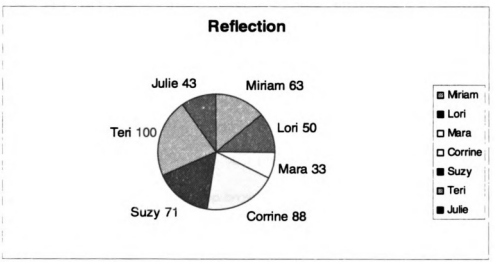


Lori's combined appropriation score on attuned discourse and semiotics was particularly striking (See Figure 27). Her journals offered the richest text exploring the multiple aspects of attuned discourse as a pedagogical tool. Lori's extensive and complete data set held particular depth for exploring the power of multiple semiotics in teaching discourses and the affects of learners and strategies, given her high appropriation scores. In addition, Lori took up the highest degree of complexity, with significant focus on learners and strategies.

Of the remaining teachers, Miriam did not have the highest score on the emergent appropriation theme of reflection (See Figure 31 below for reflection uptake percentages). However, Miriam's text indicated rich resources for mining potential understandings in deepening teacher learning through reflective activity. Several other factors played a role in the decision. Miriam's uptake scores on the combined attuned discourse (see Figure 27 above) themes were second highest next to Lori (after Corrine

and Mara were eliminated). Likewise, Miriam's uptake score on PCM was highest of all the teachers, with consistently high scores in the following appropriated themes: learner, discourse, strategies, content, and culture. In addition, Miriam provided a unique opportunity to provide a striking contrast to the telling case of Lori's transformations. Miriam's journal uptakes indicated the highest and most consistent uptake of culture (see Figure 28 above) while Lori's appropriations of culture were fourth - below 40 percent. While Lori wrote about culture, it was primarily institutional school and special education culture. Miriam was working in a diverse setting and her journals storied significantly different complexities encountered in negotiating the expectations of the practicum course in her setting as she grappled with multiple cultural variables.

Figure 31 Uptake of Reflection



In summary, the teachers were selected because initial data best represented learning through an identified critical feature. Likewise, the teachers often had high appropriations of other key themes. Three out of the four teachers chosen also represented the fourth (out of seven) highest complexity scores. A scan of multiple data sources supported triangulation of key potential constructs within each case. Each teacher

represented different teaching contexts and resulting issues. Finally, since this is a study probing how critical features support teacher transformations, teachers who seemed to have transformative stories were sought as opposed to looking for cases that may have lacked as many moments of deep transformation. The strength of the telling case format supports consideration of transformation that extends beyond one teacher's experience.

Three of the four telling cases focused on teacher transformation through a critical feature, but also demonstrated how the teachers' experiences transform concepts, people, and society (Putney, et al, 2000). The telling cases potentially animated aspects of complexity in a responsive discursive pedagogy relative to specific and differentiated teacher transformation journeys. They also highlighted transformation of teacher education practices. Through each telling case, insight is gained about teacher's individual and collective developmental journey into responsive teaching through reflective recursive activity within a CoP. In addition, each case highlighted a critical feature supporting teacher learning in the practicum. The telling cases will be shared in the following two chapters.

Chapter Summary

Chapter four presented the broad analysis of journal data as a way to initially explore what the teachers appropriated in the course. The appropriation patterns signaled features potentially critical to teacher learning. The journals provided text for topological theme analyses coded basic appropriations of 10 a priori and 6 emergent themes. The broad comparative characteristic analysis suggested three findings. First, the teachers appropriated complexity, taking up multiple themes in their journal entries. Second, the teachers collectively appropriated 8 out of 16 themes in over 50% of the journals, while

half of the themes were appropriated differentially by individuals. The analysis of complexity, collective and differential uptake scores supported the analysis and decision-making process leading to four telling cases each highlighting one of four critical features evident in teacher changes. Two cases probed the socially situated nature of learning by looking across individuals in the CoP while two cases probe more deeply into specific teacher transformations by exploring the interactions of a critical feature and the contextualized learning of a specific teacher.

The first two telling cases are described as analytical probes in chapter 5. The first telling case highlighted risk as a critical feature supporting teacher learning and deeper meaning making. The case investigated risk as a key feature in the construction of the course and the subsequent level of risk-taking by the teachers in the CoP. The second telling case considered the transformational possibilities afforded when an individual draws on an appropriation space rich with distributed expertise. The last two telling cases are told in chapter 6. The third telling case explored the importance of attuned discourse and semiotics as compelling content in a teacher education course in Lori's experience. The fourth and final telling case probed the critical importance of recursive, reflective inquiry cycles in transforming teacher thinking about deep matters of learners, content, and culture through Miriam's story. The dissertation then concludes with a summary of findings, conclusions, and a look to the future in chapter 7.

CHAPTER 5

CRITICAL FEATURES AFFORDED IN COMMUNITIES OF PRACTICE: RISK AND DISTRIBUTED EXPERTISE

Introduction

Learning opportunities in the practicum course were initially explored through a broad look at what the teachers took up in their journals. The analysis of uptake patterns in Chapter four demonstrated the teachers' appropriation of complexity in teaching/learning literacy activity. The broad analysis also found differential and collective uptake of various themes in the course. The initial analysis identified topological themes identifying features that may have been critical to teachers' transformational learning experiences. It also informed selection of the teachers whose learning stories might best tell more about teacher learning and features that supported new instructional views. Four possible critical features supporting teacher learning emerged by scanning the multiple data sources of the teachers with the highest appropriation percentages and looking for "stories of transformation" or instances where the teachers grew in their knowledge, skills, and/or dispositions. As the analysis of those four critical features ensued, it became clear that each feature was distinctive in that three of the four features centered on teachers' appropriation of knowledge (compelling course content), skill (reflective, recursive inquiry into their practice), and disposition (risk). The remaining feature, distributed expertise, exemplifies an affordance available when participation structures acknowledge the social construction of learning any knowledge, skill, or disposition.

This chapter offers inquiry into two of the four critical features impacting teacher learning as a community of practice: (1) the disposition of risk, and (2) distributed expertise. Learning in a community of practice (CoP) assumes the socially constructed nature of development for individuals and collectives. Both risk and distributed expertise draw on the reflexive relationship between individuals and collectives. "Conceptualizing the reflexive relationship between individual and collective development...involves identifying opportunities for learning that members of a social group construct in and through their moment-by-moment interactions and examining over time the take-up and transformation of these opportunities by individuals" (Putney et al., 2000, p. 89).The two telling cases identify learning opportunities and transformational experiences made available to individuals through learning communities. The first telling case demonstrates the importance of privileging risk-taking opportunities and the necessity of appropriating a risk-taking stance in the learning process. Risk-taking in learning naturally assumes the public nature of development. A healthy CoP supports an experiential environment where the critical feature of risk can be privileged, appropriated, and practiced. The second telling case features the powerful affordance of a community of practice (CoP) in teacher learning. While many powerful attributes may exist within a learning community, this case specifically demonstrates how the distributed expertise available within the CoP scaffolded the learning of Suzy, one of the teachers in the practicum course. Oral and written text captures and makes visible the local and outside expertise of individuals. Thus, the telling case investigated and demonstrated an intertextuality of individual and collective voices animating zones of proximal development. Telling Case 1 will explore risk as a critical dispositional feature necessary for individuals to learn from others. The

second telling case demonstrates the affordances of distributed expertise when individuals risk revealing what they need to know and what others might be able to scaffold for them in the learning process.

Telling Case 1

Creating Zones of Transformation: It's Risky Business

Making a dream of transformation concrete puts you in experiences that involve risk, but if you do not get to those experiences, then you prevent your dream from entering reality.
-Shor (2003)

Teacher learning involves risk. The practicum involved "opening the instructional discourse space" to allow freedom for risk. Regardless of one's desire for free open learning spaces, the existence of power and privilege must be acknowledged. The practicum course was situated in the context of a state approved program leading to an endorsement in learning disabilities. How much freedom to risk can be designed under the powerful contenders of professional standards, accreditation bodies, and state-determined rules? Likewise, how much risking freedom can a teacher in the course feel when she understands the traditional instructional power differentials between an instructor and a learner? After all, the teacher, as learner in the course, received a final grade, a formative mid term evaluation and a summative final evaluation from the instructor for participating in the practicum experience.

Risk itself, as a critical feature for learning needed to be appropriated by the teachers. This telling case demonstrates risking behaviors both as conventionalized, privileged discursive course practice and as a natural feature of dialogic interaction within a community of practice (Burbules, 1993; Freire, 1970). Burbules (1993) suggests that "...especially pertinent to dialogue is the context of risk in which trust is necessary"

(p. 37). Risk was privileged and appropriated in the course, yet, it was coded as an emergent theme. Debra, the course designer and instructor did not consciously include risk as a critical feature in teacher learning; rather it emerged to conscious realization as a critical feature in the initial stages of analysis. Risk and risk-taking behaviors were analyzed through interactional sociolinguistic discourse analysis supported by grounded theory (See Chapter 3 for more detail). The data sources included written discourse such as the teachers' journals and written analyses with Debra's responsive written comments and transcribed oral discourse from the recorded seminars. Risk was defined and coded according to the following descriptors (Burbules, 1993): (1) disclosure of identity where one expresses her own beliefs, values, and feelings; (2) examination and revelation of presuppositions, prejudices, and taken-for-granted fundamental truths; (3) willingness to admit mistakes possibly accompanied by a desire to reinterpret or change; and (4) openness to give and receive criticism and advice.

This telling case, "Creating Zones of Transformation: It's Risky Business," details the risking opportunities made available in the course, how risking opportunities were appropriated by the teachers, and the affordances occurring through the appropriation of a risking stance. The telling case is structured along three dimensions. First, the case explores how freedom to risk was explicitly designed within appropriation or up-take spaces as a way to deepen learning in the practicum course. Secondly, the case demonstrates the discursive ways teachers publicly took up or appropriated a stance of risk in two collective learning environments: the peer group of the CoP and dialogic dyad between the individual teachers and the instructor. Thirdly, the case shows how the taking on of risk opens new ways of thinking and doing.

The first dimension analyzes course artifacts (i.e., talk and objects) to show where and how Debra expected or privileged risk-taking behaviors from the teachers. Several publication spaces privileged risk as a necessary stance in the course. The syllabus, the course journaling, recordings, and analysis requirements and the seminar structure, content, and activities all demonstrated risk as a learning expectation. Multiple discursive placeholders in the course signaled the conventionalization of risk as a necessary learning feature.

The second dimension examines how risk "placeholders" were appropriated by the teachers in two discourse environments: the dialogic environment of the community of practice and the dialogic environment with the instructor. First, teacher appropriations of risk within the CoP primarily occurred during seminar discourse and sharing of recorded teaching. The analysis of the seminar recordings demonstrated the risk involved in the very public venue of a CoP, and the risk involved in making one's teaching public through the taping and sharing of tapes in the CoP. Second, teacher appropriations of risk through written discourse of the journals and recorded lesson analyses with Debra were examined. Two themes that emerged speak to the uptake of new knowledge, skills, and dispositions as well as the interactive nature of risk-taking and responsiveness.

The third dimension explores how a risk-taking disposition opens learning zones for transformational possibilities. As teachers took on the risky work of exploring new knowledge, skills, and stances, new learning potentials were opened. Teachers began considering and reconsidering concepts or actions involved in a literacy practice with their learners. Thus the telling case is divided into the following three major sections: (1) Privileging Risk-Taking: Creating Rich Uptake and Publication Risking Spaces; (2)

Appropriations of Risk; and (3) Risking: Opening Zones for Transformation. The telling case is then summarized.

The findings that emerge from the telling case underscore the importance of risk as a necessary feature in teacher learning. First, risk was privileged through multiple dialogic risking spaces and appropriated in a variety of ways by Debra and the teachers. Secondly, taking on a risk-taking disposition positioned the teachers for deep, dynamic exploration into their practice and the content (knowledge, skills, and dispositions) of the course. Third, risking occurred as an interactive, reflexive activity. Debra's responsivity to the teachers' up-take of risk signaled importance in the interactive risking relationship. Finally, risk-taking behavior appeared to be a critical feature in moving teachers' learning experiences from places of passive, ventriloquated knowledge acquisition, to active transformative changing in their ways of thinking, knowing, and doing. The broad analysis of appropriation patterns in the teachers' journals revealed high appropriation of risk (50% or higher) by all seven teachers except Mara. While all of the teachers are featured in this telling case, Teri demonstrated the highest appropriation of risk-taking (67%) and is featured in particular detail through out the telling case for purposes of storying a teacher's experience.

Privileging Risk-Taking: Creating Rich Uptake and Publication Risking Spaces

Several opportunities in the structure, content, seminar activities, requirements and discursive positioning of the practicum course promoted both an expectation and an openness for teachers to risk in their meaning-making journey. A portion of the grade was based on growth (determined by the instructor and the teacher). Risking was connected to growth through trial and error of mistake-making, encountering hurdles and

problems, and "out of the box" decision-making based on thoughtful supports and scaffolds. Debra's instructional discourse moves afforded freedom to risk. Debra created a learning space that conventionalized risk in the course through the use of explicit and implicit placeholders (see Figure 32). Intentional privileging of risky behavior occurred in the following places: (1) syllabus text, (2) teaching, journal, and taping analysis requirements; and (3) seminar structure, content, and activity. In essence, intentional and explicit discursive markers in the course design privileged the power of risk-taking activity.

Figure 32 Privileging Risk through Convention

Course Source	Example/Description
Syllabus	• Written Text: "The supervised practicum experience is an apprenticeship providing opportunity for integration of theory and practice. The practicing teacher will be **expected to develop and improve** assessment, planning, teaching, and collaboration skills necessary for the education of students identified with learning disabilities." • • Written Text: "Ultimately this practicum is about **living with our own vulnerability,** finding and **working at professional and personal growth**, and changing the lives of those we touch and teach in small and surprising ways."
Seminar Structure/Content/ Activities identified from Seminar Plans, Field Notes , and Transcribed Seminar Recordings	• Written Text: "Questions, Comments, Issues" These words were written on the White Board at the beginning of every seminar. The teachers were able to identify anything they wanted to discuss. Frustrations, problems, and disagreements were encouraged. • Seminar Structure: Lecture, Discussion, Q & A, Activity Each seminar had all four structure components. Keeping space open for discussion, questions and answer, and activities push involvement of the teachers and required them to participate actively with potentially risky words, actions, objects. Discussion and activity varied from small to large to whole group formats. The activities included book club with readings, creating visual displays of concepts, strategy share, recording share, and role play and creative dramatics • Response Think Sheet The teachers were encouraged to respond to their reading of the Book Club Curriculum Text through a think sheet that required written response in four voices: information, inquiry, conversation (thoughts & feelings) & debate.

	• Lecture/Discussions of the risky business of teaching, Implementation Dips (Fullan), etc.
Seminar Sharing Requirement as described in Seminar and given on written instructions	• Teachers needed to present a 5-10 minute portion of their teaching recording to their colleagues. They were instructed to share with the others any, "successes, hurdles, or problems." • • Teachers were asked periodically by Debra to share strategies and experiences from their teaching placements.
Journal Requirement listed in Syllabus	• "Reflection: Maintain a reflective journal integrating classroom teaching experience and theory.... Entries...should reflect on some dimension of teaching and learning, such as the overall effects of your instruction, the things you puzzle about or that challenge you, and the connections you make to previous learning. The point is to demonstrate that you are thinking deeply and taking your understanding to new levels."
Reflective Inquiry Cycles Requirement	• Tape at least four "book club discussion lessons" per instructions. The tapes will be reviewed by you, the instructor, and practicum cohort group. Please provide in writing a written plan for the lesson and your own analysis of what worked and what you would do differently (see video analysis form in Appendix E). • • Complete the final growth roll to share with the practicum cohort group.
Teaching Requirements:	• Cede Control: Teachers were told in seminar that they would be expected to "step out" of the book club activity and cede control to student-led discussion at least once during the ten weeks teaching. • • Teachers were encouraged to incorporate different kinds of talk, action, and objects into their teaching in news. • • Teachers were expected to potentially divert from their designed teaching plan in order to be more responsive to their learners and the developing instructional situation.

Syllabus Text

Teachers were expected to explore responsive and attuned pedagogy within a context of a required course. Risk is inherent in the power differentials between an instructor, course design, and a teacher taking the course. A syllabus embeds the power differential which is constructed by an instructor and handed to the teachers taking the course. The syllabus for the practicum course stated a course description, course goals, 10 objectives and 13 requirements. The course syllabus identified the overarching goal of

growth, not hoop-jumping or perfect performance. The syllabus states the following: "The practicing teacher will be expected to develop and improve assessment, planning, teaching, and collaboration skills necessary for the education of students identified with learning disabilities." An expectation of development and improvement suggested that the teachers "had not arrived" at the necessary knowledge, skills, and dispositions they needed. At the end of the syllabus, the risk and vulnerability involved in learning and development is recognized with the following statement, "Ultimately this practicum is about living with our own vulnerability, finding and working at professional and personal growth, and changing the lives of those we touch and teach in small and surprising ways."

Responsive Teaching: Journaling, Recording, and Analysis Requirements

The syllabus also identified risky learning activity in the requirements. The point of the seminar and field placement was to experiment with new ways of teaching literacy with learners identified with learning disabilities. Teaching responsively was listed as requirement 2. In addition, two other requirements specifically privileged risk-taking as part of the teaching/learning process through reflective journals and reflective inquiry cycles. The journals required teacher reflection and dialogic interaction with the instructor as a scaffold for deep change. The syllabus stated an assumption that as teachers learned in the course, their journals would reflect the risky work of self-evaluation, persistent confusions, questions, or problems, as well as new accomplishments.

> Reflect on some dimension of teaching and learning, such as the overall effects of your instruction, the things you puzzle about or that challenge you, and the connections you make to previous learning. The point is to demonstrate that you

> are thinking deeply and taking your understanding to new levels. (Course Syllabus, 2003)

The course also required teachers to: (1) record their teaching a minimum of four times(with the instructor on-site during those lessons); (2) view each recording several times; (3) analyze the recording; (4) turn in the recorded lesson and analysis to the instructor; and (5) determine a segment of the recording to share with the seminar class. Teaching in new ways while being observed exposes a teacher's work; making it public. Recording a teaching lesson potentially increases the risk (and opportunity) because it lends permanence to the publication of the teaching/learning activity. The value of recorded lessons also increased the risk with increased access (through viewing and analysis) to reality. In addition, teachers were asked to risk further by making portions of their recordings public to the seminar group. No longer were teachers sharing their exploratory teaching with just themselves or their instructor; they were also making their experiences public to their fellow teachers in the course. The syllabus text pushed teachers to risk in their recording analysis, "Please provide in writing...your own analysis of what worked and what you would do differently (see Recording Analysis Form in Appendix E).

An added requirement, not mentioned in the syllabus, but incorporated later during a seminar was Debra's encouraging the teachers to cede control (Englert et al., 1995) to the students during the book discussion portion of their literacy lesson. Teachers were pushed to allow their students to lead the discussion without active involvement of the teacher. Risking through the publication of new ways of teaching was required in the course. The risky requirements were supported through the risky seminar.

Seminar Structure, Content, and Activities

Structuring up risk. Both the field placement and the seminar sites were activity spaces for risk-taking. The seminars, in their structure, content, and activities invited risk. Each three hour seminar began with a time for individuals to put "questions, comments and issues" on the white board, acknowledging that the experience would include course problem-solving around conceptual and structural ambiguity, inclusion of new knowledge, and unexpected concerns. Although each seminar had some lecture, there were involvement moves for the teachers ranging from discussion, simulations, creation of visual displays, and planned teacher share of strategies and teaching. The involvement moves occurred in dyads, small groups and whole group activity structures. The activities were risky in that with a small group of eight or fewer teachers, there weren't many spaces to "sit back" and not be involved in giving their opinions, suggestions, questions, and concerns.

Risking new content and activities. Some of the activities around attuned discourse variables pushed teachers out of their comfort zones to greater degrees of disequilibrium and risk. For example, the teachers stretched their view of learners by creating a learner profile to share with a seminar partner while that partner practiced active listening and questioning. Another seminar activity asked the teachers to consider content, mediational tools (semiotics), and activity setting by conducting a book club discussion using a Book Club Curriculum response think sheet that incorporated four modes of dialogic teaching by Burbules (See Book Club Response in Appendix J). The teachers needed to respond to each chapter by writing key information, inquiries, conversational thoughts and feelings, and disagreements or debates. They were asked to discuss their responses as small groups and then describe a shared view of key points of

Book Club through images (instead of words) on transparencies to share with the whole group. The course explored discourse as a pedagogical tool and the concept of opening the discourse space through multiple semiotics. This concept was risky just due to the newness of the language i.e. discourse, attunement, opening the discourse space). The seminars pushed a risky integration of knowledge and skills when teachers investigated discursive action through an evening of simulations, creative dramatics, and role play. Debra also required teachers to regularly share the risking they were doing in their teaching through portions of their taped lessons with the group. She encouraged them to share problems and hurdles, as well as successes as a way to learn from the seminar learning community.

The seminar content and activities asked teachers to take on risk; however, Debra also reminded them that risk was being privileged and encouraged. For example, during the first seminar after they had taped their baseline lesson, Debra led a discussion probing how the teachers felt about being taped. Likewise, later in Seminar 5, Debra discussed Fullan's (2001) use of the term, "implementation dips" suggesting that dips, hurdles, and problems were inevitable (pp. 40-41). Risk, as a feature critical to teacher learning, was privileged in the design and implementation of the practicum course. While Debra valued and privileged risk and risk-taking, risk as a critical feature in teacher learning was not considered as an a priori theme. Risk did not appear on the attuned discourse heuristic, nor did it assume a primary place in the literature review. Risk as a feature is not greatly recognized in the literature on teacher learning (for an exception, see Englert and Rozendal, 2004; Shor & Freire, 2003).

As this section indicates, risk was privileged in the various facets of the course design and implementation, including the expectations of how knowledge was co-constructed and the way that activity structures positioned learners to participate. However, while risk was explicitly recognized and encouraged, two questions remain: (1) how was a risking stance appropriated by the teachers and (2) did the appropriations of risk result in changes in teachers' thoughts and activity? The second theme of the telling case on risky business demonstrates the teachers' appropriations of risking behaviors as they explored responsive pedagogy through the Attuned Discourse Heuristic. The final segment of the case shows the interactive role of learning and responsivity in the written and oral publication of risk.

Appropriations of Risk

According to Vygotsky (1978) and others (Gallimore & Tharp, 1999; Wertsch, 1991; Englert & Mariage, 2003) learning is socially constructed. Movement along a learner's zone of proximal development requires scaffolding or supports through knowledgeable others within a community of practice (CoP). Furthermore, the movement from a lower or intermental level or plane to higher or intramental plane of development occurs through transformative moments, most often linked to the publication of new learning (Gavelek & Raphael, 1996). The assumption in this learning conceptualization is that transformation occurs, in part, through the publication of what one knows, how one acts, and what one believes as well as recognition of what one does not know, cannot do, or does not believe. Change and growth can be characterized by discourse that establishes where a person "was" and "is" in their learning zone on any particular topic, concept, or skill.

The following section of the telling case takes a look at how the teachers publicly took up the course expectations for risking behaviors. First, the case describes several examples of teachers' risk appropriation in the CoP within the seminar structure and activities. An analysis of oral group publication opportunities through transcribed seminar recordings and triangulated through accompanying documents demonstrates the teachers' risking behaviors. The risky nature of making teacher learning public activity is demonstrated. Secondly, the affordances gained by risking through individual and group inquiry activity are highlighted. Second, teacher appropriation of risk is analyzed through the examination of written discourse in conjunction with the course curriculum, the Attuned Discourse Heuristic. As teachers risked, they probed a wide range of complexity addressing new knowledge, skills, and dispositions. The findings in this analysis demonstrate that all of the teachers appropriated risk across course requirements and content in group and dyadic discourse as a way to "open the door" or create zones ripe for transformative experiences in the course.

Figure 33 highlights how the privileged course expectations analyzed in the first section of this telling case were broadly appropriated representatively across the teachers. The table notes both collective and individual exemplars of the appropriation of the conventionalized stance of risk as a core feature in the course. For example, the emergent risky requirement to have teachers "step out" or cede control of the book discussion to their learners at least once was accomplished by all of the teachers. Several of the examples noted on the table are analyzed more thoroughly and represented through narrative to tease out features in the dimensions of the "risky nature" of learning. The

table also notes, that telling cases 2, 3, and 4 were appropriations of risky activity as Suzy, Lori, and Miriam worked to develop a more responsive literacy practice.

Appropriations of Risk in a Community of Practice

The seminars became risking places, where teachers, through oral draft talk, objects, and actions made public their risky information, inquiry, disagreements, and conversational thoughts and feelings. A few examples demonstrate the nature of their risk in oral talk in the seminar structure, content, and activities. Every seminar structure invited teacher topics, questions, comments, and issues. The space offered a place for safe inquiry through routine detail-oriented topics and questions, but it also became an avenue for the up-take of greater risk-taking within the community of practice. For example, during seminar two, Miriam askd if the group could talk about the "complexity" of the practicum requirements, particularly the implementation of Book Club and the "overwhelming number of choices." This statement represented a risk due to the powerful and privileged status of Book Club in the practicum course. Miriam was acknowledging publicly that she was feeling overwhelmed with the complexity and that she was unsure of her ability to implement Book Club, let alone grapple with a developing heuristic asking her to consider opening the discourse space, understand discourse as a responsive pedagogical tool, and explore semiotics as discursive mediational tools.

Figure 1 Risk Appropriation

Course Source	Examples and Description of the invitation/expectation of "risky behavior"	Examples of Teacher Appropriation and Transformation
Syllabus	• Written Text: "The supervised practicum experience is an apprenticeship providing opportunity for integration of theory and practice. The practicing teacher will be expected to develop and improve assessment, planning, teaching, and collaboration skills necessary for the education of students identified with learning disabilities." • Written Text: "Ultimately this practicum is about living with our own vulnerability, finding and working at professional and personal growth, and changing the lives of those we touch and teach in small and surprising ways."	Telling Case 2: Lori Telling Case 3: Suzy & Others Telling Case 4: Miriam
Seminar Structure/Content/ Activities identified from Seminar Plans, Field Notes , and Transcribed Seminar Recordings	• Written Text: "Questions, Comments, Issues" The words were written on the White Board at the beginning of every seminar. The teachers were able to identify anything they wanted to discuss. Frustrations, problems, and disagreements were encouraged. • Seminar Structure: Lecture, Discussion, Q & A, Activity Each seminar had all four structure components. Keeping space open for discussion, questions and answer, and activities push involvement of the teachers and required them to participate actively with potentially risky words, actions, objects. Discussion and activity varied from small to large to whole group formats. The activities included book club with readings, creating visual displays of concepts, strategy share, recording share, and role play and creative dramatics • Response Think Sheet The teachers were encouraged to respond to their reading of the Book Club Curriculum Text through a think sheet that required written response in four voices: information, inquiry, conversation (thoughts & feelings) & debate. • Lecture/Discussions of risky business of teaching, Implementation Dips (Fullan, 2001), etc. •	• Miriam's Text on the Board: "Complexity and overwhelming number of choices" • All six teachers attended and participated in all of the aspects of the seminar, with the exception of one teacher who was absent once due to a family death. • Miriam's response think sheet debates the appropriateness of Book Club for any learner other than those identified as gifted. • Lori, Suzy: Seminar discussion of the risky work of being recorded: Suzy, the crab

Seminar Activity: Recording Sharing Requirement as described in seminar and given on written instructions	• Spoken & Written Text: "Successes, hurdles, problems"	• All six teachers risked by sharing taped lessons with the group. • Suzy: "Book Club Gone Bad" (seminar recording) • Julie asks for advice from group. • Lori describes how she planned the timer to scaffold discussion and it actually became a problem and barrier to discussion.
Journal Requirement listed in Syllabus	• "Reflection: Maintain a reflective journal integrating classroom teaching experience and theory.... Entries...should reflect on some dimension of teaching and learning, such as the overall effects of your instruction, the things you puzzle about or that challenge you, and the connections you make to previous learning. The point is to demonstrate that you are thinking deeply and taking your understanding to new levels."	• All six teachers risked in their journals as demonstrated in their language stems: Table 5.3
Reflective Inquiry Cycles Requirement	• Tape at least four "book club discussion lessons" per instructions. The tapes will be reviewed by you, the instructor, and practicum cohort group. Please provide in writing a written plan for the lesson and your own analysis of what worked and what you would do differently (see video analysis form). Complete the final growth review to share with the practicum cohort group.	• All six teachers record and analyze their lessons. Miriam is the only teacher who only three Book Club lessons due to scheduling issues outside her control.
Teaching Requirement: Cede Control as indicated in transcribed seminar recording.	• Teachers were told in seminar that they would be expected to "step out" of the book club activity and cede control to student-led discussion at least once during the ten weeks teaching.	• All six teachers "stepped" out at least once.(lesson recordings) • Julie's response demonstrates the authenticity of the risk: "What do I do now? I've never done anything like this..."

The risky business of making one's teaching public activity. The recording requirement signified risky activity, nudging teachers out of their comfort zones through the preservation and publication of their teaching. On the evening of the introductory seminar, Debra recognized the consternation on the faces and in the comments of the teachers when the recording requirement was described (Debra's seminar 1 reflections, Jan. 2002). Knowing this, she intentionally made space during the next seminar for a conversation of their feelings and thoughts regarding the taping. Chapters 15-24 of Seminar 2 were devoted to issues of recording and analysis.

In the six minute conversation with the teachers regarding the taping, Teri, Lori, and Suzy all spoke. Teri described how despite her initial nervousness, she just let it happen, Lori informed the group that her face was "on fire" long after the taping, indicating probable embarrassment. Suzy shared that she really hadn't had feelings of self-consciousness until after she viewed the recording. Since this was only the second time that the teachers gathered as a practicum group, their lack of familiarity as a group makes the comments all the more risky.

Chapter 15 Time 42:42

Debra: So let's do two things here about this analysis piece but first let's go to what Lori said about these adult feelings. Do you - what do you think, do you think it's inevitable that when you are doing something like this on camera for the first time that you got some self-consciousness, any sense about that?

Teri: I did at first like...Aren't you nervous? Like well, I don't know. I'm not really I really didn't think about it. I guess cuz the kids / I was worried about having it set up then I actually forgot. It ran out of tape and one of the boys goes, Oh, the video stopped. We were in our discussion and I just acted like it wasn't even there. It was weird. I didn't expect it that way to happen, but it did. I wasn't I don't know maybe because it was our first one and you know it's not going to be the way I want it so just let it happen. And it happened.

Lori: My face was on fire for a half hour afterwards. I was walking around / one of the teachers looked at me and said is my face red and I just I think I was so embarrassed or something that I ...

(Seminar 2 February 10, 2003)

After Teri recognized the students' awareness of the taping and Lori described her feelings as physically noticeable, the conversation turned to the effect of teacher feelings on learners. Debra then turned the conversation back to feelings and thoughts regarding the taping, and Suzy risked by describing herself in an uncomplimentary light:

Chapter 16 Time 45: 35

Debra: Anyone else have any kind of feelings or thoughts that went on that they were aware of as you were doing the video tape?

Suzy: Not when I was doing it, but when I watched it later. I had the crabbiest face through the whole thing and I think, why would anyone have even wanted to do this when I was sitting there looking like a big crab. It was just the whole day had been a bad day there was a lot of behaviors going on and I thought, wow.

Debra: It is an amazing thing to see oneself // at center

(Seminar 2 February 10, 2003)

Teri, Lori, and Suzy take up the invitation to risk. Teri modeled reflective draft talk, Lori and Suzy modeled a level of self-awareness and transparency with the group. Debra followed up by introducing the idea of seeing oneself, a response which opened the floor to initiations from two additional teachers.

As the teachers risked transparency with the instructor and the group, they assisted in the creation and sustaining of rich learning zones for everyone. Their initial risk-taking became an interactional inquiry zone where members of the CoP could "test out" what happened when their publication activity pushed them out of safe, risk-free places. Teri, Lori, and Suzy modeled for the others the ways in which they could risk with one another. They risked in multiple ways: (1) thinking out loud" demonstrated by Teri; (2) sorting through feelings like possible embarrassment made visible physically to

colleagues as with Lori; or (3) as in the case with Suzy, seeing oneself and not necessarily liking what is seen. In each of the three cases, the risk signaled individual activity as they looked at themselves in a new way, but also a group activity as they publicly risked what they were thinking and feeling to others.

Despite the risk involved in recording their teaching, all six teachers took up the requirement of taping their lessons. Furthermore, the teachers risked by openly talking with the seminar group about the vulnerability they experienced being taped. In seminar four, Debra again asked the teachers to orally share their thoughts and feelings regarding the taping requirement. In the first four minutes the teachers responded to Debra's open-ended query regarding the taping. They centered on their surprise regarding dashed assumptions regarding their learners.

Chapter 1 Time 2:37

Debra: Which is kind of an interesting experience, to understand it in our mind's eye and then see it through the lens of a video camera. So I don't know if as you were doing your analysis what if that made you think of ...anything? I don't know if anyone wants to just share either very specifically or broadly about that thought of the process of looking looking at this teaching learning activity and analyzing it or just watching it.

Suzy: I watched it twice (holds up tow fingers) before I picked up on when I was teaching. I was thinking, come on Tomas you are so inappropriate. First time I watched it I thought, typical Tomas, inappropriate. Third time I watched it I thought, you know what, it might be inappropriate but he's way more appropriate than he normally is.

Debra: Mmmmm

Suzy: And he's answering questions and he's listening. Some of his comments aren't real appropriate but he's listening and he's paying attention to what is going on and that's a big difference from what normally is going on with him. And he's not the kid I was watching it for either, he is totally not my learner or anything (motions with hand) he's just a kid I zeroed in on.

Nanette: I was struck by the fact that students that you don't think maintain attention span for a length of time actually can-

Mara: Uhmmm

Nanette: -far more than you anticipate

Corrine and Mara: (nod heads)

Corrine: I was struck by the fact that since I had an inter integrated group—I had one special ed kid in each group—I thought probably if I didn't know who was special ed I wouldn't have known, because he acted just like the other students and, also, he volunteered to read to the group-

Nanette & Mara: (nod heads)

Corrine: -whereas just two weeks ago, just to be sure that this kid was at his reading level, I asked him to read something to me and he really had a big problem with that. But the fact that he volunteered in book club—I was just really astounded. He must have been very comfortable.

Mara: Maybe the choice of the book too maybe

Corrine: Same book

Mara: Maybe he likes the book (nods head)

Corrine: Same book (nods head)...I'm not sure why. Maybe he was more comfortable in that group than he was in a special education room.

Mara: (nods head) Mmmmmm

Corrine: To me (shrugs shoulders) –

Mara: Yeah/ maybe the kids he was around (draws a circle in the air with her finger) mmhmm-

Nanette: I think I was struck also by the students who were willing to try something, to take a risk, put something on a piece of paper they weren't sure was right. Step out of that normal, that expectation (makes circles in the air with her pointer fingers) that this is right that is wrong but nice try. I had one student in particular I was amazed she's she went for it.

Miriam: I noticed that too, that one of my profile learners is uhm clearly from from looking at my first tape and then the second one that the first one was a more structured type atmosphere and he was more willing to volunteer in that one and when it became a little less structured more of a almost more dynamic, he just we couldn't get him to talk. He just really held back.

Carol: That's the opposite from mine

Miriam: It well just was kinda eye-opening because it made me realize he's much more comfortable if he's in a very structured um, sort of typical environment that he's just very used to where the teacher's in front and then and everybody has to raise their hand...

(Seminar 5 March 17, 2003)

The seminar sharing of the taping/analysis activity opened a publication space for oral text of multiple teacher voices. Debra's stepping to the periphery of the sequence animated an intertextual conversation between teachers in the CoP. As the teachers conversed, they scaffolded involvement in the meaning-making of knowing their

learners. After about five minutes, in chapters 4 & 5, Debra stepped in and refocused the conversation back on the analysis of the tapings, shifting the talk from the learner to an analysis of the teachers themselves. They first focused on the risky activity and publication of their physical form followed by a revelation of teaching style.

Chapter 4 10:57

Debra: Anybody notice anything else? Many of you talked about your students, many of you talked about ah things related to the experience, any of you look at yourselves and have any thoughts?
Group: [laughter]
Debra: [oh no, the dreaded question]
Corrine: I thought, who is that old lady? (laughs)
Debra: Who put my mother in that movie?
Teri: And look what it does to the waist. (hands spread out to show a large waist).
Corrine: My sister always does that, my brother always does that, I didn't know I did that.
Teri: I saw I talk a lot, just like you said. You don't realize how long you're talking reclarifying restating, you feel that you need to do that for the kids but maybe too much.

(Interruption from a stranger in the hallway)

Chapter 5 12:22

Debra: So you said you wonder if if the amount of clarifying summarizing that you do is really what you have to do.
Teri: right, how much?
Julie: (nods head)
Debra: (to Julie) you are nodding.
Julie: Just the same experience. Just I talk a lot, restate everything that they say everything. Part of it is that some of their language skills aren't that strong um and they don't talk very loudly, they're talking directly to me and not the class and I just really I need ta (arm motions to elaborate)-
Miriam: -Ya that's true-
Julie: -To stop.
Lori: I did something really neat today with my group...

(Seminar 5 March 17, 2003)

As the teachers talked about seeing themselves, two ideas emerge: (1) the teachers become much more animated, used more laughter, and referred to their discomfort with taping and physical image; and (2) only two out of eight teachers (Teri and Julie) at this

point actually reveal much about themselves in relationship to their teaching. Teri said, "I saw I talk a lot...you don't realize how long you're talking..." and Julie reiterated the sentiment later saying, "Just the same experience. Just I talk a lot...."Laughter can be a reaction to stress and revealing problems with one's teaching may have been so risky, it evoked stress. After Teri and Julie suggested that they talk too much, Lori shared successes from that day and the talk turned to differing group sizes amongst the teachers.

Risk was afforded through sharing their recordings and an analysis of their recording with the instructor and the group. The focus of risk in this section was the risking that took place in seminar. The risk taken up in the written recording analysis will be discussed later in the telling case. Debra set up the seminar sharing of recording clips as a time to share "successes or hurdles, problems, confusions." This allowed a measure of freedom for each of the teachers to choose their level of risk through what they were going to share with the others.

In seminar five, Debra scaffolded the teachers' freedom to discuss their problems and concerns with the CoP. First, Debra shared a slice of her own taping analysis by asking the question, "How long is too long?" She related the question to her own viewing and analysis of the last seminar taping. In the recording Debra heard herself say at the beginning of seminar 6, "I don't want to take too long, but want to share with you a few of the things I experienced at the Penn Conference related to culture, literature circles research, and a scholar from whom I learned about semiotics; Jay Lemke." Debra then described her horror at timing the segment in which she "took the floor" and shared for "not too long," a time which actually ended up being 27 minutes. Her sharing of her own

vulnerability and transparency was an attempt to reckon with the dynamics of power differentials and open the space up for teachers to risk more freely.

During seminar 6, Debra led the group in a spontaneous problem-solving session by introducing the question, "So how come they [the students] don't discuss?" where five of the eight teachers brought up discussion lags, reluctant students, issues related to students with identified learning disabilities such as processing load, communicative competence and vocal projection, teacher over involvement, and need for student awareness through self-assessments. Later, during chapter 21, Debra introduced a time to share positives. By chapter 23, the teachers discussed how things that go wrong might lead to positive change. They also discussed contextual frustrations related to interruptions in schedules. Later, in chapter 24, Debra introduced Fullan's (2001) concept of implementation dips and the recognition that activity directed toward deep change will inevitably hit rough spots. During seminar six, the teachers also risked by offering their opinions, suggestions, or clarifying questions and information during the group problem-solving process. Teachers became increasingly more transparent with one another in sharing the kinds of instructional decisions that worked and did not and revealing factors that directly involved their mistakes, misperceptions, or ignorance.

The teachers specifically shared concerns or issues revealed in their recording and to ask for advice and feedback. In seminar 5, Julie shared a clip with the expressed purpose of problem-solving with the CoP. Her written rationale read to the group acknowledged four problems she had identified in her analysis of a Book Club lesson:

> I chose this section ...because I needed some feedback and ideas about how to get students to share, stay on topic, maintain conversation and not monopolize the floor. (Artifact and Seminar 5 Transcription)

In seminar 7 (chapters 5 and 6), Suzy introduced her video sharing segment as "Book Club Gone Bad." It seemed as though every factor possible was involved in her analysis of what went wrong in this lesson. Suzy's accompanying sheet states her rationale for showing this segment of her recording:

> I chose this section because I did not realize that this group did not work well together. They only talked when I stood overtop of them and asked questions. One boy was able to verbalize what should happen if the whole group didn't work together, but he did not seem to be able to do what he said he should do. I also think it's interesting how Jacquie does all the work without complaining, but she also doesn't ask any of her group members to help her.

Suzy publicized a set of issues in hindering book club discussions in her classroom. She revealed to others that the group was not working well, that only one learner could verbalize the pitfalls of lack of community in the discussion group, and while one learner worked hard, she had completed all the work for everyone.

The teachers were initially intimidated by the recording, analysis, and sharing requirement. However, they all recognized in their written or oral text how the risky task of making their teaching transparent to the group created a zone of transformational experiences. Three out of eight responses to the course evaluation prompt "How could this practicum course be improved?" suggested more opportunity to share their teaching segments and strategies with one another. Corrine wrote, "More time watching each others' videos and discussing them." In the final course survey, 5 out of 6 teachers gave the recording and analysis requirement the highest ranking of 4 on a four point scale; one teacher, Julie, ranked it second highest at 3. Lori and Teri commented on the taping analysis requirement. Lori endorsed the analysis as a tool for keener observation, "What a neat way to analyze learning. It really helped me look at words, actions, objects discussions, debate, etc. differently." Teri perhaps alluded to the groups' initial resistance

and fear associated with the taping and analysis, "Sad, but true – it's hard to do, but can be helpful in many ways as we all found out."

Inquiry into practice: necessary risk. Another dimension making the publication of teaching activity more risky was a course process of pedagogical inquiry and exploration. Teachers were not asked to record their best lesson or best teaching, rather to experiment with new pedagogical tools as a way to scaffold their learners into higher order literacy, communication, and social skills. Hence their recordings became a time to capture and publicize the design of new thinking and implementation of new practice. The appropriation of the course concept "opening the discourse space" through multiple semiotic mediators required first the willingness to risk teaching in different ways through talk, action, and objects. Teachers risked with the attuned discourse content: in experimenting with discourse as a responsive pedagogical tool. An initial seminar activity asking teachers to define or describe key terms in the course revealed that out of 11 key words, the word *discourse* was a concept they did not understand. Out of 7 teachers, 5 responded to the initial prompt, "discourse" with either a question mark or left it blank. However, all teachers took up the voluntary journal prompt "How do I open the discourse space?"

As the seminar group discussed Cazden's (2001) ideas of discourse structure, they were encouraged by Debra to scaffold their learners so in order to "cede control" and allow the students to lead at least one book discussion. The idea of "stepping out" and allowing a discourse structure that was not highly teacher directed was very foreign to all of the teachers and to their students. Eventually, all of the teachers in the practicum course risked and "stepped out" at least once. Risk was required to find out what would

happen when they stepped out. Had they appropriately structured up a situation that scaffolded their learners toward empowerment in an effective book discussion? Stepping out did not come easily for most teachers. The excerpt from seminar six addresses some of the risk-taking needed to transfer learning to the students and empower student learning within a group through a redirection of student and teacher roles. Teri dialogued about the difficulty in shifting learner expectations from communicating only to the teacher, even when they were in a group. She shared a goal for her learners to speak to everyone in the group.

Chapter 4 Time 9:42

Teri: I think it would have helped to start in the beginning of the year at the beginning of the school year. Starting in the middle of the school year was really hard because they are trying to adjust, I agree yeah

Miriam: Yeah, Yeah

Teri: They're like, we've been trained to talk to you, and we had that discussion today and I said well we've gotta try to get away from that.

Miriam: Yeah

Teri: But they're like, that's what we do when we talk and we answer something we tell the teacher / and I'm like you know you're right and that's something that we just have to work on. 'Cuz I stepped out for a minute (laughs) and it all came right back to me it's like why, I'm not in the group and that's the part where they're stuck / the idea that I lead where they just they don't talk.

Debra: And why do you think that is? What do you think I mean, this is for anyone, what do you think the reasons are for that?

Nanette: Well we've trained them that way for one thing, I mean we've trained them.

Teri: That's what they know.

Nanette: Yeah

Teri: By the time they get to fifth grade, it's like that's what they expect.

Debra: And Courtney Cazden says there's still a place for that right? That book club or anything else or I'm not advocating that that means you step out, you no longer have to do that more traditional role, but that certain kinds of learning happens in that IRE/IRF sequence and sometimes when we want to do something really tightly controlled in terms of a skill development or explicit teaching and modeling we may want that and need that. It's efficient and it's clear and they understand it very well. But it may not get at other things that we need our students or any students to get at ... So what we have to be thinking is

and helping them understand too is that there's different kinds of learning. And in different kinds of learning we take different kinds of roles. And we have different structures for those different kinds of learning. That's the beauty of in some ways that's why I think this [Book Club] is a flexible program because that's what community share time can be for if you need it to be for that. It can be for more discussion, but it doesn't have to be it can be for pretty clear cut directed...why else do you think, besides the fact that well we've trained them to be that way? Any other...

Suzy: 'Cuz we always jump in and rescue them?

Group: Laughs

Debra: And does that happen? *{nods head up and down}*

Teri: We finish their sentences.

Debra: Did you notice on the tape how um I've said this to some of you who have stepped out / uhm I think one of you said "I can't stand it I don't know what to do." (group laughs) I said well get busy write, observe / right? What do you think is the value or the benefit if she wrote and then gave it to the group?

Corrine: That's a new thought I hadn't thought / I suppose that too we haven't done that.

Debra: What do you think is the benefit to that, as opposed to stepping in or just orally or just you know saying okay I'll construct another lesson based on it / what do you think is the benefit?

Corrine: Well, it kinda puts the ball in their court again, you know that you know. This is what I saw this is what's happening. That's helpful for the teacher it's also helpful for the student.

Suzy: Gives them some power.

(Seminar 6 April 14, 2003)

The discourse in seminar six demonstrates specific qualities and affordances of the risk-taking the teachers are doing. First, the teachers risked both individually and within a group, strengthening greater participation by others in the group. In a five minute discussion, six members of the group of nine (including Debra) were verbally involved and participating. Second, their collective risking through oral publication of the issues and concerns scaffolded them into a learning zone ripe for transformative experience. Teri moved from a beginning stance in which she risked "complaining" about the difficulty of shifting expectations in the middle of year. As the conversation progressed, Teri contemplated why the students were struggling to accept the shift of ownership and

the expectation of group communication. She recognized the problem went beyond the prior expectation of an IRF structure developed at the beginning of the year to her orchestration of an enabling interaction style of finishing the learners' sentences. Corrine also recognized new affordances that came from stepping out that she had not considered before. Her words, "That's a new thought" indicate new uptake of the idea that stepping out required high observational involvement from the teacher and afforded both the teacher and her students a new perspective or view on their activity.

In summary, the seminar structure, activities, and content created and supported individual and group risking spaces for the teachers. The oral publication of "risky" thoughts, activity, and feelings scaffolded the teachers into greater involvement of risk within the group. In addition, the risking activity afforded greater transparency and awareness in their learning zones which nurtured transformative experiences. A second type of risking space is the teachers' written publication of their learning through the two reflective requirements: the journals and the recording analysis forms. An analysis of the written text of 6 teachers revealed rich discourse for demonstrating dialogic risk between the teachers and Debra, the course instructor.

Written Appropriations of Risk between Teacher and Instructor

The journal and video analysis requirements became rich dialogic spaces for the teachers and Debra as they took on the risky work of unpacking the complexity of the teaching/learning activities. The journals and recording analyses offered semiotic tools for mediating risky exploratory or draft thinking, reflection, and introspection put to written text. Two concepts emerged as important risking features within the written, dialogic risking activity: (1) the writing became a place for revealing emergent teacher

learning on themes across the essential teacher knowledge, skills, and dispositional standards within the attuned discourse heuristic; and (2) interaction and responsivity were important to reinforcing a safe dialogic learning tool. The first concept tells how teachers used the journaling or taping analysis formats to reveal their emergent understanding on seminar content of the attuned discourse model applied to their specific students and various contexts. As teachers grappled with the multiple conceptual aspects of the attuned discourse heuristic within the practice of designing and implementing literacy lessons, their journals and video analyses became avenues for risking by admitting their confusions, unsatisfactory lessons, concerns, and successes. The analysis shows how those risky revelations created a zone that accessed bridges (traversals) for transforming knowledge, skills, and dispositions.

Risk-taking was built into the required recording analysis chart in a few places. The teachers responded to as many of five levels of analyses (described in Chapter 3) that they could. In level one, the level in which they addressed their overall impressions of the lesson, they could forward any questions they had on the lesson. Level two analyzed the lesson plan and asked teachers to consider the amount of coherence and divergence when comparing their plan to the actual implementation of the lesson. This level also questioned the point of the lesson. The third and fourth level required teachers to reflect on the amount and nature of participation for each person involved in the recording. The fifth level focusd the analysis on specific aspects of discursive interaction and the pedagogical discursive tools of talk, action, and objects. The risking occurred through each teacher's uptake of the levels and areas of analysis. In level three, for example, Teri responded to the amount of participation by writing that she talked too much and others

were not participating much at all. The risking in the journals was encouraged informally and naturally through its conversational style, but teachers also had much greater freedom in choice to risk and topics of risk. Debra gave optional journaling topics every two weeks, but did not require that the teachers take them up. Figure 34 highlights examples of the risking stems in the journals.

Figure 34 Risk Stems

Teacher	Risking Stems – admission of not knowing, not doing,
Miriam	• I'm not sure what exactly is involved... • I continue to feel frustrated at the dichotomy... • I know I am perceived as someone who has difficulties... • The kids feel frequently overwhelmed and so do I (co-teaching science) • I don't know what to do next... • I continue to find one of the more challenging parts... • It's interesting to think back about how inaccessible I used to make some of the material... • It can feel difficult to maintain control... • I've been reflecting...and confess to not understanding it all and to feeling ill-equipped ...to implement all of your suggestions... • I'm not sure what is meant by power... • This is an area I'm sure I need to work on... • I'm also feeling unsure/inadequate to provide... • ...will try it sometime but am not sure it will work will... • I'm just not sure what all you mean or how to implement/package it...
Teri	• I don't really know what I am talking about...I was very overwhelmed, confused and worried that I wouldn't be able to really get into Book Club.... • I need to be less afraid of new things... • In my personal life, I like things perfect... • When things are changed, I am almost out of sync.... • I continue to struggle with what.... • I'm not really sure of other reasons, although I am sure there are many more... • I am sure there are many ways...you can let me know if I am on the right track...

Julie	• I wonder where the breakdown occurs. I have wondered a lot of things... • But I don't know what it really stems from... • This leaves me extremely perplexed and confused... • It puzzles me what causes this reaction • I don't know if this is more... • The little I know of discourse is...
Suzy	• I had no idea my kids knew... • I wonder if I would have even more success if I tried... • I wonder if that was what I was doing..... • Do I have the right to impose.... • I knew I did not understand.... • ....I often don't ask questions to make sure they understand.... • I think I could do a better job of...
Lori	• It is difficult to give up.... • I think I have a long way to come after teaching for so many years... • I thought I would work on trying to understand how... • Please let me know if... • If you have any more suggestions, please let me know...
Corrine	• I was disappointed because the discussion didn't... • I couldn't help but feel discouraged... • I thought...Right now, I would say it is not nearly as effective...

Uptake of attuned discourse: New knowledge, skills, dispositions. The coded statements of risk written in the recording analyses and journals were categorized by the predetermined and added features in the Attuned Discourse heuristic. Then, the coded statements were topologically categorized and analyzed by reference to knowledge, skill, and dispositional themes. Knowledge areas focused on the content or knowledge about learners, mediational tools, curricula, activity settings, identity, culture, history, and power. Skill areas focused on the pedagogical or practice aspects of those areas. Disposition statements related to beliefs, feelings, or stances on any of the areas in the heuristic. Likewise, any risking statements that did not fit in the five areas were

identified. Figure 65 in Appendix H demonstrates the interactional analysis of teacher risk-taking of the knowledge, skills, and dispositions on the attuned discourse content and potential other areas. The table was organized by the variables on the attuned discourse heuristic and more generally on the topic of instructional discourse. The categories included sub-themes around the following variables: instructional discourse, teachers and learners in a CoP, mediational tools and semiotics, literacy content and Book Club, and activity setting issues. Six of the eight teacher journals represented exemplars of their written risk-taking around the content variables on the table.

Teri's journals and recording analysis forms provided an exemplar of the interactional nature of the risking activity occurring with Debra. On February 8, Teri wrote in her journal about the roles of teachers and learners. As she wrote, she explored her thinking both as an interaction of her knowledge and dispositions toward roles in teaching/learning activity. She also acknowledged that the writing itself was a risk when she noted a lack of confidence about her thinking.

> I think that both roles [teacher/student in classroom based discourse] are...I see the role of teacher in a classroom-based discourse as.... Eventually, I see the role of teacher becoming more....Then is where the role of the student becomes more important....I think that most teachers expect....I guess that roles can change and sometimes do...Perhaps, I don't really know what I am talking about and could totally change it all. For now this is what I believe and we shall see what happens!
>
> (Teri's February 8 Journal)

Teri's journal entry was a full typed page on the roles of teachers and learners and her knowledge about their roles. As she moved to the end of the entry, she revealed her insecurity about her knowledge by suggesting that she didn't really know what she was talking about. In her risky revelation, she also linked her draft dispositionally by stating

that this was what she believed. Finally, Teri opened the door for possible change: "we shall see what happens!"

A month later, in March, Teri wrote on the Book Club Curriculum. She wove an interaction of her knowledge, skill, and beliefs about literacy teaching. The writing also demonstrated an interaction between the curricular program and herself on both a professional and personal level. Teri addressed her knowledge about finding an appropriate text for book discussions. She confronted her confusion about the skills of implementing Book Club. Finally, she revealed a disposition of perfectionism interacting with her dispositions of worry, fear, hesitancy and in new situations and specifically when implementing Book Club.

> Up until today, I was overwhelmed, confused and worried that I wouldn't be able to really get into Book Club. After this past seminar, I decided to dive in and locate a chapter book that would work for my kids and me as a group....One final thought – I need to be less afraid of new things. I know I am very hesitant in new situations, but sometimes I have to gather up the courage to try it out and let it be. In my personal life, I like things perfect. Whatever that is?! I stress over how it should be. When things are changed, I am almost out of sync...
>
> (Teri's March 6 Journal)

March signaled four weeks into a 10 week practicum experience, so to reveal her lack of progress in getting started was risky. Teri also revealed her personal fears about encountering new things in the face of her perfectionism.

A final example of the interactional nature of the knowledge, skills, and dispositions around the attuned discourse variables considered the actual analysis activity. Teri's third teaching analysis moved through all levels of the analysis form, yet, she expressed concerns if the level of knowledge, skill, and the dispositions were adequately in analyzing her teaching.

> I really struggle with a good analysis. I have a hard time really examining something deep. It raises questions that I have included, but I'm sure there is more that I'm not seeing or considering worth writing down.
>
> (Teri's Recording Analysis 3)

Teri risked by highlighting her academic struggles with in-depth analysis. She demonstrated a stance of inadequacy and fear as she suggested that she had neither the skill nor the knowledge to offer good self-analysis. Teri wrote, "I have a hard time really examining something deep." In addition, she was convinced that there was more knowledge out there that she was missing when writing, "I'm sure there is more that I'm not seeing..." Teri's reflection provided the critical level of meta- awareness needed in deep analysis. Not only did she suggest opinions about her teaching, but she also analyzed her ability and confidence in those opinions.

Teri's dialogic activity provided an exemplar for the variety of responses and the common threads of teachers (See Figure 65 in Appendix H). The teachers naturally took up the attuned discourse variables interacting as new knowledge, skill, or dispositions. At times the teachers wrote exclusively about a knowledge, skill, or disposition around content, learners, activity settings, or mediational tools in discourse, but often they webbed an aspect of knowledge, skill, and/or dispositional qualities together.

The following three findings emerged from the analysis: (1) the teachers took up all areas in the attuned discourse model, except the identity theme; (2) teachers did not separate out their beliefs and feelings from their understandings and experiences. The journals in particular (perhaps due to their open uptake for format became a "conversational" and "inquiry" space for the expression of beliefs and feelings (Burbules, 1993); and (3) teachers did not separate out context in their uptake of developing knowledge, skills, and dispositions relative to the attuned discourse heuristic.

Contextualized learning, where teachers were applying their learning to their actual work environment lends itself to an authenticity or praxis (Freire, 2003) and an interanimation between knowledge, skills, and dispositions. Risking across the attuned discourse variables and along knowledge, skill, and disposition will be evident in the following three telling cases as the learning experiences of Suzy, Lori, and Miriam unfold.

Interactive nature of risk and responsivity: Scaffolds for risking in learning zones.

Risk taking is interactive activity. Not only did the uptake of risk involve the interanimation of multiple kinds of knowledge, skills, and dispositions, there was also animation of voices through the dialogic, responsive nature of the written text in the journals and video analyses. Two teachers, Miriam and Corrine, acknowledged the importance of the dialogic, interactive nature of the journals in the final course survey. Unfortunately, the survey did not have a prompt on journaling, however Miriam and Corrine referred to journaling within different prompts on the post-course interview:

> Evaluation Prompt:
>
> How can this practicum be improved?
>
> Miriam's Response:
>
> The journaling was helpful, esp. when used as a tool for helpful discourse between you and me....I've been grateful for your continual support and encouragement.
>
> Evaluation Prompt:
>
> As a result of participating in a 'discourse as pedagogy' curriculum have you changed your teachings practices? If so, describe how. If not, describe what the hurdles or roadblocks might be.
>
> Corrine's Response:
>
> I especially found the journaling feedback to be very helpful.

The journals and video analysis signified dialogic activity for themselves as individuals.

Each time a teacher completed her journal or analysis, it was turned in to Debra for response. The language of the journals and analysis reflected an expectation of response on the part of the teachers as noted in the statements and questions below:

Journal Exemplars

Julie (2/03) ...Are they really angry at me for leaving them?

Lori (2/24) Please let me know if I Opened the Space of Discourse by helping the students take ownership of their own strategies for learning???? If you have any more suggestions, please let me know also!!

Teri (2/24): You can let me know if I am on the right track and thinking in the right direction

Teri (4/10): Maybe you can clarify for me next seminar.

Suzy (3/17): Can you offer me any insight or ideas on how to deal with this issue?

Miriam (3/25):I'm just not sure what all you mean or how to implement/package it. I appreciate any suggestions...

Analysis Exemplar

Miriam (Analysis one): I need to work at bringing student observations to the forefront. But-how do I do that?

Corrine (Analysis one): Would limiting the amount of turns help them develop their ideas more? Would question sticks be a good idea – two comments sticks and two question sticks?

Corrine also crossed out the *implications* section on level three of the analysis form, wrote the word *questions*, and posed four questions. Three questions were related to how talk and actions could extend the depth of their discussion. The fourth question was generally how to support early discussion stages to get ideas to be more significant.

Individual or collective responses to risk-taking can either nurture or remove future risk. The seminars, journals, and taping analysis charts became an interactional space exploring a broad spectrum of experiences, perspectives and questions. In order to encourage continued risking, Debra, as researcher/instructor responded in writing, personal interactions, and shifts in seminar content. Risking may have been nurtured through a more open "course space", accentuated by Burbules (1993) dialogic styles and the inquiry of knowledge, skill, and dispositional complexity. Exemplars of the different kinds of interactive responses in teachers' journals are located below various journal entries. The risks revealed the teachers' own struggles in content, skills, and dispositions. The risking occurred through a full range of discourse styles, where the teachers voiced

emergent information, puzzling questions, conversations about thoughts and feelings, and disagreements. The risking voices were animated in the community of practice, with other teachers or with Debra.

Suzy risked through multiple dialogic styles. First she revealed to Debra that she didn't always understand her. This small revelation allowed Suzy reflection on the topic of clarification skills and the impacts on both her learning and teaching practice. She uncovered a weakness in her practice related to checking for understanding. The journal also became an initiation toward Debra and an opportunity for a response. Debra's response potentially pushed Suzy into deeper thinking. Debra's response demonstrates how a question might be used not only to gain information, but to scaffold learners into the skill of asking clarifying questions as an empowerment tool. Suzy wrote about the silence of her students in asking clarifying questions. In her response, Debra forwarded other related variables to consider in clarification dialogue such as processing load and dynamics of culture and power. She used an example of proper English, a topic that had surfaced earlier in one of Suzy's journals. The analysis of dialogic styles Suzy used are noted by italics in parenthesis

> 4/06/03 Suzy (Journal 6)
> I was thinking about the questions I had about our assignments for tomorrow and it started me thinking about questions. *(inquiry)* I knew I did not understand all of your directions, but I also knew what questions to ask and how to ask them...*(conversation, possible challenge)* I am guilty of asking, "Does everyone understand what to do?" when explaining an assignment, but I often don't ask questions to make sure they understand. *(persona challenge, inquiry, conversation, information)* It becomes apparent that some students don't understand directions when I walk around and observe. *(information)* I think I could do a better job of checking for understanding if I asked specific questions of specific students to make sure I have been clear on instruction or direction. *(information, conversation)*

Debra's response

Asking questions might model a skill for them, especially if you do it as a think a loud. For example, you might look at the assignment and say, "I think this is pretty clear, but I decided what to do. I am not you and we all approach learning differently. If I were you or if someone else gave me this assignment, I might look at it and say, 'Hmmmm. She says that we need to read... (etc). What does she mean by summarize?'" You could also tell them your experience as a student and how communication breakdowns happen all the time. What other ways can you empower them to also ask the questions, like you did? Why give them the fish if you can teach them to fish? What might be hindering their asking besides knowing what to ask? Again, powerful school cultures exist about right and wrong and the job/rewards of being a student. Are they free and confident enough to ask or describe what confuses them in very exploratory ways? Would Jacquie have to translate all she is wondering out of her primary discourse (ghetto talk) into "proper" (standard) English in order sort out what she doesn't know? What does this do to their already loaded processing load?

Debra's response acknowledged Suzy's issues and then pushed her toward the complexity of the issue given the contextualized import. The journal interactions were often lengthy, holding almost as much text response from Debra as the teacher first initiated.

The recording analyses responses indicated shorter textual clips to shorter phrases and sentences, but still responsive to the writer. The following interactive response exemplifies the kind of intertextuality occurring in the video analyses. The different dialogid styles used by Teri are indicated in italics behind her statements In this excerpt, Debra was responding to portions of Teri's analyses of her third recording:

Comments and questions about a learner, Jackson:

Teri:	Concerned about Jackson and the level of participation. (*information, conversation)*
Debra:	yes
Teri:	How can I get Jackson involved? *(inquiry)*
Debra:	Good question...Action, Objects, and different kinds of talk...topic...
Teri:	Jackson doesn't talk a lot. Slow time to process or doesn't want to? *(inquiry)*
Debra:	Do you need to build in wait time?
Teri:	Does Jackson feel he doesn't have anything to say? To compete with Charlotte and Steve? *(inquiry)*

Debra: Consider frequency with counts. Does this happen a little or a lot?
Comments and questions about Semiotic Mediators (Talk, Action, objects) and discourse structures:
Teri: Am I boring? Do I spend too much time explaining? Am I not doing enough to scaffold them in a conversation? *(inquiry, conversation)*
Debra: Good questions!
Teri: Should I allow opportunity to diverge more? *(inquiry)*
Debra: What are the gains and losses of that?
Teri: I use my hands a lot. *(information)*
Debra: That's good (I think)
General statement at the end of the analysis:
Teri's statement:
I really struggle with a good analysis. I have a hard time really examining something deep. It raises questions that I have included, but I'm sure there is more that I'm not seeing or considering worth writing down. *(information, conversation)*
Debra's response:
There is always more Teri, but you are thinking well and asking important questions! (Teri's Lesson 3 Analysis Form)

In summary, the journals and video analysis tools became key places for taking on the risk involved in learning new things. The teachers explored incomplete knowledge and skills in instructional discourse. They took up disequilibrium by considering opening the discourse space, Book Club curriculum, learner/teacher and their roles, and cultural differences. They revealed through their own dispositional stances toward others or themselves in the teaching learning process. In addition, the teachers trusted and counted on the spaces for their interactive, responsive dialogic nature. The journals and analyses also afforded Debra, the instructor more time in her responses as opposed to the *in-the-moment* responses that occurred during seminar discourse. Debra's responses, particularly in the journals, reflect more formal, lengthy responses for tricky, complex, or difficult content than the exploratory draft talk evident in the previous oral discourse responses. The teachers also risked in the written spaces dialogically with multiple kinds of talk: (1) inquiry, by asking questions and posing possibilities; (2) information, by

detailing what they knew or were thinking; (3) conversation, by discussing their feelings and beliefs; and (4) debate, by questioning aspects of the course or their teaching contexts. In each of those cases, the teachers' talk demonstrated an integration of conversation, inquiry, and information. Instances of debate were less evident.

Risk-taking: Opening up Zones for Transformation

Risk is required each time we put thinking into practice or practice into thinking. The course pushed teachers to link their developing and crystallized knowledge, skills, and dispositions with a stance of risk in order to experience growth and development. Shor and Freire (2003) simply state, "...if you don't risk, you don't learn" (p. 485). As the teachers risked writing their current thoughts, beliefs and feelings, debates, and questions they reshaped their thinking and indicated changes not only in thought, but also in activity. In the following section, three teachers recorded how their risking signaled potential places of transformation in their ways of thinking and doing.

Risking New Action

In the introduction of the February 24 journal entry, Teri requested feedback on her thinking about opening the resource room teaching/learning space in order to facilitate greater student attunement. The second section listed her ideas for "opening the discourse space". At the conclusion of her detailed list, Teri reflected on her thinking in the journal activity:

> I am sure there are many ways to open the space in my room to create better attunement for my learners. I can think of several ways and would like to describe them so that you can let me know if I am on the right track and thinking in the right direction....
> One way I can open the space in my room is to.... In special education, I sometimes forget about the little "extras" that general education rooms do because of the time constraint. That shouldn't keep me from considering the idea.... Now that I am thinking about this topic, I am sure that I will come up with more

simple ideas in the future. I am glad I took the time to consider this topic; since I'm sure it can help me create a more learner friendly room.

Teri's journal signals transformation through the applied use of new vocabulary. She linked the phrase, "opening the space" with a purpose for opening the space, "to create better attunement for my learners." Teri began her journal by asking if she was on the "right track" indicating some insecurity about her application of the conceptual phrase "opening the discourse space" to her teaching practice. However, by the time she published her examples in her journal subtle shifts appear. Teri did not repeatedly ask if she was "on the right track," but instead confidently indicated future knowledge and skill activity: "I will come up with more simple ideas in the future." She signals confidence by omitting requests for assurance and including the words, "I am sure."

Another teacher, Miriam, used her second recording analysis as a space to risk the present by analyzing the past in order to revision the future. She detailed a list of several things that went wrong with the lesson as well as unwise decisions she made in the lesson (described in greater detail in the last telling case of Chapter 6). After a lengthy description, Miriam suggested that despite the frustration of the book club lesson, some of the hurdles actually served to build her understanding and make changes in her future practice:

Miriam: All in all, this was a frustrating Book Club, but one which gave rise to some insight on my part which aided me in making some necessary changes.

Miriam's last sentence in her analysis acknowledged that taking a risky view of the problems afforded her the space to make important changes in the design of her next lessons. She signaled transformation in seeing more critically in the text, "gave rise to some insight," and in the detailed listing of areas that did not go well. Miriam also

affirmed that the painful insight had already affected transformations to her future teaching activity in the text, "already aided me in making some necessary changes." Miriam's transformative shifts are analyzed in greater detail in Chapter 6.

Likewise, a third teacher, Lori began to bring to conscious realization the tensions between new understandings of learning and teaching practice. In her second recording analysis, she raised questions and concerns about her practice and the struggle to understand when and how to open the space to include more than direct instruction. The analysis of her practice demonstrated risk and the application of emergent knowledge, skills, and dispositions as teacher/researcher. Lori's skills in her analysis of the nature of talk were indicated by her text. For example, she wrote "I feel I used way too many commands..." and she applied discourse analysis terms such as "wait-time, turn-taking, and listening." Lori's transformations are revealed in more depth in telling case 2 at the beginning of Chapter 6.

The risking activity appropriated by the teachers opened zones of potential transformation in their development of new knowledge, skills, and dispositions. The teachers demonstrated signals for this potential in their written discourse as they articulated how their reflective risking gave birth to new thinking or activity. Four of the six teachers demonstrated potential transformation as they began writing about the necessity for creating safe risking spaces in their own teaching environments.

Acknowledging the Importance of Risk in their Own Teaching Spaces

The critical feature of risk was something that extended beyond teachers' own appropriation from course placeholders in seminar structure, content, activity, and journaling and analysis requirements. The teachers risked in the practicum, but they also

acknowledged the importance of risk in their own learning communities. Three out of the six teachers wrote about the importance of creating safe risking space in their teaching/learning activities. Lori, Teri, and Julie, all wrote in their journals about the importance of creating risking spaces for their learners.

> Lori:
> We also need to give them an environment that is authentic, so they can feel comfortable enough to use these tools in the real world. It is vitally important that we help students who struggle with learning difficulties to engage in real conversations, share personal experiences, and help them to be creative. This will in turn help them become more comfortable so they can take ownership of their own learning. This then will challenge the students to ask higher level questions and help them to become critical thinkers and motivate them to want to gather critical information to interact in our society.
> ...We need to get the students comfortable expressing their knowledge so we understand what the children know.... Overall this should be a risk free setting, where all involved can take ownership of their learning, and truly enjoy reading.
>
> Teri
> More specifically, the role of teacher starts with creating a comfortable space for students to feel important. The more comfy students feel, the less a teacher needs to support the students.... I would make sure that if necessary, it would be understood with my students that at any time I felt it was inappropriate or they were unable to handle the discourse situation, that I would be able to step in without question.... Students like to feel safe and secure.
> ...A second way, something I feel I am doing right now is creating a comfortable space to learn....
>
> Julie
> ...I gain a lot of insight into their lives as well as build trust and repoire [rapport]. I try to make my room a safe haven, ridicule, put downs, etc. are not allowed in my room. ... I think that connection has helped break down barriers and form a relationship of trust more than any other thing.... But, spending time with her, quietly gently giving her space, she began to come around, opening up, sharing more and more about her self. I guess my point is, in order to really become attuned to your students, you need to not only look at their enormously long paper trails...
> ...With other students, spending time observing them in other settings, as well as in my classroom, has provided me with a clearer picture of their strengths and weaknesses, interests and struggles as well as helped develop a more secure and trusting relationship with them. Gaining a child's trust goes a long way in helping them in the areas in which they struggle....

Each of the three teachers took up the concept of risking in their own teaching spaces in two journal entries. Lori suggested that safe risking spaces were important for scaffolding student ownership of higher order skills and critical thinking. She connected risking safety to the creation of "authentic" learning environments. Teri emphasized the importance of creating a comfortable space where the learner feels important and safe, to the point where a teacher would step back in if necessary. Teri implied greater student ownership with safe risking areas by the text, "The more comfy students feel, the less a teacher needs to support the students...." Julie introduced specific ways to create a safe risking space, "I try to make my room a safe haven, ridicule, put downs, etc are not allowed..." In addition she recognized that familiarity with students "forms a relationship of trust" that encouraged greater risking. She gave an example of her interaction with a student where upon giving "...her space, she began to come around, opening up, sharing more and more about her self." Julie also suggested that the creation of safe risking spaces assists in gaining attunement to learners that moves understanding beyond the "long paper trails."

The risking afforded the teachers a place to grow and develop as they transformed their thinking and action. The teachers demonstrated transformational instances as their risking leveraged future change and recognized the importance of safety to risk in their own teaching spaces. Further evidence of transformation due, in part, to the critical feature of risk is evident in the three following telling cases.

Summary

Telling case 1 explored the essential nature of risk in learning. The case first examined the explicit and implicit privileging of risk in the design and implementation of

the course. Then appropriations of risk taken up by the teachers in response to the course opportunities were analyzed. The teachers and Debra risked in the collective setting of the CoP and in the dyadic written interactions with Debra, the instructor. Finally, the analysis of the oral and written risking behaviors explored the affordances available for transformational learning when appropriating a risking stance. Four findings emerged from the analysis. First, although not consciously intentional in her design, Debra clearly privileged a risking stance as an expectation in the course syllabus, requirements, content, and learning activities. Secondly, the teachers' public appropriations of risk positioned them to a more open inquiry of the content and their practice. The teachers openly risked new knowledge, skills, and dispositions centered on the variables in the attuned discourse heuristic. Third, risking behavior was interactive activity, forwarding intertextual, dialogic on two planes: (1) interaction of content, knowledge, skills, and dispositions; and (2) interaction with other learners and thinkers. Since risk is interactive public activity, risking affordances arise in relationship to the response. The case explored the teachers' expectation for response and Debra's dialogic responses; however, the responses in the oral discourse of the CoP were not analyzed. The teachers risked through multiple dialogic voices of debate, conversation, information, and inquiry. Finally, evidence demonstrated that when teachers risked, they often were able to open new zones of meaning-making opportunities in the future.

Although the analysis included six of the eight teachers for most of the discourse, particular attention was given to Teri in this telling case. Teri appropriated the greatest number of risking statements in her journal. She risked in seminar activity with the CoP and with Debra. Teri risked in her honest self-revelations about her knowledge, skill, and

dispositional stances. It was also clearly demonstrated that Teri's uptake of risking behaviors provided some of the scaffolding strengthening her thinking, action, and openness to deeper internalizations in the future.

When teachers take up a risking stance, they open themselves up to the affordances available in a CoP. One of the affordances significant to a learning community is the distributed expertise created through the diverse members of the CoP. The second telling case explores how distributed expertise in a CoP provides learning affordances.

Telling Case 2

Distributed Expertise within a CoP: Powerful Potentials for Suzy

How best to conceive of a subcommunity that specializes in learning among its members? One obvious answer would be that it is a place where, among other things, learners help each other learn....
-Bruner (1996)

Introduction

If learning is socially constructed, then analysis of the practicum course and its critical features in promoting transformative teacher learning experiences must recognize the joint meaning-making activity between and among individuals. Wells (2000) suggests that "joint activity...requires us to think of the participants not simply as a collection of individuals but also as a community that works toward shared goals, the achievement of which depends on collaboration" (p.60). The conceptual locus of collaborative activity is often situated within a collective (Vygotsky, 1978) or a community of learners commonly referred to with teachers as a community of practice (CoP) (Englert & Rozendal, 2004; Lave & Wenger, 1991; John-Steiner & Meehan, 2000). The community of practice potentially affords a "thought community," (Fleck, 1979 in John-Steiner & Meehan,

2000) through a "cognitive pluralism" or "mutual internalization" (John-Steiner & Meehan) that features cognition which is distributed (Moll, 2000). The distribution of cognition or learning is situated in discourse and occurs across time, contexts, semiotics, and people who function through the uptake of positioning moves as experts (Englert & Rozendal, 2004) to develop collective and individual expertise.

While the power of collaborative learning was assumed in the practicum course, Debra did not explicitly consider it a critical feature in supporting teachers' learning experiences. Thus, the telling case emerged. The broad appropriation journal data from chapter four did not indicate distributed expertise as a theme holding the same degree of significance as many of the other features. In fact, expertise represented the lowest emergent theme percentage and the third lowest appropriation percentage overall. However, in looking qualitatively at multiple data sources, the concept of distributed expertise emerged as an important telling case in considering critical features in teacher education experiences; for it stories both affordances as well as missed learning opportunities available from distributed expertise.

The second telling case highlights the distributed expertise of inside and outside experts available within a CoP as a feature critical to individual teacher learning. The social construction of Suzy's transformative learning journey was analyzed by mapping the interactional intertextuality of people engaged in discourse events. The intertextual mapping looked forward and backward across multiple dialogic data sources from different contexts and time frames influencing activity between two pivotal teaching events (Putney et al, 2000) in Suzy's classroom. The mapping analysis created intertextual chains of action and reaction across time. The mapped chains illuminated

contrastive or discrepant, and functional relevance (Hymes, 1974; Putney et al.) for identifying what might have been consequential across the unfolding of social activity for individual and/or collective choices. Suzy's learning was recorded as collective activity through an intertextual discourse analysis of inside and outside verbal (oral and written) and nonverbal communication inclusive of multiple forms of talk, actions, and objects. The analysis drew primarily from the transcribed recordings of group seminar and classroom teaching activity of Suzy and Lori as well as written journals, lesson plans, recording analyses, field notes, and individual interview and evaluation responses. Although analysis emphasized collaborative lexical thinking through text sources, discourse as a "textured" weave of artifact (object) and activity (action) remained throughout the analysis. Thus text was defined as the dialogic nature of written and spoken text or "intertextual juxtapositions" (Putney et al., 2002) inextricably tied to objects and actions within the CoP.

The findings of the intertextual sociolinguistic discourse analysis demonstrated how Suzy appropriated and transformed contributions from the CoP for her own contextually situated practice. Three themes in the analysis of distributed expertise provided essential conceptual and theoretical tenets for constructing CoPs in a way that nurtured distributed expertise, potentially increasing teacher learning affordances. The themes considered deep meaning-making activity within a CoP as co-constructed, complementary, and creative (John-Steiner and Meehan, 2000). Each finding demonstrated the inextricable social nature of learning that occurred for an individual, in this telling case, Suzy. In keeping with rigorous qualitative research, looking for what is not there can be just as important as looking for what is there. The telling case concludes

by considering dropped activity patterns and the potential transformative losses when a CoP did not function in teacher learning activity.

Contexts

The Course

The practicum course involved eight unique teachers with diverse ages, sets of experiences and histories, beliefs and values, ways of thinking and doing, teaching and living contexts, and professional development goals. One of the characteristics of an effective CoP is the coalescing of people around a set of common or shared purposes and practices (Englert & Rozendal, 2003, Wells, 1999). As a culminating educational experience leading to endorsement, the practicum course featured an inquiry into Attuned Discourse as a responsive pedagogical tool for creating and implementing responsive literacy learning experiences for students with documented learning and language disabilities. In addition, the teachers were all required to grapple with the complexity of responsive instruction by using the same flexible literacy curriculum: Book Club. Thus, despite the diversity of the teachers, a common set of purposes and practices existed for developing a CoP within the practicum course. The teachers all had a common goal: to successfully complete the practicum experience in order to finish the endorsement requirements of the program. In addition, they had all voluntarily chosen to think about and work with learners identified with learning disabilities. Likewise, they were all (through a nonvoluntary structure) addressing the curriculum of attuned discourse and were using Book Club as one activity setting for taking up higher order literacy learning. Finally, although their requirements were often situated within their unique teaching contexts, they were all required to share their teaching experiences and meaning-making

inquiry of those experiences with all of the members of the course through reading printed text of outside experts, authoring their ideas through written and oral interactions, and listening to others.

The Practicum Teaching Setting

Each teacher was uniquely situated in her own practicum teaching context. Seven out of eight teachers were teaching in their own teaching settings. The eighth teacher was placed in a school with a supervising teacher for the practicum course. The telling case of distributed expertise involves Suzy's learning as co-constructed with Lori (described in greater detail in telling case two) and Debra. Suzy was teaching in a small mid-western city near a metropolitan area with a population of nearly 500,000. The city was largely Caucasian (93% Non-Hispanic White) with a median income of $47,570, and 88% of its residents completing a high school degree. Suzy collaborated with a team of special education teachers. She and a teaching partner both taught resource room English for 7th and 8th graders. Suzy and her teaching partner took up Book Club and mixed their students for book club discussion groupings based on text choices. Suzy's students for the Book Club portion of the practicum (taping) were ages 13-15 and were identified formally in the following manner: (1) five as learning disabled and two of those five as severely language impaired, (2) one as otherwise health impaired with attention deficit with hyperactivity disorder, (3) one with autism, and (4) one with cognitive impairments. Of the eight students identified for the recording, four were male and four female. One student was Hispanic, another African American, while the remaining six students were identified as Caucasian. While the collective student group generally made up two classes, there were usually still 16-18 total students in the room at one time, with

discussion groups of four or five students. As a 45 year old Caucasian teacher, Suzy had completed an undergraduate teaching degree and endorsement in Cognitive Impairments three years previous to her enrolling in the LD graduate program and had taught special education for three years.

Transformation Around Pivotal Events

Putney et al. (2000) relate the importance that an event can have for an individual's learning. They refer to Gumperz who links event import with the term "key event" or Vygotky whose words translate as "germ cell" in suggesting that an event becomes pivotal and "anchors all subsequent analyses" (p. 96). In Seminar seven on April 21, Suzy shared two clips from two different Book Club teaching recordings. She began the first clip from March 24 as "Book Club Gone Bad." After the first recording segment, she then showed a clip of her fourth taped lesson from April 14. The two lessons looked significantly different in content, form, structure, and student participation. The text in and around Suzy's two Book Club lessons shape this analysis and demonstrate the pivotal influences of the CoP on Suzy. Suzy had made multiple discursive changes in the design and implementation of her lessons. As Suzy shared the significance of her changes with the seminar, she recognized the important role of the CoP in influencing her:

(Chapter 5 Time 14:50)
Suzy: Well even like last time after our last seminar when I threw out my lesson and wrote a new one for the next day,
Debra: Yeah
Suzy: Based on what we had talked about ideas I got from you (points to Lori) and uh (looks around the table) ideas I got
Lori: [that's why we brainstorm]
Suzy: Cou / Couple different people, but yeah.
(Seminar 7 April 21, 2003)

Suzy identified the expert role of Lori and while she could not identify all the sources of the ideas, she recognized the collective support received in the community of practice.

An intertextual backward analysis of discursive chains across time and space shed light on the potential collective nature of Suzy's changes in lesson four and assists in bringing to conscious realization the intertextual nature of the CoP in assisting Suzy's learning journey. Three affordance themes found in the distributed expertise of a CoP emerged by analyzing the contrastive relevance in the interactive chain beginning with Suzy's structural changes in lesson four. The themes describe the distributed expertise available in the CoP as: (1) co-constructed, (2) complimentary, and (3) creative.

During the first three recorded lessons, Suzy constructed a lesson plan beginning with a directed teaching segment in opening community share, a book club discussion, followed by an interactive closing community share time. Approximately 15-20 minutes were allocated to each segment in the structure. Lesson four reflected a radical shift in the activity structure. Rather than three activity segments of 15-20 minutes each, Suzy created several cycles of the three segments by adjusting the time frame and allocating approximately 2-3 minutes for each segment. Thus, Suzy had three recursive cycles beginning with opening community share for 2-3 minutes, moving to book discussion for 2-3 minutes, following with a closing community share for 2-3 minutes, and then beginning the cycle again with opening community share and so on. Suzy incorporated a timer to help maintain the time blocks. The increase in the level of activity and participation is palpable creating a highly energy-charged space of on-task discourse.

(Chapter 7 Time 19:57)

Suzy: I wish you could see the next one the very next week. Because I put Jacquie in a different group, the one who was doing all the all the work, with some her good friend C.J. and Tomas and oh I think Harry

was still in that one. Jacquie wouldn't be quiet she did all the talking. She grabbed the questions, she read the questions, she was the first one to give her statement or her opinion and then she would ask other people what they thought.

Debra: [So what do you think?]

Suzy: Right, much more engaged.

Debra: [So what do you think?]

Suzy: Much more, and for one thing they didn't have a pencil paper task to do which I kept giving them a pen a pencil paper task to do during book club which was bad.

Debra: During the [discussion part]

Suzy: [Discussion part during the discussion part.]

Debra: And that's not necessarily bad but to separate those out it allows them to focus on that oral.

Suzy: I got a story book and it was the Egyptian Cinderella to kick off our Egyptian unit. I would read like two pages and then they all had to I would stop and everyone would have a question on their desk and it was all the same questions each group had the same question but then I put the timer on for two minutes and they had two minutes to discuss the question. When the timer went off, we stopped, we read a couple more pages, more questions. Couple more pages, more question. Sometimes we just did a whole class prediction. It went so much better. People were engaged, Jacquie was way involved way involved that she and actually she was a hog.

Lori: You'll be able to take that timer away too.

(Seminar 7 April 21, 2004)

How did Suzy come to this change? The analysis shows Suzy's change developed over time and space through a distributed intertextual expertise that was co-constructed, complimentary, and creative.

Co-Constructed

Suzy taught her lesson the morning of April 15. The chaining of activity back a day shows that on April 14 the course seminar occurred. During the seminar, two activities purport contrastive relevance to Suzy's structural choices. First, Lori shared with the group her use of the timer as a scaffold in pushing her learners along their ZPDs in discussion skills. She revealed that she was only thinking of the timer as a management tool and object supporting a leadership role that would allow her to step out of group

discussion, but it actually forwarded deeper discussion. The up-take of the use of the timer is clear when on April 21 Suzy shared her lesson segments and pointed to Lori saying, "It was you..." Secondly, Suzy implemented a read aloud to structure several recursive cycles of activity around smaller conceptual units - a direct up-take of Debra's modeling of smaller, recursive cycles of activity. Debra had modeled in Seminar 6 how direct instruction, response formats, discussion, and closing community share could occur in smaller time blocks along thematic shifts or various literary skills highlighted in the read aloud, *Sanji's Seed.* In both of these cases, Suzy appropriated ideas from Lori and Debra, to shift her lesson structure demonstrating the co-constructed nature of meaning. The chain of activity demonstrates how individual and collective reside in an interdependent learning relationship which is socially produced. The interdependence affords possible reciprocity as individuals share diverse and co-constructed expertise through discursive publication of their knowledge, skills, and dispositions. See Figure 35 for the learning model and Figure 36 below for Suzy's uptake of Lori and Debra's ideas from the seminar appropriation space published in lesson activity with her learners in the school publication space.

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DISCOURSE AS PEDAGOGY: HOW INQUIRY CYCLES, RISK, AND MULTIPLE SEMIOTICS SUPPORTED TEACHER LEARNING IN A COMMUNITY OF PRACTICE

VOLUME II

By

Debra Paxton-Buursma

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Counseling, Educational Psychology, and Special Education

2005

Figure 35 Distributed Expertise

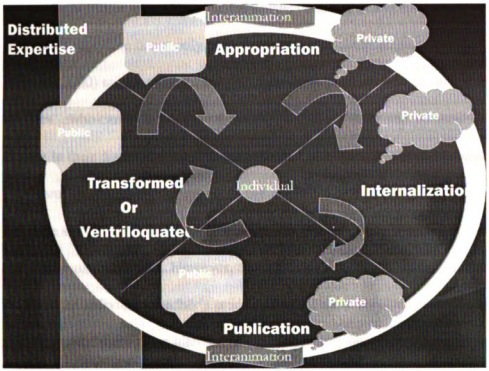
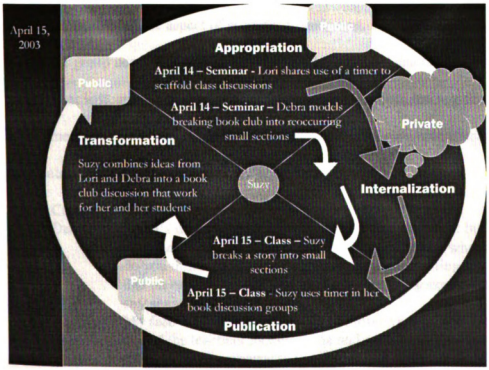


Figure 36 Suzy's Distributed Expertise



Complementary

An example taken from the backward chaining of events demonstrates how distributed expertise is not only co-constructed, but complementary. John-Steiner & Meehan (2000) suggest that a thought community consists of a "...group of thinkers...who carry on intense interaction with each other and promote significant change in their discipline" (p. 39) indicative of intellectual interdependence or "cognitive pluralism" (p. 45). Suzy appropriated the use of an object and modeling of an activity structure shift from two experts to change her practice; thus it served to complement her meaning-making activity. However, the reflective activity involved in seeing and changing an individual teacher's practice toward more responsive attunement was also complemented through an interactive exchange early on in the course. A segment from seminar 2 previously used in the risking telling case demonstrates the complementary individual contribution of Suzy, now positioned as expert to the group, and individually to Lori. In discussing the aspect of recording, analyzing, and sharing one's teaching with others, the group negotiated the risk involved. Lori revealed discomfort with the requirement indicating her feelings of embarrassment. Later in the segment, Suzy complemented a more open discourse space by risking her own embarrassment through the revelation of negative self-critique.

Chapter 15 Time 42:42

Debra: So let's do two things here about this analysis piece but first let's go to what Lori said about these adult feelings. Do you what do you think, do you think it's inevitable that when you are doing something like this on camera for the first time that you got some self-consciousness, any sense about that?

Lori: My face was on fire for a half hour afterwards. I was walking around / one of the teachers looked at me and said is my face red and I just I think I was so embarrassed or something that I ...

(Seminar 2 February 10, 2003)

Chapter 16 Time 45: 35

Debra: Anyone else have any kind of feelings or thoughts that went on that they were aware of as you were doing the video tape?

Suzy: Not when I was doing it, but when I watched it later. I had the crabbiest face through the whole thing and I think, why would anyone have even wanted to do this when I was sitting there looking like a big crab? It was just the whole day had been a bad day / there was a lot of behaviors going on and I thought, wow.

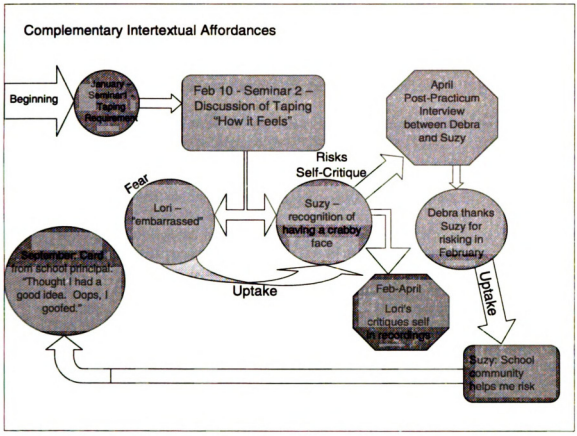
Debra: It is an amazing thing to see oneself // at center

(Seminar 2 February 10, 2003)

Suzy took on the role of expert through her "expert" ability to risk personal vulnerability. By risking a negative self-revelation regarding her practice, Suzy opened a space for Debra to actively respond in a way that would reinforce an expectation and a safe arena for seeing and sharing successes and pitfalls. Suzy's comment potentially scaffolded teachers into a more expansive critical analysis of their own teaching tapes. Debra acknowledged Suzy's gift of risk-taking at the end of the course during the post-practicum interview. In the taped interview Debra suggested, "You are also a risk-taker. You gave such a gift that second seminar when you told everyone you saw yourself as a person with a crabby face." In response, Suzy offered a complementary source of support through the distributed expertise of her CoP at school:

> Definitely /definitely. Part of it is where we work we are allowed to goof. Everyone got a card at the beginning of the year that says, 'thought I had a good idea, oops I goofed.' We talk about feeling safe and having a safe environment and that is huge for students and parents.
>
> (Debra's post-practicum interview of Suzy)

Figure 37 Forward and Backward Mapping of Critical Self-Analysis



The backward and forward mapping of discursive activity demonstrates how social co-constructions can be complementary. In Suzy's case, her learning was complemented by Lori and Debra's structural ideas. Likewise, Lori and the group were potentially complemented by Suzy's demonstration of self-critique (See Figure 37 above for a visual representation).

The reciprocal significance of distributed expertise as complementary across all members of a community of practice furthers learning potential. Learning emanating from the collective and distributed expertise in the community of practice can be noted in the conversation that continued after Suzy identified the source of her ideas in the

previous transcription segment. In the conversation, three other teachers highlighted the uptake and transformation of knowledge and skills from others in the group:

(Chapter 5 Time 14:50)

Suzy: Well even like last time after our last seminar when I threw out my lesson and wrote a new one for the next day.
Debra: Yeah/
Suzy: Based on what we had talked about, ideas I got from you (points to Lori) and uh (looks around the table) [ideas I got]
Lori: [that's why we brainstorm]
Suzy: Cou/ Couple different people, but yeah.
Debra: Yeah, we met Monday and Tuesday I come in [and I]
Suzy: [9:00 in the morning]
Debra: Look at her lesson plan // and I said to her, when did you do this? And I said you must have done this after we talked last night.
Suzy: *(nods her head yes)*
Teri: Gee, a lot of us I think /I've done that.
Miriam: [I've done that once]
Teri: [I did it where I made question strips.]
Debra: Cuz she did it too and Mara did it too/ didn't you that same day, doing um doing different kinds of role play pantomime stuff, of which one of the students said that was my favorite part/ right.
Mara: Yeah.

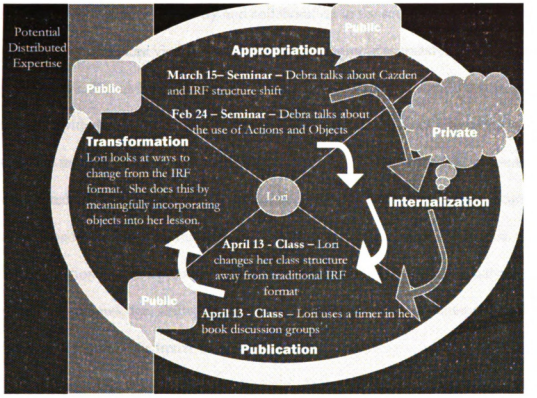
(Seminar 7 April 21, 2003)

The conversation suggested the complementary nature that is distributed across the CoP. Suzy was not the only person who appropriated ideas from within the group and re-invented them for her practice.

Likewise, Lori's use of the timer originated with her in that no one else in the CoP suggested using a timer; however Lori's intentional work at designing and implementing objects thoughtfully and deliberately was complemented by Debra's intentional talk and activity around objects in the first seminars as well as the Cazden readings and discussion pushing teachers to change their discourse structure from a traditional IRF sequence. In addition, Cazden's text refers to Meehan's work in looking at IRF sequences. The complementary nature of outside textual experts created through the readings and

professional CoPs in local contexts and inside textual experts or "local pockets of expertise" (Englert & Rozendal, 2004) animate a rich intertextuality of opportunity only slightly indicated in this telling case. Figure 38 represents Lori's potential uptake sources.

Figure 38 Lori's Potential Distributed Expertise



As individuals took up new meaning-making from the collective tools and opportunities available in the community of practice the question remains whether the up-takes were limited ventriloquations or whether appropriations were transformed for deeper levels of individual and collective change. Analysis of the intertextual interaction as transformative through creative internalizations highlighted how distributed expertise in a CoP not only opened new zones of possibility and opportunity, but also supported the individual and collective work at transformational change in teacher learning.

Creative

One characteristic of intellectually stimulating teacher education programs is attention to aesthetic components of knowing (Eisner, 1985) in which teachers are afforded opportunity to create, invent, and improvise (Rogers, 1985). John-Steiner and Meehan (2000) address creativity and collaboration in the social construction of meaning as a way to make more visible the components in learning as transformative rather than transmissive. The authors consider the role of creativity in an internalization process that grapples with the synthesis of unique, contextually situated sets of interacting variables. Creative thought and action depends on the riches of complementary interdependence of distributed knowledge and capacities. Creativity occurs both as collective discursive activity and individual internalizations through semiotic uptake and mediation. Internalization then is a process through which an individual creatively analyzes and synthesizes knowledge, skills, and dispositions intrapersonally and interpersonally in re-inventing imagined discursive future interactions.

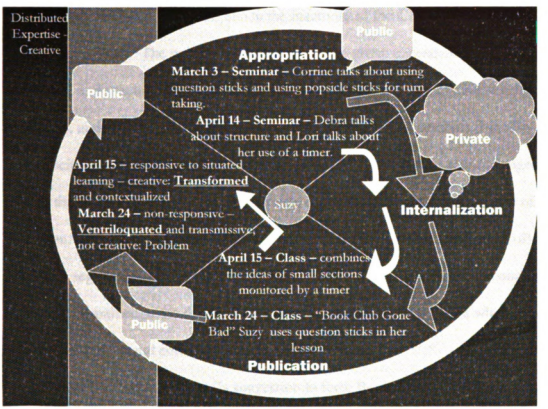
Suzy's third lesson plan and recording indicated that she appropriated Corrine's strategy of using question sticks. Corrine had shared her strategy on March 3 during seminar 4 as a turn-taking device that would lessen the amount of overlapping talk and scaffold the learners into higher order questions. On March 24, Suzy appropriated the use of the sticks for turn-taking to increase greater participation and involvement. The lesson did not go well, possibly for many reasons. The use of the sticks may have been a variable in the lack of success. Regardless, a look at Suzy's discursive implementation of the sticks does not acknowledge the creative synthesis indicative of transformative learning. Rather, the use of the sticks signaled a more ventriloquated up-take. Suzy

planned to use the sticks but there was no indication in her plan, journals, taping analyses, or seminar discussions that she creatively considered the contextual components of her setting and the unique variables, problems, and affordances in her setting as she integrated the sticks as a strategy for participation. Corrine developed the sticks for an entirely different purpose in a different context with different learners and literacy goals. An uptake of an idea or strategy from the community of practice which does not synthesize the elements of a new context may limit the transformation potentials. Suzy's unique setting variables presented the key issue of needing to activate participation, which was different than Corrine's goal of controlling participation through turn-taking. Suzy had not reworked or synthesized her contextual variables, limiting the potential of the uptake

When Suzy appropriated Lori and Debra's ideas and changed her structure, she was able to make public an internalized synthesis of ideas from the CoP and the knowledge she already held regarding her context (See Figure 39 for a visual representation of ventriloquated and transformed publication of events). Suzy recognized that many of her learners could not conceptually or neurologically manage significant amounts of abstract information over a longer period of time in order to participate. She needed to reduce the size of the information to alleviate memory processing load and highlight the concrete bridges through smaller time frames and smaller, recursive cycles of varying instructional activity. The analysis does not highlight when or where Suzy synthesizes, only that creative, contextualized synthesis did occur which contrasts with her uptake activity of the turn-taking sticks. The analysis does not suggest transformative learning when the lesson was successful and ventriloquated learning when the lesson was

not successful; rather, creative synthesis may support more responsive lesson design and implementation. In fact, Suzy's experience with "Book Club Gone Bad" actually provided her with disequilibrium for deeper analysis and synthesis of multiple interacting variables.

Figure 39 Distributed Expertise: Transformed or Ventriloquated



The thematic components of distributed expertise in a CoP afford opportunities for individual and collective transformative learning when the discursive space in a CoP is opened for co-construction of complementary, intellectual activity. Learners can intermentally, through semiotic mediation, creatively synthesize and recreate, invent, and improvise for their uniquely situated contexts. When creative synthesis occurs, transformative teacher learning experiences potentially increase. Learning is not always

transformative for many reasons. One possibility addresses the lack of intentional involvement and activation of a CoP.

Potential Losses without the Distributed Expertise in a CoP

The importance of teacher learning in a CoP can be revealed through a second look at a slice of Suzy's transformation journey. This slice demonstrated how deep learning may have been cut short due to the inactivity of the CoP. Englert & Rozendal (2004) suggest that "The collective knowledge of the group exceeded the knowledge, capacities, and practices of its individual members" (p. 31). Collective knowledge, capacities, and practices not only exceeded those of individual members, but also exceed the capacity of a learning relationship between an individual and an acknowledged expert, the teacher. Further analysis of Suzy's case also showed a stunning loss of critical reflection, analysis, and problem-solving that could have occurred through a CoP. The following segment describes learning that touched the CoP as a superficial concept, but essentially remained in the dyadic interactions between Suzy and Debra when the concept was problematized and contextualized in Suzy's practice.

Suzy had taken up Debra's suggestion to form Book Club discussions around a central theme. She chose a significant theme that held potential for disequilibrium in the groups: the Civil Rights Movement. Her students were divided into groups according their choice of three novels related to Civil Rights issues: *The Watsons Go to Birmingham, I Know Why the Caged Bird Sings*, and *Roll of Thunder Hear My Cry*. In addition, each opening community share over a week had introduced a literacy concept tied to Civil Rights issues discussed in any of the three texts. Suzy wrote in her first lesson plan her rationale for choosing the theme and general theme-related questions:

I chose this theme because I think it is important for students to understand the concept of civil rights. I want them to explore what it means to have civil rights, what it means to be denied civil rights, and [what] happens to a society when all humans are not treated equal. I think I can relate to this self-advocacy and their rights as students with disabilities.
Theme related Questions:
What is the meaning of civil rights?
How and why do prejudices against groups of people develop?
In what ways are people affected by prejudice and racism?
How do people begin to overcome their prejudices?
What was the American Civil Rights movement? What were the goals and methods of people involved in the movement? (Suzy's Lesson Plan1).

The theme choice and articulation of questions underscored Suzy's debate in seminar three where the teachers responded to Book Club curriculum through a response sheet inclusive of each teacher's significant information, inquiry, conversation, and disagreement on the reading. Suzy disagreed with the Book Club suggestion to avoid highly charged issues. Suzy's thinking was, "Shouldn't school be the very place to work through those issues?" Her oral text in seminar three indicated that themes shouldn't be limited to "ideas that only help people feel comfortable."

Chapter 18 Time 51:41
Suzy: *(looks at Debra)* We never got to this one but / I disagree with um / only only um taking on issues that you feel comfortable with. Why can't we look at something we're not comfortable with?
Corrine: What if we can?
Suzy: In the fifth chapter they talked about um when you're picking books and you're picking themes, to be careful not to pick things that would make people uncomfortable. Well, why? Why do we all have to why do we always have to pick things that make everybody comfortable and secure? How come we can't sometimes push out there a little bit?
(Seminar 3 February 24, 2003)

Suzy's weekly book club lesson plans followed a scaffolded patterning of literacy themes and civil rights themes through multiple oral and written texts. First, during the week of February 25, Suzy introduced the theme of Civil Rights and the concept of characterization. As a group they addressed "personality traits, physical characteristics,

actions and behaviors of characters, how dialogue can reveal what a character thinks and feels, and characters reactions." She introduced the concepts through a teacher "read aloud" book, *White Socks Only* by Evelyn Coleman and excerpts from the texts of Rosa Parks, Ruby Bridges, and Martin Luther King Jr. In addition, the students discussed the Jim Crow incident and the action in 1963 in which President Kennedy sent National Guard troops to the University of Alabama to ensure the peaceful admission of two African American students. The second week of recorded lessons occurred during the week of March 10. Suzy included in her plan a week of activities and discussion centered within the themes of external and internal conflicts, the relationship of external and internal conflict to characters in their novels, and an examination of the "roles of independence and self-respect in the lives of various characters." The literary concept of setting was added to characterization and conflict. Another teacher "read aloud" *Richard Wright*, was read during opening community share and the students compared it to the text *White Socks*. In addition, they watched the film *Ruby Bridges* and *Little Girls* by Spike Lee. The third lesson during the week of March 24 addressed multiple characters and the "importance of family ties in the books..." The plan indicated a discussion of issues of character relationships supported by a chart to fuel their discussion of how family members supported or drained a character through the following headings:

Character Name

What do they learn from family

Ways they give strength to each other

Ways they drain each other

Ways the seem lost or fail (Suzy's March 24 Lesson Plan Artifact)

Suzy's plan also forwarded an intertextual literacy theme as she designed her lesson with the goal to "encourage students to make connections to their own lives.

Suzy's lessons immersed her students and her team teaching partners' students in an intertwined literacy and civil rights learning experience. Lesson three did not go well; Suzy referred to this lesson as "Book Club Gone Bad." What is striking is another contextualized thread going during the same time. Debra received and responded to a journal from Suzy just prior to the third lesson. The entry addressed a set of interactions that revolved around questions of race and language. The entire entry is included with Debra's comments embedded in italics.

> *Wow this is loaded stuff! You and Miriam need to go out for coffee! Let's see if we can address some of the slices of a very complex issue. Most of my comments are at the end. Thanks for sharing.*
>
> A few days ago we had an incident that raised many questions in my mind. Ms. Kent (my teaching partner), was teaching her 7th hour class and one of the students, Joseph (an African American boy), asked another student "What up dawg?" He also said a few other things that I can't remember. Ms. Kent asked, "Who talks like that?" *Why did she ask this question? I am confused.* Melissa (a white girl) pointed at Jacquie (African American girl), C.J. (white girl) and Joseph, and said, "They do." Jacquie and Joseph became upset and said that this was a racial remark. *Were they upset with the questions or Melissa's response?* The class then had a huge shouting match. Ms. Kent had to resort to passing around a dictionary and the only person who could talk was the one holding the dictionary. *Nice strategy...the dictionary is an interesting choice, though. Some dictionaries have little good to say about ghetto talk or slang. How did they decide who got the dictionary?* I became involved the next day when Ms. Kent asked me to come in at lunch and help her to have a discussion with the 4 students. We did try to help them see that this really could not have been a racist remark since one of the students pointed at was white. *But was it Melissa's response or Ms. Kent's question?* Ms. Kent then talked to the students about using proper grammar and speech. She pointed out how Jacquie will often misspell the same words she mispronounces, such as *axed* for *asked. Does this validate Jacquie as a thinker?* We then had a discussion about using proper grammar in school and slang or ghetto speak (their word, not mine) outside of school. Jacquie became upset and said that we were trying to make her feel bad about being black. I tried to assure that this was not the case. But, as I reflect on this I wonder if that was what I was doing. Do I have the right to impose my cultures way of speaking on my students who have a different cultural background than I do? *Really*

important questions, Suzy. Or, should I insist that all students speak proper English because that is how you get ahead in the world? I don't feel bad about correcting the speech of my students who have cognitive impairments or speech and language impairments. Why do I feel it's wrong to correct improper grammar for students from another culture? Can you offer me any insight or ideas on how to deal with this issue?

Ahh, this is tricky. Let me give you a few thoughts about the whole thing. First, I think that Joseph and Jacquie probably have a legitimate right to wonder if racism was part of this discussion. It is important that when a student feels that they have been marginalized on account of their culture, that we fully understand where they are coming from. To assume that we didn't offend them might just affirm their feelings of invalidation. There are several folks who write about this issue in one way or another. Lisa Delpit (author of teaching other people's children and the silenced dialogue) is a black teacher educator. She says that there are discourses of power and that "proper English" is the power discourse. She feels that we must teach children the power discourse in order to empower them. However, teaching them the power discourse in no way should send a message that another discourse style is bad or wrong. "Teachers must acknowledge and validate students' home language without using it to limit students' potential." (Delpit in "Acquisition of Literate Discourse: Bowing Before the Master?" To say that ghetto talk is wrong or incorrect does send messages about a person. James Gee says that the discourse is our "identity kit." He also says that whatever we learned with first is our primary discourse and that secondary discourses (those we acquire later) are much harder to teach.

What am I trying to say? First, you are right. This is complex and should be questioned. Secondly, while we might have valid reasons for teaching a power discourse, we must acknowledge the legitimacy of other people's discourse styles. Thirdly, other discourse styles are very sophisticated, we just may not understand them. To assume that they are less proper because they are not part of the primary discourse may show our ignorance. Fourthly, since we are a part of the dominant, power discourse, what do we miss by our lack of experience? What do Joseph and Jacquie have to teach us?

Again, you have opened up a critical hornet's nest. This is good. You are asking good questions. I will give you some reading material or we can schedule a meeting should you wish to have more conversation. Or you can address this in a book discussion or community share time (Miriam did) and you can use this as a topic to journal on a few times if you wish!

Debra (Suzy's March 17, 2003 journal entry)

Suzy processed in her journal the important and difficult issue that had surfaced in the intertextual activity in her practicum context. Three of the four students in the discussion were Suzy's students and part of her book club small group discussions. While we don't know if the thematic activity of Civil Rights and race had opened a space for the

conflict, the parallels are certainly evident. The goal and thematic questions Suzy first posed in her civil rights lesson plans connect to the very "real life" activity Suzy experienced in her team teaching arrangement. The goal and questions follow:

> I want them to...explore...what happens to a society when humans are not treated equal. I think I can relate to this self-advocacy...
>
> How and why do prejudices against groups of people develop?
>
> In what ways are people affected by prejudice and racism?
>
> How do people begin to overcome their prejudices?

Despite the thematic parallels between race, prejudice, and justice, a striking disconnect can be noted.

While Debra used Suzy's opening to exert herself in the position of expert, she did two things that potentially limited Suzy's growth in her transformation journey. First, she did not link the experience back to Suzy's context of Book Club and the theme of civil rights. This lack of connectivity potentially removed Suzy from important intertextual synthesis between theory of attuned discourse as a pedagogical tool, literacy activity situated in Book Club, and Suzy's teaching goals and questions. Without the creative synthesis of her contextualized learning experiences, transformation was limited.

Secondly, Debra left the work of accessing the supports of the CoP up to Suzy by suggesting she take up a number of intertextual resources listed below:

> *You and Miriam need to go out for coffee!...*
>
> *There are several folks who write about this issue in one way or another. Lisa Delpit (author of teaching other people's children and the silenced dialogue) is a black teacher educator. She says that there are discourses of power and that "proper English" is the power discourse. She feels that we must teach children the power discourse in order to empower them. However, teaching them the power discourse in no way should send a message that another discourse style is*

bad or wrong. "Teachers must acknowledge and validate students' home language without using it to limit students' potential." (Delpit in "Acquisition of literate Discourse: Bowing Before the Master?" To say that ghetto talk is wrong or incorrect does send messages about a person. James Gee says that the discourse is our "identity kit." He also says that whatever we learned with first is our primary discourse and that secondary discourses (those we acquire later) are much harder to teach... I will give you some reading material...

or we can schedule a meeting should you wish to have more conversation....

Or you can address this in a book discussion or community share time (Miriam did)

While Debra was individually responsive, her text was limited by her own knowledge, capacity, and practices. In addition, she limited the transformative potential by not intentionally situating a problem of significance within the complementary affordances available in co-constructed and creative distributed expertise. Individuals may need intellectual support from a thought community; but it cannot be assumed they will spontaneously seek out the CoP, particularly when it is situated in the context of a teacher education course.

Debra's written text responded to Suzy's initial question for advice, but she did not enlist the collective knowledge, capacity, and practices of the CoP for problem-solving an issue and set of dialogic actions that held significance for Suzy's learning (or for other teachers as well). Suzy did ask for the articles Debra suggested. Later they have an informal conversation about the readings. In addition, Debra acknowledged the difficulty of primary and secondary discourses in seminar 6 and connected it to the phrase "What up dawg,", but she never contextualized the issue and did not open the discourse space to allow for the potentials in the distributed expertise of the learning community to take it up in dialogic interaction, thus controlling and limiting the intertextual potentials. Suzy did not mention the issue again and did not make public with course any links

between her Civil Rights themes and the significance of the actual discursive practices occurring in the 7^{th}-8^{th} grade resource team (see Figure 40 below).

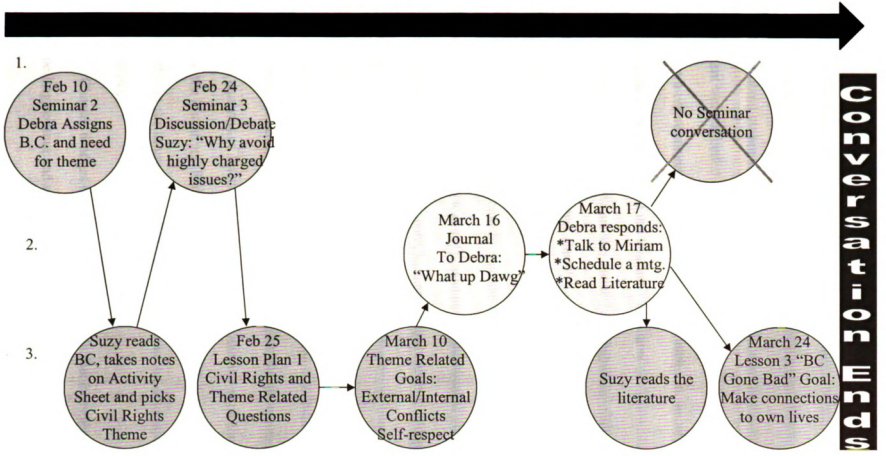
Debra's responsibility for developing a rich, resourceful CoP was also limited by restricting the dialogic opportunities for collaborative problem-solving to the oral discourse of seminar rather than opening up journals or lesson analyses to the CoP. The potential loss of transformative affordances affected Suzy and Debra, who negotiated the issue with only the outside textual expertise; however, losses existed for the seven other teachers in the CoP, for Ms. Kent, Suzy's teaching partner and for the students in the practicum setting. Finally, a critical examination of the socio-cultural implications for dealing with pertinent issues of race, gender, and class within a CoP raise the question as to whether a CoP offers not only knowledge, capacity, and practices within its distributed expertise, but if it also offers accountability. Would the distributed expertise available in a CoP have created greater accountability potentials for contending with complex contextual variables and gaps in knowledge, skills, and dispositions as teachers work for responsiveness and attunement to diverse learners in their literacy practices? Darder (2002) contends that self-reflection, while important and good, lacks the intertextual animation of diverse thought available in a group. The dialogic interanimation holds unique power to adjust the way we view our students, our communities, and the world and to transform actions in teaching/learning discourses. "It is not a pedagogy that exists only in the world of the mind. Rather, it supports the development of our critical faculties in conjunction with our bodies, hearts, and spirits in the interest of our collective struggle to learn.... Revolutionary praxis is rooted in our capacity to take action" (Darder, p. 85).

Summary

In summary, the distributed expertise available within a CoP as a feature critical to teacher learning was explored through the telling case of Suzy's transformative journey. Aspects of Suzy's learning highlighted the social nature of learning and the importance of recognizing the role of distributed expertise occurring intertextually from inside and outside experts across a range of discursive texts: verbal (oral and written) and non-verbal. An intertextual mapping forward and backward across contexts and time demonstrated three important themes describing the feature of distributed expertise. The first theme demonstrated the co-constructed nature of uptake across members of a learning community. The second theme forwarded the complementary, reciprocal nature of an intellectually interdependent thought community through the tracing of intertextual "gift-giving." The third theme explored the creative nature of learning as individuals within a CoP synthesized what they already knew with new appropriated ideas from the CoP and re-invented and integrated appropriations in ways that suggested new levels of contextually situated and responsive meaning-making. Finally, an analysis of potential transformative learning limits was investigated when the expertise distributed across a CoP was not fully accessed.

When developing and implementing teacher learning experiences from a socio-cultural perspective, the importance of a CoP and the intertextuality evident in learning must be acknowledged. The CoP created learning spaces where individuals had opportunities to construct and reconstruct meaning and new discursive practices. Discourse artifacts and social practices made available in the CoP became psychological tools which guided independent action and led new development of thought and action.

As this telling case demonstrated, tools were made available through the distributed expertise of the CoP. When Suzy risked and appropriated tools, they led her to change her teaching practice. These changes were consequential for Suzy, her students, and potentially for members of different practice communities to which she belonged. This telling case emphasized the intertextuality of learning through the slices of demonstrated social constructions.



1. Collective CoP in Seminar
2. Dyad CoP between Instructor and Teacher
3. Individual or Classroom Community

Chapter Summary

Chapter 5 developed two of four telling cases. The first telling case explored risk as a critical feature in teacher learning. In the telling case, Debra privileged risk as a dispositional stance in the course, the teachers appropriated a risking stance, and the teachers were afforded opportunities for transformational change. Specifically, risk became a conventionalized expectation across multiple course place holders and requirements. Risk afforded the teachers new views on their knowledge, skills, and dispositions through individual and collective publication of their teaching activity and responses to those publications. Finally, when the teachers took up a risking stance, they transformed thinking and action.

The second telling case probed the critical learning feature of distributed expertise. Suzy's learning was supported by the intertextual affordances available when learning was co-constructed, complementary, and creative. Mapping and chaining of dialogic activity surrounding a pivotal event demonstrated how Suzy appropriated ideas from the community of practice (particularly Lori and Debra). When she creatively re-invented the ideas to fit her context, deeper learning was indicated. A community of practice supports the affordances available in distributed expertise. The telling case ends with an analysis of learning losses when the distributed expertise of the CoP is limited by Debra, the instructor. Both risk and distributed expertise were analyzed as key features available in the interactive, reflexive nature of learning developed through a community of practice.

Chapter 6 offers the final two telling cases that story the two critical features of compelling content and reflective, recursive inquiry cycles. The chapter centers each

feature in relationship to the particular learning of a teacher. The exploration of the a priori theme of compelling content considers how Lori's learning was supported through the course content of discourse as a responsive pedagogical tool. The final telling case probes Miriam's learning through reflective, recursive inquiry cycles to develop new views of her learners, herself, and complexity of literacy teaching when culture becomes a recognized factor. Chapter 7 concludes the dissertation with a summary, discussion of research affordances and limitations, and considerations for the future.

CHAPTER SIX

TELLING CASES: CRITICAL FEATURES IN TRANSFORMATION JOURNEYS

Chapter Introduction

Teaching involves responsive long-term, short-term, and moment-to-moment discursive decision-making. The course focused on apprenticing teachers into a reflective instructional practice responsive to the myriad of interactional variables. The Attuned Discourse Heuristic and a reflective inquiry process became central features in the teaching/learning activity of the practicum/seminar course. The heuristic raised the complexity in teaching to conscious realization by considering the instructional interaction of several variables: members in a learning community, the curricular content and strategies, the activity setting, the multiple semiotic mediators, scaffolding, and the implications of instructional choices given power and privilege components. The features were intended to support teachers' inquiry into opening the discourse space for learners identified with language and learning disabilities so that they could explore the riches of literature discussion and, through that activity, develop greater language, higher order thinking, social literacies, and positive identity formation as readers, writers, thinkers and speakers. The overarching goals of the practicum were twofold: (1) to promote teacher learning toward a responsive and reflective practice specifically tied to their literacy instruction, and (2) to consider discourse as a pedagogical tool in shifting the current knowledge, skills, and dispositions held regarding literacy learning for students identified with learning disabilities. The goals were implemented through inquiry learning using several dialogic and activity-based requirements in a field placement and seminar setting.

How can an instructor or the teachers participating in the course know whether learning took place and goals were achieved? Chapter 5 probed the relationship of two features connected to learning within a CoP that were critical to teacher learning: risk and distributed expertise. Chapter 6 probes two more features embedded in the course design: compelling content (discourse as pedagogy through the attuned discourse heuristic variables) and the reflective inquiry components. The research examined how those features really moved teachers beyond simple appropriation and ventriloquation to deeper, transformative learning experiences. As in Chapter 5, this chapter employs the telling case approach to consider the relationship between a critical feature and the learning experiences of a teacher. Each telling case specifically considers how a course design feature may provide critical scaffolding along a teacher's zone of proximal development. While the two features highlighted in this chapter, course content and reflective, recursive inquiry cycles, play a role in every telling case, only one feature is highlighted in each case for the sake of clarity.

Telling Case 3

Semiotics Mediators in Instructional Discourse Shifts:

How Compelling Content Created Transformative Experiences for Lori

Words do just fine...until we encounter a sunset, build a house, communicate with a long-time friend across a crowded room, or hike through a mountain pass. Words, actions, and objects enhance our living and our learning.

Introduction

The third of the four telling cases explored how the practicum course content became a compelling feature in Lori's transformative learning experiences. When Lori began the course, her personal goal was to increase the bank of literacy strategies as a

way to help her learners in the resource room. Lori answered the pre-practicum interview prompt about her goals for growth in this way:

> Debra: How would you like to grow during this practicum experience?
> Lori: Boy, Uhm...I think continue to learn more strategies to help the learners. And let's see, and continue to do more research to the subjects to help broaden the lessons that I'm teaching.

Debra, Lori's practicum instructor, had a goal to increase Lori's awareness and understanding of discourse and its role as an intentional and responsive pedagogical tool for developing higher order literacy and social skills with her learners identified with language and learning disabilities.

> *I think that...classroom-based discourses will need to be understood as we look at our videos (my examples and theirs). It's like the concept of making the familiar strange and the fish that is the last to recognize water.... The discourse is so much a part of what we do; it we barely know what it is. This is why I think discourse as a pedagogical tool is so critical!*
>
> (Debra's Journal Feb. 10, 2003)

Course Content: Meaningful and Purposeful

If content must be meaningful and purposeful (Rogers, 1985) for teachers to experience authentic meaning-making, then the course content needed to link both Lori and Debra's purposes. The telling case highlights the role of compelling content in connecting multiple purposes and goals while providing new developmental terrain that a teacher would see as authentic, practice-based activity. Lori's story explored how the emphasis on multiple semiotics as powerful mediational tools within the attuned discourse heuristic provided a compelling and flexible growing space as a feature necessary in teacher education. In particular, content which focused on discourse as pedagogy and opening the discourse space to diverse learners through talk, actions, and objects allowed Lori to infuse strategic learning with new meaning. In exploring the

intersemiotic nature of scaffolded instruction, Lori was able to reconsider how strategy and content decisions included unique and contextualized learning gifts and needs of her students.

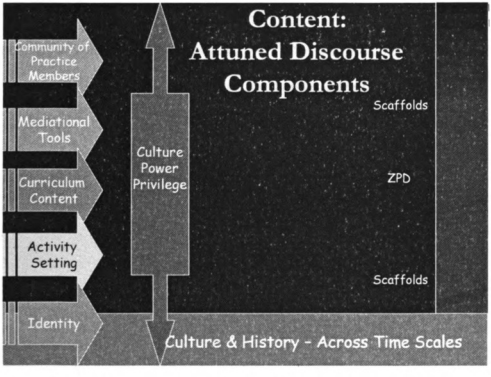
Lori's uptake and appropriation of multiple semiotics within a heuristic that animated the complexity of teaching, supported her own development of semiotics as a discursive pedagogical "tool kit". Lori's discourse demonstrated how the compelling content of discourse as a pedagogical tool and the role of multiple semiotic mediators in responsive, attuned discourse transformed her thinking, actions, and beliefs. The talk, actions, and objects that Lori chose and analyzed in her teaching changed from "cutesy" teaching materials to semiotic mediators scaffolding her learners into multiple affordances in higher order thinking, new literacy, communication, and social skills. Lori's own inquiry into thoughtful discursive shifts also scaffolded her into a new way of seeing and responding to her learners.

The Attuned Discourse Heuristic

The Attuned Discourse Heuristic framed course content, focusing on how discourse as a pedagogical tool would allow teachers to be more attuned to the complex variables in instruction and thus more responsive to new ways of meaning-making for themselves and their learners. In this way, content, skill, and management strategies were not isolated, but embedded into a frame which animated diverse variables connected to learners and teacher, content, activity settings, and multiple meaning-making tools. The course content emphasized the power of multiple semiotics as discursive pedagogical tools in three important ways. First, readings, lecture, discussion, and handouts directly addressed the pedagogical knowledge base of multiple semiotics and teaching complexity

variables. Secondly, Debra and all the teachers in the course modeled, through activity, multiple semiotics as a discursive pedagogical skill set. Thirdly, each teacher took on the practice of attuned discourse and multiple semiotics in the course requirements as they designed, implemented, and analyzed lessons (See Attuned Discourse Heuristic in Figure 41 below). Debra intentionally privileged multiple semiotics in her teaching practice by creating intersemiotic placeholders in each seminar for lecture and discussion, activity-based learning through diverse multiple semiotics, and the sharing of taped teaching experiences.

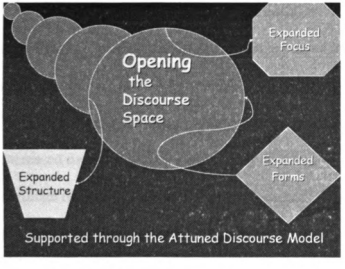
Figure 41 Attuned Discourse Heuristic



The course content focused specifically on the role of multiple semiotics and intentional discursive shifts in the development of attuned instructional discourse. As described in Chapter 2, teaching/learning spaces can be "opened" to diverse learners and their unique learning potentials when teacher consider a greater range of discursive

practices. Open learning discourse spaces consider multiple ways of meaning-making. When discourse becomes a pedagogical tool, discursive teaching/learning shifts may involve a broader range of kinds of talk (Burbules, 1996), actions, and objects (Lemke, 1998a). Three discursive shifts were reviewed in the literature: (1) shifts in discourse forms as in multiple kinds of talk, actions, and objects; (2) shifts in discourse structures facilitated through activity setting changes and discourse structure (Cazden, 2001); and (3) shifts in expanded focus that include the learners individually and collectively as intimately connected with content (See Figure 42). The course controlled for some aspects of discourse setting shifts by requiring the Book Club curriculum and specifically book club discussions with a goal to "cede control" at some point in the discussion activity to student leadership.

Figure 42 Opening Discursive Space for Literacy Affordances through Multiple Semiotics



Lori's Learning Contexts

Lori was present and actively engaged at every seminar, wrote and turned in notes on every reading, and participated in the seminar activities by initiating and responding.

While the course seminar space privileged the content of discourse as pedagogy and multiple semiotics, the learning was situated within inquiry activity contextualized within each teacher's own teaching placement (the practicum). Lori's teaching context was a resource room setting in a middle-income suburban charter school. Lori had taught general education for 10 years and special education for 4 years. She was a Caucasian, teaching primarily Caucasian children identified with learning disabilities in grades 4 through 6. Lori designed and taught several book club lessons with two groups of learners, but only recorded the Book Club lessons involving three white fourth graders for the practicum requirements. She chose to center her lessons with her fourth graders on the theme "Solving the Mystery of Reading". Lori recorded and analyzed four Book Club lessons from February to the end of April. The publication opportunities during the four lesson inquiry cycles and seminar activity comprise the data for this analysis.

Intersemiotic Interactional Discourse Analysis

The telling case utilized intersemiotic interactional discourse analysis to investigate the role that multiple semiotics played in advancing Lori's learning. The analysis explored both emic and etic perspectives through a sociolinguistic analysis. Drawing on grounded theory and contrastive relevance, the analysis accounted for Lori's increased development by highlighting the range of ways Lori used semiotic tools to facilitate responsive, attuned discursive choices. Lori's text advanced semiotic and structural changes as she took up the requirements and pedagogical impacts in attuned classroom discourse. The data sources included seminar recordings and Lori's lesson plans, recordings, and analyses. In addition, Lori's journals, teaching artifacts, Debra's field notes, interviews, and evaluations were analyzed. Although the data sources

reflected the inquiry cycle requirements of the course, Lori's telling case focused on the role of the practicum content in her learning.

Shifts in Discourse as a Pedagogical Tool

The practicum seminar activities, readings, and requirements focused on supporting teachers' inquiry in scaffolding an open discourse space in their literacy teaching through three intentional, reflective discursive shifts including: 1) changes in discursive forms through an expanded use of multiple semiotic mediators; 2) classroom-based discourse structural changes in setting and sequence choices; and 3) expanded focus shifting from a narrow lens on teaching content to teaching learners with attunement to the interactional complexity of multiple learners, contexts, and content. (See figure 42 above). The first section of the telling case looks at Lori's transformational journey as she worked to open the literacy learning discourse space for her learners through semiotic form changes in talk. The second section investigates Lori's development as she experiments with discursive changes using objects and actions as discursive semiotics. The third section of the telling case explores Lori's shifts in opening the discourse space through exploration of expanded discursive structures. Each of the three sections demonstrates affordances for Lori and her learners as she intentionally connects literacy skills and strategies to the attuned discourse variables. Lori gradually appropriated and transformed her teaching through intentional pedagogical shifts merging Lori's goals for increased literacy strategies and Debra's goal for a more open discourse space. In addition, Lori and Debra recognized the increased communicative competence of her earners identified with learning and language disabilities.

Opening the Discourse Space through Expanded Semiotic Forms

Lori took up the course content of multiple semiotics as discursive pedagogical tools in the design, implementation, and analysis of her lessons. Her appropriation of the content led Lori's ZPD development as she : (1) extended instructional talk to include a wider variety of styles of talk including information, inquiry, debate, and conversation (feelings, beliefs); (2) mediated learning through discursive objects and actions as pedagogical thinking tools; and (3) scaffolded instruction through intentional discursive choices. While the analysis looked at the role of semiotic form changes by first looking at talk and then actions and objects, the practicum course privileged intersemiotic classroom based discourse where multiple kinds of semiotics flowed together. The separation in the telling case highlights aspects of discourse forms and is not meant to disassociate the importance of integrating expanded forms of discourse in teaching practice. The first two sections of the telling case focus on discourse form shifts followed by a section on discourse structure shifts.

Changes in Discourse Forms: Exploring Different Styles of Talk

Lori appropriated and gradually transformed her knowledge and skill of expanded discourse forms by intentionally designing multiple styles of talk in instructional activity. The practicum course privileged a pedagogical stance in which teachers could explore how to open the discourse space through different choices in discourse form. One of several foci in seminars two and three suggested the incorporation of dialogic styles as a way to open the discourse space. The seminars introduced Burbules' dialogic teaching through talk that encouraged both divergent and convergent forms of talk through conversation, instruction (information), inquiry, and debate (See Chapter 2 for more

detail). Seminar tapings reveal lecture and discussion on the coherence of expanded talk styles with the Book Club curriculum that identifies three of the four forms of talk (2002, p. 31).

An analysis of Lori's publication activity across four lesson plans, her lesson analyses, and her journals demonstrated patterns potentially indicative of Lori's deepened learning. Debra's observational field notes, recordings of Lori's teaching, and recordings of seminars provided secondary support for the analysis. Publication patterns probed Lori's uptake of discourse form changes through different kinds of talk and utilized sociolinguistic discourse analysis and draw on grounded theory and contrastive relevance. Four patterns of text uptake and transformation demonstrated the thinking and activity changes Lori makes. They included: (1) block pattern – styles of talk are distinct and virtually exclusive of the other, often noted by headings or titles; (2) woven pattern – the styles of talk merge within text and are used to analyze the various kinds of talk the learners use; (3) backgrounding pattern– the styles of talk are not explicit in text; and (4) tiered pattern – the styles of talk are integrated and woven at multiple levels of teacher and learner activity.

Changes in text across the four lessons show how Lori intentionally considered talk as a mediational tool for her learners and for herself. In lesson one, Lori focused on vocabulary development. In that first lesson, Lori implicitly appropriated two forms of talk in her lesson design and explicitly analyzed the amount and nature of the learners' oral participation using all four styles of talk. The text in lesson plan two revealed an uptake and transformation of all four styles of talk through an intentional focus on development of questioning as a literacy strategy. Lori's analysis of lesson two

demonstrated a deeper internalization as the language of the four styles of talk moved "underground" and reappeared more fluidly threaded in her text. Lori designed her lesson with informational and conversational text supports. As she analyzed the lesson implementation and her goals to have the students write and use good questions for book discussion, she wove talk as discourse form choice in at least four thematic strands: 1) consideration of individual learners' uptake of four talk styles, 2) moving learner talk to a higher level skill level, 3) strategy use; and 4) the importance of her role as teacher in the teaching/learning activity.

The third lesson design and analysis continued to include awareness of the four styles of talk and use of questions, but now shifted to informational talk with a goal toward supporting reading comprehension through visualization and summarizing strategies. Lesson three demonstrated how styles of talk were not forgotten, but moved into the "background" as Lori intentionally shifted her focus in lesson three to consideration of other discourse forms. Lori explored multiple semiotics through action and object in lesson three. With this shift, styles of talk were not lost, but take an assumed or backgrounded, rather than a foregrounded and prominent place in the lesson design and analysis.

Finally, in lesson four, Lori's educational goal in the discussion involved development of the literacy skill, perspective-taking. While her lesson did not explicitly demonstrate how perspective-taking could be supported and enhanced through multiple styles of talk, she demonstrated her own transformations as she synthesized expanded forms of talk as a pedagogical tool for opening the discourse space in the layering or "tiering" of different styles of talk within the lesson design and implementation.

Likewise, her analysis of the lesson also continued to embed styles of talk within multiple themes. Lori's ZPD development in dialogic teaching styles was made public and could be analyzed through the written text in her journal entries and lesson plans, implementation, and analyses.

Implicit and Explicit Block Publication of Talk Styles

Lori demonstrated implicit uptake of informational and conversational styles of talk in her design of lesson one. Her text in the first lesson plan for the book discussion stated two activities. The first activity alluded to a conversational style indicative of feelings and beliefs, "The students will explain their feelings about being a reading detective." Her second goal for the book discussion suggested an informational style of talk, "The students will discuss what they think makes a good reading detective." The two activities were preceded by three sections of direct instruction where the teacher, Lori, was providing direction on information necessary for being a good reading detective.

Initially, Lori's analysis of the talk in the lesson mirrored her lesson design and desire for a conversational style of interaction where feelings and information were discussed. Her analysis of lesson coherences included the following: "The children explained their feelings and discussed what they could do to be good reading detectives." Within the level 3 analysis of the amount of participation under the category of "Talk" Lori analyzed how often each learner spoke (see the third major section in this telling case on shifts in structure for more) and itemized three of the students' ideas for becoming better reading detectives, which reflected participation through an

informational style of discourse, however, she did not explicitly refer to Burbules' four styles of talk by name.

It is important to note that Lori actually completed several analyses of lesson one. Debra had encouraged the teachers to look at their tapings several times. Each time Lori watched her video, she filled out another analysis form rather than adding to the initial form. Although she taught her lesson on Feb. 18, it was not until March 1, after the February 24 seminar (seminar 3) that she sent the expanded analysis of turns and styles of talk. Although the teachers had briefly been exposed to the different styles of talk in seminar one and an assigned reading, the February 24 seminar was the first in-depth lecture, activity, and discussion where the teachers used the four styles of talk in a book discussion activity of the Book Club Curriculum. Lori first demonstrated explicit uptake of the styles of talk in her latter analyses of her first Book Club lesson. As she took up the analysis at levels 3 & 4, she incorporated introspection of the questions asked in the lesson by categorizing them along all four styles of talk. The analysis form had no prescribed specific placeholders which privileged the four styles of talk; indicating a direct uptake and application by Lori. Some examples of Lori's explicit block analysis are shown below in Figure 43 and 44 (For a complete analysis, see Figure 66 in Appendix H).

Figure 43 Lori's Block Analysis of Types of Talk Sample 1

Information Questions:
1. Ellie wanted to know what kind of animal lived in Antarctica.
2. James answered what Adelie Penguins build their nests from.

Inquiry Questions:
1. What do you think Antarctica is like?
(Lori does not identify the source of these questions, but they are initiated from her)

Debate Questions
1. What if the definition doesn't match the text? (Ellie)

Feeling Questions
The group questioned the word whirring. They felt it didn't have anything to do with a noise.
I wish I... Sean wished the book told more about the humans in Antarctica.
I feel... Ellie felt Antarctica was pretty.
I like... Sean liked the illustrations and he shared his favorite pages.

It is not clear whether Lori's uptake of both conversational and informational styles of talk in her lesson design reflected an intentional conscious decision to incorporate different styles of talk in the lesson; however, it is clear that she has explicitly appropriated a direct application of the four styles of talk into her analysis of the children's discourse. In the same latter analysis, Lori specifically analyzed the book discussion portion of the lesson. Lori wrote about her goal of linking the new vocabulary strategy they had learned with the different styles of talk. In order to analyze the effectiveness of her goal, she analyzed their talk again during the discussion by categorizing their talk as information, inquiry, conversation, and debate. The following table represents Lori's uptake of the four styles of talk through a discursive analysis of their talk in the book discussion.

Figure 44 Lori's Block Analysis of Talk Analysis Sample 2

Information
James- "You need to be good at sounding out words to be a Vocabulary Finder."
Ellie – "Helping each other reread work," makes a good vocabulary finder."

Inquiry
James – "What do you mean?"
Ellie – "What is your question again?"

Debate

Both students were extremely agreeable due to the direct instruction and new material involved in the lesson. The first video they expressed their opinions in much more detail....

Feelings
James - I like to solve problems and help others solve problems.
Ellie - I like to watch Scooby-Doo and mysteries. Thy look for clues...

In this first Book Club lesson, Lori appropriated the conversational style of talk in her lesson design in her creation of feeling stems to support the book discussion. Her analysis of the lesson deepened her uptake of styles of talk as she applied the four styles of talk to slices of discourse in the lesson.

Lori's original goal for herself was to learn strategies to help her learners. The first book club lesson indicated Lori's desire to have them discuss the literacy strategies of being a good reading detective rather than discuss the text they were reading. While Lori analyzed student talk through the four discourse styles, she recognized the discussion was thin. However, she did not indicate links between discussion themes, choice of talk style, deepening the involvement and literacy skill opportunities. At this point, Lori did not see discussion as a strategy for literacy development, but as a setting for discussing strategies for vocabulary development. Lori had appropriated the book club discussion requirement and designed (perhaps unconsciously) a lesson that incorporated two of the styles of talk and analyzed (more consciously) all four styles of talk. However, Lori was trying to integrate a reading strategy (vocabulary development) within an emergent attempt at developing a more open discourse style.

Lori's appropriation and internalization of an open discourse space through talk choices was further substantiated by her journal submissions between the first and second lessons. In both journals she took up optional journal topics related to opening up the

discourse space. On March 1 Lori reified the importance of an open space for expression of learning using three of the four styles of talk and then she explored how information and inquiry might support comprehension skills in literacy:

> Therefore, it is essential to open up the space of discourse for both teachers and students. Reasons? Book Club Discussion gives students space to express their knowledge, feelings, beliefs, wonders, etc.
>
> (Lori's March 1, 2002 Journal Entry)

Lori's specific articulation of the words, "knowledge", "feelings", "beliefs", and "wonders", aligned with an information style of talk that focus on knowledge as fact and a conversational style of talk that focused on sharing beliefs, feelings, etc. The word, *wonders*, that Lori used could be conversational or begin to address the questioning stance in inquiry talk. Lori delved deeper into the concept of questioning as a strategy for increasing reading skill into higher order thinking skills necessary in literacy development. She publicized her internalizations connecting questions and inquiry to higher order thinking skills as she identified the following skills: recollection, understanding and summation, application and classification, and compare/contrast:

> Examples of tools and techniques:
> Model to the students how to apply questions prompts from many different achievement levels.
> Help them understand how to draw out factual information.
> Model Questions Like – what is...basic wh questions, right who what where when why how
> Where is...
> How did this... Can we recall...
> Help them retell, interpret or summarize.
> Questions like- How can we classify? Of course each of these may work better with a type of text or specific story, right?
> How would we compare and contrast? How would we summarize?
> Help them apply knowledge or facts to new or unfamiliar situations.
> Questions like – How would we use?
> What examples can we find to?

Lori favored an information style of talk in the journal excerpt, but began to consider inquiry as a style of talk through the use of questions. She was also developing a sense of higher order thinking and literacy skills with her learners. This shift in Lori's journal submission after teaching lesson one demonstrated the development of Lori's thinking between lessons one and two. The journal pointed to her intentional uptake of the inquiry form of talk and may have led Lori's shifts in threading styles of talk into the inquiry form if discourse. Lori's use of talk styles to design and analyze her lessons shifts from lesson one to lesson two. In lesson one, Lori used a design that focused on a singular type of talk and then explicitly analyzed lesson talk with an explicit block analysis. In lesson two, Lori changed her lesson plan intentionally weaving in inquiry through questioning tools to promote higher order thinking.

Intentional Design and Woven Threading of Styles of Talk

Lori's second lesson plan and analysis revealed a threading of the four different styles of talk when focusing on "questioning" as a literacy strategy. As Lori analyzed the lesson implementation and her goal to have the students' write and use good questions in book discussion, she wove at least four thematic strands: (1) consideration of the individual learner uptake of four styles of talk, (2) moving their talk to a higher level skill level, (3) strategy use, and (4) the importance of her role as teacher in the teaching/learning activity.

Lori's second lesson design demonstrated an uptake and application of three of the four suggested styles of talk woven within a focus on inquiry through the development of questions. In this lesson, Lori's activities for opening community share center on the skill that good reading detectives ask good questions. She modeled mapping

clues and a group question writing session. The book discussion goals first incorporated the written questions from community share time and secondly aimed for student sharing of three styles of talk: 1) conversational style of talk through her words: "share beliefs"; 2) information style of talk through: "thoughts and ideas"; and 3) an inquiry style through the word "questions" and a lesson focus on question writing.

Lori supported her goal of developing good questioning strategies through the development of two sheets that the students used within the lesson. The two sheets had many words that demonstrated Lori's uptake and application of different styles of talk. (See the lesson activity sheets in Appendix I). Lori wove diverse kinds of talk into the activity of question development and higher order thinking. Information as a style of talk was woven into the sheet entitled, "Questions to Solve Clues in a Story", at various places in the sheet. The question stems revealed Lori's use of Bloom's Taxonomy to integrate informational talk and higher order thinking. The stems included the beginning of the sheet under the heading:

> Facts and Information
> What is?
> Where is?
> Who were the main...?
> Which one?
> When did?
> Can you remember?
> Can you list three?
> Who was?

The questions under the first heading, *Facts and Information*, reflected what Bloom would describe as the basic factual recall level. The second and third levels, *Organizing Ideas*, and *Solving Problems*, demonstrated information at a little higher level of thinking, reflective of understanding, application, and analysis/synthesis:

Organizing Ideas
Can you compare?
Can you put the story into your own idea?
Can you show what you mean?
Can you summarize your ideas?
Solving Problems
What strategies would you use?

Lori listed several questions that pushed learners into factual information and deepening thought using information. She continued to weave question stems under the three headings that alluded to potential inquiry talk and conversational talk. Some examples of inquiry talk follow:

Organizing Ideas
Can you show us evidence to show us what you mean?

Solving Problems
How would you solve this?
What would happen if?

Breaking Down the Story
What evidence can you find?

The same headings held stems that potentially supported the development of conversational styles of talk:

Organizing Ideas
Can you put the story into your own idea?

Solving Problems
How would you organize your ideas to show us...?
What would you change in the story?
If you were interviewed about his story, what would you say?

Breaking Down the Story
What Parts of the story do you...?
What do you think about...?

Lori's question stems supporting a conversational style of talk were embedded into the question stem sheet and the Outcome Statement Sheet where she wrote stems including:

"I was surprised... I am feeling." She also included basic information stems such as, "I learned..."or "I am getting clearer about..." and an inquiry stem "I'm beginning to wonder...." Lori's brainstormed list of question stems and outcome statements potentially supported the development of questions and discussion more open to different styles of talk. While debate stems were not listed, differences of opinion could potentially be supported through the discussion that emerged from the questions.

Lori wove the question and statement stems in a mixed fashion. She no longer explicitly put the stems under block headings. Without the headings it is difficult to know if Lori was intentionally weaving different styles of talk or if it happened to be coincidence. However, the proof for Lori's increased development into an "undergrounding" or deepening internalization of styles of talk through weaving and integration with literacy skills and strategies was supported through Lori's analysis of the lesson.

Lori's lesson two analyses implemented both a webbed analysis of talk styles and continued explicit reference to styles of talk. In the analysis of lesson two, Lori integrated text on the learners' uptake of styles of talk, their literacy skills and strategies, and her role as teacher. For example, Lori asked the question in the first level of analysis, "How can I get them to use dialogue amongst themselves?" She linked the ideas of dialogue, depth, and educational conversations through her continued analytical text: "I find it extremely difficult to have them respond to each other with great depth. It is almost like they are not comfortable carrying an educational conversation with each other." In addition, Lori threaded the different styles of talk into her analysis of level 4, Nature of Participation, and level 5, Specific Aspects of Discourse Interaction:

Level 4
They asked each other questions; they struggled with deeper responses. It was fun to see them **debate** each other at a simplified level regarding dogs and cats.
James **shared his information** about cats having good balance.
Talk: **conversation** with each other.
Ask each other **questions**, they struggled with responding in detail to each other.
Debated each other when comparing cats and dogs
James **shared information** about good balance.

Level 5
James wanted to **share his knowledge...**
Ellie shared why it is important to **ask questions.**
James was able to **verbalize he likes** dogs... **(feelings)**
They are using words from the Bloom's taxonomy question sheet and **belief** statements to ask each other **questions.**

(Lori's Lesson 2 Analysis)

As Lori designed, implemented, and analyzed her lessons, she appropriated different styles of talk explicitly and moved from a concrete application in a block publication style in lesson one to a style that indicates the deepening internalization or "undergrounding" of the concept of expanding styles of talk in lesson two. Lori deepened by a more sophisticated application of styles of talk to higher order literacy development. In addition, Lori's own automatic and applied use of talk styles as a pedagogical tool was demonstrated through the explicit demonstration of her woven text. Lori's text wove threads of the different styles of talk, higher order thinking and strategy use, and her role as teacher in her application of question and statements stems and lesson activities and into her analyses of the learning activity. Lesson three marked an unusual publication pattern as Lori shifts away from a focus on styles of talk to take up and foreground other semiotic choices, creating a "backgrounding" effect.

Backgrounding Styles of Talk

Lesson three demonstrated how the appropriation and transformation of styles of talk were contextualized within complex course content. As Lori learned about discourse

as a pedagogical tool in opening the discourse space for diverse learners, talk styles constituted only a small portion of the content informing Lori's thinking and activity. Lesson three provided a crucial look at backgrounding in transformational journeys. revealing the necessity for learners to temporarily "put things on the back burner" while they appropriate new concepts. Teachers, as learners, must also background concepts for the uptake and internalization of new or different concepts. In order to accept teaching and pedagogy as complex activity, learning journeys must make room for recursive backgrounding and foregrounding of multiple concepts.

In lesson three, Lori focused on objects and actions as multiple semiotic forms of discourse. Lori's text on semiotic form changes has not diminished rather, it has shifted. Analysis of Lori's text in her lesson plan three design and analysis demonstrated that Lori did not lose or fail to consider talk styles, rather she put them on the back burner while concentrating on another aspect of discourse as pedagogy. The analysis of lesson three revealed continued acknowledgement of styles of talk, but in a limited way.

For the first time, Lori's third lesson plan indicated stated explicit group and individual goals. Lori's group goal changed from the previous goal of question development to the goals of increased reading comprehension through the development of visualization, sequencing, and summarizing strategies, "To increase the student's ability to visualize, sequence and summarize a story selection." The goals and plan do not explicitly indicate multiple implementations of different styles of talk; however, the second portion of the lesson, Book Club Discussion, maintained use of the Question and Statement sheets implemented in lesson two to support the development of questions and discussion.

Lori's analysis of lesson three had a few textual references that embedded different styles of talk; however the majority of the text referred to other issues related to objects, actions, and ceding of control. Out of 39 statements and/or lists of concepts in the analysis, only 11 statements could be linked directly or indirectly to different styles of talk. Lori also spontaneously generated two additional analyses focused on student growth and changes and specifically on student ownership increases. The sheets provided an additional 22 statements, none of which were connected to styles of talk. Out of those 11 statements, Lori's analysis alluded to information, inquiry, and conversational talk. The statements were not labeled and were spread across levels 2-5 of the analysis form. They are listed below. The words indicative of continued internalization, through backgrounding of talk styles, are highlighted in bold. An etic analysis underscored the italicized text.

> Ellie wanted **clarification** of the comic strip sheet.
> It was neat to hear the kids **retell** their comic strips.
> They communicated their thoughts by **retelling** their comic strips.
> They used actions.... This helped them express their **knowledge.**
> *Lori uses the words clarification, retell, and knowledge to refer to **information** style talk.*
> They asked **questions at a much deeper level** this book club session.
> The language was deeper.
> Their **questions** and statements seemed to be **deeper.**
> *Lori refers to questions that may or may not connect to an **inquiry** mode, but are positioned as inquiry due to the continued reference to development of deeper questions.*
> James stated he **hoped** there was second book of Naming the Cat.
> Ellie **liked** the cat. She thought the cat was playful.
> *Lori makes two specific references to individual student talk. In both cases, a **conversational** style of talk is referenced to feelings and thoughts through the words hope and like.*

Three of the four styles of talk were referenced twice in the lesson analysis. Lori explicitly analyzes how the students integrate different styles of talk when she wrote:

They incorporated **inquiry, conversation**, and **information** questions and responses.
They had a **question** for me and I let know they were the experts...they proceeded to figure out the next step...this is prime example of letting the kids experiment with their **knowledge** to **discover and explore.**

The fourth style of talk (i.e., debate) was referenced most infrequently across all the lessons by Lori. However, an analysis of the taped lesson indicated that debate may be emergent and just not recognized or identified by Lori in lesson three, further indication of her backgrounding styles of talk. Two transcribed sections demonstrate potential openings in the discourse for a debate style of talk. The first occurred during book club discussion where two students discussing the book disagreed in their opinions of the book they were discussing; the second occurred when one student, Ellie judged the quality of their questions.

Transcription 1
Ellie: I wish that the cat...that the story was more interesting.
James: I hope that there is a second book coming out. I like the pictures.
Transcription 2
Ellie: "I think the questions are too easy"
Lori's response: "I liked Ellie's idea of writing some deeper questions...."
(Lori's Recorded Book Club Lesson Three)

Backgrounded or unsustained? One might argue that the lack of talk style analysis in lesson three indicates a dropping off or lack of sustainability in Lori's consideration of multiple styles of talk to open the discourse space. The analysis supports a backgrounding of styles of talk rather than a lessening or falling off of the concept. First, while the text referring to talk style was diminished in lesson three than in the other previous lessons; it remained a feature of Lori's voluntary discourse analysis. Secondly, analysis of the lesson taping demonstrated that Lori maintained different kinds of talk into her new activity. When the students began the book club discussion portion of the lesson, Lori

stepped out and immediately took a piece of paper and began writing as she observed the student activity. She first wrote two comments on the students' ability to listen to each other. The third statement referred to the continued interest in different types of talk as she wrote, "I am curious about the type of questions they will write." When the students began writing the questions on the cards without referring to the prompt sheets, Lori re-entered the activity and whispered, "Don't forget to write different kinds of questions...remember the sheets you can use to write your questions." Likewise, Lori reintegrated styles of talk again in lesson four at a more intensive level.

Why does Lori shift her focus? There could be several reasons for shifting focus. Perhaps other parts of the content prove so compelling, they are taken up. Perhaps other concepts have been taken up much earlier, but there was no space for the publication of the thinking until later. Perhaps there are other contextual pressures that leverage the foregrounding or backgrounding of certain concepts. For example, just prior to teaching her third observed lesson, Lori shared with Debra that the teaching with intentional discursive form shifts is akin to, "...opening a wound. All we are doing here is push information..." Whatever the reason, what is critical to this telling case is that Lori moves to deeper transformative levels of learning through the backgrounding of one set of variables as she takes up another set of variables. Internalized meaning-making continued privately on specific aspects of uptake while others were being privileged for publication. As an instructor, it is easy to forget the power of private internalized learning activity because of our dependency on the public expression of thinking in learning assessments.

Reintegration and Tiering of Styles of Talk

Lori's fourth lesson plan and analysis demonstrated a reintegration and tiering of styles of talk indicating a deeper level of internalization and development in Lori's understandings of the course content. First, Lori's lesson plan on perspective taking integrated various styles of talk into different phases of book club activity. Second, Lori's plan tiered the types of talk by explicitly embedding talk styles at multiple levels of activity. Lori's analysis also reintegrated different kinds of talk into other lesson goals and activity, demonstrating her ability to tier talk analysis.

Lori's lesson plan demonstrated a reintegration of different styles of talk with the greater goal of book discussion and supporting literacy skills. Lori's last analysis. recognized that the continued lack of conversational might have been due to several potential variables impeding the discourse. One hurdle was the small size of the group. Lori addressed the hurdle by connecting the importance of listening to the success of different styles of talk as scaffolds (listening was a seminar discussion topic). Lori's two literacy goals stated in her lesson plan reflected that recognition: "To listen to each other and to respond in detail" and "To place themselves into a different character's point of view." Lori's goals place the exploration of different styles of talk into the context of interactive activity and the development of multiple skills such as perspective- taking and listening. Her focus on perspective-taking and listening supported both the recognized communicative and literacy skill needs of her learners and (although never explicitly pointed out) also beautifully supported the development of an open discourse space through different styles of talk. In order to support her goals, Lori had the students create full size characters to bring to the book discussion.

The lesson plan and support materials captured a tiering of different styles of talk. Lori implemented a detective assignment sheet that listed the activities for each phase of the lesson. The assignment sheet was read by the head detective for that lesson. This lesson marked the first time Lori integrated different styles of talk in a primarily student-led lesson. The first phase, Opening Community Share, was opened by Lori, but quickly moved to the student-led activity where the students share information on characters they have brought into the discussion. The sharing of information took the form of introductions and the students each led by describing their character to the others. The second phase is the book club discussion which was supported again through an inquiry style of talk and the development of questions. This phase repeated the last two lessons, but had a new component: accountability for listening and reporting back what they heard. The third phase of the lesson intentionally incorporated a conversational style of talk for the first time by the direct opening of a space for thoughts and feelings in the last two sentences of the detective assignment sheet:

> "Tell detective Anderson about your book club discussion. Tell her what it was like having your characters at the meeting."
> "Share your thoughts, feelings, and ideas about this book club discussion with the group."

This last sentence exemplified the tiered nature of different styles of talk embedded at multiple activity levels. Lori used different styles of talk (i.e., information of characters, inquiry through question writing, conversation through discussion) supporting an open discourse space through book club activity and the tiered literacy skills that emerged through the components of book discussion. Lori also intentionally implemented a conversational discussion space to conduct an evaluative inquiry of book club discussion. This represented Lori's meta-level integration of talk style indicated by an

inquiry style into book club discussion with her learners through a conversational style of talk. A portion of the meta-analysis inquiry demonstrated their use of informational and conversational talk to analyze their recent discussion:

> Chapter 7 Time 18:53
> James: We learned that we should ask questions.
> Lori: Who?
> James: Everyone at the table.
> Ellie: James asked me to compare the story to my family. Shaggy....
> Lori: I noticed something neat. We struggled before with comparisons-
> *At this point James interjects to describe what a comparison is and then follows it up by saying:*
> James: We got to know each other and our characters too....
> Lori: I didn't hear you talk about whether Shaggy could help Alex.
> James: Shaggy has had "off days."
> Ellie: I learned...
> James: I thought it was good. Everyone got to say things to everyone.
> (Lori's 4 April 3, 2003 Recorded Lesson)

In the talk, James and Ellie referred to new learning (i.e., information). James and Lori both addressed their feelings; Lori recognizing previous struggles with comparisons and James articulating his good feelings connected to turn-taking. James also demonstrated integration of Lori's literacy goal of perspective-taking in his phrase, "everyone at the table" learned to ask questions and "Everyone got to say things...." He also responded to Lori's query that he did not share Shaggy's ideas for helping Alex, by sharing Shaggy's perspective, "Shaggy has had 'off days'."

Lori's lesson analysis provided an excellent data source for an emic perspective through Lori as teacher/researcher. In the analysis, Lori highlights a new integration of talk style discourse tiered into analysis of literacy goals and strategies, awareness of individuals, and understanding of her role as teacher in the instructional process. First, Lori wrote statements demonstrating an integration of different styles of talk, literacy goals/ strategies, and learner attunement. The following excerpt of Lori's analysis

represented how she pulled actual discourse from the lesson to inform how a conversational style of discourse could support textual connections to personal experiences:

> Ellie: Have you ever had a messy room?
> James: Yes, because I do not like to pick up my room.
> Real life talk! Yes!! Making connections to personal experiences!!
> (Lori's Lesson 4 Analysis)

Lori's l analysis demonstrated her attunement to conversational talk and to her learners as she captured and integrated a slice of their conversational talk to demonstrate intertextuality in literacy skill.

Another example of a tiered, integrated analysis of talk and literacy goals/strategies follows in Lori's description of inquiry talk and discussion:

> I loved their 'playground talk.'...I think they almost forgot they were doing a lesson for me. The students were engaged....They were able to scaffold questioning techniques into their conversations. I heard many inquiries and statements: James: "What would be good way to describe Alex?" "I learned everyone could have bad days." Ellie: "Compare Alex to Shaggy." "Have you ever had a messy room like Alex?" (Lori's Lesson 4 Analysis)

Lori also captured inquiry discourse to evaluate her focused work on deeper questioning and inquiry as a form of talk to support discussion. The excerpts revealed Lori's increased development at designing lessons with talk style choices, but also her growing attunement to her students' uptake of different styles of talk as they worked on literacy strategies.

Lori also tiered and integrated different styles of talk as she orchestrated the learning activity. Lori wove classroom activity statements with text about roles and positions, different kinds of talk, and moment to moment discursive decisions.

> I modeled questions...They were learning in toward me when I was modeling. They took turns questioning and responding....

> *Lori notes her role in direct instruction of informational skill discourse.*
> I was really concerned about their...so I added in the book club discussion that Alex...I felt this was a turning point to help them take ownership....
> *Lori sees her role in supporting an open discourse space as one attuned and willing to respond in the moment to what she hears in student talk.*
> (Lori's Lesson 4 Analysis)

The examples represent Lori's growing awareness of the contextualization of talk styles into the complex variables of the literacy activity and the responsibility she had for attunement and responsive adjustment.

Lori's analysis also demonstrated a tiered implementation of styles of talk. Lori spontaneously implemented different styles of talk in her analysis of learning involvement. For example, Lori implemented an informational style of talk to identify James' ability to describe his character, Shaggy, by citing five detailed facts James had specified in the character introductions phase of the lesson. Secondly, Lori implemented an inquiry style of talk through the following probe: "I wonder how I could get James more interested in Ellie's character? Maybe they could just use their characters during book talk and not speak as themselves." While the placeholder for asking questions had always been part of the level one analysis, the question Lori posed is stylistically different than other questions. Most questions in the level one analysis ask Debra, the instructor for information. In this case, Lori's question became a place of her own problem-solving inquiry, where she already began following up her question, "I wonder..." with a beginning brainstorm of potential action and then a thoughtful explanation of why she was considering the choice she was, "The reason why I am saying this is, because James...."

Lori demonstrated a conversational style of discourse in her analysis as well. Her own feelings, thoughts, and beliefs were explored, "I was really concerned about their 'I

don't knows...' or "I loved their 'playground talk'. I felt they were beginning to talk about the books like they were good friends playing outside. I think I almost forgot they were doing the lesson for me." Lori did not implement much debate through out the entire experience and a dialogically asynchronous analysis environment did not necessarily support emergent levels of debate. However, Lori debated a bit with herself about her own conflict:

> At first, I was very disappointed in the lesson. I really thought they took an implementation dip. However, after watching the video, I realized really how many strategies they are incorporating during their book club session. I was very pleased after watching the video." (Lori's Lesson 4 Analysis)

Lori's analysis demonstrated how she internally debated her initial feelings about the lesson.

The fourth lesson plan and analysis suggested a reintegration of different talk styles into the complexity of lesson goals, strategy use, consideration of individuals and group activity, and awareness of the teacher's role in orchestrating instruction. Lori's learning activity demonstrated an uptake and deepened understanding of different styles of talk as pedagogical meaning-making tools for opening the discourse space. In addition, the integration of talk styles was accompanied by a tiered layering of different styles of talk as pedagogical tools for supporting literacy activity, as tools for analyzing that activity, and as supporting the meta-analysis of the activity both for the learners in book club and for Lori in her analysis.

Summary: Lori's Transformation Journey in Talk as a Discursive Form Shift

The first portion of the telling case featuring multiple semiotics as compelling content explored Lori's discursive form shifts in different styles of talk. Analysis of publication patterns in the lesson plans and analyses demonstrated Lori's deepening

internalization of talk style as a pedagogical tool for opening a learning discourse space. Lori's design and analysis of lessons connecting talk as a discursive form shift reveal four levels of change: block, woven, backgrounded, and tiered. (See Figure 45 for an overview of Lori's Inquiry Cycles). The four levels of change signaled deepening meaning-making in the following ways: (1) block publication of talk style where talk elements are unconsciously or explicitly linked to the four types of talk; (2) woven, embedded talk style where the language of the different styles of talk is featured within statements; (3) backgrounded analysis where talk style is lessened to make room for publication of other concepts being foregrounded; and (4) reintegration and tiering of styles of talk in the lesson design and analysis. Lori's patterns and changes in her publication activity tell how the uptake of discursive form shifts in talk scaffolded her to transformational learning moments. This first section of the telling case highlighted Lori's inquiry into four different styles of talk as a pedagogical tool for opening a discourse space responsive to learning literacy skills and strategies attuned to diverse learners. The second section portrays Lori's simultaneous learning as she explored other discourse form shifts through the use of multiple semiotics. Objects and actions as powerful mediational discourse forms interact with talk intersemiotically to create responsive literacy learning environments.

Figure 45 Lori's Inquiry Cycles



Discourse Form Shifts: Objects and Actions as Powerful Learning Tools

Lori appropriated and gradually transformed new discourse forms including talk, action, and objects as semiotic mediators. Lori designed her lessons using several objects. Overall, her plan and implementation included 25 different objects over four Book Club lessons. An analysis of Lori's design, implementation, and analysis of actions and objects revealed a transformation learning journey. As Lori moved through the practicum requirements, the objects (and the activity around those objects) changed and signal Lori's increased awareness and understanding of the power in multiple semiotics as meaning-makers and scaffolds for higher-level literacy and social skills within the Book Club lessons. In addition, Lori's analysis of objects and actions as pedagogical tools changed indicating powerful learning for Lori and for her learners. The shifts are analyzed along three themes. First, Lori shifts in her consideration and implementation of objects and actions as thinking tools. Secondly, Lori grows in her understanding of how objects as thinking and activity scaffolds can empower or hinder student learning. Third, Lori's design techniques develop as she structures up the discursive teaching/learning space to better support student ownership and the ceding of control. Each change in Lori's growth and development is marked also by affordances for her learners. The first two themes, objects and actions as powerful thinking tools and scaffolded instruction, are presented in the next two sections. The third theme explores changes in expanded discourse structure and comprises the third and final major section of the second telling case.

Shifts in Objects and Actions as Thinking Tools

Lori has taken up the theme, "Solving the Mystery of Reading" as a reading unit for the required 10 week practicum. During those weeks Lori designs and implements book club lessons andrecords a baseline and four lessons. She chose objects in her lesson that support her mystery theme. In addition, she explored various kinds of semiotic mediators and their usefulness for engaging diverse learners into meaning-making. The first section of the telling case demonstrated Lori's transformational learning through the exploration of different talk styles. This portion of the telling case highlights Lori's transformational journey in refining actions and objects as powerful thinking tools by taking an in-depth look at the intersection of lesson goals and object/activity choices across Lori's four recorded lessons. While talk does not remain at the fore, it interacts intersemiotically within the actions and objects analyzed. The four lesson goals and significant objects in the four recorded lessons include: (1) badges, magnifying glasses, posters, and dictionaries to support vocabulary development; (2) question wheel, question prompt sheet, and index cards to support development of question formulation; (3) cassette music tape and player, filmstrip sequencer sheet and writing utensils, timer, and text to support increased comprehension through visualization, sequencing, and summarizing; and (4) mystery chips, characters and character profiles, text to support active listening, responsive detailing, and perspective taking.

Three important factors must be kept in mind as the analysis of each lesson unfolds to story findings. First, each lesson incorporated several other objects and actions as management tools which may not be analyzed in this section. In addition, each lesson had a pivotal object framing the activity of discussion: the text. Although the teachers

were encouraged to use quality literature in a trade book capable of supporting theme-based discussion, Lori chose to use school's reading curriculum readers. As Lori struggled to scaffold deeper discussion and student involvement, the impact of a pivotal object such as text choice cannot be ignored. Finally, Lori assumed a group goal of discussion that ran across each lesson and was situated in the activity setting of book club discussion, but was not always explicitly stated. The analysis of Lori's design, implementation, and analyses of the four lessons story three findings: (1) Lori appropriated the course content in multiple semiotics and she stretched her development of how semiotics act as thinking tools for her learners in support of higher order literacy activity; (2) Lori's appropriation of objects and actions became transformative activity that support higher order literacy goals attuned to her learners; and (3) Lori recognized scaffolding potential for her learners and herself through the intersemiotic interplay of the discursive environments.

Objects as involvement moves. Across the four lessons, Lori's actions and objects and her analysis of those objects reflected a growing awareness of the powerful potential semiotic mediators hold as thinking tools. Lori's first lesson had nine objects and associated activities. She valued the objects and activities for their potential as involvement moves. In Lori's first lesson analysis, she wrote: "I am realizing how to incorporate objects to get the kids more involved in the learning process." Involvement, according to Lori is linked to organizational and structural strategies as demonstrated by her examples of involvement in the lesson: "Ex. Turn-taking devices, checklists to monitor where we are headed in the lesson." Lori also noticed in this first lesson that objects can stimulate undesired actions, "Near the end he [James] took off his name

badge and he was playing with his magnifying glass." At this point Lori designed her lesson with a concrete one to one correspondence between actions and objects and recorded that same pattern in her analysis of the amount and nature of participation in the lesson. For example, Lori articulated in her lesson plan, "...students and teacher...will use the magnifying glass and find words that need to be clarified." As she analyzed the recorded lesson semiotic participation, she noted, "They used magnifying glasses." Lori designed objects to support action around vocabulary development. For example, the magnifying glass created a placeholder for the word that needs to be clarified, but did not support the clarification process. The objects and associated actions did not serve to extend the learners thinking except for potentially the use of a dictionary, which the learners resisted using in the actual lesson.

Lori's lesson privileged objects and actions by listing them under the headings "Materials" and "Intended Process" first in her lessons; however, she did not explicitly list any goal statements. It is not until the fifth level of the lesson analysis that Lori maked a new linkage between actions, objects, and desired goals, strategies, and accompanying thinking activity. Note the combination of actions and or objects and desired learning in the examples of fifth level analysis:

> We used the reading wheel to learn a new strategy.
> Put name badges on to take ownership of the task at hand.
> The poster used to facilitate discussion and thoughts.
> Kids will realize what strategies to use when they encounter a tough word.
> (Lori's Lesson 1 Analysis)

In the first lesson, Lori created and implemented several objects and corresponding actions to support vocabulary development; however, the objects served primarily as involvement moves and participation structures, rather than outright thinking

tools. As Lori analyzed the activity between the actions, objects, and her desired objectives of the lesson, she saw how objects could both distract from desired activity, but might also serve deeper thinking purposes such as strategy development and ownership of tasks. Lori connected the objects to the actions of her learners generically as "the kids" or "they" except for the one time she noticed James playing with his badge and magnifying glass. Lori's first book club discussion centered on the strategy of vocabulary development within the theme *Solving the Mystery of Reading* rather than on the text they used.

Objects and activity. By the second lesson, Lori implemented 14 objects to support a lesson with the implicit goal of developing questioning skills. Again, Lori listed her objects and then outlined her activities, but did not publicize a connection between the objects to actions nor did she link to the desired learning goals in her plan. For example, Lori developed two thoughtful activity sheets with question and sentence prompts as scaffolds for the learners to write questions. The development of these two sheets demonstrated a significant shift from the objects in the first lesson. The question and sentence prompt sheets supported the thinking activity of writing deep questions; however, when Lori planned the actions, she never explicitly mentioned the objects in conjunction with the action. Hence, we cannot tell from her plan how intentional her thinking was regarding the objects as thinking tools. Lori's journal three days before the lesson was taught provide some clues into her thinking. In Lori's journal she listed the question and sentence stems and then directly following the stems penned this commentary:

> It is important to challenge the group to move through the ventriloquist stage to appropriation stage to finally transformation stage of learning. Modeling the above prompts will encourage exploratory talk.
>
> (Lori's March 1 Journal Entry)

Objects to support new roles Lori tied the prompt sheets to exploratory talk and also applied "ZPD talk" from seminar used to describe movement along a learner's zone of proximal development. Her lesson analysis of the actions and objects, however, did not continue her thinking of objects as scaffolds to new ways of thinking, but recognized the importance of objects and actions as participation structures for new ways of doing. Lori references the engagement of learners within specific roles. See Lori's multi-leveled statements below as they demonstrated more attunement to the interaction of individuals and the group to role activity:

> The students really like to know the framework of the lesson and where we are headed. This I would think helps James with his processing speed difficulties. I feel they really enjoyed this activity and their roles as Detective Turn-taker and Head Detective. Ellie was the leader. James was the facilitator of turn-taking. Mrs. Taylor was the facilitator of modeling. This activity after I modeled for the students really engaged them into learning and experimenting with question writing. (Lori's Lesson 2 Analysis)

Lori's specificity in analyzing the roles and individuals within those roles led her deeper awareness of learner engagement and learning within planned and emergent activity. For example, with James, she suggested, "James' hands on face while listening and legs wiggled while listening." Or, for example, she noted that the group was, "Very polite throughout book club." Again, in level five Lori created more linkages between the objects, actions, and learning goals. The statements below demonstrate how Lori developed ties between objects and desired actions. Lori then followed up the list specifying how the objects as strategies improved thinking and skills:

> Used the wheel to write questions, the secret envelope to take turns, the question sheet to write questions, badges to determine roles, and index cards to write and respond to questions. They are using a variety of strategies to improve their thinking and language arts skills. (Lori's Lesson 2 Analysis)

There was only one reference in the fifth level analysis where Lori directly linked the thinking potentials in the object and its connection to successful student participation. "They are using words from the Bloom's taxonomy question sheet and belief statements to ask each other questions." The statement implicitly recognizes the intersemiotic nature of objects and actions in learning activity as words on the questions prompt sheet transferred to the development of their questions for the question cards. In general, Lori's objects continue to provide structural and organization supports. They mediated intentional development of roles and participatory action as with the Head Detective Checklist and the Detective Turn-Taker. In addition, Lori developed objects that integrated intentional word prompts on objects to scaffold the desired goal of question development in her learners. Lori's analysis demonstrated an emergent attunement to her learners and their unplanned interaction with the designed objects and actions. Lori continually refined her design of multiple semiotics as powerful learning tools that move beyond concrete activity involvement to thinking engagement; however, her analysis does not often explicitly demonstrate this.

Planned integration of goals, objects, and actions. The design, implementation, and analysis of lesson three indicated transformational shifts. For the first time, Lori explicitly designed her lesson with learning goals and identified both the group and individuals in those goals. The learning goals are stated, but do not include objects. The group goal of lesson three was listed as, "To increase the students' ability to visualize, sequence, and summarize a story selection." While the goal did not list the objects, Lori's

plan integrated actions and objects in conjunction with the overall goal. For example, note the design statements Lori planned connecting some of the 12 objects listed in her material plan. The italicized phrases below each statement identify etic connections between objects, actions, and goals:

> "Detective Taylor will share the reading wheel and model visualizing strategies."
>
> *The reading wheel is connected to modeling visualization strategies.*
>
> "The Head Detective will begin playing the music. Everyone will close his or her eyes for 2 minutes. While everyone's eyes are closed they will visualize the story in their head. (Just like Charlie Brown)."
>
> *The music is connected to the closed eyes and visualization exercise.*
>
> "Each detective will try to solve the mystery of reading by illustrating what he or she saw in his or her head by drawing comics" [using the filmstrip sequencing sheet]
>
> *The comic drawing is linked to visualization strategy as a comprehension strategy. The associated filmstrip sequencing sheet is assumed.*
>
> "The Detectives will use the Question Sheet and write 2 or 3 questions on index cards."
>
> *The question prompt sheet and index cards are connected to the question-writing activity supporting discussion time (implied by position on plan).*
>
> The cards will be placed in a pile on the table and each detective will take turns answering the questions."
>
> *The index cards are linked to turn-taking structure and the answering of questions.*
>
> A 3-minute open discussion will be held about the book, Naming the Cat. The detectives will use the questions and outcome statement sheets if needed to discuss the book."
>
> *The question and outcome sheets are linked as optional scaffolds to an open discussion time related to the book.* (Lori's March 17, 2003 lesson Plan 3)

Lori's lesson had explicitly recognized goals for the group and individuals and linked designed objects and actions to the learning/thinking activity of her goals.

Objects and actions in higher-order thinking. Lori's analysis also demonstrated significant change in her explicit recognition of multiple semiotics as pedagogical tools for responsive involvement in higher order thinking. Lori's observational statements at

analysis levels 1-3 integrated interactions between actions and/or objects, development or needed development in thinking activity, and attunement to the group or individuals:

> James dislikes writing and drawing and he went to town with illustrating his comic strips.
> The kids were able to summarize and sequence their comic strips.
> James closed his eyes right away when it was time to start his visualizing. The students closed their eyes for a long time to listen to music and visualize the story.
> Ellie wanted clarification of the comic strip sheet.
> I stepped out of this lesson....this really pushed them to a higher level.
> They are still working on listening and responding to each other at deeper levels.
> They totally interacted with each other using the comic strips, index cards, timer, and the head detective checklist.
> ....James pulled a card that was difficult to read. I wonder if he made a connection with writing carefully... (Lori's Lesson 3 Analysis)

Lori's analysis in effect led her own transformational learning as her published statements grow in connectivity and complexity. Her continued analysis shows further development in her understanding of discursive pedagogical thinking tools through the explicit use of words associated with thinking in conjunction with objects and/or associated objects. Note the nuances of complexity in the italicized researcher annotations below each statement:

> They incorporated inquiry, conversation, and information questions and responses [on cards and in talk].
>
> *Lori connects styles of talk she is integrating with the oral and written discourse.*
>
> I could see them transferring questioning techniques, summarizing, visualizing, vocabulary finding. They really did a wonderful job!
>
> *Lori begins to describe developmental activity of her learners and her active role to observe and document learning within zones of proximal development.*
>
> They illustrated their thoughts on paper.
> The communicated their thoughts by retelling their comic strips.
>
> *Lori connects thinking activity with action (illustration, communication) and objects (paper and comic strips).*
>
> They used actions throughout. This helped them express their knowledge.
>
> *Lori explicitly connects action as a scaffold to knowledge expression.*

> Strategies: predicting, revoicing, confirming, visualizing, elaborating, paraphrasing, summarizing. Wow! The transfer of strategies and thinking skills is unbelievable!
>
> *Lori links specific strategies to thinking and implicitly suggests student ownership and increased independence through the word, "transfer."*
>
> (Lori's Lesson 3 Analysis)

Objects in meta-thinking activity. Lori's text leads and marks her own transformational journey by articulating the intersemiotic connections to meaning-making activity and the affordances for her learners. However, she moves to an even deeper level of internalization of understanding multiple semiotics as discursive pedagogical tools by extending her thinking beyond the prescribed recording analysis form. Lori attached two additional sheets to the analysis with 13 itemized accounts of the growth and changes she was seeing in the lesson recording. Her list included 10 statements that specify how her students are demonstrating growth. For example one statement indicates: "Students are making intertextual connections with other materials." Two other statements identifed both the more community-oriented "we" and intersemiotic activity: "We are incorporating talk, objects, actions, and movement in our discussions." One statement suggested greater student ownership. Lori provided observational proof of student ownership with the second attachment, a list of 9 statements. For example, "James let me know it was my job to begin as the modeling detective." The ownership statements will be addressed further in the analysis of changes in discourse structure and ceding control; however, the list underscored the level of Lori's development in understanding the relationship between multiple semiotics and empowerment of learners identified with learning disabilities through literacy learning activity.

Objects and actions as powerful thinking tools. Lesson four demonstrated the sustaining and further development of Lori's transformational growth in her deepening

internalizations of her thinking about actions and objects as powerful thinking tools. Again, Lori included group and individual goals; however this time she also added objects into the goal. For example, she included an object (characters) within the group goal of development in perspective-taking: "To place themselves into a different character's point of view." Lori also continued to connect goal, action, and object in her stated lesson design. For example Lori used parenthesis and suggested the following plan:

> Ms. Taylor will model Alex's problem (reading text and on the board)
> The detectives and characters will have a discussion about Alex's day.... (They will use the Mystery Chips and Secret Envelope).
>
> (Lori's April 3, 2002 Lesson Plan 4)

In addition, Lori's lesson analysis statements take on greater complexity and demonstrate how she was both beginning to reflect back and consider responsive future design and implementation of action and objects for individuals. Note the two individual statements and annotated researcher comments in italics about James and Ellie below:

> James was able to describe Shaggy [his character] in great detail. Green clothes, green shirt, brown pants, white eyes, peach fuzz. Wow! His descriptions have really improved. At the beginning of book club, he used to say, "I liked the character or the book" and just stop there.
>
> *Lori underscores her judgment with specific observational data and a comparison of past discourse.*
>
> Ellie wanted to make sure we followed the schedule, but then she couldn't think of a question. I noticed once we began this Head Detective checklist, she really wanted to make sure we followed it tot a tee and not deviate from our schedule. I think it may be good for her to just have a gook club discussion without the checklist and see how they manage.
>
> *Lori demonstrates attunement to Ellie as an individual. She considers how her attunement can influence responsive shifts in semiotics as pedagogical scaffolding tools.* (Lori's Lesson 4 Analysis)

<u>Objects and actions as attunement windows.</u> Lori's expanded observational data and analysis demonstrated increased attunement to learners as they interacted with the

planned objects and associated actions. However, Lori also developed her keen observation of her learners' discursive choices with talk, actions, and objects. For example, Lori described two instances where she noticed body language occurring in the moment of the teaching/learning activity:

> They were leaning in toward me when I was modeling.
> When I took the timer away, their eyes followed the timer. They thought they couldn't run a book discussion without it. They surprised all of us.
> (Lori's 2003 Lesson Analysis 4)

Lori developed keen observation of their body language as actions within the teaching/learning activity. Lori recognized how paying attention to actions and objects could provide unique and surprising learning opportunities for her learners and for herself.

An analysis of Lori's lesson design, implementation, and analysis represents Lori's transformational journey into the use of multiple semiotics, and in particular, Lori's development in the use of objects and actions as powerful pedagogical thinking tools for her learners and for herself. Lori developed objects and actions into thinking tools that supported the development of the following higher order literacy activity skills: 1) formulation of multiples kinds of questions; 2) comprehension through visualization, sequencing, and summarization; 3) perspective-taking; and 4) discussion skills. Her growth included an increased attunement and responsivity to the interaction of design choices and the needs and gifts of the group and individual learners. Finally, Lori views multiple semiotics role in the dynamic moment to moment scaffolding in responsive instruction. The dynamic intricacies of scaffolded instruction will be further developed next in the last part of the first section on expanded semiotic forms.

Understanding Objects and Actions as Powerful Scaffolds

Scaffolds temporarily support a learner or group of learners in successfully participating in a learning activity (Stone, 2000). However, too often scaffolds can become permanent structures in instruction potentially restricting a learner from empowering opportunities for independence and leadership. The analyses of interactions between a few different objects and accompanying actions in the telling case of Lori's use of semiotics demonstrated three important concepts in the use of semiotics as a critical feature for teacher learning regarding scaffolded instruction. First, the stories show the inherent power in semiotic scaffolds for the learners and for Lori. Second, the intersemiotic activity demonstrates the power in teachers' instructional choices regarding the design and temporary nature of semiotic scaffolds. And, thirdly, Lori's decisions reflect the necessity for teacher attunement and responsivity to learners and self when using discursive semiotics as pedagogical tools. The first interaction of object and action revolves around the use of a simple timer. The second interaction of object and action centers on the use of activity sheets.

The timer: small, but powerful. Lori began using the timer in lesson three. Lori had been noticing both the high degree of teacher-directedness in her lessons and the low level of student engagement in the book discussions. She intentionally structured up the activity setting with several objects, actions, and text prompts to support discussion and allow herself an opportunity to cede control of the book discussion portion of the lesson. A timer was one of several objects planned in the lesson. Lori designed her third lesson by predetermining how much time some of the teaching/learning activities would take in two of the three activity settings: the initial community share and the book discussion. In

addition, Lori linked the timer as an involvement move through student role identification: "Detective Turn-taker and Timer." In the opening community share activity plan Lori suggested: "Everyone will close his or her yes for two minutes..." The next activity parenthetically indicated a time frame for solving the mystery of the reading through a visualization activity: "(Take only 5 minutes)." Finally, in the book club discussion, Lori wrote as the third discussion item, "Have a 3-minute open discussion about the book, Naming the Cat...." When the timed activity was mentioned, the student who held the Detective Turn-taker/Timer role takes a digital timer and sets it for the suggested time. In isolating the activity around the timer, it is critical to remember that Lori designed a lesson in which numerous kinds of talk, actions, and objects were involved as scaffolds toward successful attainment of her instructional goals. However, temporarily focusing on the potency of the timer mediates understanding on several fronts.

As the students work through the community share activity, they are involved for the suggested time. Debra's lesson observation field notes suggest: "They stayed engaged drawing the entire time." At this point, the timer was one semiotic variable within an intricate intersemiotic network of supports and we really don't know how crucial the timer is to the involvement, except to note that the Detective Turn-taker and Timer does his job. After all, Lori has the students listening to music, drawing "comics" on filmstrip story sequencers. However, when the students shift into the book discussion, the role of the timer as a scaffold becomes more apparent. The students have moved to a phase in the lesson Lori has referred to as, "open discussion." Debra, recognizing the potential oxymoron in calling a discussion open with a restricted time frame of three minutes,

inquired in the lesson observation notes, "Use of timer – works now...any losses? Great communicator with the explicit word, open."

Lori stepped out of the discussion sat in a chair away from the discussion table near Debra. The recording shows a stilted discussion. James took a card and briefly explained why he liked the book. Ellie then took a question card and briefly answered a question about the cat. Despite all of the supports, the two learners (one learner had to leave the resource room early and was not present for this part of the discussion) were struggling to maintain a discussion. Lori then moved toward the table to remove the timer and signal the next phase of the lesson, closing community share. Ellie, in the role of the Head Detective, stopped Lori, her teacher, gently suggesting that the open discussion was not completed because the timer had not gone off yet. Lori, responsively, put the timer back down and sat away from the table. Ellie and James sat in silence, made a few discussion attempts, and then in response to a question, Lori offered a tip, "Treat the book like you just read it and you want to talk about it." The following discussion ensued:

Chapter 7 Time 20:53

Ellie: I wish that the / the cat / the cat would, that the story was more interesting. (playing with the timer).

James: I hoped that there's a second book coming out *(looks at Ellie)* and I um / another thing that I like about the book is it's got good pictures. *(looks at Ellie)*

Ellie: And // I like um /

James: *(sits up and briefly picks up his badge)*

Ellie: The picture where / when the cat is playful, cuz I like to play a lot. *(looks at James)*

James: I like the

Ellie: *(moves her chair closer to the table, continues to play with the timer)*

James: I like the illustrator / um / by making the pictures.

Ellie: Why um/ why?

James: Because I think they're cool too.

Ellie: *(nods her head)* okay. Um // How did the Cat get its name?

(Lori's March 17, 2003 Recorded Lesson 3)

In Lori's analysis of the book discussion, she publishes: "They incorporated inquiry, conversation, and information questions and responses. They asked questions at a much deeper level...." The discourse between Ellie and James represented the emergent authentic discussion activity where their talk was punctuated by some disagreement with Ellie expressing her opinion that the book wasn't too interesting and James following by saying he thought the pictures were so interesting he would like a second one like it. His word, pictures, stimulated Ellie's uptake of the pictures and play. James reinforced and refined his opinion that he liked the pictures by clarifying that he liked the illustrator. Ellie responds by asking why. The discussion for a brief minute moved into responsive activity as opposed to a stilted question and answer session. This portion of the discussion would not have occurred had Ellie not insisted that they continue because time was left on the timer, even though it seemed that they had run out of things to say.

The timer played a crucial role in scaffolding empowerment of roles in the designed activities. Lori's response at that moment was crucial because Ellie was taking a risk in her role as the Head Detective. She was taking the predetermined time frame seriously. Debra's lesson observation field notes note the interaction: "I love it! [They] stopped you because they had more time on the timer!!" Lori responded to the interaction in her analysis under level four nature of participation and role of the teacher, "I participated only during opening and closing community share. The kids were totally surprised they could run a book club discussion without me. In fact, I tried to end the book club discussion and Ellie, let me know they still had time left on the timer." Lesson three demonstrated that a timer had scaffolded empowerment of roles and pushed the learners to deeper, more authentic open discussion. The timer also scaffolded Lori's

creation of an open discourse space where learners experienced freedom to risk in her instructional settings.

The timer: a temporary scaffold. In lesson four, Lori again incorporated the timer as one of many semiotic mediators in the activity setting. One of the significant semiotic additions was the presence of two additional discussants. Ellie and James have both created a character to bring to the discussion, (an uptake from a seminar problem-solving session related to discussion hurdles with small group sizes). They have made life-sized people who are seated at two chairs around the table. The Opening Community Share time involved a two minute introduction and question and answer time around the characters. Lori is Detective Modeler and she left the table after reading the text and modeling different kinds of discursive styles of talk for responding to the text. The four (two learners and two characters represented by the learners) then are asked to have a four minute discussion followed by a two minute review and summary of the discussion in preparation for filling in Detective Taylor (Lori). Lori stepped out of the space for the book discussion and before anyone realized it, four minutes have passed and as the four minute mark nears, it was clear that the discussion was going strong. Lori needed to make a decision and decided in the moment to step in. She asked the learners if they would be willing to continue on for two more minutes because they doing so well. The students were able to pick the discussion back up. After one minute and eight seconds, silence ensues. Lori did not step back in and the students eventually continue. As the discussion nears the end of the additional two minutes, Lori took the timer and sets it for another two minutes.

After the lesson ends and the students leave, Debra and Lori debriefed. One of the topics of discussion was the timer and the learning potential for understanding the power of scaffolds to either support or hinder learning. Lori demonstrated the necessity of *in the moment* attunement and responsivity. She had not planned for an eight minute discussion which required moment-by moment adjustments or calibration to the semiotic scaffolds she had structured. The lesson four field notes and taped discussion record the conversation:

> Debra: ...so you have these structures in place; they rely on them and it frees them up to work on other skills... Well there may be times when that structure is so internalized that you could pull the scaffold away. One of the things I was thinking about today was the timer..."
> Lori: [Today] was the first time I felt they could have had more time.
> Debra: Once a scaffold gets in the way...maybe we don't need it anymore...they may resist that.
> Lori: They've never had a four minute book discussion before.
> (April 3, 2003 Taped Lesson 4 Discussion)

Lori recognized the divergence between her planned expectations and implemented reality. Lori's written analysis explored the timer within the context of other objects in the lesson. She noted that two objects, the mystery chips and the characters really helped the students in literacy skill development. She also noted that, in this case, the timer no longer was a useful scaffold in the discussion. "The timer interfered with the book discussion." Lori also writes in the implication section of level five, "When I took the timer away the kids were shocked. What a crutch. I know it is my job to help them realize they do not need the timer." Lori repeated these comments again with her colleagues in seminar 6 the following week.

The timer first acted intersemiotically to scaffold the learning, but in the fourth lesson, threatened the empowerment of the learners in their discussion. Lori's role in

calibrating instructional intersemiotic scaffolds through attunement to learners, content skills and activity setting demands required understanding discourse as a critical pedagogical tool. Although the timer worked intersemiotically to scaffold learning in the third lesson, it worked alone to support successful empowerment of Ellie's active role in the lesson. Ellie's request to continue demonstrated a significant shift in her level of confidence. Ellie's action in comparison to one of her responses to a question Lori posed in lesson one's book discussion signals a change in Ellie when recognizing that Ellie said, "I think what James thinks." The timer also scaffolded extended discussion time, group ownership, and pushes the outer edges of questioning and listening skills.

The activity sheets. Analysis of Lori's activity involvement sheets also highlighted the powerful implications of semiotic mediators as scaffolds. In lessons two, three, and four Lori combined three objects as activity participation structures. The objects served as powerful intersemiotic scaffolds for successful engagement in the learning goals. The three participation objects relied heavily on words and actions and include: (1) the Head Detective Assignment Sheet or Checklist; (2) the Question Prompt sheet, and (3) the Outcome Statements Sheet (See Appendix I for each sheet). The first object, the Head Detective Assignment Sheet, supported the role of leadership. It first identified role assignments for the lesson (turn-taker, modeler, head detective). The sheet also detailed the activity for each component in Book Club, which was followed by the person taking on the role of Head Detective.

The items on the Question Prompt Sheet and the Outcome Statements Sheet scaffolded discursive discussion prompts for both the question and answer and open discussion time of book discussion. The prompts on the questions sheets and the question

cards supported the activity of writing good questions for discussion by allowing for processing time and reflection. The fast-paced "in the moment" experience of discussion could be supported for those struggling with communicative competencies by building in a time to prepare questions. They had space to think and write before speaking.

In addition, the objects and actions scaffolded the activity setting so that Lori could cede control to her learners in multiple ways. Lori explored the expansion of discourse structures by intersemiotic scaffolding of student ownership through new leadership roles discussed in the third and final forthcoming section. The practicum content compelled Lori to take up new forms of meaning-making for herself and her learners as she explored intersemiotic pedagogical tools to shift discourse forms and structures responsive to the unique and changing interactional variables between the learners, the teacher, and the content. Lori transformed use and analysis of talk forms published through a developmental analysis style which moved from a separated block form to a tiered format that integrated greater amounts of teaching/learning complexity. Likewise, Lori's transformational journey was marked by increasing depth and publication through text and activity of the pedagogical strength of semiotics as thinking tools and scaffolds in higher order literacy instruction.

Opening the Discourse Space through Changes in the Discourse Structure

The first two sections of Lori's telling case explored teacher learning and Lori's transformational learning as she grappled with shifts in discourse form. The third section of the telling case of Lori and the role of compelling content probes the complexity of changing discourse structure. The telling case only scratches the surface of the pitfalls and affordances within the complex dynamics involved in sharing control and power

between members in a learning community. Lori's breaks from a teacher-directed IRF (Initiation, Response, Feedback) discourse structure and the appropriation and transformation of different discourse structures was featured by exploring the struggle in changing knowledge, skill, and dispositions embodied in discourse structures, the role of multiple semiotics in ceding control, and the affordances created in ceding greater ownership to the students.

Privileging the Exploration of Multiple Discourse Structures

I'm not saying give it all up. I'm just saying if you give a little up will you see anything ... what do you think that might be? What do you think might be some of the things that you would have to know before you would feel comfortable giving up a little bit of control?

(Debra in February, 10, 2003 Seminar 2 Recording)

The teachers had read two chapters of Courtney Cazden's text (2002) on classroom-based discourse and were being confronted with a commonly recognized feature of instructional discourse in special education settings: a preponderance of teacher-directed talk. Cazden references Mehan and the initiation, response, feedback/evaluation (IRF or IRE) structure in instructional discourse patterns where the teacher regularly initiates with a question or command, the student or students respond and the teachers gives feedback or evaluation. After a short discussion considering roles in instruction and control of classroom discourse structure, Debra asked the teachers to reflect on their first taping and consider who led the book discussion. Suzy responded by distinguishing between a book discussion and a guided reading concluding that hers was more of guided reading. Lori followed up by suggesting the inevitability of leading too much:

Chapter 17 Time 49:04
Debra: Who led this? You said, "I did more of a...."

Suzy: Guided reading

Lori: I felt I led too much...This was the first time I really felt like I needed to model...They weren't ready to just have an open discussion with me and I wasn't ready to let go.

(Seminar 2 February 10, 2003)

The seminar privileged content that pushed exploration of discourse structures beyond IRF structures as a necessity for creating open space. In that second seminar, Debra introduced issues of content, communication and control, role of the teacher, and the importance of getting to know learners and contexts well. Transcribed excerpts from Chapters 19 and 20 illuminate necessary aspects of shifting discourse structures to support student learning through open learning spaces:

Chapter 19 Time 52:12

Debra: How do kids learn skills of interaction?

Lisa: By doing it, by seeing it, modeling

Debra: How in the world do we move from here to there...in the span of 10 weeks? Think about what it would take to give them greater control and you less...read the article the *Changing Role of the Teacher*...If we tightly control the learning spaces, where do they learn to goof up as they try the process? Can we expect them to do it well and right the first time? When they mess up will they be tempted to goof off? What is the role of the teacher?

(Seminar 2 February 10, 2003)

Debra provided impetus for inquiry into exploring new knowledge, skills, and dispositions in changing discourse structures by offering a series of questions, but not answering them. She also added a reminder that shifting the discourse structure did not mean removing all traces of IRF structures. She also reminded the teachers that they carry great responsibility for supporting learners through their attention to identity protection through increased knowledge of contexts and learners.

Chapter 26 Time 1:15:58

Debra: Traditional teaching doesn't have to go out the window...One of the things you are going to have to do is teach them how to have a

discussion ...management gimmicks...were always visual or action...remember identity protection.

Corrine: It could be embarrassing for the learner

Debra: You have to decide...what's the right time and the right place. You have to look at it from the big picture...Knowing the context and the learner...But the more we know the learner, the better attuned we are to knowing what our response should be. Cazden says (Reading from the Cazden's text) "Familiarity...facilitates attachment...and responsiveness." It is...an interactive sequence. The key to being responsive is familiarity.

(Seminar 2 February 10, 2003)

The group explored the content of power, roles, familiarity and attunement necessary in changing discourse structures. They were given ideas and information, questions, and challenges to support the exploration of changing discourse structures.

One specific, powerful challenge was forwarded by Debra who suggested that they should each give up an IRF discourse structure and cede control at least once in the 10 week experience. Debra also reminded them of the difficulties and her own struggles in shifting the familiar IRF structure. In the discussion of seeing the IRE structure in a video clip of the movie, *Matilda,* Debra worked at shifting the discourse structure and then made the shifting work explicit to the teachers. Lori was present, but not speaking in the following discourse segment:

Chapter 24 Time 1:10:38

Debra: Traditional teacher or a non-traditional teacher?

Corrine and Nanette: Traditional

Debra: Traditional. Why do you think she was being a traditional teacher?

Corrine: She's teaching a math lesson.

Miriam: And she was standing in the middle of the classroom and talking and the kids were all perfecting responding...

Debra: (laughs)

Miriam: Yes, right on time.

Corrine: Everybody knew it

(Silence)

Debra: (whispering) I don't wanna do IRE, so I'm stopping talking...

Teri: (Laughs)

Debra: I was going to say something a few sentences back but when I stuck celery in my mouth, someone else talked, so if you have a hard time giving up control, maybe you want to eat while your students talk.

Group: (laughter)

Debra: Maybe you better give them something too, but I'm discovering that maybe this is the strategy I need to use. Being conscious of it, holding it consciously in your head will help you think about it...I'm not saying give it all up. I'm just saying if you give a little up...what do you think might be some of the things you would have to know before you would feel comfortable giving up a little bit of control?

(Seminar 2 February 10, 2003)

Debra privileged the discourse space in Seminar 2 with readings, activity, and lecture/discussion related to changing discourse structures. As a group, the teachers briefly considered changing roles, increased knowledge, and issues of content, communication, and ceding control in the activity setting of book club discussion. Debra provided them with challenge and freedom to risk by asking them to give up some control and reminding them of her own difficulty of changing discourse patterns. Then she ceded control for a time as the teachers left seminar and moved into their teaching spaces. Lori did not publicly share her thinking; however, her writing and actions reveal her active thinking and internalizations through her appropriation and gradual transformations.

Stepping Out: The Struggle to Shift Discourse Structures and Ceding Control

Changing awareness is one part of learning; changing activity is another. It did not take Lori long to recognize that her teaching was teacher-directed. Nor did it take long for her to become aware of the importance for opening the discourse space with different discourse structures. However, weaving new knowledge, skills, and dispositions did not come without struggle. For Lori, actually changing the discourse structure came with struggles in conceptual confusion, skill deficits, and dispositional disequilibrium.

When Lori shifted from a teacher-directed IRE/IRF structure, she grappled with conceptual confusions related to shifting discourse structures punctuated by the publication of her teaching/learning activity. For example, Lori wrote in her February 20 journal about her decision to sort through the confusion regarding the attractive, yet elusive phrase, "Opening the Discourse Space."

> Well, after my visit with Debra this week, I decided I would work on trying to understand how to Open the Space of Discourse in my room. I am really new at this since I have been teaching for 10 years in a structured-organized fashion.
>
> (Lori's February 20, 2003 Journal)

Lori confused opening the discourse space with giving up structure and organization. In actuality, discourse structure changes, but is not abandoned. However, she continues to investigate the concept.

As Lori analyzed her first lesson, she confronted the realities of her discussion goals and their surface responses. She recognized the lack of discussion as stated in her analysis, "There was little discussion through out the lesson....The students were very quiet and participated very little in the conversation." As Lori tried to understand why, she came up with four reasons at various points in her analysis: (1) lack of time; (2) lack of student ownership through over involvement of teacher-directedness; (3) lack of student familiarity with the text; and (4) the students' own lack of faith in themselves. She noted:

> We ran out of time...There was too much direct teaching time and not enough independent discussion...I realize this [lack of discussion] is because...the lesson was a new book....The hardest part about beginning a new lesson and using a discussion format is encouraging the kids to rise to the occasion and to challenge them to take the leap of faith and learn new concepts through discussions.
>
> (Lori's Lesson 1 Analysis)

Lori sorted through the complexity of the actual teaching/learning activity, noted the lack of student involvement in book discussion and identified the sources of "lack." One of the reasons Lori considered for the lack of discussion was the recognition of a high degree of teacher-directedness. The excerpt revealed Lori's discourse structure as a variable in involvement and the potential role of teacher-directed activity as a structural impediment to the learning goals. Lori clarified her thinking about changing discourse structure by contextualizing the concepts in her experiences and teaching setting. As she sorted through her understanding, she considered her stance toward diverse discourse structures.

Three days before Lori's second lesson she made a dispositional statement in her journal with her opinion of the role that teachers play in the discourse structure. Lori suggested that teachers should not dominate discussions, but act as facilitators. Lori described her dispositional stance and specific ideas to keep teachers from dominating.

> I believe that teachers should facilitate discussions and not dominate. There are several ways to approach engaging the learners, so that they are creating ownership of their learning. *(Opinion and beliefs about teachers)*A good teacher must think outside the box and challenge him/herself to implement techniques to lead the child towards transformation of knowledge...
> Also, the students are great teachers among themselves. Why do we have to be the direct instructors? Especially when everyone sitting around the table has knowledge to share Knowledge can be constructed in a group setting if the right modeling techniques are presented. It is important to challenge the group to move through the ventriloquist stage to appropriation stage to finally transformation stage of learning. (Lori's March 1, 2003 Journal Entry)

Lori captured her belief that good teachers should create student ownership of learning through skillful techniques that demonstrate shared, co-constructed knowledge. However, beliefs, knowledge, and skill do not always show up in practice as a coherent package. After Lori's first lesson, she recognized the difficulty and discomfort of living

out her knowledge and beliefs through her level one list of questions and statements related to the skill of ceding control to new discourse structures:

> Will I get more comfortable with not leading the group?
> I need to somehow back away from the instruction and help the kids take ownership of their learning.
> I use too many commands through out this lesson.
> How do I get away form direct instruction when a new concept has to be introduced? (Lori's Lesson 1 Analysis)

Lori recognized the difficulty of the work in her Feb. 20 journal:

> It is difficult to give up the reigns of being the facilitator and to become a guide and a cheerleader. Actually, I always looked as [at] myself as a guide and a cheerleader, but I realize through two videotapings, I have a tendency to try and mold the students the way I think is best, instead of letting them mold themselves with guidance and coaching. (Lori's February 20, 2003 Journal)

Lori does, however, see an important bridge between opening the discourse space and ceding control: student ownership.

> Please let me know if I Opened the Space of Discourse by helping the students take ownership of their own strategies for learning???? If you have any more suggestions, please let me know also!!!!

Teacher learning involves struggle. As Debra ceded control to allow Lori the space for grappling with new content, skill, and dispositions, she did not abandon the space, but steps in through journal and analysis responses, seminar readings, lecture, and activities. Learning was interactive activity and ceding control did not mean removing sources of support. The next section reveals how supports can be very important to structuring up a space for shifts in discourse structure and the ceding of control to learners.

Seminar: Scaffolding Discourse Structure Shifts with Multiple Semiotics

Seminars two, three, four, and five provided uptake opportunities for exploring how semiotic mediators can support changing discourse structures. Debra wanted the

teachers to grapple with ceding control and stepping out of the discourse space; however, she did not want them step out without empowering them with discursive pedagogical tools for supporting the learners in greater involvement and ownership of discursive structures. Debra explicitly discussed choices around talk, action, and object as ways to support a new discourse structure. She also tried to model ways to open the discourse space through scaffolding seminar activity with objects and actions.

Figures 46, 47, 48 following identify several different semiotic mediators explicitly or implicitly embedded into the practicum course through the seminar.

The seminars embedded different styles of talk, action, and objects into the seminar space. The seminars integrated multiple semiotics and then provided discussion of the intentional implementation of the multiple semiotics in shifting the discourse structures. Seminars explored the role of multiple semiotics in lesson design and implementation, but also in the reflective activity of lesson analysis. For example, the teachers would look at talk by analyzing turns to determine participation levels of the members of the learning community. The practicum privileged other objects and actions through the use of the journals and taping analysis form. Lori participated in the seminars and practicum requirements and over time worked to involve different kinds of talk, actions, and objects to create an open discourse space. The semiotic mediators employed as discursive pedagogical tools scaffolded an open discourse space for different discourse structures.

Figure 46 Talk

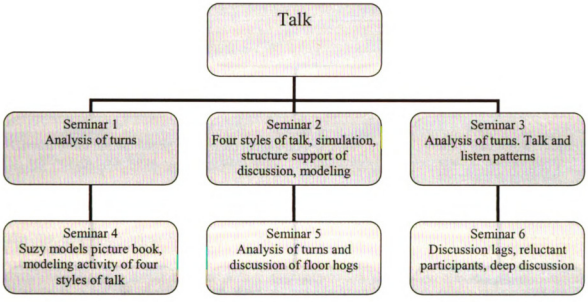


Figure 47 Objects

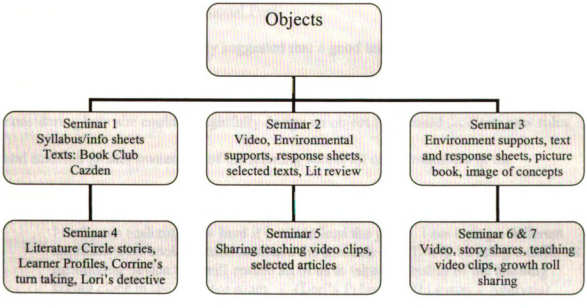
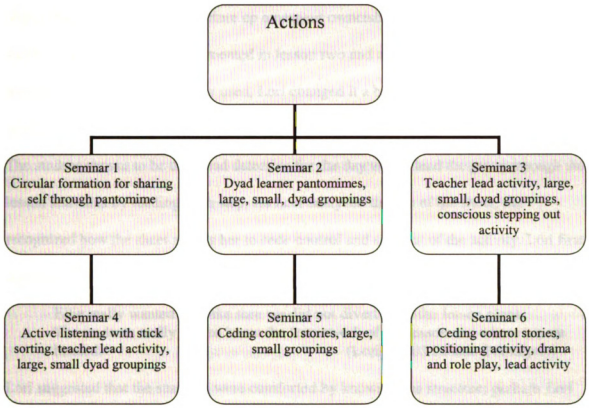


Figure 48 Action



Pedagogical Tools: Transformational Fuel

Although Lori previously suggested that a good teacher should be able to come up with techniques for empowering learners, she recognized the difficulty and began considering how she could thoughtfully design an object that would facilitate new roles and scaffold greater ownership of the learning across all of the members in the teaching/learning activity:

> I really am realizing how hard it is not to lead the group. I am trying a different approach next book discussion where the students and [I] will be using a different turn-taking device that will enable all of us to take ownership of the learning taking place in the resource room. (Lori's February 20 Lesson 1 Analysis)

Lori created several objects and accompanying actions that support new roles and new skills in shifting discourse structures, including-but not limited to- a turn-taking device.

The head detective sheet. The Head Detective Sheet represented one specific object that allowed Lori to structure up emergent ownership and transfer of control. The sheet was developed and implemented in lesson two and continued through the last two lessons. Each time the sheet was used, Lori changed it a bit to better suit the changing needs of the group. The Head Detective Sheet detailed the lesson activity step by step. The student chosen to be the Head detective for the day would lead the group through the lesson activities by reading each step. As Lori analyzed the use of the sheet, she recognized how the sheet allows her to cede control and step out of the activity. Lori first sees the comfort it gives Ellie and the students:

> Ellie really wanted to make sure we did not divert form the lesson plans. The students really like to know the framework of the lesson and where we are headed. (Lori's 2003 Lesson 2 Analysis)

Lori suggested that the students were comforted by knowing the structure; perhaps Lori herself was also comforted. The question must be asked: Was the Head Detective Sheet a pedagogical tool of empowerment that facilitated new discourse structures or did it masquerade as an empowerment tool while maintaining the teacher's voice in the leadership position of the teaching/learning activity? After all, Lori had written every one of the statements that the students read when they were the head detective. The tasks, the task order, and the kinds of questions have been previously prepared by the teacher. If they were reading her words, then had she really ceded control? Could the semiotic mediators scaffold empowerment?

The key to understanding whether or not the Head Detective Sheet functioned to shift the discourse structure or maintain an IRE structure lies in further analysis of a larger set of experiences and analyses around the Head Detective Sheet. Several findings

emerged in looking critically at the lesson design, implementation, and analysis that support the sheet as a temporary scaffold for shifting the discourse structure. First, the sheet worked to shift roles through positioning during the book club discussion portion of the lesson. Second, the sheet empowered the students to voice new leadership and ownership activity. Third, Lori demonstrated her understanding of the sheet as a scaffold that can be both implemented and dismantled to support the goals of empowerment. Finally, the sheet scaffolded transformations in Lori's learning journey.

Positioning and eye-gaze. An analysis of the taped lessons and Debra's field notes suggested that the discourse structure changes were due to the shifts in physical positioning in the classroom. When the students came to the book discussion phase of the lesson, Lori left the center of the kidney shaped table and sats back in a chair away from the table and the learners. As depicted in Collins (1999) work on positioning, Lori's move away from the table created a repositioning that authenticated the leadership role for the Head Detective. Secondly, an analysis of eye gaze supported the discursive shift (Cazden, 2001). Debra's observational field notes suggested to Lori that she should "look at eye gaze in your lessons...who are they looking at?" Observation of eye gaze in the first book club discussion with Lori physically present showed students' eyes directed toward Lori. In the second lesson, Lori left the group during the book club discussion and the students actually shifted in their chairs to turn and look at Lori when asking some of their questions. Debra's observational field notes again suggest to Lori to look at eye gaze. During lesson three when James was the head detective, Ellie and James interact, but Ellie turns to Lori to ask a question when James skips an item and reads the items out of order. However, by the fourth lesson, the students were now looking at one another as

they ask and answer questions and problem-solve an activity together without asking Lori for support. The shift in physical position made possible by the Head Detective Sheet supported the transfer of activity to the student who is leading the group.

Following the leader. The sheet scaffolded the learners to take on new roles of leadership and ownership. In the second lesson, James asked Ellie, who was the Head Detective, "Ellie, can I ask you something? What does it mean?" Ellie responded by repeating the questions. Again, seven minutes later, James took a question card and asked Ellie if he could take a new question card. Ellie saie no and Lori backs up Ellie's decision. The actions 2343 significant in that James had asked the person in the position of leadership rather than asking the teacher and Lori supported the leadership activity. In that same lesson, Ellie used the text to support an answer she gave. While she gave the answer, she scanned the book, found the page, and then held the book up so everyone could see the page she was referring to. Her actions represented the kind of activity accompanied by leadership. During the third lesson, Ellie gave James a tip on crossing off the items as they proceeded down the list. This action demonstrated how Ellie's experience of head detective had empowered her to show James what she knew about being a leader.

Ownership. Lori devoted her analysis after lesson three to a significant change in student ownership, "The video segment revealed the kids taking ownership of their lesson....It was evident in this video how the students had progressed in taking ownership of their learning". She noted two instances in which both James and Ellie were empowered in leadership activity. Lori wrote, "James offered to help me count 30 seconds in his head, instead of using the timer." Lori recognized the transfer in ownership

in her analysis of the activity around the Head Detective Sheet as she described Ellie's activity:

> Ellie struggles with her ability to articulate. These book club lessons have helped her become at ease with communicating in a small group. Throughout most of the year, she has been very shy and reserved. Book club has helped me see a new Ellie. She actually many times has wanted to take over the lead position, and monitor the group's progress on the Head Detective Checklist. The most surprising thing was when Ellie didn't want me interrupting their book discussion. Wow! What unbelievable ownership. (Lori's 2003 Lesson 3 Analysis)

Lori continued on to describe nine evidences of growth and change and 13 specific evidences of growth related to increased ownership. While the transfer of ownership was related to several semiotic mediators in place, the Head Detective Checklist and Question Stem Sheet both were sourced by Lori as supporting new involvement and ownership in the learning activity.

Calibrating temporary supports. As Lori articulated the affordances for the learners in using the objects, note Lori's recognition of the objects' potential temporary nature in scaffolding the discursive structure shift is notable. In the lesson four analyses, Lori deepened her awareness of Ellie. While, in lesson two Lori suggested that the sheet was comforting to Ellie and then in lesson three, she suggested that the sheet had empowered Ellie to new heights of leadership, lesson four brought new insights. Lori realized that Ellie might be limited in her leadership and ownership by continued use of the Head Detective Checklist.

> Ellie wanted to make sure we followed the schedule, but then she couldn't think of a question. I noticed once we began this Head Detective Checklist, she really wanted to make sure we followed it to a tee and not deviate from our schedule. I think it may be good for her to just have a book club discussion without the checklist and see how they manage. (Lori's Lesson 4 Analysis)

Lori's analysis of Ellie's interaction with the sheet supported the idea that Lori was not using the sheet to control the learning through her own voice, but really working to scaffold her learners into greater levels of empowerment through flexible decision-making. While Lori did not address issues of power and control, she was willing to remove the sheet in order to continue Ellie's growth in leadership and ownership. Her observational sheet from lesson three also had a note in the bottom right corner "create own sheet." The analysis marked a significant shift for Ellie, but also for Lori. Her recognition of the students' growth in ownership represented a radical shift in how she viewed her learners from her original goal to gain strategies to help her learners. Lori detailed the ownership statements integrating or alluding to the influence of discursive shifts in form, structure, and focus. For a more thorough analysis of Lori's ownership statements from lesson three, see Figures 67 and 68 in Appendix H.

Ceding control: a transformational moment. The objects scaffolded affordances for Lori's learners in shifting the discourse structure to enhance new roles and learning; however, the ceding of control also offered new affordances for Lori as well. When Lori stepped out of the book discussion in lesson three, she took paper and wrote what she saw and heard. Lori's ceding of control had given her a new view: observational freedom. It empowered her to greater levels of familiarity and attunement to the context and her learners. Some of Lori's observational statements revealed her uptake of new opportunities for observation:

> Ellie – didn't even listen to James.
> James listened to Ellie.
> I am curious about the type of questions they will write.
> James - Baseball example: follow up in community share
> Ellie – working hard, efficiently…I am curious about the quality of work.
> James – grapho-motor didn't phase him.

> Ellie – told James you have to say it... (pushing him). (Lori's March 17. 2003 "Stepping Out" Notes Artifact)

Lori saw her learners as individuals and considered how what she saw would inform her next choices as a teacher. For example, Lori noted that listening was an issue for Ellie. Her lesson four goal on listening was a direct uptake from her specific observations of their activity. Likewise, Lori noted strengths in her learners, "Ellie had great retelling skills while I was observing the group discussion."

The power of stepping out during student-led discussion and the affordance Lori gained in observational activity was recognized. In her lesson analysis, Lori stated the observational affordance she had gained by shifting the discourse structure.

> Roles: Ellie was the leader. James was the facilitator of turn taking. Ms. Taylor was the facilitator of modeling. I feel they really enjoyed this activity and their roles as Detective turn-taker and head detective. I enjoyed this also, because this freed me from extra responsibilities so I could step in when needed. I noticed when I did my job, I was not as observant as during other times throughout the lesson. It is crucial to allow these times so you can troubleshoot as needed.
> (Lori's Lesson 4 Analysis)

Lori saw observation as critical to the role of teacher. Her recognition of enjoyment also marked a transformation from her earlier struggles to cede control. In her journal, Lori commented specifically on the observational affordances for herself:

> Teachers have an opportunity to observe the way children approach reading. Teachers have an opportunity to see which strategies children use the most or the least and what the student's strengths and weaknesses are in reading.
> (Lori's March 1, 2003 Journal

Summary of Changes in Discourse Structures

Lori demonstrated dramatic transformations in changing the discourse structure of her book club lessons. Her lessons, analyses, and journals mark changes from the first seminar suggestion where she revealed that she led too much because her learners

weren't ready and neither was she to her analyses of transfer of ownership and her personal empowerment as a teacher when freed from teacher-led discourse to observe her learners in learning/thinking activity. Changing discourse structure does not mean creating content for teachers that requires abandoning all teacher-directed activity, but opening a discourse space that allows enough room to cede control to learners identified with learning disabilities. The attuned discourse heuristic recognizes the dance of different discourse structures and the shifting rhythms of contextualized learning. It also suggests the powerful affordances available for supporting a variety of discourse structures when instructional activity is supported by thoughtful semiotic mediators. Pedagogical decisions involving multiple semiotics occurring must be responsive to the complex variables interacting within any teaching/learning moment.

Summary: Intersemiotic Animation Creates Compelling Content

Lori's inquiry of discourse form and structure shifts signaled transformations in knowledge, skill, and disposition. Lori grew in her knowledge of expanded discourse forms and structures. Her skill at designing, implementing, and analyzing responsive scaffolds was reflected in thoughtful changes in discourse structures and new meaning-making supported by a variety of discursive pedagogical tools. Finally, Lori demonstrated changed dispositions toward her learners and her role as teacher of learners identified with learning disabilities. Lori's transformational growth could be seen as she characterized the affordances available to her learners and documented specific areas of their growth. Lori not only recognized that her learners were developing skills; she gradually demonstrated a deeper internalization and understanding of particular constructs within the attuned discourse heuristic Lori developed a more sophisticated

frame of analysis and documentation of learner growth by looking at the skill changes and shifts through the use of multiple semiotics.

Lori, herself, recognized and recorded learner growth in several places: the post-practicum interview, the growth roll, the video analyses sheets and her journals, and informal conversation with Debra. She acknowledged her principal's recognition of the growth in her learners, "I had my principal come in and observe. She listed all the things she saw. She couldn't believe all the things she was seeing: leadership, cooperation, talk, etc. I have high expectations, but she saw it." The post-practicum interview summarized Lori's synthesis her transformation in discursive shifts in focus, form, and structure:

> Prompt: How have you grown during this practicum experience?
> Lori: Actually, uhm, I spent this semester really digging into incorporating more strategies into my teaching. ... I always thought that SPED was to remediate specific skills through drill. And the practicum experience has allowed me to understand that I can take a book and remediate any skill right in the book using talk, actions, and objects. It's been a great experience to view myself teaching and to examine my weaknesses and the students' weaknesses. I've realized that many times watching the video I would see things that I wouldn't see sitting right in the group. So it would help me to go back the following week and re-teach or discuss with the children the concepts I found.
>
> Prompt: What do you think about the social skills and students with mild learning disabilities?
> Lori's prepracticum response: Many of my students are pretty well behaved. Some are introverted learners that will sit in class and not raise their hands...
> Lori's post practicum response: I never realized that book discussions were so much teacher-driven academically and socially. Now I feel the students feel safe to share socially and academically their thoughts and feelings in the resource room. (Debra's April 5, 2003 Post-Interview of Lori)

The content centering on multiple semiotics and opening the discourse space through changes in discourse focus, forms, and structures created compelling, dynamic meaning-making capable of bridging and developing teacher knowledge, skills, and dispositions in meaningful and purposeful activity. Lori's story was a telling case for

making visible how multiple semiotics as discursive pedagogical tools became a critical feature in teacher learning.

> Prompt: What are the key principles or components of a reading program for learners identified with learning or mild disabilities?
> Lori: I'm learning that even fluency goals for students I can work on right in the novel. And actually I can work on any reading goals in a novel. I'm really happy to know that I don't have to sit through boring skill and drill. I'm thinking a key component is a small set of novels like enough for each student, and then creative minds working to understand the text and then material available to make objects or artifacts. (Debra's April 5, 2003 Post-Interview of Lori)

When teachers consider discourse as a pedagogical tool and the role of multiple semiotic mediators in instructional discourse teacher learning becomes scaffolded in new and exciting ways. In essence, intersemiotic knowledge and activity as content becomes a traversal for applying thinking to practice and practice to new thinking. Teacher learning becomes meaningful and purposeful when content skills and learner profiles are linked intersemiotically to discursive pedagogical choices. The role of multiple semiotics in teacher learning content supports teacher practice shifts in discourse forms, structure and an expanded focus that includes learners individually and collectively in the meaning-making activity.

> Prompt: Describe for me what I might see and hear if I were to walk into your classroom during what might be described as a "best case teaching/learning activity.
> Lori's post practicum Response: I would now see children using reading strategies while they read and knowing that they are using them. Using the words actually, visualizing, summarizing, comparing and sequencing while they discuss their book. You would see the kids actively engaged in their lessons using objects and talking while they are using the objects and sometimes even using actions.
> (Debra's April 5, 2003 Post-Interview of Lori)

Telling case three storied Lori's transformations as a teacher learning through an inquiry into multiple semiotics as compelling content. The intersemiotic journey was meaningful and purposeful to Lori because she was able to bridge semiotics as

pedagogical tools naturally to her inquiry into strategic literacy instruction. She shifted the form and structure of her discursive practice through thoughtful tool moves. Likewise, her design, implementation, and analyses demonstrated a shift in focus from teaching content to integrating literacy content skills and goals responsively with specific learners in mind. In Lori's story, the key role of multiple semiotics as compelling content in teacher learning was highlighted. The remaining critical feature highlighted in this study of teacher learning is the power of reflective, recursive inquiry cycles presented presented next in the fourth and last telling case.

Telling Case 4

Recursive, Reflective Inquiry Cycles:

Deep Changes in Miriam's Understanding of Kids, Content, and Culture

Inquiry is as much about being open to wondering and puzzlement, and trying to construct and test explanations of the phenomena that evoked those feelings, as it is about mastering any particular body of information, although the two facets of inquiry are ultimately interdependent...the choice of experiences that provide the topics for investigation is critical. They must arouse students' interest, engaging their feelings and values as well as their cognition...they need to be experiences that generate real questions. Wells, 2002, p. 63

Introduction

A teacher's knowledge, skill, and dispositions towards diverse learners impact pedagogical choices that can support a greater range of discourse structures and accompanying semiotic mediators. The practicum experience was designed to support teachers grappling with the complex teaching/learning variables inherent in higher order literacy instruction with learners identified with learning disabilities. Miriam's practicum experience demonstrates how recursive inquiry cycles scaffolded her ability to critically look at herself, her learners, and the impacts of her instructional decisions. Miriam's story

highlights the learning affordances when critical analysis within in a CoP flexibly traverses time and space to enhance a teacher's risk-taking, reflection, and pedagogical changes. The final research question, "How did reflective, recursive inquiry cycles support Miriam's consequential learning progressions regarding her learners, pedagogical choices, and issues of culture" is interrogated through the telling case focusing on progressive experiences that were consequential to Miriam's development.

Analytical Foundations

Consequential Progressions: A Concept of Development

The telling case attempts to capture Miriam's learning as a dynamic process or a set of "consequential progressions" that move fluidly back and forth across space and time. Putney et al. (2000) suggest ZPD learning occurs flexibly "over time" and creates a nexus of opportunity where learners can better understand a contextual interactive moment by reflecting back into the recent or deep past. The reflective, recursive inquiry cycles nurture analysis of the interactive moments and inform the visioning of future interactions. The case captures interactional moments leading Miriam's knowledge, skill, and dispositional learning teachers and learners and their diverse cultures in literacy activity. Furthermore, Miriam's learning journey underscores the dissonance that emerges as she traverses the different practices in her practicum course and her school teaching contexts.

This telling case specifically reminds us that reflective inquiry into actions and interactions around literacy learning must also consider the critical question, "What about culture?" (Artiles, 2003). Teachers and schools hold many cultural assumptions regarding race and disability that affect beliefs and instructional action with learners (Florio-Ruane,

2001). Asking the "culture" question creates a critical tool for considering how assumptive discursive practices in schooling affect the learning interactions between teachers and students.

Miriam and Her Teaching Context

Miriam is a Caucasian teacher, wife, and mother in her early fifties. She taught high school English before taking a hiatus from teaching to be a full-time homemaker. With her youngest son in middle school, Miriam enrolled in the Graduate Learning Disabilities Endorsement Program. Miriam had been teaching part-time for an urban charter middle school, Horizon, and used that work environment for her practicum placement. According to the requirements of the practicum experience, Miriam also had a mentor teacher in the building, an LD endorsed teacher, named Josie. Part of Miriam's assignment involved co-teaching with Linda and a certified special education teacher as their paraprofessional, Casey, in an English resource room. The learners in the classroom were identified with language or learning disabilities were all children of color. Since there was no formal English curriculum for the resource room, the teachers supported the use of Book Club as a practicum requirement and divided their weekly planning into a curriculum of spelling, grammar, and Book Club. The learners were divided into three groups so that each teacher and the paraprofessional could facilitate a book club discussion.

Traversing Time and Space: A Lens for Discourse Analysis

The telling case unfolds through three inquiry cycles of activity. The cycles revolve around recorded slices of Book Club teaching/learning activity and draw from the dialogic activity of seminars, journals, and recording analysis forms. The practicum

inquiry required a teacher to design and implement Book Club lesson plans, view recorded teaching segments, and analyze the multiple variables within that activity in order to plan the next lesson. Miriam's journals, interviews, Book Club lesson plans, recorded lessons, and analyses provided significant data for the intertextual analyses. In addition other relevant data for triangulating Miriam's learning about kids, content, and culture was culled from seminar recordings, activities, and artifacts.

The multiple data sources embedded within the recursive inquiry process created cornerstones for analyzing the beginning, midway, and end of Miriam learning experience. The telling case investigated how reflective, recursive inquiry cycles supported transformative learning through intercontextual and intertemporal sociolinguistic and critical discourse analyses highlighting a set of Miriam's consequential progressions (Putney et al., 2000). The case emerged through a use of descriptive statistics and descriptive narrative that combined both emic and etic analyses.

Significant sociolinguistic discourse analysis occurred by coding positive, negative, and neutral statements Miriam wrote in her journals and taping analyses. In addition, Miriam's positive and negative statements were coded for the presence of qualifiers and intensifiers. A qualifier was defined as a word or phrase that casts doubt on the original value of the sentence. Likewise, intensifiers were defined as a word or list of words that underscore or provide further support for the value of the original statement. Qualifiers were determined by noting when Miriam would qualify or amend a positive or negative statement, such as the case with this positive statement about her learners "In time, they could perhaps be given opportunities to lead discussions based on their set of questions." Miriam qualified her assertion that her learners could lead discussions with

the word, *perhaps*, signaling insecurity about her assertion. In a positive statement about her own learning, Miriam qualified her level of understanding through the use of the word, *beginning*, "I'm beginning to understand this question [how to open the discourse space} based partly on watching my first taping."

Likewise, intensifiers were determined through preceding words that intensified her statement, an example, or elaboration of her statement. For instance, in the statement about the necessity of teacher-led discussion rather than student-led discussion, Miriam used an intensifier to emphasize her point: "Teacher-led lessons on how to participate effectively in a book discussion would be essential to the students in my class. They aren't used to being given much control and would need considerable instruction on how to effectively participate." The use of the word *considerable* intensified Miriam's statement. Or, in the statement about Brad, a student in her book club discussion group: "He is also however, one of the more hyperactive students we have. It's very hard for him to stay seated and on task but he tries, which is in itself a huge asset..." Miriam elaborated to intensify her negative statement by offering specific proof that his hyperactivity was a problem which kept him out of his seat and off task. The same negative statement describing Brian demonstrated how she used both an intensifier and a qualifier. Miriam intensified Brian's hyperactivity by the use of the words *more* and *very*. She also qualified her negative elaboration about his ability to stay seated and on task behaviors with the phrase, *but he tries which is itself a huge asset.*

Findings

As each time frame was analyzed, evidence of deep thinking learning emerged through Miriam changed views and actions. The analysis supports the investigation of

three major findings in Miriam's telling case. The first finding signals teacher transformation as a series of consequential progressions of Miriam's knowledge, skill, and dispositions about her students and herself in the situated context of Book Club and attuned discourse as literacy activity. The second finding highlights Miriam's dance with cultural dissonance and risk-taking. The third finding demonstrates how the specifically intercontextual and intertemporal analyses animates consequential progressions through Miriam's ability to act, reflect back, and project forward within a series of recursive reflective inquiry cycle.

Miriam's meaning-making that "becomes consequential both in the moment and over time" (Putney, Green, Dixon, Duran, 2001, p. 92) considers the relationship of learners, herself as teacher, the literacy content supported through Book Club and the pedagogical implications of the attuned discourse model. Raising the meaning-making process to conscious realization uniquely demonstrates how reflective, recursive inquiry cycles can support learning progressions that are consequential for a teacher's developing practice.

Miriam's Personal Growth Reflections

Although it was already 6:30 pm, the sun was streaming through the windows of the seminar meeting room. The May days were clearly getting longer and warmer. The group had gathered for their last formal seminar meeting for the practicum experience. The teachers were sharing their final reflective piece: a growth roll that summarized their learning journey in the practicum course. Miriam unceremoniously opened her growth roll in front of the group.

The roll was not as glamorous as many of the other teacher rolls that had been shared. There were no cut outs, no stickers, or drawings. There was no overarching metaphor that some of the other teachers had used such as a building or a flower garden. However, a glance at the purple and blue words marked on the roll signaled the possibility of significant growth that had occurred during the practicum journey. Miriam had divided the roll into three simple sections marked off with green titles: Beginning, Midway, and Ending Weeks. Her sections looked like a conceptual map. The center of each section was identified by the activity setting "Book Club." Heavy marker lines identified three major areas of analysis within each of the three sections: the students, the Book Club curriculum, and herself. In the first section, "Beginning," Miriam had written along the left bottom edge of the roll "My students can't do this." At the top right edge of the beginning section she had written, "I can't do this." Both statements were connected with lines to the center piece, "Book Club" and from that center extended a third line in which Miriam summarized her beginning stance on using Book Club as an activity setting for opening the discourse space and developing higher order thinking, literacy, and social skills in her students: "Neat idea but not very practical."

Miriam's growth roll reflections suggested that by the time she was midway through the experience, she had shifted a bit. Now the bottom left corner said, "Students can discuss!" The top right edge acknowledged a new view of her ability to teach responsively using Book Club as she relented, "I may be able to do some parts of B.C." Her stance on Book Club acknowledged that despite her confusion, some successes were possible: "Still confusing but some success helps. Small steps are way to go."

The end section represented Miriam's dramatic shift toward her learners, her self, and benefits of Book Club. The bottom corner held the words, "My students can do this!" The upper right hand corner stated, "I can do this." And her stance on Book Club was: "Book Club can be as simple or complex as it needs to be. Flexibility is its strength."

Did Miriam accurately reflect her own transformation and possible transformations of her learners or were her words basic ventriloquation of privileged course content intended to achieve high grades based on an assessment lens called "growth"? If Miriam grew as she reflected, could her growth be traced from her discursive practices? And what supported that growth? The questions punctuated the essential question of this telling case: How did reflective, recursive inquiry cycles support Miriam's consequential learning progressions regarding her learners, pedagogical choices, and issues of culture? The next section of the telling case descriptively and statistically detailed the consequential progressions that occurred as Miriam appropriated, internalized, and published her meaning-making through dialogic activity. The analysis was organized around the three inquiry cycles of activity.

Cycles of Transformation

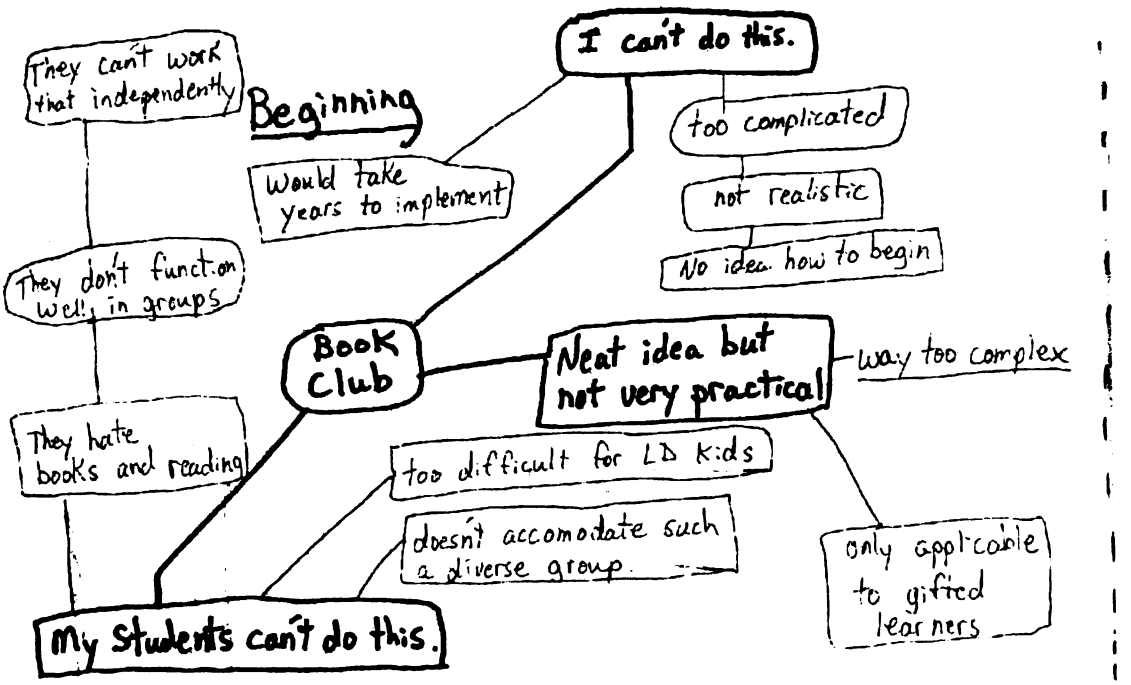
The Beginning: Recursive Cycle 1A

The beginning of Miriam's growth roll suggested that both she and her learners could not do book club. The scanned beginning section in Figure 49 demonstrated her reflections on her feelings about the teaching/learning activity, the learners, and herself. Miriam was not essentially opposed to the idea of Book Club; however, she identified concerns about her students and her own ability to handle the complexity. The three statements Miriam mades on her growth roll indicated that the students could nott handle

book club discussions for three reasons: (1) they can't work independently; (2) they don't function well in groups, and (3) they hate books and reading. In addition, Miriam suggested that book club as an activity setting was "too difficult for LD kids" and "doesn't accommodate such a diverse group." Furthermore book club discussions were "only applicable to gifted learners." Miriam wrote four reasons she couldn't do Book Club: (1) too complicated, (2) not realistic, () no idea how to begin, and (4) way to complex.

Although Miriam's growth roll clearly identified the literacy content curriculum, Book Club, the curricular activity was situated within the broader content of the course, the attuned discourse heuristic. It is important to note that as Miriam talks about "doing Book Club," she was gradually reading, hearing, and synthesizing, a privileged stance toward pedagogical choices to "open the discourse space" through more flexible structures, kinds of talk, actions, and objects.

Figure 49 Miriam's Beginning Growth Role



How does cycle one reflect Miriam's initial stance about her learners, the privileged content, and cultural dynamics? An analysis of recursive inquiry cycle one was subdivided into two time frames, cycle 1a (before her first Book Club taping) and Cycle 1b (after her first recorded Book Club). An intertextual discourse analysis of Miriam's activity after teaching one baseline lesson, but prior to her first formal Book Club discussion showed consistency with her growth roll reflection and her initial stance. Miriam made statements about her learners and herself in the context of the pedagogical choice to use Book Club as an activity setting. Table 4 below lists the data sources, the number of positive, negative, and neutral statements about her students and herself as she considers the pedagogical decisions of literacy activity through Book Club.

Table 5 Inquiry Cycle 1a Statement Means

Intertextual Summary of Stance (Statement Means)			Positive		Negative		Neutral	
			#	%	#	%	#	%
BC Response Sheet and Journals 1 and 2	Learner	Statements	3	26	8	70	.5	4
		Intensifiers	1	33	5.5	69		
		Qualifiers	2.5	83	1.5	19		
	Teacher	Statements	6.5	44	3.5	23	5	33
		Intensifiers	0	0	2.5	71		
		Qualifiers	.5	8	2	57		

Neat idea, but.... Initially, Miriam liked the Book Club program, but did not feel it could be implemented. She offered concerns about the program, her ability as the teacher implementing the program, and the ability of her students. Across all three data sources, Miriam mades a number of positive statements about the book club curriculum,

but maintained that although she liked the program, it was unrealistic to use book club in her setting. As she considered the roles of the teacher and learner in the Book Club activity setting, Miriam identified her learners as the primary stumbling block to implementation of the literacy activity setting. In a Book Club response think sheet (See Appendix J) used to model a response choice in Book Club, Miriam made 20 statements about the role of the teacher of which 12 were positive, 5 were negative, and 3 were neutral. In comparison, she made 2 positive statements, 10 negative statements, and 1 neutral statement regarding the role of the students. In that one data source, 77% of Miriam's statements about the learners' ability were negative while 25% of the statements about the teacher's ability are negative. Likewise, Miriam's first two journals echoed the same theme. She made 10 statements about her learners, of which 4 were positive and 6, or 60%, were negative. In comparison, out of 10 journal statements about her role as teacher, 1 was positive, 2 were negative, and 7 or 70% were neutral.

The mean percentage negative statements Miriam voiced about learners and herself as teacher was 70 and 23, respectively. However, the mean for positive or neutral statements about her learners was 30, while the mean of positive or neutral statements about herself as teacher was 77 (totaling positive and neutral means statements). While Miriam grappled with feelings of inadequacy and self-doubt, she placed those concerns within a context of statements indicating her adequacy and ability or at least, neutrally situated in text regarding what next steps she as teacher could take. For example, Miriam journaled the following thoughts:

> The book is well laid out, with many concrete examples and forms to work from. Helpful ideas on concept maps, plot sequencing ideas, etc. Specifics help. I appreciated the forms we can copy from and specific examples. The different rubrics and checklists were very helpful. (Miriam's Journal 1 & 2 Entries)

On the other hand, the thought of implementing a literacy activity setting that engaged students actively in higher order literacy concepts through reading, writing, and discussion elicited a number of concerns regarding the abilities of her learners. For example, Miriam wrote, "I'm concerned about the length of time it seems it would take to fully institute the BC program, esp. with LD students" (See Figure 50 following for a more extensive list of Miriam's student concerns). Miriam was not convinced that the scaffolds and supports available to her in the program were sufficient compensation for her concerns related to students in middle school identified with a learning disability. Likewise, her student concerns were not balanced by an extended list of student abilities.

Figure 50 Text excerpts of Concerns from the Book Club Summary Response Sheet

1. I'm concerned about the length of time it seems it would take to fully institute the BC program, esp. with LD Students.
2. It sounds very time consuming—as though much advance preparation would be needed for special education students in particular.
3. For students with very poor writing skills, many of these formats would seem very open-ended. Would need some background build up of writing skills.
4. Keeping the groups on task with low motivation Middle school students would be very challenging!
5. How to get students contributing adequately and fairly in assessments?
6. How are very poor readers incorporated into BC?
7. And what if they won't put pen to paper?
8. How do we involve reluctant participants?

9. How would emotionally impaired students fit in here? Students who can't work with anyone else?

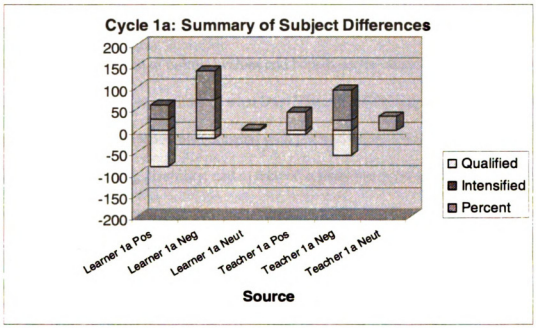
A sociolinguistic analysis of positive and negative statements in Miriam's journal further emphasized a negative disposition toward her learners. Through the coded analysis of qualifiers and intensifiers used in Miriam's text, a new finding emerged that further supports Miriam's underlying belief that her learners are not capable of discussion and higher order literacy skills required in Book Club.

Overall, Miriam's use of intensifiers and qualifiers supported the stance revealed in the comparison of the combined positive and neutral statements and the negative statements. Miriam qualified 5 of her 6 positive student statements and only intensified 2 of the 6 statements. The mean percentage of the positive statements she qualified was 83 percent where as the mean percentage of negative statements she intensified was 33. However, Miriam qualified 3 of the 16 negative student statements while intensifying 11 of those statements. In other words, a mean percentage of 19 of her negative student statements were qualified while a mean percentage of 69 of her negative student statements were intensified. See the effect of adding intensifiers and qualifiers in Figure 51.

In the end, Miriam negated or qualified more positive student comments and intensified more negative student comments. The positive statements she intensified regarding students are general comments, not directed toward her students. For example, Miriam suggestd that "For many students it [Book Club] would be an effective and fun way of making reading seem more relevant to their own lives." The negative statements listed under the heading "Concerns" in Miriam's Book Club Summary Response Sheet

identified concerns related to the student either in connection to a special education distinction (LD, special education, emotionally impaired), a specific literacy difficulty (students with very poor writing skills, very poor readers) or with having some dispositional characteristic that prohibits them from effective participation (low motivation middle school students, won't put pen to paper, reluctant, can't work with anyone else, questionable contributions.... See Figure 50 above for the full text).

Figure 51 Cycle 1a: Summary of Subject Differences



What about culture? It can't be ignored. On the surface it appeared that Miriam was no longer generalizing about students, but was considering her specific student population as she listed her concerns. The assertion was reinforced by investigating Miriam's journal entry of February 7. Miriam linked her concerns of Book Club as an activity setting specifically to the learners in her context. As she considered her learners, however, she maintained reference to the broader categorical groupings or labels

associated with her learners rather than specific characteristics identifying the diverse individuals in her room.

> While I do believe it is possible to achieve one or both of these scenarios [student centered discussion with teacher facilitating or student- teacher discussions equally shared], I think it is definitely more challenging with an inner city, learning disabled population .... Working with small enough groups would help-three or four ideally. But it is still difficult to relinquish control when student maturity levels are very low and when relations are volatile between students... I still see challenges due to the nature of their disabilities, their background and their poor relationship skills. I believe the role of the teacher/student in classroom discourse is somewhat dictated by the student population and by the nature of the curriculum the teacher must follow.
>
> (Miriam's February 7, 2003 Journal)

The February 7 journal was the first recorded evidence that suggested the inextricable influence of cultural values and beliefs on the dispositions of teachers. Miriam positioned her learners in what Day-Vines (2000) called a "double or triple jeopardy" where students must contend with perceptions around their: a) race and ethnicity, b) learning disability, and c) lack of appropriate curriculum" (pp. 5, 9). One cannot ignore the connection between Miriam, a white middle class teacher, her words "inner city, learning disabled population" and the fact that all of her students in the SPED classroom were children of color, primarily African American. Nor should the connections between possible beliefs Miriam held about her students' abilities and cultural variables such as race and socio-economic status (Campbell-Whately & Comer, 2000; Day-Vines, 2000; Townsend & Patton, 2000) be decoupled. Miriam's dissonant, risk-taking dance with cultural differences and the practicum requirements will be summarized at the end of her telling case; however, links between Miriam's view of her learners as "culturally different" and her beginning fearful stance toward the exploration of a responsive, open discourse style must be acknowledged as significant in her consequential progressions.

Learning over time and space. Miriam's text signaled how the inquiry process traversed time and space. As Miriam wrote, she was drawing on previously acquired knowledge and dispositions regarding learning, learners, and teachers. The writing, speaking, and action opportunities reflected most often in the data sources demonstrated how publication of thinking in text and activity supported the inquiry process, affording Miriam chances to think, make thinking visible, reflect, and analyze. Multiple inquiry cycles increased the opportunities to transform knowledge, skills, and dispositions through a process that engages the learner (in this case Miriam) in thoughtful and contextual meaning-making between what she believes, knows, and does.

The Beginning: Inquiry Cycle 1B

Inquiry cycle 1b marks the point where Miriam taught her first formal taped lesson and was observed by Debra, her instructor. Miriam had conveyed her concerns about exploring an open discourse space through the implementation of Book Club discussions. She had, however, responded to course requirements by planning for Book Club lessons. In addition, she had also thoughtfully and contextually chosen a text appropriate for her learners, *Freak the Mighty*, signaling an uptake from the seminar two discussion on considering learners when making appropriate text choices. Miriam had also embarked on her first reflective teaching analysis. Miriam recognized the lesson as highly teacher-directed in her first book club discussion analysis. In the seminar prior to handing in her first reflective analysis, Miriam revealed to the CoP (practicum teachers) some of the rationale behind highly teacher-directed activity t as she conveyed her surprise and fears about relinquishing control to the learners in the discussion activity. This seminar discussion followed a previous seminar reading, lecture, and activity on the

degree of teacher directedness and control inherent in the traditional IRE/IRF structures (Cazden, 2001). The recording and notes from seminar two, Chapters 17-20 suggested that teachers were asked to consider three main ideas around IRF structures: (1) the preponderance of using IRF formats in SPED instruction; (2) the losses of using a predominately teacher-directed IRF pattern in SPED teaching/learning discourse, and (3) the difference between maintaining control in the classroom and control issues related to power authority, and empowerment of learners.

"They were fairly well-behaved which is really, uhm, shocking...." The excerpt of the seminar discussion below was situated in an informal conversation between Debra and the teachers after they viewed their first teaching recording. One teacher, Lori, reflected on her surprise at the high degree of teacher directedness she maintained throughout her lesson. The instructor, Debra, opened the floor for others to respond to the issue of teacher directedness or control. After Corrine defended her choice for high teacher control, Miriam acknowledged her level of control, describing her surprise at the level of positive behavior evidenced in the lesson, and then revealing her fear of ceding control to student-led activity, given her beliefs about her learners.

Chapter 17 Time 49:50

Debra: Did anyone else have that feeling as they looked at it [their taping] that um it was quite highly teacher controlled?

Corrine: *Raises hand* Yes, I was. I wanted them to just look at the book... that they were using for reading class and tell me what they knew about the characters. ... And just so that they could remember it and so I knew they understood what they were reading.

Debra: Um hmm

Corrine: So it was very much, but I did let them look for facts about the characters.

Miriam: Mine was probably really teacher controlled but, you know, I find I was sort of pleased because my kids were being relatively – well, except for one whose who was just furious about the whole thing because he had just gotten a conduct report so he completed nothing -

just stormed in like halfway through it and just sat through the whole thing. But other than that they were fairly well behaved which is really um shocking.

Group: (Laughter)

Miriam: 'Cuz they usually aren't and my problem is I feel like if I let it become um too much of a / um student run / where I'm not in control / it it just gets completely out of control.

(Seminar 2 February 10, 2003)

Miriam publicized her fears related to opening the discourse space using book discussions and issues of power and control with respect to management issues, a constant theme in her journals (See Chapter Four Emergent Theme Uptake Percentages Table 2). Despite Miriam's concerns about the feasibility of using Book Club and a more open discourse style with her learners, she risked and implemented a predominately teacher-led book discussion with the students on the use of slang in the text. However, throughout the lesson there was student engagement and fast-paced talk on the part of three of the four learners in the book discussion. Debra's observational field notes of the lesson reflected the recognition of engagement on the part of the learners:

> "Interesting discussion really occurred...consider the number of turns and number of initiations/responses....Great use of question cards."
>
> (Debra's Field Notes March 3, 2003)

In addition, analysis of the actual transcript of the lesson discussion demonstrated student engagement through a six minute discussion thread on the differences between "proper talk" and "ghetto talk" in which three of the four students participate by taking 62 speaking turns, while Miriam, the teacher, took 21 turns. While Debra's observation notes reflected areas of needed growth and reflection (consideration of turns), it also noted the students' engagement in a book discussion on relevant teacher-directed themes.

Subtle shifting. Miriam completed her first "successful" lesson in Inquiry Cycle 1b. Analysis of Miriam's written text for positive, neutral, and negative statements (See

Inquiry Cycle 1b Tables for the summary) on Book Club, the learners, or her own teaching indicated both a continuance of initial discourse patterns as well as some subtle shifts in her patterns. First, Miriam shifts slightly by centering her book club analysis a bit more evenly on both the students and herself. She made a more balanced number of positive and negative statements about both herself as teacher and the learners with a difference of a mean of 1.5 more teacher statements than learner statements in Cycle 1b compared to Inquiry Cycle 1a which showed a difference if 3.5 more teacher statements. Likewise, she made fewer positive and greater negative teacher statements, shifting to a more critical stance about her teaching with a mean of 6.5 positive and 3.5 negative teacher statements in Cycle 1a and 2.5 positive statements and 5.5 negative statements in Cycle 1b. As Miriam shifted, she qualified a lower percentage of negative teacher statements from a percentage mean of 57 to 18, while qualifying a higher percentage of positive teacher statements moving from a percentage mean of 8 to 40. This pattern difference represented a dramatic shift from her first statements prior to her actual experience of teaching Book Club lessons. Miriam intensified a slightly lower percentage of her negative student statements from one cycle to the next, shifting from 69 to 50 percent of negative student statements. She might have been able to better balance the comments between the learners and herself given the significant amount of floor space the students collectively took up, allowing her to actually see her students actively engaged in the discussion.

Despite the shifts, a dispositional discourse pattern continued. A closer look at qualifiers and intensifiers revealed that while the number of positive and negative statements about the teacher and the students shows more balance in perspective, the

doubt she had for students' abilities persisted given her extensive use of qualifications embedded within the positive student statements. For example, Miriam states, "Carise was well behaved for Carise. (She typically creates considerable discord and distraction)." Miriam's mean percentage of positive statements for learners was 38 and teacher, 31. However, she qualified her positive self comments a mean of one time or in 40 percent of her statements, while qualifying the positive statements of learners a mean of 4 times or in 160 percent of her statements. (The 160 percent indicates that an individual statement may have been intensified more than once.)

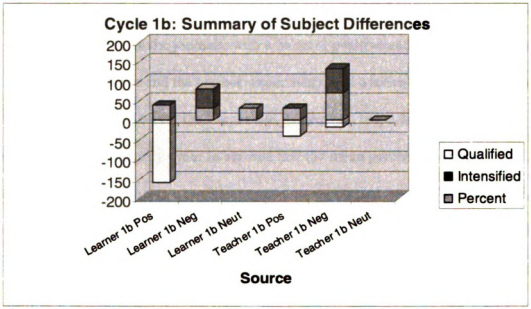
Table 6 Recursive Inquiry Cycle 1b

Intertextual Summary of Stance (Statement Means)			Positive		Negative		Neutral	
			#	%	#	%	#	%
Taping Analysis and	Learner	Statements	2.5	38	2	31	2	31
Journals 1 and 2		Intensifiers	0	0	1	50		
		Qualifiers	4	160	0	0		
	Teacher	Statements	2.5	31	5.5	69	0	0
		Intensifiers	0	0	3.5	64		
		Qualifiers	1	40	1	18		

Secondly, Miriam demonstrated shifts in her stance reflected in a qualitative analysis of both the text and the absence of text in two journals that follow the lesson one analysis and precede her lesson two taping. The journals do not directly address her learners specifically, but focus more explicitly on her teaching interaction with learners related to discourse as a pedagogical tool. Miriam referred to the students only four times

neutrally, such as "The student can feel slighted" or "For instance, questions I ask need to be carefully attuned to student understanding of the vocabulary I use." Miriam focused all of her attention in the journals after the taping analysis on negative teacher statements, or the areas in which she needs to improve. In addition, the negative self-statements across data sources intensified a mean of 3.5 times, while they were qualified only a mean of one time as compared to the inquiry cycle 1a where Miriam intensified negative self-statements a mean of 2.5 times and qualified a mean of 2 times. For example, Miriam reflected: "I also need to work at connecting my questioning to student prior knowledge. Talking above their heads is a problem I have always had."

Figure 52 Cycle 1b: Summary of Subject Differences

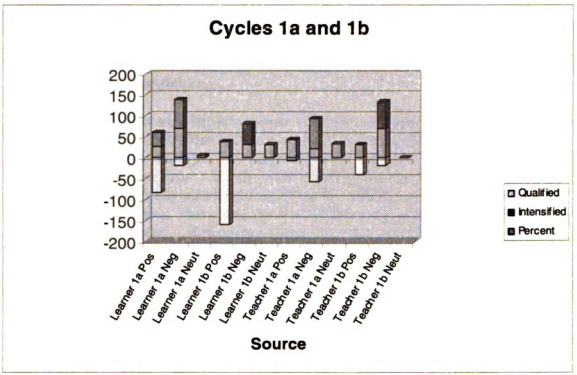


In addition, when Miriam did mention her students specifically, she recognized the interplay and dissonance of cultural differences and discursive schooling practices. Miriam responded positively to her text choice suggesting that the text was "...pretty relevant to their situation" but recognized that the text "uses some language I think they're surprised to see at school." The emphasis was placed on the culture of the school

in relationship to the student as opposed to the learner's behavior or abilities. Miriam noted the effects of physical positioning in the special education spaces of the school. The middle school students receiving special education Language Arts instruction must walk through the lower elementary hall out to a portable for their classes. Her book club group left the portable, walked down the elementary hall, and sat in an elementary resource room for their book discussion. Miriam recognized this as less than desirable, "they are all still adjusting to having to come to what they consider a little kids room for this part of their language arts class." Miriam was developing a larger perspective for the complexity of the variables interacting in the book discussion.

Finally, analysis of the means allowed us to see an overall shift of a critical perspective from the learner to the teacher, beginning with the taping analysis, but particularly evident in the journals, with a mean of positive and neutral statements of 69 and 31 for the learner and the teacher respectively, and a mean percentage of negative statements of 31 and 69 for the learner and the teacher, respectively speaking. A comparison from inquiry cycle 1a showed that the mean percentages for positive and neutral learner statements were 30 compared to the current mean of 69. Likewise, a comparison of mean percentages on positive and neutral teacher statements was 77 in inquiry cycle 1a as compared to the current mean percentage in inquiry cycle 1b on positive and neutral teacher statements which had dropped to 31. A comparison between initial and current negative student and teacher statements demonstrated a shift from a mean percentage of 70 initially to 31 currently for the learners and a shift from a mean of 23 negative statements for teachers initially to a current mean of 69 negative statements (See Figure 53 and the tables in Appendix K).

Figure 53 Cycles 1a and 1b



Risking in the dance of cultural dissonance. Miriam entered the practicum struggling to consider the implementation of a more open discourse space through the use of book club discussions. Her initial resistance acknowledged fears and self-doubts as to the adequacy of her own knowledge and skill at implementing complex literacy activity forwarding higher order literacy and social skills. However, a stronger consistent dispositional message about how she viewed her learners as "inner city, LD students" linked to her lack of confidence about their ability to pull off the literacy activity. In addition, Miriam acknowledged the dissonance she was experiencing trying to incorporate book club and the tenets of attuned discourse and opening up the discourse space into a context that did not privilege the same discursive practices. Her two journal entries before (February 7) and after (February 21) the first book club lesson voiced the

dissonance she was feeling between the different practicum course and school expectations as well as the contextual realities of her teaching setting:

> (Feb. 07) I believe the role of the teacher/student in classroom discourse is somewhat dictated by the student population and by the nature of the curriculum the teacher must follow....
>
> (Feb. 21)This is an entry about issues I continue to grapple with at my school. I love the Book Club ideas but am having a hard time getting it off the ground in my situation...and by the time I get my kids to Josie's room and settled down there's even less time....We also have a high rate of absenteeism for various reasons. So I'm having a hard time fitting in....Other issues are the continuing disciplinary issues. There are a numerous behavioral issues that continue to be difficult to handle....Horizon has very strict behavioral policies which I have to conform to. And while sometimes these strict policies are necessary and good, I feel at times that they create some extra resistance from students which becomes a general oppositional mindset. It also means that loosening up brings an overboard type of student reaction which then forces more consequences, etc. ....
>
> (Miriam's February 7 and 21, 2003 Journals)

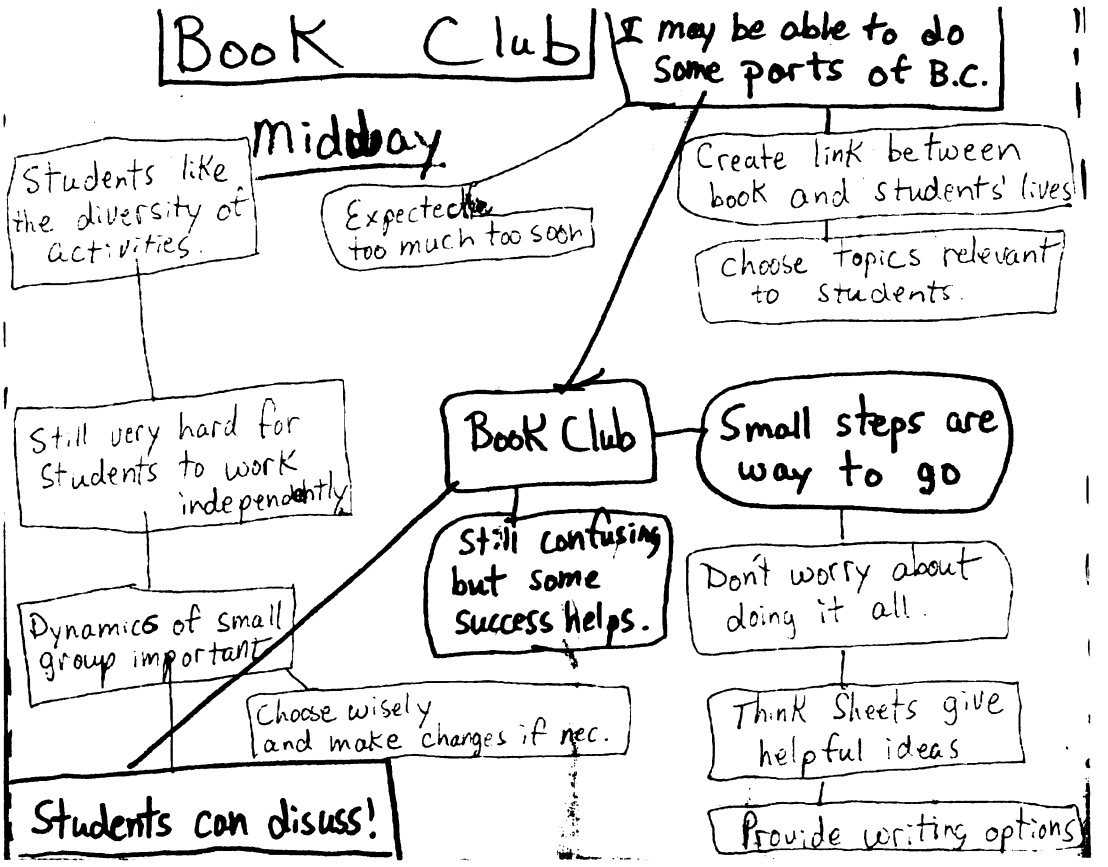
The school administrator, special education supervisor, and mentor teacher had approved the practicum requirement to use Book Club, yet Miriam was finding significant differences between her context and the endorsement program causing her to feel as though the cultural teaching values in the course ran counter to the cultural values of the school. Miriam was struggling to incorporate book club and the practicum requirements in the special education language arts classroom given the discursive behaviors privileged in the school culture. In essence, Miriam was put in a powerfully difficult place. She would be evaluated by Debra, her course instructor for the culminating course in the endorsement program. She would also be evaluated midway and at the end of the practicum experience by Josie, a teacher at the school identified as her mentor. Likewise, she would be evaluated by her administrator as a faculty person in the school.

Summary. Despite Miriam's deep fears and concerns, she responded to the course requirements and continued Book Club. Miriam risked with a more open discourse structure that allowed greater student participation than she had experienced previously. By the time she experienced what she viewed as a "respectable" first taped lesson, she began some initial shifting in her perspectives about the program, herself, and her learners. Miriam concluded the first full inquiry cycle by guardedly (with qualifiers) acknowledging her students' abilities. More significantly, she exerted a great deal of text space more critically analyzing how she could develop a more responsive teaching practice from her viewing of the recorded lesson, indicative of a consequential progression occurring in Miriam's learning zone. Miriam also acknowledged and grappled with her concerns and new awareness of impacts from the larger school culture and its powerful juxtaposition with herself and her learners.

Midway: Recursive Cycle 2

Miriam's growth roll (see Figure 54 below) suggested significant shifts at a midway point. The lower left hand corner no longer said "My students can't do this" but instead says, "Students can discuss!" Her student-related statements blended a mix of positive aspects (e.g., "students like the diversity of activities"), negative aspects (e.g., "still very hard for students to work independently"), and neutral aspects (e.g. "dynamics of small group important"). Miriam's views of book club were shifting (e.g., "still confusing, some success helps") and she posits her own midway guiding principle (e.g., "Small steps are way to go"). Miriam also acknowledged two strategies she found might help teachers scaffold responsive literacy instruction using Book Club: the "think sheets give helpful ideas" and "provide writing options."

Figure 54 Miriam's Middle Growth Role



Miriam recognized successful strategy use for higher order literacy thinking and communication skills. This recognition represented internalization of ideas and concepts beyond ventriloquation to transformation of the Book Club ideas she first appropriated as evidenced in the Book Club response think sheet. The recursive pass signaled deeper internalization and transformation evidenced through her spontaneous uptake and integration of think sheets and writing choices in her book club lessons and in the reflection of those choices in the book club lesson analyses. In the book club response sheet, Miriam recognized the value of the practical ideas and strategies addressed in the Book Club Curriculum (see cycle 1a), yet was concerned that the ideas would not practically translate well into practice with her population of students. Recognition of

initial successes in her Book Club experience connected to a shifting transformation of her own teaching identity through her self-assessment from the beginning "I can't do this" to the midway "I may be able to do some parts of B.C." Miriam supported that statement by acknowledging that she "expected too much too soon" and offered four suggestions she personally took up: (1) create link between book and students' lives; (2) choose topics relevant to students; (3) don't worry about doing it all; and 4) choose wisely and make changes if necessary. Miriam's suggestions marked consequential progressions through a deepened internalization of appropriated suggestions in Book Club text, outside readings, and seminar text.

The reflective inquiry cycle 2 chronologically represents the "midway" point in Miriam's apprenticeship activities. It is important to note that contextually, Miriam continued to teach Book Club lessons in between lessons taped for analysis. In addition, seminars, as noted in the seminar recordings, addressed following areas: (1) content topics related to opening up the discourse space through multiple semiotics, understanding learners, research on literature circles, and issues of power, culture, race, gender, and class; and 2) skills such as Book Club struggles and strategies, scaffolding and ceding control, and recording analysis. The analysis of inquiry cycle 2 and a comparative analysis with inquiry cycle 1 and Miriam's final reflective growth log revealed some interesting findings. First, Miriam's second lesson goes poorly and her valued text on learners and teachers shifted in unique ways. Secondly, initial inconsistencies existed between Miriam's reflective growth log of her learning during this time and the picture created from data sources collected at the time of the second book club lesson; however, consequential progressions were still indicated.

Miriam's midway comments on her growth roll reflected her stance after analyzing the first lesson. She and her students had experienced some successes, and she recognized that her learners could discuss. Although Miriam noted continued struggles such as, "still very hard for students to work independently" her growth roll text contained a higher number of qualified problems or negative statements than intensified problems, such as "While book club is still confusing, some success helps." Likewise, she moved to more neutral or positive action to enhance her practice with her four suggestions.

Dissonance and implementation dips: Fueling consequential progressions. The summary of the midway growth roll indicated a shifting value toward more positive feelings about learners, teacher, and Book Club. In reality, Miriam's second taped lesson did not go very well. Debra's observation field notes listed seventeen questions to Miriam that would assist her in scaffolding better student engagement and productivity. For example, Debra asked, "How might a participation structure for response help?" or "The board and response log – do they mediate everyone's involvement? What kinds of response sheets might do this from Book Club?" or "What objects/images would make the discussion more accessible to those who are not just auditory learners?" As will be described more extensively in the following section, Miriam's second lesson analysis also demonstrated a rise in negative comments regarding students. If Miriam's lesson went poorly and she attached a greater number of negative statements to her learners in the taped lesson analysis, why does her growth roll move to a more positive stance toward herself, her learners, and Book Club curriculum? Why does her growth roll not recognize a set back in her growth pattern? There could be a number of possibilities. Perhaps

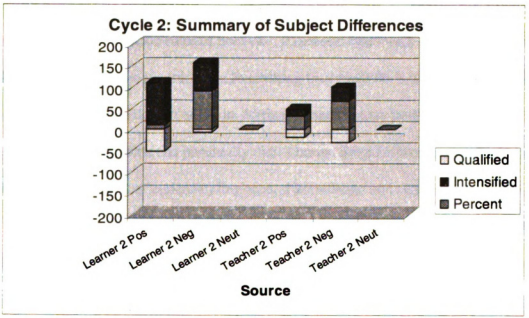
Miriam did not want to share with the instructor or the group that she had a lesson that went badly. Perhaps she didn't recognize that the lesson went poorly. Perhaps set-backs and dissonance could support consequential progressions. Perhaps Miriam was gaining a new view of the struggles in responsive teaching. An analysis of Miriam's lesson analysis and journal texts provided some insight into the possibility of a "good midway point" signaling continued teacher transformation through consequential progressions learned by dissonant experiences.

Discourse analysis of Miriam's reflections on her taped lesson 2 demonstrated some striking shifts (See Table 6 and Figure 55 below). Miriam wrote a greater number of negative learner statements accompanied by more than twice as many statements intensified (67% negative student statements intensified and 31% of negative teacher statements intensified) and more than three times the percentage of negative teacher statements qualified (31%) than those qualified for the student (6%). Miriam's mean percentage of negative student comments were 90, an increase from the mean percentage of statements in inquiry cycle 1a and 1b, at 70 and 31 respectively. At first look, it appeared that when a lesson goes well, success could be attributed to the learner, but when a lesson went poorly, failure was also attributed to the learner. An isolated analysis of the means of negative student statements might reflect Miriam's lack of learning or reinforced prior assumptions and stereotypes about her learners and the appropriateness of a complex literacy activity with students identified with learning disabilities. However, three interesting subtle discursive shifts must be noted in Miriam's text.

Table 7 Recursive Inquiry Cycle 2

Intertextual Summary of Stance (Mean)			Positive		Negative		Neutral	
			#	%	#	%	#	%
Taping Analysis and Journals 1 and 2	Learner	Statements	1	10	9	90	0	0
		Intensifiers	1	100	6	67		
		Qualifiers	.5	50	.5	6		
	Teacher	Statements	3	32	6.5	68	0	0
		Intensifiers	.5	17	2	31		
		Qualifiers	.5	17	2	31		

Figure 55 Cycle 2: Summary of Subject Differences



First, while Miriam's negative student statements increased from the end of cycle one to the beginning of cycle two, her mean negative teacher statements did not decline, but maintained par with the end of cycle one (69% in cycle 1b and 68% in cycle 2).

Furthermore, the nature of Miriam's positive and negative teacher statements were changing. For example, when Miriam made a positive statement in her journal in her role as teacher, she wasn't focused on what she had done correctly, as a way to point blame elsewhere. Rather, Miriam acknowledged new learning and shifts in her stance toward her learners. Her recognition signaled a change from problem ownership residing primarily in the learners to possible interactions between negative student behavior and situations that did not affirm the students: "I also understand the negativity that can occur from lack of positive affirmation and self-esteem." Miriam was referring to her recognition that the negative student behaviors she experienced in class may be due to issues of self-esteem and a school culture that did not affirm her students' contributions. This was supported by a conversation documented in Debra's field notes in which Miriam discussed the school, "Their focus here [at the school] is on safety so everyone must conform to specific rules of behavior. Everyone must walk single file in the hallway. Kids must wear uniforms. Everything they must do is what someone else has decided they should do." In addition, Miriam's teacher statements also explicitly risked more by revealing what she personally didn't know. Several risking statements highlighted her lack of understanding around knowledge and skills such as, "Not sure what's going on [student flare-ups]" (See a more detailed list of risking statements in Figure 56 below).

Figure 56 Miriam's Risking Statements

- "Not sure what's going on [student flare-ups]."
- Sometimes I'm not sure.
- I'm not sure what is meant by power discourses. ...Am I misunderstanding?
- I'm also feeling unsure/inadequate to provide the visuals, rhythmic motions, objects and activities necessary to African American discourse.

Miriam also shifts in the nature of her talk about the learners. Miriam's negative student statements were not made about learners generally as in the inquiry cycle 1a prior to her first taped teaching, or about her learners categorically as in inquiry cycle 1b, after taped book club lesson one, but were primarily focused on one student. Out of the 10 negative learner statements in her journal, 7 statements directly focused on one learner. No longer was she linking concerns with Book Club lessons directly to student deficits identified through broad labels such as "inner city" or "Learning Disabled" or "EI", rather she was specifying detailed behaviors around a specific learner such as, "increasing flare ups, impatience, and defensiveness." The shift in her language implied an uptake and transformation of practicum seminar 2, chapter 34, which encouraged the teachers to observe individual learners keenly as a way to get to know them or gain in familiarity (Cazden, 2001) in order to better design and implement individualized instruction that is responsive and attuned. The following segment detailed a portion of Debra's text on the importance of familiarity.

> Chapter 34 Time: 1:37:00
> Debra: ...the more we know the learner the better attuned we are to knowing what our response should be ...when to give them space and when not to... so you're always thinking about who the learner is... I would like you to take some time on your own to go back to that [learner] profile / and I would like you to write this word on that profile somewhere: it's familiarity...Cazden says you know what? Teachers and children don't always agree on what and how to communicate / and we teachers can often fail to comprehend what the student is trying to communicate / for all sorts of reasons; but she says that one thing that really helps us is familiarity. Familiarity / helps us interpret their meanings / and their communications. It facilitates attachment. It's an interesting word she uses / but also [facilitates] responsiveness / a way to respond / to them. It is essential if an interactive sequence is to be sustained / otherwise we... silence them. /If we want to keep it interactive / we have to be responsive at some levels sometime, someplace, someway; and the key to being responsive is familiarity. The more you let them know you know them; the more you find out more about them in public ways or in personal quiet

> ways... and then you keep logging that information on the learner profile. So you might find on your learner profile that you have to add another category that's not on there / familiarity / what else might you need to find out or do or know so that you're communicating familiarity / that you know them / that you want to know them. (Seminar 2, February 24, 2003)

Miriam's words took on new specificity and familiarity as she considered both the individual learners and her book club learners as a group. When Miriam did mention her learners as a group, she shifted from assessing them based on a general label to linking the group to particular skill areas related to the literacy activity of book discussion and attuned discourse content when she suggests, "I also am not sure they understand that information, debate, conversation, and inquiry are all appropriate to discussions."

The cultural dance complexifies. Additionally, Miriam's text also revealed a more significant shift away from simply placing problem ownership on the learners toward recognizing the complexity of cultural differences and the effects of diverse discursive practices within a context on the teaching/learning activity. Miriam's March journal addressed her struggle with behavioral issues. Miriam grasped an interactional relationship between the behaviors of her learners and the teaching practices privileged in the school culture. Again in a later journal, Miriam addressed the rigid school culture and the dissonance it brings to her students and to herself.

> I continue to feel frustrated at the dichotomy between the pretty rigidly controlled atmosphere that the school expects and the teaching methods that Horizon requires and the open discourse methods advocated with Book Club and my graduate classes. How do you incorporate new and different methods in a school that sometimes seems to have opposite educational goals for their students? I know I'm perceived as someone who has difficulties maintaining strict classroom control and I do feel that classroom management is probably more dynamic, hands-on type curriculum would eliminate some of the discipline issues. Josie seems to feel my group has been the best when it's been the quietest, which is not always what I'm striving for....The lack of space makes things harder...
>
> (Miriam's March 7, 2003 Journal Entry)

Miriam's journal text highlighted the complexity of the variables and the inextricable nature of culture and multiple values, beliefs, and ways of privileging meaning making. Miriam articulated a living dilemma through which she was negotiating new ways of viewing her learners and their learning through a pedagogical discourse style not supported by her school culture. Darder (2002) recognizes the difficulty teachers experience:

> The majority of teachers, consciously or unconsciously reproduce a variety of authoritarian classroom-management practices in their efforts to maintain 'control' of their students. On the other hand, teachers who struggle to implement more liberating strategies often are forced to become masters of deception-telling the principal...what they wish to hear while pursing behind closed doors an emancipatory vision of education. Unfortunately, having to shoulder the hidden stress of existing in such duplicity can drive some of the most effective teachers away from their chosen vocation (p. 97).

Miriam struggled and considered the seminar discussions and the responses from Debra and then also confronted the reality that she felt ill-equipped to grapple with the complexity of designing and implementing instruction responsive to diverse learners (per practicum requirements) in a school that privileged uniformity:

> I've been reflecting upon your response to my last journal and the seminar discussion and confess to not understanding it all and to feeling ill-equipped on a personal and school setting level to implement all of your suggestions. I would love to read the articles you mentioned and could pick them up...They sound helpful and interesting but I'm not sure what is meant by power discourses. Does it mean discourse spoken in Standard English? While we do work on creating knowledge of Standard English through very basic grammar lessons and through formal writing, I can't quite imagine tackling the implementation of it on a speaking level. At this point in their lives some of my students would see that as an affront to their culture, I believe, am I misunderstanding? ...I'm also feeling unsure/inadequate to provide the visuals, rhythmic motions, objects and activities necessary in African American discourse. I like the role playing idea and will try it sometime but am not sure it will work well as several students get out of control quickly and several others would feel inhibited.
>
> (Miriam's March 25, 2003 Journal Entry)

Miriam animated several variables in the teaching/learning interaction as she tried to sort her knowledge, skills, and dispositions. She was considering the content of grammar instruction and its relationship to ways of speaking and making meaning through Standard English or other kinds of talk. She grappled with the concept of power discourses and cultural differences in her students and the school curriculum. She was unsure how to incorporate different kinds of talk, actions, and objects that might be more responsive to the diverse learners she is teaching.

Interanimation of time, context, and text. Finally, Miriam demonstrated intertemporal and intercontextual traversals animated and supported by intertextuality as she moved back and forth between the oral discourse and written notes of seminars, the written dialogic contexts she shared with Debra, and the actual teaching activity context reflected through analysis of tapings and lesson plans. Miriam changed in her level of responsivity to multiple dimensions of knowledge, skills, and disposition through her reflective meaning-making with multiple experts within a community of practice. In effect, Miriam traversed the multiple practicum course contexts through pronoun shifts and through uptake of oral and written text from multiple sources. Miriam's textual pronoun changes shifted from clear student/teacher distinctions in her statements identifying herself as *I* and the learner as *they* or *them* to the pronoun, "we" for a community of practice. Miriam's new use of "we" also shows affiliation with the group of teachers and students involved in Book Club as a learning community. In addition, Miriam used her journal as an open discourse space between herself and her professor, Debra. Miriam extensively responded to specific statements Debra made formerly on shared observational field notes, as noted in the previous journal entry and the Responsivity Table (Figure 57). Furthermore, Miriam

indicated appropriation, internalization and possible transformation of ideas and comments contributed over time from the distributed expertise of the learning community in the practicum. During Inquiry Cycle 2, Miriam referred to several experts: (1) Miriam's own reflective expertise supported through use of the viewed taping analysis; (2)Debra's seminar and observational suggestion of using role play; (3) Debra's observational notes asking how to engage learners; (4) Debra's seminar text on different kinds of talk and Burbule's text on dialogic teaching; (5) Corrine's strategy of using popsicle sticks as an initial turn-taking method; (6) questions and comments regarding Debra's responses to her last journal entry on teaching students of color and specific questions related to an individual student; and (7) a request to read articles regarding discursive practices and issues of disability, race, and culture. Figure 57 below highlights Miriam's text responsivity to the expertise distributed in the Cop established through the practicum experience spanning the colleagues and students in the school classroom setting, the practicum teachers in seminar, and the practicum professor. The traversals of space are apparent not only in the multiple contexts of the practicum placement, seminar space, and Miriam's personal writing environments, but also in the multiple dialogic publication opportunities afforded within those spaces. In summary, although significant dissonance was created from a lesson that went poorly, Miriam's ZPD learning continued through consequential progressions evidenced as she: (1) probed her own knowledge and skill around pedagogical tools; (2) refined and specified her dispositions and descriptions of her learners, so that her negative statements, reflect greater individual understanding beyond broad categorical labels and greater understanding of the interactional demands of a task and the knowledge, skills, and dispositions of her learners; (3) wrote more

risking statements identifying possible poor choices on her part and a growing awareness of gaps in her knowledge and skill base; 4) recognized the complexity of multiple variables and the issue of culture in the interaction; and 5) integrated intertextuality from across contexts and time frames.

Figure 57 Responsivity Table

Miriam's Conceptual and Responsive Up-Take	Appropriated Expert Source
I appreciated your [Debra's] input and suggestions regarding the last book club taping.	Debra's comments on Taped Lesson 1 Analysis.
It will be interesting to see the taping.	Debra's taping analysis requirement. Miriam's observational skills
The role playing ideas would definitely have helped. Wish I had thought of that. I like the role playing idea and will try it sometime but am not sure it will work well as several students get out-of-control quickly and several others would feel inhibited.	Debra's comments on lesson 2 observational notes "Role-play (words) of stranger coming into school, personal stories/examples; pictures as well as words." Debra's journal comments on role-play. Seminar suggestions for role-play.
Lack of engagement certainly entered in as well...	Debra's lesson 2 observational field notes asking how to engage learners.
I also like your ideas that information, debate, feelings/beliefs, and inquiry are all appropriate to discussion.	Debra's observational notes on different types of discussion and students' skill levels. Up-take of Burbule's dialogic teaching modes.
I do think the popsicle stick method might be a good beginning point and will try to work it in.	Uptake of seminar group share with Corrine's use of response sticks.
I've been reflecting upon your response to my last journal and confess to not understanding it all and to feeling ill-equipped on a personal and school setting level to implement all of your suggestions.	Debra's journal responses. Request for outside expertise in written text.
I would love to read the articles you mentioned and could pick them up at [the college] if you give me a time.	Debra's email response.
I do agree that [the student] is struggling with identity issues and recognize the problems that come with a SPED label. And he definitely thinks emotionally and possible more deeply than some.	Debra's journal response. Up-take of the student's learning behaviors from taped lesson 1.
We'll see. I'm just not sure what all you mean or how to implement/package it. I appreciate any suggestions.	Debra's taped analysis comments

Miriam's shifts in her sources of support and intercontextual and intertemporal responsivity demonstrated how she had used her discourse space to reflect back in time on the initial appropriation from her multiple experiences and the intertextual distributed expertise over time and space and transform what has been internalized to her context as a way to vision toward future learning and action. It may be the consequential progressions situated around attuned discourse as responsive pedagogy that scaffolded her into continued risking in book club discussions and inquiry cycle 3 despite the negative experience with book club lesson two. It may also be that the consequential progressions allowed Miriam to convert dissonance into fuel for continued learning. In this way, Miriam's view of her midway point in her reflection log reflected coherence with actual experience and substantiates her reflection of that frustrating time as a time of continued learning and growth as opposed to a dramatic turn back to square one with the advent of a problem lesson. In Miriam's words on her lesson 2 analysis, "All in all, this was a frustrating book club, but one which gave rise to some insight."

The End: Inquiry Cycle 3

During inquiry cycle two, Miriam expressed concerns regarding management and problematic student behaviors (her rationale for fearing the appropriation of role play in inquiry cycle 2 and stated concerns related to the students' lack of understanding of multiple kinds of talk necessary in discussion). However, she did not use those concerns as stopping blocks, but as a direction for responsive lesson design and implementation in attuned discourse. Her uptake of her reflective analysis in inquiry 2 integrated into the design of lesson 3 extended consequential progressions beyond ventriloquation to deeper understanding. In this lesson, Miriam's text and actions indicated change. Inquiry cycle 2

became a space where Miriam also considered several ventriloquated appropriations regarding both the knowledge and skills of her learners and herself, specifically discourse choices related to multiple structures and kinds of talk, actions, and objects.

Despite the difficulties of lesson two and the negative student statements in inquiry 2 text, Miriam chose actions requiring considerable risk of herself and her students. In seminar 2, chapter 19, Debra discussed the article, "The changing role of the teacher" by Gavelek and Raphael (1996) and the necessity of allowing learners safe open discourse spaces where they could risk new communication, thinking, and social skills in draft form. Debra asked, "Where do they learn to goof up as they try to process? Can we expect them to do it right? Will they goof off if they don't get it right?" Despite the fact that Miriam was being observed and evaluated in lesson three, she designed a lesson a more open (and potentially risky) discourse space that shifted the role of the teacher and implemented an expanded use of semiotics that moved well beyond ventriloquated appropriation.

Attuned discourse activity: Responsivity to learners, content, and context. Miriam changed the discourse space in response to seminar the content the attuned discourse content. She shifted the structure of talk, out of an IRF pattern into a student-led discussion for the first time. Furthermore, her lesson design signaled several transformations as she: (1) merged new content literacy skills through Book Club language convention skills; (2) created interactive peer activity; (3) initiated critical literacy aspects related to theme and connections to life (Raphael et al., 2002, p. 45); and (4) implemented debate into the discussion, taken from Burbule's (1993) dialogic learning discourse styles. In the lesson, the students debated the pros and cons of special

education services based on their own experience and from their comprehension of the book characters. In addition, Miriam appropriated new pedagogical semiotic tools as learning scaffolds. Miriam incorporated a more sophisticated use of semiotics by introducing the concept of meta-awareness through a Book Club student self-assessment tool (Raphael et al., 2002). She also deliberately expanded semiotic mediation through intentional use of action as a pedagogical scaffolding tool. Miriam appropriated and made her own Debra's role play suggestion and Book Club's fishbowl strategy (Raphael et al.; pp. 67-68). Miriam's appropriations of a more open discourse space demonstrated consequential progressions in her initial up-take of responsive teaching tools. She chose several strategies and pedagogical discourse tools hoping to create student involvement and development of communicative competence. The literacy activity created a social environment with greater potential for dissonance, yet scaffolded complex and empowered learning activity.

The third recorded lesson went very well. Some of Debra's observational field notes suggested positive engagement and tool use such as, "Opening Community Share – Great!" and "Using four students as a model through role play was a great choice" and "Good job using a self-assessment." First, in order to teach a debate style discussion, Miriam and her classroom teaching colleagues role played (model) a debate discussion with the students using the self-assessment tool to assess their teachers. Then, all of the students wrote a one-sided response to the issue of school uniforms. The next day, four students volunteered to role-play a debate discussion on the pros and cons of school uniforms. During the student debate, all of the other students again watched and filled out a self-assessment tool on their peers. After the two role plays, the students gathered in

student-led discussion and debated the pros and cons of a topic in their book, *Freak the Mighty*: Is special education good or bad? During this lesson, Miriam physically stepped out as the discussion leader. As Miriam ceded leadership, another learners took the leadership role. One learner, Brett, who was noted by Miriam as an "impulsive" student, noticed that another learner, Brad was not contributing ideas to the debate (and was also the one not contributing in the first book club lesson), and invited Brad in with a significant and appropriate initiation:

> Chapter 4 Time 10:08
> Brett: Got something to say Brad?
> Brad: Well in my in my situation you get all A's, it's only because you get help from the teachers.

In that same lesson, within the same 3 minute chapter, Brett attempted to lead Brad and others in again:

> Chapter 4 Time 11:22
> Brett: Brad, you have anything to say?
> Brad: *(shakes his head back and forth)* Uhhuh
> Brett: *(Turns to Cliff)* You got anything?
> (Miriam's April 17, 2003 Taped Lesson)

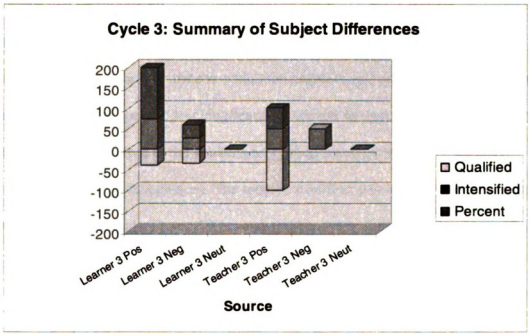
Miriam's last lesson occurred late in the practicum experience. She had completed the required number of journals, thus inquiry cycle three is based on the taped lesson analysis, conversations, and email. Miriam's action of ceding control potentially revealed a dispositional shift in her belief of the students' ability to discuss and her own ability to scaffold her learners into empowered involvement in the learning activity. Miriam's text shows a dramatic shift in the value of her statements regarding her learners and herself as teacher. While the first analysis had 69% positive (38%) or neutral (31%) statements, there were 160 percent of the positive statements were qualified with none intensified. This time, Miriam made 73% positive statements and no neutral statements. Of the

positive statements, only 38% of those statements were qualified while 125% were intensified. (See Table 7 and Figure 58).

Table 8 Recursive Inquiry Cycle 3

Intertextual Summary of Stance (Mean)			Positive		Negative		Neutral	
			#	%	#	%	#	%
Taping Analysis and	Learner	Statements	8	73	3	27	0	0
Journals 1 and 2		Intensifiers	10	125	1	33		
		Qualifiers	3	38	1	33		
	Teacher	Statements	2	50	2	50	0	0
		Intensifiers	1	50	0	0		
		Qualifiers	2	100	0	0		

Figure 58 Summary of Subject Differences



The positive statements made about students increased dramatically in both number and nature of the text. For example, Miriam specifically stated new observational data linked to her assessment of their strengths in the lesson analysis:

> The degree to which they paid attention became really obvious the next day when we had a volunteer group of students do their own modeling debate/discussion. They skillfully used many of the techniques we had discussed and modeled and were able to make connections and build upon each other's ideas in a way I had rarely seen any of them do. (Miriam's Lesson 3 Analysis)

Development of learner attunement. The four figures below (Figures 59-62) point out the qualitative differences across the three cycles of Miriam's statements about learners in general, learners categorically labeled and individual learners. Even though Miriam had taught her learners for a full semester, her initial comments regarding students and the teaching/learning activity were general or related to general disability or other categorical labels such as LD, EI, middle school, or poor writers, etc. The general comments were indicated by the pink background in a set of three figures. The yellow background represents Miriam's references to her learners as a group. The number and kind of yellow comments (learners as a group) contrast with the pink (the general learner statements) over time over time in which the negative and positive statements become much more tied to specific teaching/learning activity as opposed to the first inquiry cycle statements that referred to the students as a group but only once specified activity (their attentiveness due to text choice). The turquoise section lists specific comments about students as individuals. Figure 59 gave examples of the textual difference. The full textual analysis is found in Appendix L.

Figure 59 Student Specificity Text Exemplars

	Cycle 1	Cycle 2	Cycle 3
Learner General	• I'm concerned about the length of time it seems it would take to fully institute the BC program, **esp. with LD Students.** • It sounds very time consuming—as though much **advance preparation would be needed for special education students in particular** •		
Learner as Group	• For the most part the **kids are fairly interested** in it which helps. It's [Freak the Mighty] pretty relevant to their situation • I think they're surprised to see it at school but it helps grab **their** attention. • Observations **of my students** were quite positive	• I tried some different things...but it proved too cerebral. **[assumed they]** • We had already discussed slang...The differences were too subtle **for my students** to grasp. •	• I was amazed at how well **the kids** did, especially in our community share debate. • **The kids** had sheets on which they wee able to judge the effectiveness of our discussion techniques which they loved doing.
Learner as Individual		• **Charise was well behaved for Charise.** (She typically creates considerable discord and distraction). • There were also issues with **[two students]** whose relationship had been steadily worsening.	• I felt **Cliff** also demonstrated some good discussion, contributing quite often and making good points. • I felt **her [Charise's]** absence helped **Brad** feel more comfortable, and [student] less competitive and confrontational.

With each inquiry cycle, the student statements increase in their text space, in specificity and individuality, and in their positive nature. Likewise, the amount of text space apportioned to learners as a group, involved in group activity and specific individuals involved in the group activity increases by the third inquiry cycle.

Figure 60 Cycle 1: Learner Statements

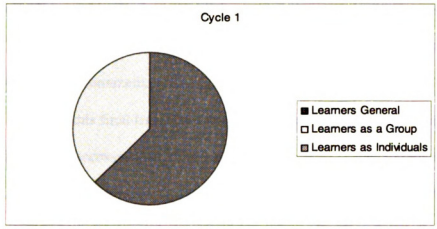


Figure 61 Cycle 2: Learner Statements

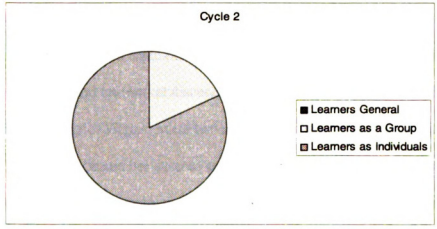
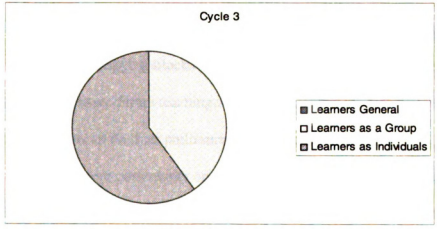


Figure 62 Cycle 3: Learner Statements



In essence, Miriam demonstrated another form of consequential progression as she deepened her pedagogical inquiry through discursive analysis of her the learner. Miriam's critical, reflective lens analyzing the teaching/learning activity led development of learner attunement.

In this final lesson analysis, Miriam focused more text attention on the learners and their successes than on her activity as teacher (11 mean learner statements and 4 mean teacher statements). In all positive and negative teacher statements, Miriam analyzed instructional design choices and her reflection of their impact during implementation. Miriam reflected on her decisions to: (1) cede control to the learners during the discussion portion of book club; (2) employ a student self-assessment tool; (3) include a different topic of discussion at each of the three stages of the discussion (two role plays and one actual discussion), and (4) require a corresponding writing response for each topic. Miriam made two positive, but qualified teacher statements. For example, Miriam celebrated her success at the difficult activity of relinquishing control of the discussion to the students, "I tried to stay out of this discussion more than I did in others and most of the time felt fairly successful at doing so." Miriam also made two negative, unqualified teacher statements regarding unsuccessful instructional design decisions. However, Miriam's use of future tense signaled a progressive stance where problems were not just stopping blocks to instructional choices, but could serve as catalysts for more responsive future teaching.. Miriam suggested, "I will also have all of the students from one group do their preliminary writing on one topic, not two." Miriam continued her shift in the more community oriented pronoun, *we*, as indicated by the following two statements, "We also thoroughly discussed proper discussion techniques." And "All in

all, I believe we made big strides forward during this book club which was very encouraging."

Did the cultural dance end? Miriam did not explicitly address the contextual pressures in an additional journal or in the taping analysis; however, the dance between the dissonant and competing discursive priorities were recognized through other sources. For example, Miriam reflected in her last analysis:

> "...we made big strides forward during this book club which was very encouraging. We are attempting to build further on these gains during our Shiloh book club unit, though we feel pressed for time in it."

Miriam's words suggested both collaborative and continued book club activity through the use of the word *we* and a reference to the text, *Shiloh*, indicating that she and the two other professionals in the room would be working together to continue book club activity for the rest of the year despite the ending of the practicum. Miriam also suggested that the contextual pressures, of time wouldcontinue.

In addition, Debra's field notes suggest that Miriam experienced further contextual dissonance when her mentor teacher, Josie filled out a poor final practicum evaluation on her work, citing issues of management of her learners related to noise and activity, despite an excellent mid term evaluation and all positive comments made informally to Debra. In a meeting between Debra, Miriam, and Josie the different beliefs regarding literacy instruction were apparent in that Josie felt Miriam was not teaching worthwhile skills if she was not teaching decoding using a formal IRF structure. Josie commented, "She lets the kids talk and doesn't always tell them the way it should be." After a follow-up meeting with the administrator and Miriam that included statements from the two teachers in the language arts classroom, Miriam's achievements with her

learners were recognized and validated. However, Miriam and Debra both discovered that the dissonant dynamics in instructional practices could reverberate through an entire system. At the end of the school year, all three teachers in the special education classroom, including Miriam, left the school for jobs elsewhere. By the next January, the administrator had been transferred to a new school with a new administrator appointed in her place. Josie continued teaching at the school.

The issues in the school related to practices around discipline, school space, instructional time, content and pedagogy, and diverse learners were significant and were animated by practices well beyond Miriam and the practicum. However, the practices and issues certainly heightened Miriam's experience of dissonance as compared to other teachers in schools where the discursive school practices were better able to support the course requirements.

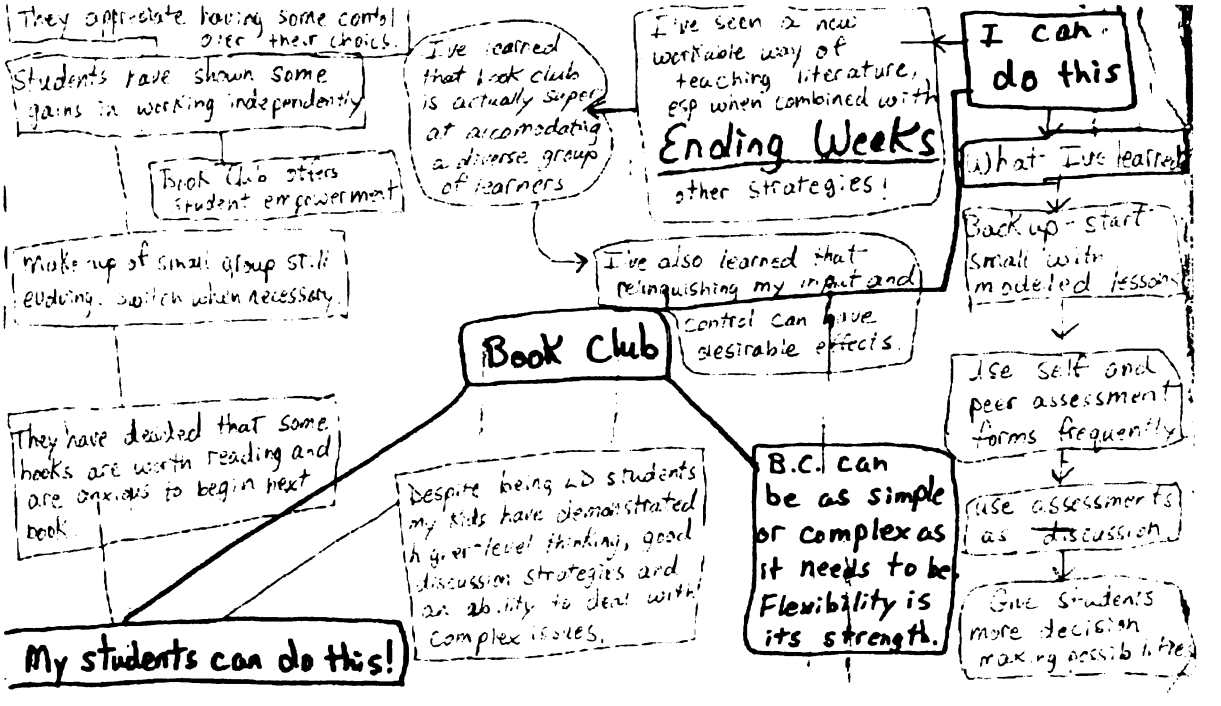
Miriam's Account of her Transformational Learning Journey

Miriam's final section of her growth roll explicitly reflected some of the shifts and transformations made during the practicum experience. In the left hand lower corner of the *Ending* section, Miriam has written a statement with a line drawn to central theme, Book Club, "My students can do this!" The top right hand corner has a statement with a line also drawn to the Book Club phrase. It says: "I can do this." Miriam backs up her two statements with other written and oral text from her growth roll and the Seminar 7 sharing as shown in Figure 63 below.

Miriam's growth roll focused on Book Club and highlighted consequential progressions. This case tells the story of Miriam's pedagogical shifts in relationship to the changed views of her learners' ability to participate in a complex literacy program.

Furthermore, the case demonstrates how Miriam's learning was supported through reflective, recursive inquiry cycles. A discursive analysis of Miriam's text related to her learners supported a dispositional shift toward believing in her learners' abilities and believing she could implement instructional decisions that nurtured student control, independence, and empowerment. Miriam learned new knowledge and skills regarding instructional choices and multiple mediational tools as she designed and implemented literacy lessons.

Figure 63 Miriam's Ending Growth Role



Miriam herself only hinted at the depth of her transformational learning experience. The roll did not highlight the gradual merging of attuned discourse principles and Book Club principles, or the strengthening of book club strategies with multiple semiotic scaffolds. The growth roll did not demonstrate Miriam's increased learning about her students individual and collectively nor her growing her responsivity to their involvement in group literacy activity. The growth roll did not begin to capture Miriam's

consequential progressions afforded through her participation in a series of reflective, recursive inquiry cycles situated within a dialogic learning community. The growth roll did not cull Miriam's learning journey into cultural attunement. Perhaps, at the end of a 10 week whirlwind practicum course, Miriam couldn't begin to unpack the depth of her learning and the features that provided critical scaffolds to her learning. However, an intertextual discursive analysis over time and space through the inquiry cycles demonstrated significant transformations as consequential progressions in Miriam's learning.

Summary

The recursive, reflective inquiry cycles became a source of insight. They also provided opportunity for deepening new ventriloquations and support when dissonance occurred. Miriam's decisions opened discourse spaces, but also opened significant dissonance between the diverse cultural stances related to "what counts" in literacy instruction with diverse learners identified with learning disabilities. However, it is important to note that Debra did not anticipate the extent of the dissonance Miriam would experience from professionals in the school culture. This case demonstrated how reflective, recursive inquiry cycles became a critical feature in Mriaim's learning. Specifically Miriam developed more responsive pedagogy through increased attunement to her learners and mediational means for higher order literacy content skills. In addition, Miriam confronted the contextual challenges animated in diverse educational settings. Furthermore, the cycles showed how learning occurred through intertemporal and intercontextual consequential progressions as the inquiry traversed time frames and spaces. Figure 64 below indicated the mean percentages for positive and negative

statements and what percentage of those statements were intensified and/or qualified across the three inquiry cycles (See Appendix J).

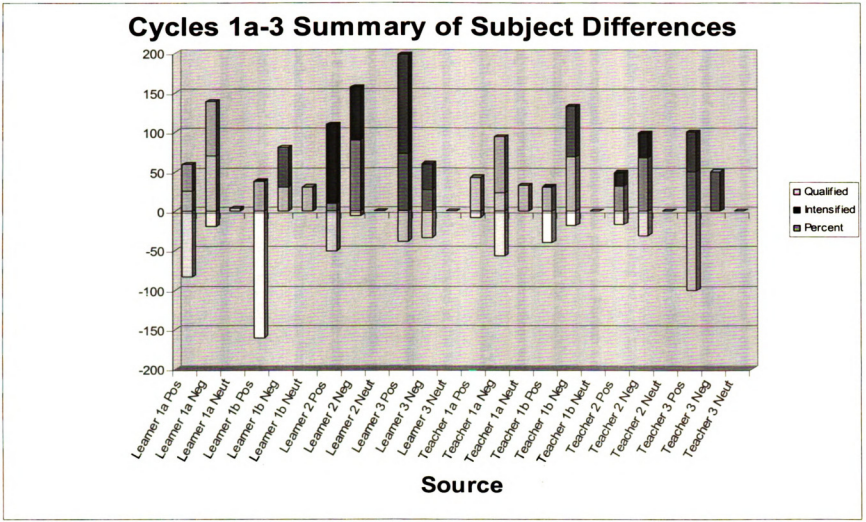
Consequential Progressions in Grappling with Learners and Content

Miriam's shifts in her knowledge, skills, and dispositional stance toward the literacy content, her learners, and herself, signaled transformational learning across three inquiry cycles. In the first cycle Miriam began with acknowledgement of the virtues of the Book Club Curriculum, but not for her learners. As she moved through the first two phases of inquiry cycle one, Miriam's text on the learner changed from generalizations about labeled learners to considering her learners as a group. The talk related to learners was largely negative, or if positive, highly qualified. The talk of herself as teacher changed as it grew increasingly more negative or critical in her recognition of teacher choices in the teaching/learning activity.

The second inquiry cycles demonstrated continuance and change in Miriam's talk about herself, learners, and the teaching/learning activity. First, Miriam sustained her critical stance toward the effectiveness of her instructional decisions and began to envision new ways of planning and implementing instruction. Second, Miriam's learner text became significantly more negative; however, she shifted in her analysis with the text becoming more oriented to individual learners and the contextual variables impacting learners' behaviors. A significant change in Miriam's discourse highlighted a shift in problem ownership where complexity of problems recognized a greater range of variables involving the teacher, the content, and the school as well as the students. Miriam also identified areas for her own professional knowledge, skills, and dispositional development.

Further transformations as consequential progressions continued in the third inquiry cycle. Miriam's lesson design and implementation reflected a greater degree of risk despite the problematic lesson in inquiry cycle two. She appropriated and implemented several kinds of responsive semiotic mediators and changes the discursive structure despite concerns about behavior management. Miriam's analysis of the lesson demonstrated a significant shift in which her talk of the learner continued to be more individualized, but was now highly positive and specific. She maintained a critical self-analysis stance regarding her teaching. Miriam's discourse throughout the inquiry cycles modeled learning as consequential progressions when she analyzed moments of teaching/learning activity by reflecting back and visioning forward to new teaching/learning activity.

Figure 1 Cycles 1a-3: Summary of Subject Differences



The Dance of Cultural Dissonance

"How do you incorporate new and different methods in a school that sometimes seems to have opposite educational goals for their students?" This was the question Miriam posed to Debra in her March 7 journal. Miriam's experience had unwittingly catapulted the topic of culture and power into her life and on to the attuned discourse heuristic. Because of the diversity in the discursive cultural practices between the course, the school, and the particular contexts informing ways of knowing and doing of the learners, culture emerged as an important player in Miriam's inquiry and animated Miriam's transformative learning journey within the recursive inquiry cycles.

An analysis of the practicum discourse interactions with Miriam revealed a labyrinth of multi-leveled cultural variables interacting with Miriam's instructional design and implementation choices barely addressed in this study. Book Club, as an activity setting within the attuned discourse heuristic, animated diverse and dissonant discursive schooling practices reflective of multiple cultures: political culture, institutional K-8 charter school culture, special education culture, urban education culture, and teacher education culture. The broad cultures were all situated by the interaction of individual and group experiences in particular sociocultural contexts. Miriam found herself negotiating her own assumptions, misinformation, and biases related to privileged ways of making meaning in schools with diverse learners. Likewise, Miriam found that strong, competing beliefs and practices around instruction created dissonance and confounded the complexity. The dissonance impacted Miriam's exploration of new curricular and pedagogical avenues for teaching higher order thinking, communication, and social skills in special education literacy environments for middle

school kids of color. Finally, Miriam discovered that despite the strong and powerful practices and the risk needed to traverse difficult dissonant teaching terrain, the risks were worth taking in terms of the affordances for herself and particularly her learners. Miriam's continued work with the curriculum that year despite the pressures was textually linked to her articulation of the significant strides her learners were making. Darder (2002) suggests that most teachers just accept the authoritarian culture rather than struggle with the added complexity. However, those who struggle to implement more liberating practices are often forced into being "masters of deception" or are driven away from their vocation (p. 97). Miriam left the school after that year.

The Intertextual Traversing of Time and Space

The telling case of Miriam and her grappling with kids, content, and culture demonstrated the critical feature of reflective, recursive inquiry cycles in Miriam's learning. Miriam's story centered not just on what Miriam learned, but on how her learning appropriations were transformed through the inquiry cycles that supported consequential progressions through intercontextual and intertemporal mobility. The reflective, recursive inquiry cycles provided traversals for flexible meaning-making across time and space. Miriam's development into attuned discourse as a pedagogical tool emerged as a series of consequential progressions made possible through the reflective inquiry cycles. The requirements in the inquiry cycles supported the activation of Miriam's reflective and critical lens.

Intertemporality of consequential progressions was clearly marked by Miriam's statement in the taped lesson 2 analysis summary statement. She recognized the role of reflection as a way to increase her clarity in future lesson design when she stated, "It

became clear to me that we needed to take a step back and more clearly emphasize what was involved in a good discussion." Intertemporality occurred through Miriam's reflections of her activity in lesson three indicating future activity. For example, her lesson analysis stated, "I also felt that the self-assessment I had the students do was a good tool that I will use frequently in the future." Likewise, she continued to learn from her reflections and envisioned transformed teaching activity, "In the future, I will attempt to eliminate some of this [too much breadth, not enough depth] by focusing on one relevant topic instead of several....I will also have all of the students from one group do their preliminary writing on one topic not two." The analysis of Miriam's cycles of activity demonstrated the affordances in moving across time and space through recursive reflection, vision, and action. The intercontextual traversals created a space for Miriam to interchangeably reflect on and draw from her experiences in the seminar and practicum teaching placement and the contexts represented by the school, herself, and her students, as a way to change future ways of being and doing.

The inquiry cycles provided tools affording Miriam a means to view teaching/learning interactions and reflect on what she saw. The main tools in the inquiry cycles used recordings for seeing and dialogic mediators for publication of meaning-making. The reflective, recursive inquiry cycles afforded Miriam a dialogic space to animate her appropriations and deepen the internalization of her thinking through multiple passes of dialogic activity based in a community. The reflection invited complexity of learners and teachers, content and strategies, activity settings, multiple semiotic tools, and identity issues into the practicum activity. In addition, it provided a

space for exploring risky new content and pedagogical spaces unique to Miriam's context:

> The ability to reflect is an important aspect in our work as critical educators. In my case, reflection and retreat taught me to take a "time-out" and step back from my practice in an effort to change it, if necessary, in order to insure that I was truly meeting the needs of my students. This constant cycle of action and reflection challenged me to constantly rethink curriculum and renegotiate relationships in the larger school and community setting (Darder, 2002, p. 161).

Miriam's uptake of the inquiry cycles supported her appropriation of attuned discourse as a pedagogical tool moving her beyond a ventriloquation of knowledge, skills, and dispositions connected to learners to deeper levels of internalization that transformed thought and action.

In summary, the telling case highlighted teacher learning as transformation through consequential progressions. Those progressions reveal changes in Miriam's view of herself, her learners, and pedagogical choices through her uptake of the attuned discourse heuristic. Shifts in Miriam's knowledge, skill, and dispositions about her students and herself became evident through an analysis of her oral and written talk and her teaching actions. Miriam's learning journey became a dance with cultural dissonance and risk-taking supported through the reflective, recursive inquiry cycles. Miriam's willingness to risk and look at the complexities of multiple contexts and experts assisted her transformations in responsive literacy teaching. Finally, Miriam's story brought to conscious realization the intercontextual and intertemporal animation of consequential progressions through Miriam's ability to act, reflect back, and project forward within a series of recursive reflective inquiry cycle. The inquiry cycles promoted learning intercontextually and intertemporally through the use of multiple semiotic mediators and intertextual dialogic community embedded in the learning activity. Each of these findings

supported the critical nature of recursive, reflective inquiry cycles for supporting transformational teacher learning.

Chapter Summary

Chapter 6 explored how transformative teacher learning was scaffolded by two critical features: (1) compelling content of attuned discourse and multiple semiotics; and (2) reflective, recursive inquiry cycles. Telling cases probed and represented how each feature supported teacher learning. Telling case three examined how Lori and her learners changed as she took on and transformed key content components of the practicum course. As Lori appropriated new ways of teaching through shifts in discourse forms and structures, she deepened her understanding of multiple semiotic mediators as powerful thinking tools and scaffolds and found unique and powerful ways to cede control to her learners and see her learners with higher potential and abilities. The first telling case demonstrated how the appropriation of compelling content featuring multiple semiotics as pedagogical discourse choices pushed Lori to transform her literacy practice.

Telling case four probed the importance of reflective, recursive inquiry cycles in Miriam's deep learning shifts. Miriam changed in her understanding and actions as she explored complex variables in teaching/learning literacy activity. In particular, Miriam's discourse across space and time storied new learning about learners and herself as teacher, pedagogical literacy content, and cultural impacts.

Chapter 6 signaled the last of three consecutive analysis chapters. The preceding chapter, Chapter 4 highlighted two other critical features in teacher learning. The two features, risk and distributed expertise, were explored in telling cases 1 and 2 as elements particularly germane to learning within communities of practice (CoP). Chapter 4

provided the rationale for selection of the four telling cases by broadly analyzing the teachers' appropriation patterns in their journals. The seventh and last chapter of the dissertation offered a summary of the research, conclusions, and a look to future implications transformational possibilities in research, policy, practice, and teacher education.

CHAPTER 7

CONCLUSION:

REVISITING COMMITMENTS; RECONCEPTUALIZING REFORM

Let no child ...have his wonder diminished because of our ignorance or inactivity.
Let no child be deprived of discovery because we lack the resources...
Let no child – ever – doubt herself or her mind
because we are unsure of our commitment.
(Adapted from the Foundation for Children with Learning Disabilities)

Introduction: Educational Research Commitments

This dissertation is a study probing four features that provided significant learning experiences for teachers working with learners identified with learning disabilities. The design and implementation of the teachers' learning experiences were informed by several bodies of literature suggesting new knowledge, skills, and dispositions necessary for the development of teachers as well as ways to support that development. The interest in exploring how to best help teachers learn what they need to know and do comes out of a commitment to create just schooling experiences for all learners, including those identified with learning disabilities. As inferred from the preceding quote from the Foundation for Children with Learning Disabilities, doubting our commitment may contribute to the transition of children into society who doubt themselves.

Educational reform and a desire for justice and equity in schooling is not a new concept. Social justice issues dating back to the fifties with Brown and the Board of Education and the first federal special education law, PL 94-142, provided early windows for considering the ways in which schools were failing diverse learners. Since that time, resources have been allocated to better understand the problems in schooling and implement reform efforts. Looking back, we can trace the legacy of recognized schooling

problems and paradoxes involving diverse learners (Artiles, 2003; McArthur, 2003; Reid & Valle, 2004; Stone, 1998). The special education field continues to contend with issues of overrepresentation of minorities, exponential growth in learners identified with learning disabilities, questions about class, poverty and rural schooling environments, underachievement and growing illiteracy, and responses to pressing reform efforts.

Recently, reform efforts have localized accountability to teachers and their learners. The law suggests a commitment to all learners through its name, No Child Left Behind (NCLB). The NCLB act raises the stakes on schools' responsibility for increased achievement of all learners through access to the general curriculum, the teaching of evidenced based strategies, and standardized achievement measures for all learners. The resulting reforms focus on creating increased capacity through development of teachers as content experts and data managers as well as funded research initiatives investigating the effectiveness of evidenced-based strategies through assessed, standardized achievement. However, the current reform efforts narrowly privilege specific practices and responses in special education that threaten to perpetuate historical silences, marginalized people, and low regard for multiple ways of knowing and doing (Artiles, Trent, Palmer, 2004; Reid & Valle, 2004).

Rescaling Research

In an effort to stretch current notions of reform and solve persistent educational problems, some stakeholders suggest that reform commitments reflect a wider range of knowledge about learning and development, persistent questions regarding schooling culture and discursive teaching/learning practices for diverse learners, and "scaled-up" research practices. An emergent reform theme centers on changing the construct of scale

(Artiles, Trent, Palmer, 2004; Coburn, 2003, Lemke, 2003; McArthur, 2003), urging reformers to consider neglected schooling practices that cut across multiple systemic levels. Four dimensions of an expanded conception of scale highlight new depth through "attention to the nature of change in classroom instruction; issues of sustainability; spread of norms, principles, and beliefs; and a shift in ownership such that a reform can become self-generative" (Coburn, p. 3).

Out of a commitment for changing the educational literacy experiences of learners identified with learning disabilities, this study explored teacher learning opportunities that reflected shifts in learning content, process, and structure. The investigation linked and probed underdetermined dimensions of scale, rescaling the study of teacher apprenticeship into literacy practices to include a complex depth and spread of variables interacting in instructional discourses. Specifically, the study probed dimensions of a teacher education practicum course structured as a community of practice, designed to develop reflective practitioners through inquiry learning cycles. The course was aimed toward deep change in teachers' expanded knowledge base, pedagogical skills, and stances so that their pedagogical choices might be more responsive to learners identified with learning disabilities. Coburn, (2003) suggests that reform must influence deep and consequential change in classroom practice. "By deep change I mean change that goes beyond surface structures or procedures (such as changes in materials, classroom organization, or the addition of specific activities) to alter teachers' beliefs, norms of social interaction, and pedagogical principles as enacted in the curriculum" (p. 4).

Chapter 7 evaluates the value of this study in relationship to educational reform commitments. First, a brief review of the research purpose and design is outlined.

Second, a summary of the analysis and findings will be presented. Third, a critical discussion of the affordances and limitations of the study will be situated by redressing elements in the substantive literature review of Chapter 2. Finally, a look to the future will highlight new possibilities for teacher education and professional development, schooling and teaching practices, research, and policy issues.

Review of the Research Purpose and Design

Commitment to the education of all learners requires commitment to quality teacher education experiences. This study explored four critical features that afforded transformative teacher learning experiences for teachers taking a graduate LD practicum course. The features are important for researching how to provide deep-change learning experiences for what teachers of students identified with learning disabilities need to know and do. The teachers' learning experiences were transformative as evidenced by their changes in thinking, action, and stance with respect to literacy teaching practice variables.

The study was best supported by a qualitative design that employed a multi-methodological approach to data collection and analysis. Since the focus of the study was the apprenticeship of teachers into discourse as a responsive pedagogical tool for literacy instruction, extensive use of discourse analysis was implemented. A conceptual telling case format probed how the following critical features supported teachers' development of a more responsive, attuned literacy practice: (1) risk-taking; (2) distributed expertise within a community of practice; (3) compelling content; and (4) reflective, recursive inquiry cycles.

The study was supported by twinned theoretical perspectives of sociocultural and critical theories. Those theories informed the design, implementation, and analysis of a practicum course that privileged two features recognized in the literature as significant in teachers' learning experiences: a) compelling content that is meaningful and purposeful, and b) reflective, recursive inquiry cycles that positioned the teachers to look closely at their own discursive practices. The content signaled a scale shift away from a solitary view of content area expertise and research-based strategies to considering a deeper spread into teaching complexity and discourse as a responsive pedagogical tool through the Attuned Discourse Heuristic. In addition, two additional features that emerged in the data as important elements in the learning structure of a community of practice were the roles of risk and distributed expertise afforded in the an intentionally designed learning community.

The content of the study invited complexity as teachers were encouraged to think broadly and comprehensively about the range of literacy skills learners with LD need, the diverse ways learners with language difficulties and differences come to know, and the interaction of unique contextualized variables interacting in the design and implementation of literacy lessons. Particular focus involved expanded instructional discourse choices. The teachers' learning was situated as an intertextual, intercontextual, and intertemporal inquiry into their practice. The seminar portion of the practicum engaged teachers as members of a community of practice. The study of teacher learning required an exploration of each teachers' guided literacy practice and the relationship of that practice to changes in their knowledge, skill, and dispositions toward themselves, their learners, the literacy content and content strategies, the activity setting choices and

issues of culture and power. Two major questions and four sub-questions guided this study:

1. What did the teachers appropriate or take up in the course?
2. What course features created critical learning affordances supporting teachers' development toward a more responsive literacy practice?
    (a) How did the conventionalization and uptake of risk in the course scaffold teacher learning?
    (b) How did the role of distributed expertise available in the community of practice become a key feature in Suzy's learning?
    (c) How did discourse as a pedagogical tool create compelling content for what Lori needed to know in designing and implementing responsive literacy lessons?
    (d) How did reflective, recursive inquiry cycles support Miriam's consequential learning progressions regarding her learners, pedagogical choices, and issues of culture?

Findings Summary

In order to determine what the teachers might have learned in the practicum, the study probed the first research question, "What did the teachers appropriate or take up in the practicum experience?" Chapter 4 broadly looked at 10 a priori and 6 emergent themes by coding appropriation patterns in the teachers' journals. The analysis determined three significant findings. First, the teachers took up multiple themes in their journal entries, reflecting the complexity of variables represented on the attuned discourse heuristic. Secondly, half of the themes were collectively taken up in over 50

percent of the entries by most of the teachers. Themes that were taken up the most included the a priori themes: strategies, learners, Attuned Discourse, and content curriculum. The emergent themes collectively appropriated in the journals included references to: reflection; role, power, control, and management issues (PCM); and risk. Thirdly, differential uptake was also noted. Almost every teacher's highest uptake represented a different coded uptake theme. In addition, while four teachers (Julie, Teri, Miriam, and Lori) wrote about attuned discourse, three of them connected attuned discourse relationally to the roles of teachers, learners, and discourse. One teacher (Lori) connected discourse to roles, but also consistently explored aspects of discursive practices as pedagogical mediational tools, writing about different kinds or talk, actions, and objects. Miriam considered attuned discourse by linking issues of power, control, and management as well as culture. The analysis of the broad appropriation patterns depicted features that may have been critical to teacher learning such as reflection and the role of reflective inquiry cycles. The appropriation patterns, along with initial analysis of data triangulation potential and the ways the data spoke, highlighted teachers that might best represent how those features supported transformative learning experiences.

The second question explored how design features in a course might support substantive learning experiences for teachers. Each sub-question probed a particular critical feature through a conceptual telling case. The third sub-question investigated combined a priori themes by considering compelling content. The other three features linked to a priori variables on the attuned discourse heuristic (learners, teacher, content, mediational tools, activity setting, etc), but essentially drew from emergent variables or risk, expertise, and reflection.

The first sub-question considered the emergent feature of risk. The question asked, "How might privileging and uptake of risking behavior in the course scaffold teacher learning?" The discourse analysis of course artifacts and six teachers' journals, seminar recordings, and lesson recording analysis forms investigated the feature of risk. The investigation found four relevant considerations related to risk and teacher learning. First, risk was privileged and conventionalized in the course design across a variety of dialogic placeholders ranging from the syllabus, requirements, and seminar activities. Second, the appropriation of risk as a stance and behaviors positioned the teachers for deep, dynamic exploration integrating the course knowledge, skills, and dispositional variables to their teaching practice. Third, risk-taking as dialogic interactive/responsive activity between teacher and instructor was underscored. Finally, the appropriation of risk appeared to propel teachers along their developmental zones beyond a ventriloquated uptake of information to transformations in their thinking and doing. The appropriation of risk opened teachers up to affordances available in a CoP. The second sub-question probed a key feature connected to the CoP learning structure.

The second sub-question asked "How did the role of distributed expertise available in the CoP become a key feature in Suzy's learning?" The feature of distributed expertise was not chosen for its high appropriation pattern. While the mean uptake of expertise was only 29.8 percent, an examination of the data foreshadowed a utility in exploring the presence and absence of expertise as a potential critical feature. This telling case featured the relationship of distributed expertise and Suzy's learning experience. The findings point to the inextricable social nature of learning and the reflexive relationship between the individual and the collective. The findings forward an understanding of

distributed expertise in learning communities by capturing learning affordances for Suzy through detailing the collective co-constructed, complementary, and creative intertextual influences on her teaching practice and stance. Finally, the case revealed potential learning losses related to distributed expertise. First, despite the complementary and collaborative potential of the distributed expertise in the group, Suzy did not always creatively transform appropriated learning to meet her specific teaching context, reducing the power of an appropriated idea. Secondly, Debra did not orchestrate the rich affordances available within the CoP in order to facilitate deeper learning potentials when Suzy critically addressed issues of race interactions in her journal.

The third subquestion considered the telling case of compelling content: "How did discourse as a pedagogical tool create compelling content for what Lori needed to know and do in responsive lesson design and implementation?" The discourse analysis of Lori's journals, lesson plans, recorded lessons, recorded lesson analyses, and supporting artifacts investigated Lori's learning as she took up the attuned discourse heuristic and specifically considered instructional shifts in discourse form (talk, objects, and actions) and structure. The findings connected Lori's pedagogical and semiotic discourse shifts to increased learning opportunities for Lori and her students.

The first set of findings developed around the analysis of the concept, "opening the discourse space" through semiotic form changes. The telling case demonstrated how Lori deepened her internalized understanding of multiple forms of instructional talk (information, inquiry, conversation, and debate) over time as evidenced by the distinctly different publication patterns she used to design and analyze her recorded lessons. Lori moved to increasingly more sophisticated publication of teacher and student thinking and

activity portraying shifts from explicit block style, to woven threaded style, to a "backgrounded" style, to a reintegrated tiered style of publication of activity related to variety in instructional talk. An exploration of Lori's uptake of other semiotic forms (actions and objects) revealed dramatic shifts in Lori's use and analysis of multiple semiotic mediators as thinking tools that increased involvement, supported specific literacy skill activity, and clarified roles. As Lori designed, implemented, and analyzed her lessons with semiotic mediators as powerful discursive tools, she specifically linked lesson goals and objectives featuring higher- order and meta-cognitive thinking skills to the actions and objects. In addition, Lori developed greater attunement to her students by using actions and objects as windows into their thinking, action, and development. Finally, the set of findings related to discourse form changes demonstrated both the power and temporariness of objects and actions as instructional scaffolds. In essence, the objects and related actions became scaffolds for deeper learning for Lori and her learners.

The second set of findings emerged from an analysis of Lori's struggles and gradual shifts in discourse structure. The telling case demonstrated the difficulty of "stepping out" in special education instruction and the complexity involved in implementing discourse structure changes. The case revealed the intersection of knowledge, skill, and dispositions related to learners and literacy teaching. In addition, the case showed through analyses of artifacts, positioning and eye-gaze, and role uptake how ownership of literacy activity was transferred to the students. The analysis supported how discourse form and structure changes with particular attention to multiple semiotics scaffolded both the teacher and the learners into new discourse structures and new knowledge, skills, and dispositions.

The fourth and final question considered the telling case featuring the role of inquiry learning through the question: "How do reflective, recursive inquiry cycles support Miriam's learning transformations regarding learner, pedagogical choices, and culture? The telling case revealed how reflective, recursive inquiry cycles supported Miriam's learning as consequential progressions that occurred across time and space. The findings highlighted the intercontextual and intertemporal nature of learning progressions. In addition, learning affordances through the intertextual and intersemiotic nature of learning were also woven in the analysis. Three broad findings emerged in the analysis probing Miriam's learning as published in multiple data sources (journals, lesson plans, lesson analyses, seminar and lesson recordings, and a growth roll) across the reflective, recursive inquiry cycles. First, Miriam changed to reflect a more responsive, attuned literacy practice in knowledge, skill, and dispositions connected to her learners and herself within the book club literacy activity. Secondly, a critical analysis portrayed shifts in Miriam's knowledge and dispositions through the dissonance and risk-taking involved in learning about the cultural terrain of diverse institutions and learners. Third, the meaning-making process as supported though multiple reflective, recursive inquiry cycles was explicitly raised to conscious realization as the cycles revealed progressive changes Miriam made in her talk and instructional decision-making. In particular, the cycles highlighted how one cycle of activity afforded Miriam reflection space for visioning and then implementing a new cycle of activity.

The design, analysis, and subsequent findings of this study reflected researcher choices interacting with the available data. Each choice and finding positioned particular affordances and limitations. The implications for those decisions reach across research,

theory, teacher learning and professional development, literacy instruction, and discourse as an instructional pedagogical tool, and discursive practices in the field of special education. The following section situates a critical discussion within several interanimating streams of thought and research.

The Language of Critique: Discussion of Affordances, Limitations, and Implications

The following section outlines the study's affordances, limitations, and implications. The section critiques the literature review, research design, and findings both generally and specifically looking at each telling case.

General Comments

A general discussion of the affordances, limitations, and implications in the study will be organized by three major structures: (1) educational reform considerations calling for a rescaling of research; (2) the four critical features explored; and (3) the literature review tributaries. The components of scale specified in the introduction included: depth, spread, sustainability, and shift in ownership. The literature review represented five major educational streams of thought that informed the research.

Research Design, Educational Commitments, and Scale

The decision to study how teachers might learn about discourse as pedagogy responds to educational reform research shifts in scale. This study invited complexity and intentionally rescaled on several dimensions. However, a single study occurring over a 5-6 month period could not begin to respond comprehensively to all of the implications of scale changes. Of the four rescaling features addressed by Coburn (2003), scale changes aimed at particular arenas of depth and spread were proactively factored into the research purpose and design. Likewise, the two remaining scale areas, sustainability and

ownership shift, were limited by the design. The implications of those choices are significant. Each scale area will be addressed in terms of affordances, limitations, and implications.

Depth. The first s research rescaling forwards the issue of depth. Coburn suggests that "a conception of scale that fully incorporates depth has key implications of research design" emphasizing measures of classroom change and measures that capture beliefs, norms, and pedagogical principles (p. 5). The first indication of depth, measures of classroom change, is limited in this study. Classroom change as reflected in the enacted pedagogical discourse shifts are acknowledged and presented, particularly in the final three telling cases. However, while discourse analysis revealed teachers' specific articulation of the impact of classroom changes for student learning, few informal curriculum-based and no formal standardized measures of student achievement were designed into the study. Although student literacy/reading measures were initially considered, the limited time teachers were available to work with students under the practicum conditions (10-15 weeks) could not account for the co-existing variables that may have impacted formal or informal achievement scores. This study would offer greater utility to the current reform culture if teacher learning effects as demonstrated in changes in classroom discourse features could be paired with a depth of student achievement measures. A discourse analysis of classroom changes and student learning could be more rigorously applied from the data sources, but did not directly address the highlighted research questions particular to this study.

The second indicator of depth consists of measures that capture beliefs, norms and pedagogical principles in order to get below the surface at enacted curriculum. While all

four dimensions of scale were not addressed in this study, Coburn (2003) acknowledges the challenge involved in measuring conceptual change or enacted pedagogical principles. Likewise, the study invited the challenge of surfacing the nebulous depth of the term culture. This study affords great insight not only into capturing, triangulating, and analyzing measures of beliefs, conventions and pedagogical principles but also captures *changes* in beliefs, conventions, and pedagogy as well as the features that support those changes. The qualitative research design complements the depth of studying beliefs, norms, and pedagogical principles through enacted discourse. It employs etic and emic analysis perspectives and develops multiple approaches to discourse analysis.

Spread. The second rescaling dimension addressed in the study is spread. Coburn (2003) contends that educational reform must address spread beyond activity structures, materials, and classroom organization to include new ways of knowing and new dispositional stances toward learners, content, and instruction. This study was intentionally designed considering the complexity of spread in beliefs, norms, and pedagogy by linking to discourse studies. In order to invite, yet channel discourse complexity (given the short study time frame) and forward a deepening response to the study of spread, discursive practices were specifically linked to spreading conceptions of what special education teachers need to know and do. By considering discourse as a responsive pedagogical tool for literacy instruction, the study challenged narrow beliefs, norms, and instructional approaches by focusing on expanded literacy curricula and expanded discourse forms and structures, so as to expand the teaching/learning activity reposition learners in that activity, and reposition teacher beliefs regarding learners

identified with learning disabilities. Thus, spread in knowledge, skills, and dispositions was forwarded through the content choices, the activity setting of the Book Club curriculum, and theoretical considerations informing how to teach learners identified with learning disabilities.

In addition, the study addressed the spread of how to best support teachers in what they need to know and do by spreading into new venues and structures for the professional growth and development of teachers. The study responded to some of the current reform presses, such as strengthening the special education teaching force, considering novel ways to support learners' access to the general curriculum, and the development of higher order thinking in children identified with learning disabilities. However, this study also spread teacher learning to include pedagogy and new ways of considering what counts as pedagogy. The course responds to expanded professional standards and ways to develop teachers as responsive educators by exploring the complex teaching decisions that accompany content expertise. Furthermore, the study spread its emphasis beyond professional development learning structures to address teacher education and key features that might support meaningful, transformative learning in graduate education with certified teachers.

Sustainability and ownership shifts. The third and fourth rescaling dimensions consider sustainability and ownership shift issues. Coburn (2003) suggests that teachers are better able to sustain change when support mechanisms exist at all the levels of the educational system. In order to adequately address sustainability and ownership shift, a much more comprehensive study would need to be designed addressing discursive practices at all levels political and institutional education and special education system

(Reid and Valle, 2004). The political and institutional culture pressures on teachers and decisions affecting enactment of their practice emerged as a significant force in the study.

Specific clarity regarding the supports and threats to sustained teacher learning and resulting knowledge, skills, and dispositional shifts was not designed into the study. A longitudinal design that would follow teachers' practice after they finished the practicum course and the graduate program would yield more conclusive findings on sustainability and ownership issues. However; the preliminary data from this study suggests that it was difficult for teachers to risk sustainable shifts necessary for their complex, diverse teaching settings when accountability levers in the school culture were not supporting the spread of expanded content and pedagogical expertise. This issue is underscored in two of Lori's comments where she acknowledges the losses of accountability pressures that limit means and ways of knowing. After teaching a lesson, Lori shared, "I feel that I have found myself as a teacher again. All of the focus on skill and drill has removed a very important part of my identity as a teacher." Despite Lori's deep learning experiences, her enthusiasm for providing her learners with new literacy learning, and her principal's positive evaluation of the tremendous gains her students had made in their communicative competence, Lori emailed me at the start of the new year relaying her dismay that she would not be able to continue with book discussions due to a mandate that everyone would use a specific reading series to provide all of their literacy instruction.

Coburn (2003) contends that educational reform should work at developing a cadre of responsive teachers. The study afforded teachers opportunities for increasing teaching responsiveness through the inquiry into new knowledge, skills, and dispositions

affecting their practice and the reflection and analysis of one's practice. The findings suggest teachers' increased responsivity to learner diversity, literacy content extensions, expanded mediational means in teaching/learning discourses, and the interaction of complex variables interacting with contextualized learning situations. The study findings also forward the idea that teachers can build a more reflective, responsive practice through the development of analytical tools for extending their management of data to discursive interactions. While the study provided critical features positioning teachers into opportunities to shift conceptually, pedagogically, and dispositionally in teaching/learning activity, ownership might not be sustained due to the lack of ownership shift challenge across the system.

Critical Features, Scale, and Reform Commitments

How does rescaling affect teacher learning? In this study, four critical features were identified as mediators in powerful teacher learning experiences. While these four themes were chosen and explored within the structure of telling cases, it does not preclude the substantive and powerful influence of other key features in the practicum or in teacher learning experiences. Teachers are situated in multi-leveled contexts which affect the degree of impact any critical feature might have on the effectiveness of the learning experience. Scale variables (depth, spread, sustainability, and ownership shifts) are particularly helpful in designing studies which investigate a full range of critical features that cross the multiple, powerful contexts teachers find themselves in. Given the limitations and affordances of this study, highlighting conceptual features forwarding the theoretical, professional, and discourse literatures carries specific implications for reform research.

The question should be raised why I, as the instructor was not identified as a key feature given the significant role I played in instruction. Conceptual telling cases were chosen instead of cases featuring a person. Sleeter (2000) makes the point that case study research that feature the course instructor often "falls short" in its ability to move beyond significant subjectivity unless the research design offers greater rigor through an interdisciplinary research team. Since, the design of the study is limited to one participant researcher, the choice was made to highlight my role as instructor as one of the interactive variables within the CoP. A conceptual telling case featuring roles in a CoP might better tease out the specific feature of the instructor.

Each key feature responded to literature, the specific research questions, and the data. Given that the features were concepts, great room exists for continually identifying other interesting details exploring each feature. For example, risk and distributed expertise were identified within the activity structure of a community of practice; however, other features might also be highlighted within the concept of a CoP, such as roles or mediational tools. Likewise, a study of compelling content included discourse as a pedagogical tool and within the Attuned Discourse Heuristic, privileged discourse structure shifts and multiple semiotic mediational tools. This is not to say that other features might offer significantly compelling content; it is only to suggest a gap area in the professional development and teacher education programs.

Debra, as researcher, selected the features because of their potential to capture transformational changes in teachers' experiences. In addition, exploring the features as telling cases afforded opportunity to extend and forward the literature regarding the design and implementation of teacher learning experiences responsive to teachers as

learners and to the professional standards. Each of the four critical features (risk, distributed expertise, compelling content, and reflective, recursive inquiry cycles) addressed in the telling cases worked together, supporting teacher learning.

A question of significance with regard to scale remains. If risk, compelling content, distributed expertise within a CoP, and reflective, recursive inquiry cycles were critical features in supporting teacher learning , then were those features also supported in the K-12 school culture? Do the school cultures that teachers find themselves teaching in support a privileging of risk and risk-taking in learning, opening up learning spaces through different discursive structures and settings, forms of semiotic mediation, and expanded foci webbing content, learners, and multiple contexts? Do school cultures and power discourses operating in the school recognize the distributed expertise in their staff and support and encourage teacher learning as a supported effort between multiple teachers with varying knowledge, skills, and dispositions? Do schools make space for teacher inquiry cycles that allow development beyond one shot inservicing to places and spaces where they can grapple with the intersections knowledge, skills, and dispositions animated within the complex variables at play in any teaching/learning activity? Do school culture and the educational reform movement support a space that privileges deep student and teacher learning as interactive, responsive activity?

Situating the Critique in the Literature Review: Reanimating Discourse Tributaries

In keeping with a paradigm of rescaling dimensions in educational reform and research design, this study drew from a comprehensive literature review. The metaphor of water tributaries was used to depict a conceptual research design shift that more fully embraced rescaling for complexity. The literature review did not reduce the literature by

funneling all of the elements to a narrow topic of study; rather the idea was to demonstrate how in qualitative design, several bodies of literature continue to inform the inquiry process. The review of theory, practice, and research supported design and implementation of what teachers need to know and do and what features best position them for professional growth. The literature review recognized gaps, issues, and current legal and professional presses, theoretical underpinnings, characteristics of teacher learning, literacy instruction, and the role of discourse in instruction, and discourse as a pedagogical tool.

The first tributary examined the affordances and limitations of grounding the study in a sociocultural and critical framework. The second tributary considered policy, professional standards, and teacher learning from the aspect of teacher education and professional development as inclusive to the professional tributary. The third tributary supported what teachers needed to know and do in literacy content. In particular, the rationale for the use of Book Club as an activity setting was set forth. The fourth and final tributary positioned teachers into an inquiry of attuned discourse as a responsive pedagogical tool. Each tributary provided substantial information, questions, and issues with respect to how we might support teachers in what they need to know and do as it relates to discursive instructional choices. The critique will reanimate points of the theoretical tributaries in order to examine the general and specific affordances and limitations of the study.

Research Design and Theoretical Underpinnings

Research working toward new educational possibilities must tackle scale with macro, micro, and multi-methodologies that probe complexity, historicity, culture, and

humanity interacting in learning and development in order to contend with persistently perplexing problems in the field of special education (Artiles et al., 2003; MacArthur, 2003). This study attended to thoughtful theoretically coherent qualitative research design. The literature review in Chapter two framed the study of teacher learning around classroom discourse, suggesting that the study of discourse in schooling practices has been fed by several significant "streams of thought." Many "literature streams" were probed in order to situate the importance of discourse as a responsive pedagogical tool in literacy instruction. Four major tributaries leading into the river of discourse were examined from a general and special education viewpoint: theoretical underpinnings, professional literature, an examination of the literacy content area, and finally pedagogy. The study drew from theoretical and research contributions in each tributary in the design and implementation of the practicum course as an inquiry into discourse as responsive pedagogy in the preparation of teachers for the field of Learning Disabilities.

The linking of socio-constructivist theory, socio-cultural theory and critical theory advanced the strength of the research design. The findings resulting from the questions were analytically informed by the theories; however, the findings also inform the theories, suggesting that any one theory may not be sufficient and may represent incomplete thinking when tackling complex issues and gaps in education. For example, the addition of a critical lens to the attuned discourse heuristic forwarded teachers activity in developing a reflective, exploratory stance to their practice. This research offers the start of a theoretically interanimated study. However, the study could have been made even stronger had the design of CoP features, compelling content of semiotic mediation and inquiry cycles had also been informed more deeply by critical and activity theory.

This study was grounded primarily in a sociocultural/socioconstructivist frame with an overlapping critical lens. The following sociocultural/socioconstructivist principles were addressed in the literature review: (1) Learning through zones of proximal development; (2) Tools and mediational means; (3) Situated Activity; (4) Apprenticeships in Social Contexts; (5) Collaborative Participation Structures and CoPs; (6) Social Deconstruction of Disability; and (7) Dynamic Assessment. The theoretical principles informed the course design supported by persistent revelations, questions, issues, and gaps in the general and special education literature on literacy learning. A learning structure recognizing the power of learning communities developed out of the theoretical literature on situated activity, apprenticeships in social contexts, and collaborative participation structures as well as the literature on teacher learning and professional development. Furthermore, the inquiry process was guided by the theoretical constructs of ZPD learning, dynamic assessment, and situated activity, as well as the professional literature on inquiry communities. The affordances and limitations of studying risk, distributed expertise, and reflective, recursive inquiry cycles will be addressed by looking back at the professional literature on teacher learning and professional development. The critical feature of compelling content was theoretically informed by ZPD learning and tools and mediational means, the professional literature reflecting the accountability levers and professional standards of what teachers need to know, the literacy content literature, and instructional discourse and scaffolding. The content pushed teachers to consider discourse as pedagogy and the discursive complexity of responsively designing and implementing literacy lessons.

ZPD learning and dynamic assessment. A continued issue in learning and development centers on questions regarding ZPD learning. This study probed ways to bring to conscious realization the representation of ZPDs in order to forward our understanding of developmental zones and how learning leads development. It addressed teachers' zones of proximal development and captured explicit representations of teachers' ZPDs by publicly demonstrating the interactive (individual and collective) role of dynamic assessment as teachers probed their literacy practice, assessing and changing what they knew, did, and believed.

Generally, the study began to unpack the complexity and confusion around ZPD learning by bringing the dynamic nature of teacher development to conscious awareness. The study first offered new ways to conceptualize ZPD learning through the adapted figures of Vygotsky's space. It also provided analysis of ZPD learning through careful attention to the publication of thought and activity. A general affordance of the study was the intentional analytic distinction between appropriated learning and deeper learning that signaled transformations of understanding, belief, and action. The initial macro analysis of appropriation patterns followed by the micro, triangulated analysis of specific learning instances forwards our understanding of learning as distinctly appropriated, internalized and produced as either more ventriloquated or transformed.

Specifically, explicit representations of teacher learning were provided through the telling cases. The first telling case on risk showed how teachers, and particularly Teri, began to internalize new knowledge at deeper levels through their risking statements. The statements of risk provided demonstrations of teachers' internalized thinking linked knowledge and or skills contextually situated within their professional practice or

personal beliefs and dispositions. Teri, for example, discussed how the need to expand her discourse structure from a pure IRF sequence to multiple interactive sequences with her learners pushed her (and her learners) out of her comfort zone when considering her professional beliefs regarding teacher as "in control expert" and personal fearful disposition toward change. The critical feature of distributed expertise demonstrated transformed learning as socially constructed and contextually–situated through examples of Suzy's learning experiences.

In the cases of compelling content, Lori's increased learning about different kinds of instructional talk (information, inquiry, debate, and conversation) was demonstrated in the different publication styles that occurred over time in her lesson plans and lesson analyses. The most poignant representation of teacher learning occurred in telling case four. The application of the concept of consequential progressions through recursive inquiry cycles captured the dynamic cultural historical or "time and space" aspects of ZPD learning. The telling case probing reflective, recursive inquiry cycles assists us in seeing Miriam's zones of proximal development over the space of about 15 weeks. The changes in her talk and actions reflected shifts in her developing knowledge and beliefs about herself as teacher, her learners, and literacy instruction. Furthermore, the analyses of her actions supported a developing concept of her skills and the contextualized interaction of those skills within layers of institutional and interpersonal culturally-laden discursive practices.

The literature review suggests that the ZPD construct holds relevancy for teachers in designing, implementing, and assessing responsive, scaffolded instruction. In addition, the review notes that "teacher learning experiences must recognize the complexity of

learners, contexts, content, mediational means with the intermental activity that takes place in learners' ZPDs" (p. 28).The focus of this study was on teacher learning (about student learning) and not student learning per se. Thus complete representations of students development along their individual and collective zones were not a part of this study. A demonstration of the teachers consequential learning without a rigorous indication of the impacts of teacher learning on their students' development begs the "So what?" question. The study is limited by the limited views of the students' increased development. For example, Lori provided examples of student talk and action that highlight what she saw and heard, but it is infrequently supported though the discourse of the actual interaction. Another companion study could qualitatively probe a more in-depth study of student learning.

Professional Literature

Pressure exists to strengthen the teaching force. A few studies address the professional development of special education teachers or teachers who work with children identified with disabilities (Artiles, 2003, Englert & Rozendal, 2004; MacArthur, 2003; Pugach and Seidl, 1998). This study offers course and program design possibilities for teacher education and professional development. The study affords new ways for thinking about how content, processes, and structure choices may expand our thinking about what counts as professional standards. Likewise, the study offers pedagogical links to current content pressures in the special education field. In addition, the research design intentionally connected what the literature says about how teachers learn and what teachers need to know and do. Teacher learning within communities of practice must provide experiences that develop knowledge, skills, and dispositions *for*, *in*, and *of* their

practice (Cochran-Smith & Lytle, 1999). Development within a learning community can address, challenge, and transform individual and collective professional goals and activity. The findings of the broad uptake theme analysis suggested that the course was responsive to both the individual and collective developmental zones of the teachers. The course also provided new ways to assess what and how teachers learned. The content, process, and structure choices may be most appropriate for graduate level programs and assumed some prerequisite knowledge in order to apply and integrate the number of variables at the level of inquiry expected. Some modifications or additional scaffolds might be necessary for undergraduate programs or courses that come earlier in a program sequence.

Literacy

The concept of balanced literacy programs grows in acceptance. However, the current status of literacy development in special education programs and services still reflects an unbalanced model which often removes learners identified with learning disabilities from a full range of opportunities for developing communicative competence, higher order thinking, and social skills. Teacher preparation programs may not even address the curricular and instructional potentials and complexities existing in a balanced literacy program. This study provides a model for a practicum experience aimed at probing identified gaps in special education instruction. The course did not specifically address the more traditional special education models. They were represented by courses in the program plan and prerequisite for teachers involved in the practicum. The teachers in the study were able to address literacy and social skill concern areas on their learners' individualized education plans.

The Book Club curriculum was chosen in the study as a flexible and comprehensive literacy activity structure. The Book Club curriculum in the practicum provided teachers a supportive environment for problem-solving what "access to the general curriculum" meant instructionally. It also provided something in common between the teachers as they grappled with diverse situational experiences. The common curriculum afforded one less variable of difference amongst the teachers.

The flexible design of Book Club offered utility across many instructional settings that spanned multiple grade and ability levels. A limitation of Book Club was its comprehensive nature. Because the program guides rather than dictates choices, a significant portion of decision-making was left up to the teacher. The decision-making provided a rich analytical space for the practicum experience; however, at times, it threatened to overwhelm some teachers. For example, the case of risk exemplified Teri. One of the journal entries shows that Teri needed four weeks before she could "dive" in with her fourth graders using a trade book. Subsequent changes to the LD program and practicum course have included earlier preparation time for the teachers to get to know the Book Club program before the practicum begins. An additional improvement has been the publication of Book Club Plus (Raphael, T. E., Florio-Ruane, S., George, M., Hasty, N., & Highfield, K., 2004) which offers support for using Book Club to meet the needs of learners identified with LD.

Discourse and Classroom Based Discourse

Teachers are concerned about their practice and the multitudinous curricular and instructional decisions they make long-term, short-term, and on a moment-to-moment basis. While the language of discursive practices in school and classroom discourse

initially seemed foreign to the teachers, they readily recognized the features of discourse in their practice. The activities and requirements that pushed the teachers the most were met with some initial resistance. However, by stretching the teachers to open the discourse space through discourse shifts and multiple mediators, bridges were created between the teacher, content and their learners. Likewise, the requirements scaffolded the teachers into the role of discourse data managers through analytic reflection of dynamic, real situations that opened incredible windows of insight and transformation for teachers and their learners. The teachers evaluated the recorded teaching, analysis of recording, and group sharing course requirements has highly effective course learning tools.

Attuned Discourse Heuristic

The heuristic was created to provide teachers with some way to "channel" and organize the complexity of potential variables that might be interacting in any given teaching/learning activity. The heuristic was not a static model, but changed as the situations were discussed within the learning community. For example, the influence of critical theory and issues of power and position were not initially on the very first draft as the course began, but quickly became a key variable in the analyses of their literacy practice. The heuristic supported the seminar and observation problem-solving discussions. We would use the heuristic as a think sheet to highlight the potential variables interacting as the teachers would unpack a teaching scenario they had experienced.

On the basis of the general and specific findings of the study, the variables identified were explicitly animated often, with the exception of the specific variable of identity. Although identity was not explicitly taken up in the practicum, much of the

development centered on the identity development of a special education professional and on the development of a student's identity as thinker, communicator, reader, and writer. A revision of the heuristic based on the study might reposition identity within the subsequent variables for teacher and learners in a community of practice. A study of activity theory might also inform a more developed set of features within the heuristic variable, activity structure. Likewise, the heuristic allowed teachers to take up the variables that ignited their contextualized thought and action. The majority of the teachers each had their highest scores in different thematic arenas, suggesting that the heuristic communicated a message of responsiveness and an openness to "take up" many different possibilities in the learning process.

The Critique of Specific Telling Cases

The critique of the study considers both general and specific affordances, limitations, and implications. The specific critique first reviews the two telling cases in Chapter 5, risk and distributed expertise. Since the features were explored within the concept of a community of practice (CoP), the critique is preceded by a review of the CoP teacher learning structure chosen in the study. The two final telling cases, compelling content and reflective, recursive inquiry cycles, follow.

CoP: teacher learning structure

The graduate program course was loosely structured to function as a discourse CoP. The eight teachers came to learn together in the seminars that occurred approximately every other week. Two specific features that emerged in the data as significant to a learning community were the concepts of risk and distributed expertise. The investigation of each feature will be addressed individually to ascertain specific

affordances and limitations. While risk-taking behaviors and distributed expertise were analyzed as critical elements in teacher learning in a CoP, it must be noted that the intertextual nature of both a risking stance and distributed expertise may be afforded to learners outside of a community learning structure. However, risk and distributed expertise as situated within contextual structure of a CoP more authentically describe the practicum experience.

Moreover, the analysis did not assume that the two features (risk and distributed expertise) were the only critical features that existed in the CoP structure supporting teacher learning. The concept of a learning structure as a CoP was considered in the course design, but not carefully designed prior to the implementation of the course. Hence, the study of features embedded in a CoP was not chosen a priori; rather emerged from the initial appropriation patterns of the analyzed journals. The risking feature emerged as appropriated by all of the teachers. The concept of distributed expertise was not as prevalent in the journals, which may or may not be reflective of the course. A limitation of the study, therefore, is an incomplete analysis of design features embedded within the CoP structure.

Some of the features that could have been addressed either a priori or as emergent features might have included: (1) particular problem-solving features that might counteract interpersonal threats to a CoP, such as conflict; (2) structural course design issues (such as institutional power, community constraints, and roles) impacting CoPs and innovative features for supporting a CoP within accountability cultures; and (3) the power of multiple dialogic and discourse tools for communicating within the CoP. Three examples explicate each feature not addressed in this research study. First, this study

could have probed interpersonal threats and problem-solving in a developing CoP. For example, the course evaluations underscored the teachers' desire for more group interaction in seminar, and specifically around their taped lessons; however, more group interaction might have potentially increased more conflict. One teacher was particularly outspoken in the group settings. Her strong evaluative opinions caused Lori to initially question her willingness to share some teaching experiences with the group. In a session where Miriam was sharing what she felt was an initial successful discussion with her learners, the other teacher made the comment, "How chaotic. There is no control here. Kids are talking on top of each other." As instructor, Debra addressed those interactions; however, it begs the question, not clearly addressed in the journals, of the extent of interpersonal conflict and problem-solving that may or may not have occurred within the teachers' learning experiences as a CoP.

Secondly, the question remains, how does a learning environment designed as a CoP function amid the tensions of voluntary and involuntary structures? While the analysis demonstrated the teachers' ability to glean affordances through a community of practice, a study of the leverages and hindrances in a CoP that exist within larger institutional conventions and policies was not investigated. Such a probe would assist our understanding of design features in graduate programming as well as in professional development models that exist under federal, state, and district policies. Perhaps a course or program designed with both voluntary and involuntary structures would provide affordances that traditional professional development experiences cannot offer.

Third, the question of communication venues in a CoP was not investigated. The teachers communicated with one another orally during seminars. Their communication

was peppered with supporting artifacts, actions, and recorded teaching events during seminar, but the majority of their written discourse occurred between themselves as individuals and me as instructor. The case of Mara raises this question and speaks to the limitations of the study design. Mara's voice was very present in written communication and much less present in the oral seminar communication. While teachers noted the importance of 1:1 journaling with Debra, one wonders if Mara's engagement with the members of the CoP might have been more balanced had she had opportunities to share her thoughts in writing. The role of dialogic and alternative semiotic communication tools and the relationship within the CoP and specifically between the instructor was not clearly probed.

At least three key features connected to learning within a CoP were not probed. However, two features that emerged from the journals as potentially significant to teacher learning afforded new insight into a CoP as a learning structure in teacher education. In this case, when the teachers took on the privileged risking stance, they seemed better positioned for transformative growth available within the intertextual distributed expertise.

Risk

Opportunities for continued study regarding the role of risk as a critical feature in educational theories, teacher learning and practice, and discursive choices, abound. Highlighting risk as a critical feature in learning experiences begs several theoretical questions: (1) How does risk factor into learning opportunities designed through behavioral, cognitive and developmental, or sociocultural lenses?; (2) How might critical theory and factors of power and privilege assist our thinking about what constitutes risk

in learning and for whom?; (3) How might activity theory inform risk as an appropriated stance in learning?

The concept of risk as a critical feature in teacher learning is emergent. The study provided emergent affordances available when learning experiences intentionally nurtured risking behaviors. We can begin to understand risk as a learning disposition or stance and the ways it can be conventionalized, privileged, and abused in teaching/learning activity. The literature refers to trust in learning; however, this study responds to an often underground or assumed condition of learning. The study brings risk to the surface of the teaching/learning activity, demonstrating the tremendous amount of risk required in transformational growth. It also offers beginning thinking about specific learning affordances when a risking stance is appropriated. Risking statements created a transformational nexus for the integrated development of a teacher's knowledge, skills, and beliefs. Risking statements and actions opened the door to the uptake of opportunities and seemed to pave the way for the formulation of new thinking and action. Risking increased reflective activity, in which a teacher was able to look back in order to revision the future.

Risk in discursive activity was only partially unpacked. The findings begin to shed light on the differences in dialogic activity and dimensions of risk; however, the study did not look completely at oral and written risking statements. The interactional and responsive nature of risk between the teachers and Debra was highlighted, but was not probed within the larger learning community. Furthermore, a probe of abuses and threats to risk in a CoP was not explored. Areas for further study of the role of risk and teacher learning include probing factors such as group size dynamics and grouping variations.

The practicum course was small in size, which naturally positioned the critical feature of risk-behaviors. Fewer teachers allowed for more opportunities to publicly share. The significance of the way risk was privileged and appropriated in the course may be less generalizable due to the small number of course enrollees.

Distributed Expertise

The uptake and exploration of the role of distributed expertise in this study informs the theoretical, research, and professional literatures. A conceptual extension of distributed expertise within a CoP is provided through applications of John-Steiner & Mehan's (2000) work on CoPs as complementary, collaborative, and creative. This telling case provided rigor to a qualitative study in that it probed potential affordances for distributed expertise as well as potential losses from not mining the riches of distributed expertise within a CoP. Because distributed expertise is not appropriated explicitly by as many of the teachers, it provides potential for future study rather than significant data for drawing more than temporary conclusions. The riches of distributed expertise require future investigation and may be mined by asking the following: (1) What supports the development of a CoP in a graduate course?; (2) What are the threats to distributed expertise?; (3) What is the role of dialogic written and spoken/inside and outside textual tools for positioning distributed expertise in a learning experience?; (4) Do the rules and roles of a CoP specifically position or threaten distributed expertise?; (5) How do graduate students feel about learning through distributed expertise? Distributed expertise offers much potential and would benefit from a teacher learning study that featured it more intentionally in design and analysis.

The professional literature suggesting characteristics of creativity (See Chapter 2 for more detail) in teacher learning experiences were supported through the findings of distributed expertise. The telling case demonstrated the potential losses in learning environments that did not foster distributed expertise. Furthermore, enacting a CoP in a teacher learning environment that nurtured distributed expertise created a high level of idea animation and accountability for what teachers know, do, and believe. As Suzy involved her learners in book club discussions, she relied on the power and accountability of the collective for possible uptake and enactment of their ideas and solutions. This conception of accountability levers within the profession afforded self-generative problem-solving potentials that could empower many teachers.

Compelling Content

In this study, compelling content was defined in the professional literature as that which is meaningful and purposeful. Meaning and purpose may dynamically shift over time as individuals and societies develop, potentially changing what teachers need to know and do. This study provided a unique look at discourse as pedagogy as the compelling content. In particular, a focus was placed on having teachers examine their discursive choices in lesson design and implementation by experimenting with scaffolding, discursive shifts, and the power of multiple semiotics in learning discourses. The Attuned Discourse Heuristic signaled the complexity and multi-factored nature involved in probing classroom-based discourse.

The findings in the telling case of compelling content were storied through Lori's learning about discourse as pedagogy and multiple semiotic mediators. The case offered valuable insights for teacher education, theory, the field of special education, literacy

education, discourse studies, and educational research. First, the findings suggested that discourse as pedagogy could provide meaningful and purposeful learning content for teachers when opportunities were contextually situated in inquiry activity. The case demonstrated that literacy choices connected to intentional discursive mediators scaffolded teachers, (particularly, Lori) into a more thoughtful, responsive literacy instruction in which they considered a range of variables in the teaching/learning activity.

Theoretically, Lori discovered that the content bridged her into greater understanding of scaffolding and what it might mean to bring a learner along a ZPD or open up new ZPDs. Understanding four kinds of teaching/learning talk (information, inquiry, conversation, and debate) and communication supported by objects and actions empowered Lori to orchestrate activities that pushed her students into new reaches of learning she previously thought were unavailable. Linking a study of discursive practices and semiotic tools offered a meaningful avenue for unpacking the somewhat elusive nature of intended responsive nature of scaffolding.

Furthermore, Lori discovered as a special education teacher that deliberate shifts to a more open discourse space including different kinds of talk, actions, and objects helped her to see and respond to the individual and contextual nuances of each of her learners. Her learning signaled a change in how she previously focused instruction on literacy strategies divorced from its interaction with individual learners. With the focus on content expertise and strategy learning in special education, deep connections between individualized instruction and teaching through multiple paths may be lost. The Attuned Discourse Heuristic which frames content variables within a contextually-situated inquiry may offer an important links weaving the dynamic nature of what special education

teachers need to know, what they need to do, and what they believe. The focus on multiple semiotic mediators and a more open discourse space did not detract from literacy development. It provided an expanded learning space where Lori's learners could practice increased communicative and social competence.

Lori was able to see the importance of offering her learners a balanced literacy curriculum and the affordances available in a book discussion format when her learners were apprenticed into specific roles and higher order thinking skills through thoughtful design and implementation of multiple semiotic mediators. The study demonstrates an important role teacher educators can play in providing practicum experiences that apprentice teachers into literacy activity aimed at developing communicative and social competence through higher order literacy activity.

Finally, the telling case supports the importance of keeping pedagogical decisions "above ground" in a responsive, reflective practice. Understanding how the words, actions, and objects of teacher and learners send powerful messages in learning/teaching discourses became compelling content for the development of teachers. Discourse and discourse analysis need not remain for educational researchers, but can be an important skill for developing a responsive teaching practice.

The telling case of compelling content provided affordances to the educational research community. Overall, it suggests that what counts in teacher learning should include pedagogical practices and that what counts in pedagogy is enhanced through an exploration of discursive practices. First, the case offers emergent investigation of teachers studying the enacted discursive literacy activity. Secondly, the case provides a beginning exploration into the importance of multiple semiotics as scaffolds in

instructional discourse. Continued study could further our understanding of the role multiple semiotics play in the meaning-making of learners identified with learning disabilities or language differences. The study barely scratches the surface of data representation possibilities in researching multiple semiotics in teaching/learning activities. Finally, the study provides rich examples of deep learning afforded when teachers stretch their pedagogical literacy practice.

Potential limitations exist when considering the content of discourse as a pedagogical tool. First, the Attuned Discourse Heuristic opens up the complexity of teaching/learning activity. The complexity was at times overwhelming to the teachers. Furthermore, the instructor must have a high comfort level for working with complexity and the full range of possible situations that might arise for the teachers. Additionally, the course instructor must hold knowledge of classroom-based discourse and discourse analysis in order to guide teachers in discursive choices.

Reflective, Recursive Inquiry Cycles

The fourth telling case investigated the role of reflective, recursive inquiry cycles in teacher learning. The study was designed to support teacher inquiry into responsive pedagogical choices through multiple cycles of scaffolded semiotic probes. As the primary processing toolkit in the course, the reflective, recursive inquiry cycles were inextricably woven into every teacher's transformative experiences. However, the case of Miriam specifically explored and demonstrated the feature's power to facilitate learning shifts. There are several implications in using inquiry cycles for teacher education, theory, discourse studies, and research.

This study exemplifies a multiple apprenticeship course design in which teachers develop a reflective, attuned practice by participating also in development of reflective inquiry skills. Miriam's changes in the telling case provide rich, thick descriptive data (qualitative and quantitative) demonstrating the model's strength including multiple, recursive cycles of seminar, lesson design, implementation, analysis, and group sharing. One inquiry cycle alone would not have supported the kind of inquiry necessary for deep change. Furthermore, the fourth telling case probed Miriam's changes in her knowledge, skills, and dispositions regarding her learners, the content, and herself.

Another implication for teacher education and professional development experiences regards the inclusion of an inquiry toolkit in teachers' learning experiences. The literature has already pushed the importance of teachers as data managers; however, the concept of "data" has focused on a narrow slice of standardized achievement outcomes. The inquiry learning process of the course scaffolds teachers in a broader research skill-through the application of the inquiry tool-kit. The course offers a model for content, process, and structural supports that probe the long-term, short-term, and moment to moment decision making around complex variables within teaching/learning activity. The leveled analysis form and group sharing segments were noted by the teachers and Debra as particularly useful in developing new ways to observe, reflect, and shift belief, thought, and action of teachers and learners. Since discourse as a pedagogical tool comprised a significant portion of the content, beginning to analyze discursive practices became a natural link to a critically reflective inquiry stance.

Theoretically and conceptually, measuring learning continues to fall short of the mark. The concept of consequential progressions beautifully conjoins essential elements

of the appropriated and transformed cultural-historical, sociocultural, and socio-constructivist theories of Vygotsky and neoVygotskian thinkers. Few exemplars currently bring to life the dynamic consequential progressions within teacher/student interactions (Putney, et al, 2000) The telling case in this study extends the literature by providing an exemplar that brings to life a teacher's consequential learning progressions. It offers thick description for understanding the dynamic quality of ZPD learning and its traversal potentials across and through slices of time, space (contexts), voices (text), and multiple semiotics. Furthermore, this case features the importance of pushing teachers to take on a critical stance as they look at the multiple and complex variables interacting in teaching and learning. This telling case demonstrates the power involved in giving Miriam opportunities to publicize, hear and see, and reconsider the enacted assumptions under which she, the students, and the school were operating.

A final contribution of this case relates to research practices. Two issues discussed include: (1) the positioning of teachers in educational reform and (2) data analysis and representation. As the accountability for results mantra rises, teachers feel increasing pressure to perform. When accountability measures are limited only to standardized assessments of student learning, conscientious, smart teachers may feel positioned at the end of a "blame and shame game" that presupposes ownership of learning problems lie ultimately with poor teaching. Bell (1997), suggests that the process of social justice education is not achieved through domination, but engagement in a "power with" in order to surface and enact education that is socially just. This study positions the teacher in the research through her professional voice as a means for engagement in the conversation and learning inquiry regarding tough issues of learning,

development, culture, and responsive teaching. While professional development and teacher education recognizes that teachers need to learn, teachers can be invited in to reform activity as collaborative partners who have much to learn and much to offer. Likewise, when the learning is set in research and inquiry activity, learning becomes a collective, reciprocal goal. In this way, the identity of the teacher as professional and the identity of the education field as a discipline may embrace consequential progressions that strengthen the development of individuals and groups involved in creating just, responsive educational practices.

The second research practice issue addresses data analysis and representation. The recursive inquiry cycles offer a developmental "over time" frame for analyzing and representing data that might assist researchers (and teacher/researchers) in new ways of marking change in thought and action. The cycles strengthen rigor through triangulation that not only occurs across multiple data sources, but also across multiple passes of those data sources. The telling case in this study demonstrates how the analysis of journals, recording analyses, and growth log can be analyzed both in the moment and over time. The bar graph figures, with the stacking of intensifiers and qualifiers on the actual positive and negative value statements allow a new way for see the effects of discourse patterns.

Summary

The critique section of this chapter detailed a general and specific review of the study's affordances, limitations, and implications. Due to the complexity of the study, the general critique was framed in three different ways. First, comments considered the study by looking at rescaling dimensions in educational research. This study provided stronger

exemplars for a research design and findings responsive to depth and spread principles, while attending less well to the rescaling principles of ownership shifts and sustainability. While the study provided an excellent look into new ways to shape teacher learning experiences, it is limited in its exploration of student learning. Second, the review centered on the research design probing four features critical to transformative teacher learning experiences. Essentially, the features did not represent all possible necessary and important features in teacher learning; however, they each provide particular significance in the way they story learning along differentiated and collective zones of teacher (and learner) development. Third, this chapter redressed the literature review informing the study. Each tributary was reanimated to consider how the study was responsive to the findings, questions, gaps, and issues already present in the literature. Overall, the study extends and forwards research and thinking on ways we might educate learning disabilities teachers in what they need to know and do in literacy teaching. In particular, the study offers innovative design and analysis in discourse as a responsive pedagogical tool in literacy instruction.

Each specific telling case was reviewed for particular affordances, limitations, and implications. The section was forwarded by a review of the professional teaching community (CoP) course structure. The CoP provided an important context of distributed expertise that nurtured the appropriation of a risking stance. Specifically, risking as a learning stance was privileged in the course design and appropriated by all of the teachers. Due to the emergent exploration of risk in this study and in the literature, the findings may provide less conclusive and generalizable findings; however, highlighting the role of risk in teacher learning affords new visibility to an "underground" learning

feature. The telling case of distributed expertise probed an area that was not explicitly taken up in the majority of teacher journals; however, this case provides affordances for research and teacher education. Research studies can draw on this case as an exemplar that probes both what is present and absent in the data. Furthermore, the study offers an exemplar to teacher education for considering affordances available to a learning community through distributed expertise as well as potential losses when distributed expertise is not a significant feature in unpacking tough learning issues. The telling case of compelling content provided an innovative perspective on what counts in what teachers need to know and do. The case offers exciting links to reshaping what might count as pedagogy. The attuned discourse heuristic and the heightened study of discourse shifts through multiple semiotic mediators scaffolded deep teacher and student learning. The case offers extensions for developing both what teachers need to know and do. Finally, the case of reflective, recursive inquiry cycles provided a research story demonstrating the importance of the tools necessary for developing an attuned, reflective teaching/learning practice. The case offers particular value for its ability to story the concept of consequential progressions supported intersemiotically, intertemporally, intercontextually, and intertextually in teacher learning as well as the import of inquiry cycles when the learning involves complex variables involving diverse learners.

In summary, although the study was not supported by a rich interdisciplinary research team and all four rescaling principles, the study offers deep contributions to theory, the professional literature on teacher learning, professional development in balanced literacy initiatives in special education, and discourse as a research, teacher learning, and pedagogical tool. The study contributes new ways to design and implement

a practicum experience for teachers learning to teach students identified with learning and language disabilities. It forwards the professional literature on how to teach teachers what they need to know and do as responsive instruction. Finally, the study provides innovative investigations that forward our thinking on ZPD learning, scaffolding, and affordances available to the education field through qualitative research study of teacher learning.

The Language of Possibility: Future Directions

The field of education and in particular, special education is realizing that discursive practices occurring across multiple layers of a system or institution are intricately webbed (Reid & Valle, 2004). Hence, classroom-based discourse decisions can be very tied to the discursive practices in school, district, state, and federal/national communities. If educational reform is to make a difference in the daily teaching/learning interactions and ultimately in the identity development of all learners as literate thinkers, communicators, and learners, we must recognize the intricately webbed influences of power discourses operating across and within the system. In order to respond to a commitment that provides all learners with helpful, hopeful learning opportunities, we must transform our language of critique into a language of possibility. The limitations of this study and implications of those limitations open spaces for new possibilities. If educational and research possibilities address systemic discourses, then individual and collective consequential progressions at any level retain more hope. The final section outlines how critique of this study might be transformed into new possibilities that hold out hope for changed ways of knowing, doing, and believing.

The complexity of persistent and emergent issues, gaps, and questions in this study forwards a call for "scaled up" research. The selected theoretical underpinnings support research paradigms responsive to scale issues. Vygotsky's strata-genetic theory of learning and development provides a responsive theoretical and conceptual tool for traversing the multiple systemic layers in "scaled up" research (Mariage et al., 2004). In addition, cultural-historical or sociocultural theoretical frames leave room for the animation of other theories to inform the meaning-making process. A more comprehensive research model could further our understanding of ZPD learning and the consequential progressions occurring strata-genetically.

Attention to scale and spread, depth, sustainability, and ownership shifts through interdisciplinary research teams would better address complexity. Specifically, longitudinal studies offer possibilities to extend design and analysis in multiple directions (Artiles et al., 2004; Coburn, 2003; Sleeter, 2000). This research design also offers only emergent glimpses at the possibilities for studies that capture and transform individual and collective beliefs and assumptions through enactive discursive practices. A study that follows learners through their educational program and into the first years of their practice might provide more data on teacher learning and critical features impacting that learning. Study designs that take advantage of mixed methodologies may provide rich resources in pursing significant questions. Designs that can story learning and development through multiple semiotic mediators hold the greatest potential for including diverse voices in the reform conversations. For example, a study that features aspects of learning and development quantitatively and then qualitatively through case study series research invites interanimation of thinking. Likewise, series case research that probes and

compares cases of individuals, groups, and concepts (telling cases) offer multiple ways to probe and represent findings. In addition, the field of discourse and the study of discourse analysis as a tool for understanding meaning in discursive practices remains emergent in educational research. Great room exists for increasing the rigor of our discourse analysis by drawing on the rich, interdisciplinary set of discourse analysis practices: interactional sociolinguistic analysis; critical discourse analysis; and intertextual, intersemiotic, intercontextual, and intertemporal analyses. Qualitative research as rigorous, discipline activity must still be developed within the educational field so that it may communicate the depth of meaning it holds to other stakeholders.

Finally, while "scaling up" research is logical; it is not always feasible. Funding sources, research ethics, institutional policies, and contextual circumstances may deter individuals or groups from designing, implementing, publishing the findings of large scale studies. It is imperative that innovative, thoughtful research designs be supported by federal educational initiatives, policies, and funding sources. Furthermore, while the impact of small research projects may not seem as notable as large scale research, collective, intertextual scholarship across time and space should not be undersold. Learning and development can occur in surprising ways. Voices in an inquiry project of a learner, or the action research project of a teacher, or a smaller scale project can reciprocally reverberate with larger research initiatives across a global community of practice interested in learning and development.

This study only begins to scratch the surface of new ways to design and implement transformative educational experiences that might make a difference for teachers and for their diverse learners. Community partnerships that foster conversations,

courses, and innovative research experiences addressing sustainability issues and multi-level ownership shifts would better support teachers' professional learning inquiry and school reform. There is great room for continued exploration in the following areas: (1) professional development of attuned, responsive pedagogical practices; (2) the role of multiple semiotics in meaning-making; (3) complexity of variables in teaching/learning interactions and schools including historical and cultural dimensions; (4) professional advancement into a reflective inquiry-based practice through quantitative and qualitative research tools and expertise; (5) balanced content-area instruction aimed at communicative, social, and problem-solving competences; (6) theoretical advancement in the practical application of individual and collective ZPD learning and the role of scaffolding in dynamic development; and (7) creation of flexible, self-generative learning structures where members of learning communities can safely risk and draw upon the rich, diverse forms of distributed expertise available; and (8) innovations that reconsider how schooling roles and practices can more flexibly traverse time, space, text, and semiotic mediation. New possibilities exist to reframe school cultures by reconsidering the current assumptions, structures, and discursive practices in the general and SPED problem-solving process (referrals, assessments, identification, individualized education plans) so that SPED can empower teachers and unleash the learning rights and opportunities for all learners.

APPENDICES

Appendix A: Conceptual Framework

THE CONCEPTUAL FRAMEWORK

FOR THE TEACHER EDUCATION PROGRAM OF CALVIN COLLEGE

Adopted by the Teacher Education Committee: **April, 2002**

The **Conceptual Framework** articulates a shared vision for Calvin College's **Teacher Education Program** in its efforts to prepare educators for PK-12 classrooms. The Conceptual Framework provides direction for the Teacher Education Program's courses, teaching, candidate performance, scholarship, service, and accountability. Included in the Conceptual Framework is an articulation of the Teacher Education Program's particular perspective, which will characterize Calvin's teacher education graduates.

The Conceptual Framework provides a vision for the program. As such, it provides the basis for coherence among the program's curriculum, instruction, field experiences, clinical practices, assessment, and evaluation. It makes explicit the program's professional commitments and the knowledge, skills, and dispositions that support those commitments, providing a context for aligning professional and state standards with the teacher proficiencies expected by the program. The phrase that best sums up the mission of the Teacher Education Program at Calvin College is **Developing Responsive and Transformative Educators.** The liberal arts core, the specialty concentrations, and the professional courses in education each contribute to this mission.

The Conceptual Framework is composed of the following structural elements:

A. The Mission of the Institution

B. The Mission and Philosophy of the Teacher Education Program

C. The Teacher Education Program's Professional Goals

D. The Teacher Education Program's Knowledge Bases including theories, research, educational policies and wisdom of practice.

A. The Mission of the Institution

The Teacher Education Program's Conceptual Framework is shaped by its institutional context. Calvin College, established in 1876, is institutionally and historically a Christian college in the Reformed tradition. The *Expanded Statement of Mission* (ESM) of Calvin College expresses this Reformed vision of personal and collective life through "four great moments" of history (ESM pp. 15-17). God **created** a good world and continues to uphold the creation through a faithfulness that is sometimes called providence. However, the entire world and all areas of life, because of human disobedience to God, have been affected by the **fall** into sin. Nevertheless, Jesus Christ's work on earth has made possible the **redemption** of the entire world, restoring the natural, social, and cultural worlds to their original destiny. Complete **fulfillment** of that redemptive process will occur only when Jesus Christ again reigns completely over the entire creation. However, Christians living in the here and now are called to do what they can to promote the restoration of life as far as they are able. These four moments set a particular direction for the corporate efforts of Reformed Christians, including educational institutions such as Calvin College and its particular program in teacher education. In short, the Reformed vision is "to hear God's voice and to respond obediently to God's call . . . in a continuing effort to understand God's redeeming purposes towards creation" (ESM, p. 13).

This framework gives a Christian's life a particular calling and task. God's people are to live as a visible embodiment of God's promise of renewal. Through God's people "God declares the restoration and completion of the creation . . . [Therefore] as agents of covenant renewal the people of God work to see God's reign over the whole creation. We are called to correct the exploitation and oppression of people, to alleviate pain in the world, and expunge evil from ourselves" (ESM, p. 17). This is a vision for thoughtful development and transformation of both individual hearts and social structures, for a flourishing life of joy and liberation from bondage and injustice, both individually and collectively. It is a vision of delighting in life and obeying God in all its areas. Calvin College as an institution views its central mission as a three-part task: providing a liberal arts education, engaging in Christian scholarship, and applying this knowledge in service to the world at large.

The educational mission of Calvin College is expressed as a liberal arts education that gives a context for disciplinary studies. The liberal arts core serves as a window on the world, enabling each student to live a life of Christian service in "the family, the church, the nation, the marketplace, the various venues of the arts, and the like" (*An Engagement with God's World,* p. 15). The disciplinary studies are specialized areas of knowledge. These provide the intellectual tools, knowledge, and perspectives of the various disciplines to bear on the central task of advancing the redemptive purposes of God's reign. Together, liberal arts and disciplinary knowledge constitute the educational mission of the college.

The educational mission of Calvin College is framed by an emphasis on scholarship. This is an engagement in a communal search for knowledge which might be brought "to bear redemptively upon the world" (ESM p. 43). This means not only scholarship enhancing personal knowledge, but also scholarship applied to existing cultural practices and social structures as well as advanced scholarship engaged with conversations that occur within and across disciplines.

The ultimate context of both a liberal arts education and the scholarship that supports it is service to society. As such, the mission of Calvin College involves a vision of humans both as flourishing creatures and as agents of renewal and transformation. Part of this context is a call to celebration, encouraging joyful appreciation of the goodness still evident in the world, and thus the vision also involves reveling in the enjoyment of life. Part of this context also includes preparing students for leadership, service, and renewal in a society that includes diversity in gender, race, ethnicity, socio-economics, cognition, sexual orientation and religious tradition. As such, Calvin College seeks to engage in a vigorous education that promotes lives of joy and reflective Christian service in contemporary society.

B. The Mission and Philosophy of the Teacher Education Program

The Teacher Education Program at Calvin College (hereafter "the program") takes its vision from the mission of the college. The vision of the program is articulated by the expression **Developing Responsive and Transformative Educators.** The mission of the program is to prepare teacher candidates to be responsive and transformative in their teaching. The four key words—**developing, responsive, transformative, and educator**—require unpacking.

By using the word **"developing"** we mean to highlight *four* concepts. *First,* it refers to the teacher candidate's developing knowledge within the general liberal arts core and the specialized knowledge of education and the other disciplines. *Secondly,* it refers the teacher candidate's increasing readiness for teaching, a process of developing into responsive and transformative educators in which both teacher candidate and teacher education professor play active roles. *Thirdly,* "developing" also refers to the on-going character of the learning that is part of being a teacher; to be a teacher is to be a life-long learner. *Finally,* "developing" refers to the character of these changes, for it includes the process of maturing from simpler to more complex competencies and understandings.

The term **"responsive"** highlights *four* ideas. *First* and foremost, it refers to being responsive to **learners**: unwrapping their many gifts, encouraging them to share their joys and burdens, and helping them to develop lives of delight and service. *Secondly,* it indicates that candidates must be responsive to the

curriculum, deepening their understanding of the disciplinary structures and the nature of learning. *Thirdly*, being responsive also requires an awareness that teaching and learning always occur in **contexts,** including socio-cultural, historical, institutional, and systemic settings: good teaching includes careful and caring responses to these settings. *Finally*, responsive teachers are able to **integrate** these understandings in a way that allows them to identify inadequate and unjust practices and structures and challenges them to transform these practices and structures so that schools serve all children.

The adjective **"transformative"** highlights *three* important characteristics. *First* of all, it suggests affirmation and development of what is already good in the classroom and in society generally. *Secondly*, it indicates working towards renewal where the status quo is clearly inadequate, both for students as individuals and for social structures, including schools in particular and society more generally. *Thirdly*, it means that candidates in the program are invited to be committed to service in school and society as signs of the gift of redemption of creation to its original destiny.

The term **"educator"** highlights *two* ideas. *First*, it means someone who delights in students and has a contagious zest for life and learning. *Secondly*, it means someone who acts and who has the authority to do so. As such, an educator is someone who engages in action effectively and competently, empowered through acquired knowledge, skills, and dispositions and the authority of God's call to act for the good of those entrusted in one's care.

The vision of the Calvin College Teacher Education Program is to develop teachers who will be ready to work in a variety of P-12 venues, including public and non-public schools. Although the program is part of a college associated with a particular religious tradition, its mission is not narrow or sectarian. Instead, the program's broad emphasis on what it calls "the Kingdom of God" aims to train prospective and practicing teachers in such a way that they will be prepared to work for the public good in many different educational settings.

C. The Teacher Education Program's Professional Goals

The Mission and Philosophy articulated above inform the more specific knowledge, skills, and dispositions that shape the work of the Teacher Education Program. This knowledge and these skills and dispositions can be summarized into twelve broad goal statements:

Candidates **develop** an understanding of:

1. the impact of worldview as it relates to teaching and the ways in which their faith perspective guides the entire teaching process.

2. the developmental, neuropsychological, and sociocultural factors that influence student learning and classroom climate.

3. the central concepts of, tools of inquiry for, structures of, and connections among the fields of knowledge they teach.

4. pedagogical strategies that take into consideration the complex and diverse cognitive processes involved in learning.

5. the design, implementation and assessment of curriculum in conjunction with learners, contexts, and fields of knowledge.

6. the sociocultural, economic, political, and historical contexts in which education takes place as well as the two-way relationship between education and society.

Based upon the above understandings, the candidates **respond** by:

7. creating learning experiences that are meaningful for all students.

8. developing a positive, productive learning community.

9. designing and implementing a variety of appropriate assessment strategies.

10. communicating effectively with students, parents, colleagues, and other members of the community.

11. demonstrating professional behavior and engaging in continual professional growth.

12. reflecting on their own and others' teaching practices and working to make changes in ineffective and unjust practices.

In summary, these broad goals are meant to highlight Calvin College's commitment to developing educators who are knowledgeable in disciplinary and general content; committed to understanding the complex and wonderful learners with whom they work; competent in designing instructional and curricular strategies; responsive to sociocultural issues and contexts; and who act in ways that transform education to promote justice and equity for all. The twelve professional goals are supported by a set of knowledge bases.

D. The Teacher Education Program's Knowledge Bases

Theoretical knowledge bases in a variety of disciplines undergird the Teacher Education Program's Professional Goals. These include theology, philosophy, psychology, curriculum theory and the interconnected group of political theory, sociology, and anthropology.

1. The knowledge base of **theology** supporting the Professional Goals reflects the Reformed tradition's theological understanding of God, people, and the world. This is a broadly Calvinist expression of the Christian tradition. [1]

Augustine's famous dictum, "faith seeking understanding," informs the program generally. This expression means that one's knowledge is always framed within a set of foundational religious beliefs. A confessional stance provides a meaningful context within which specific knowledge is situated.

There are several specific aspects to this foundational framework or confessional stance, all of which align with that of Calvin College more generally (see Section A). First of all, there is the confession that reality is a creation, at once good and dependent on God the Creator. Secondly, it is a confession that this creation was marred by human rebelliousness towards God. The last part of this confession is the affirmation that God redeemed this creation through Christ's death and resurrection. This triad—sometimes called Creation, Fall, Redemption—functions as a continuing framework of meaning for the program, including the content of the various disciplines (subjects) and the practices of education.

A second important foundational belief is the conviction that all humans are created in God's image. This means that deep down, despite individual and group differences, all share in a common humanity. Ultimately this translates into the conviction that all humans have intrinsic worth and dignity and that, despite the many differences, they are fundamentally equal.

A third part of the confessional stance is the belief that the entire social and natural world is under God's sovereignty or reign, something often called within the Reformed tradition God's Kingdom. The "creation mandate" in this context translates into the notion that all humans, and especially Christians, are to be co-workers in God's Kingdom charged with the task of transforming the world to reflect God's original intention that life be an experience of celebration and flourishing delight.

This theological knowledge base informs the program as a guiding framework that shapes our specific understandings of the twelve goals in Section C (above). In other words, it defines the manner in which we understand our task and purpose of educating prospective and practicing teachers.

2. The knowledge base of **philosophy** supporting the Professional Goals of the Teacher Education Program reflects a variety of sources, both within the Reformed tradition of thinking and more generally. [2] They deepen the program's confessional stance (outlined in #1 above), explicating an understanding of the world, human nature, social reality, and the nature of knowledge.

A central assumption about the world is to characterize it as a rich unity in diversity. This is a holistic, anti-reductionist view of the world: God's creation is a web of communal relationships and structures. In the program, understanding the creation thus requires both specialized, disciplinary knowledge and an insight into the integrality that interlinks this knowledge.

A traditional assumption about human beings is to talk about "the mind." Here "mind" is taken in two senses. On the one hand it means the individual mind of the student. But on the other hand it means, more broadly, the synthesis of a tradition's thought about—and perspective on—the natural and social worlds. Thus "mind" in this second understanding is a reference to an integrated, coherent, theoretical, disciplinary understanding of the social and natural worlds from a particular perspective. The two notions of mind are related, however. The knowledge that constitutes mind in the broad sense is to inform the individual student's mind. This assumption informs the program's emphasis on academic excellence, including the importance of disciplinary knowledge within a liberal arts framework.

There are three balancing assumptions to the traditional emphasis on mind. First, humans are whole persons constituted by the unity of knowledge, habits, commitments, emotions, drives, and character. This assumption informs the program's focus on educating the whole person, not merely the mind of that person. Second, humans are neither autonomous subjects nor deterministic robots, but are active beings, agents of historical change, responding to the created world. This assumption informs the program's direction of educating for the possibility and the responsibility of responsive, transformative action. Third, human are created for lives of shalom, a rich flourishing of enjoyment and delight. This assumption informs the importance within the program of including joy, delight, care, and concern between people.

Another philosophical grounding is the conviction that the socio-cultural world is a humanly structured one; society's institutions, structures, and dynamics are responses to God's intent for society. Social institutions, including schools, are corporate human responses to the need for order and organization as well as for freedom of participation. This assumption informs the program's emphasis that social structures and institutions are neither arbitrary nor unchangeable. Instead, social institutions, including schools, are historical responses to a normative call by God to live obediently in the world.

Finally, a particular view of knowledge and its development shapes the program. Knowledge emerges in the interaction between humans and the world, each side contributing something. On the one hand, acquiring knowledge requires taking some distance from that which is known. On the other hand, at a deeper level, knowing reality means being in community with it, knowing its coherent, integral character. Created reality is something that refuses to be reduced to our rationally-based conclusions about it. This assumption informs the program's twin emphases on experiential and reflective sides of knowledge acquisition.

3. The knowledge base of **psychology** supporting the Professional Goals of the Teacher Education Program reflects the wide-ranging effect that current educational psychology has upon contemporary educational theory and practice. The program defines educational psychology broadly to include topics related to how people learn from instruction and how they develop educational materials, programs, and techniques that enhance learning. Contemporary theory and practice have particular impact on the program's understanding of the learner and of the instructor. [3]

The program bases its view of the learner on the idea that students collectively make up the diversity that God has created, each uniquely irreplaceable. The task of teachers is to unwrap gifts and build the skills necessary for students to discern and respond positively to God's call for living rightly. The program recognizes that learning requires complex, challenging environments; social negotiation and shared responsibility; multiple representations of content; an understanding of how knowledge is constructed; and student-centered instruction. The learner is viewed as active in the learning process. As such, the learner makes sense of presented material, using both metacognitive abilities and background knowledge. This informs the program's intent for the candidate to learning how to promote the active participation of students in their own education. Being an active participant, as a candidate, in learning is a necessary component of becoming a reflective and responsive teacher.

In order to design instruction that is accessible to students who vary enormously with respect to characteristics—including attention, memory, language, higher order thinking, visual-spatial perception, temporal-sequential order, social interaction, and motor skills—we believe that teacher candidates need tools to help them understand each student's strengths and weaknesses, affinities, and limits. These include theories and instructional strategies related to learning styles, multiple intelligences, emotional intelligence, and neurodevelopment.

The program is informed by the notion that it is essential to understand that learning—or more broadly, cognitive development—occurs in a social context. It is in the instructor-student and student-student relationships that students learn how to construct knowledge. The assumption is that the teacher plays a formative role in the student's development of knowledge by providing a social context in which the students are actively engaged in the learning situation. The teacher scaffolds learning in such a way that the learners are able to continue the acquisition of knowledge on their own. For that, learners must be engaged in meaningful tasks that are assessed in authentic ways. The program thus sees that it is important for the teacher candidate to enter and spend significant time within the school community to understand the social context of learning.

4. The knowledge base of **curriculum theory** supporting the Professional Goals of the Teacher Education Program reflects a variety of approaches. One assumption is that curriculum development is dependent on the developer's worldview and philosophical presuppositions. Thus, existing curriculum packages and textbooks implicitly articulate a worldview and philosophical assumptions which can be brought out explicitly through critique. A second assumption is that a false dichotomy has been created between an exclusive emphasis on the student or on the curriculum; instead, curriculum is informed by teachers helping students make connections between their understandings and experiences and the knowledge structures of the disciplines. These two assumptions inform the program's emphasis on having candidates encounter and deepen their understandings of both the disciplinary structures (including key concepts, connections, and applications or consequences) they will teach and the nature of learning (including the student's background knowledge, contexts, interests, and abilities) in order to develop and use curriculum well.

An important conclusion, therefore, is that curriculum is more than the information found in textbooks. Curriculum involves planning and practice that links content to the experiences of the learners. Thus, curriculum and instruction are overlapping theories and practices. For the program this means that, just as with instruction, to learn about curriculum theory and development requires taking into consideration social forces, human development, the nature of learning, and the nature of knowledge. [4]

5. The interconnected knowledge bases of **political theory, economics, sociology** and **anthropology** supporting the Professional Goals of the Teacher Education Program provide a particular understanding of the socio-cultural context of education. This includes an understanding of socio-cultural factors that shape identity; the place of institutions in society; and political and economic dynamics. [5]

One assumption is the view that, although each human is an individual with his or her own particular traits and abilities, human identity occurs in the context of groups, including those of gender, race, ethnicity, socio-economic class, and disability. This aspect of the knowledge base provides the recognition that inequities in society are at least partly based on group differences, engendering questions of social justice.

Informed by this knowledge, the program encourages teacher candidates to grapple with these complex social issues of identity and justice, especially in terms of how they affect the students in classroom. This includes an understanding by the teacher candidate of the diversity of students who populate their classrooms. Furthermore, this knowledge gives recognition that candidates in the program are themselves shaped by particular socio-cultural contexts as they learn. Through these experiences teacher candidates become knowledgeable about educational contexts. They learn to reflect upon and respond to the school as social unit embedded in a particular community and in the larger society.

A second part of the knowledge base deals with the place of school as a social institution in society's structures. The particular social theory involves the idea that society is generally structured into separate spheres, where the school as a social institution ought to contribute to the well being or public good of civil society. It also provides a particular perspective on the impact of the dynamics of government and the economy on education as a social force. This aspect of the knowledge base informs the program's focus on the role of school as a social institution and its role in being transformational in the context of a complex (post)modern society, including government bureaucratization and economic globalization. The knowledge base provides background for the overarching goal of the program to prepare teacher candidates to be caring, committed, critical and competent in their participation in one of society's most crucial institutions.

6. The knowledge base of the **liberal arts** support the Professional Goals of the Teacher Education Program by providing broad content of three kinds: knowledge, skills and virtues. [6]

Knowledge: The core knowledge of the liberal arts include three areas. *First*, knowledge of God deals not only with the Christian faith, including its expression in the reformed tradition, but also other religious traditions. *Secondly*, knowledge of the world, including its historical development, takes in a broad-based knowledge of the natural world, human society, and the arts. *Thirdly*, knowledge of ourselves as humans includes an understanding of our identities, bodiliness, emotions, minds, hearts, gifts, and callings.

Skills: The core skills of the liberal arts involve three areas. *First*, the skills of reasoning deals not only with the general art of reasoning, including quantitative or empirical reasoning, but also cultural discernment. *Secondly*, the skills of communication include the written, spoken and visual rhetoric; the disciplines of reading, listening, and seeing; competence in a foreign language; and the art of cross-cultural communication. *Thirdly*, technological skills include research skills and the physical skills of bodily exercise.

Virtues: Finally, the core virtues associated with moral formation component of the liberal arts include diligence, patience, honesty, courage, charity, creativity, empathy, humility, stewardship, compassion, justice, faith, hope and wisdom.

7. The knowledge base of the **specialized disciplines** support the Professional Goals of the Teacher Education Program by providing a wide variety of disciplinary contents. Each of the majors and minors that comprise certification areas within the Program are composed of specialized disciplinary knowledge, particular ways of inquiry, and specific perspectives. The knowledge, inquiry, and perspectives of any particular discipline are informed by the work of a community of scholars, including both its historical fund and its current, cutting-edge research and scholarship.

In **summary**, the theoretical knowledge bases that support the Professional Goals of the Teacher Education Program at Calvin College collectively constitute what at Calvin might be called a Reformed perspective on learning and teaching. It means believing that learning and teaching are socially situated. Thus, participation in society is not only an educational outcome for teacher candidates, but is also an essential part of their instruction and their own context for learning. Furthermore, participation is not merely maintaining the status quo or developing the good potentials of creation, including that of humans, but it also means being agents of change and transformation with an eye to service and bringing justice. Finally, a Reformed perspective also reflects that teaching involves the joy associated with flourishing lives of

delight. The Teacher Education Program employs these theoretical considerations with a commitment to **Developing Responsive and Transformative Educators.**

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[1] In general, our program is built on the theological tradition of Augustine, John Calvin, Abraham Kuyper and Herman Bavink. Included also are theologians such as G.C. Berkhouwer, Anthony Hoekema, and Gordon Spykman. Other, more recent thinkers that have informed the theological base include N.H. Beversluis and Thomas Groome.

[2] Philosophers that have provided a knowledge base for the education program from within the Reformed tradition include William Harry Jellema, and Nicholas Wolterstorff. Others from within the Reformed tradition that have had an intellectual influence include Cornelius Jaarsma, Henry Zylstra, N.H. Beversluis, and Donald Oppewal. More generally, John Dewey's ideas have provided a continuing influence on the education program. Other thinkers include Paulo Freire, Parker Palmer, and Nel Noddings.

[3] In general, central aspects of learning and development include the foundational work of Jean Piaget and Lev Vygotsky. More recent thinkers related to learning and intelligence that are of interest to the program include Robert Sternberg, Howard Gardner, Jerome Bruner, and Spencer Kagen. Social adjustment issues include the foundational work of Erik Erickson and Abraham Maslow; however, more recent thinkers such as Daniel Goldman and Robert Selman are also included. Understandings related to neurodevelopment are connected to the work of Robert Sylwester and David Sousa. Lawrence Kohlberg forms the classic background with respect to moral development. However, more recent thinkers such as Carol Gilligan, Robert Coles, William Damon, and Craig Dykstra influence the program in this regard as well. Issues surrounding spiritual development include the foundational work of Stuart Fowler and John Westerhof. Other thinkers that have informed the program in this area especially as it relates to instructional design include Harro Van Brummelen, Gloria Goris Stronks, and Doug Blomberg.

[4] Theorists who inform the program in this area include James Banks, Svi Shapiro, David Purpel, Christine Sleeter, and Carl Grant. More specifically, understanding worldviews as well as cultural and anthropological factors of society the program is informed by the work of de La Luz Reyes and Banks, for example, related to ethnic and cultural differences found in the classroom. The program also is shaped about issues related to gender relying upon, for instance, by the work of Maccoby and Jacklin and those that have followed. Finally, the program understands the alternative conceptualizations of disability and alternative models for designing programs and services for exceptional learners by considering the work of thinkers such as Bogdan and Biklen, Wolf, William & Susan Stainback, Hallahan & Kauffman, Wolfensberger, Friend and Bursuck, Renzulli and others. Other theorists in this area include: John Dewey, Pena, Slattery, Wisner, Bruner, Kohl berg, Noddings, Apple, Gardner, Vygotsky, Piaget, Duckworth, Beane, Greene, Giroux, Freire, Shulman, Oakes.

[5] Theorists who inform this knowledge base include Jurgen Habermas, Jean Cohen, Paulo Freire, David Labaree Christine Sleeter & Carl Grant, Cornel West, Charles Mills, Svi Shapiro & David Purpel, Donna Golnick, and Jonathan Kozol.

[6] For details, see the document *An Engagement with God's World: the Core Curriculum of Calvin College*, April 1999

Appendix B: CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students with Learning Disabilities

Special Education Standard #1: Foundations

Common Core

Knowledge:	
CC1K1	Models, theories, and philosophies that form the basis for special education practice.
CC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.
CC1K3	Relationship of special education to the organization and function of educational agencies.
CC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
CC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.)
CC1K7	Family systems and the role of families in the educational process.
CC1K8	Historical points of view and contribution of culturally diverse groups.
CC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.
Skill:	
CC1S1	Articulate personal philosophy of special education.

Learning Disabilities

Knowledge:	
LD1K1	Historical foundations, classical studies, and major contributors in the field of learning disabilities.
LD1K2	Philosophies, theories, models and issues related to individuals with learning disabilities.
LD1K3	Impact of legislation on the education of individuals with learning disabilities.
LD1K4	Laws and policies regarding pre-referral, referral, and placement procedures for individuals who may have learning disabilities.
LD1K5	Current definitions and issues related to the identification of individuals with learning disabilities.
Skills:	None in Addition to Common Core

Special Education Standard #2:Development and Characteristics of Learners

Common Core

Knowledge:	
CC2K1	Typical and atypical human growth and development.
CC2K2	Educational implications of characteristics of various exceptionalities.
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
CC2K4	Family systems and the role of families in supporting development.
CC2K5	Similarities and differences of individuals with and without exceptional learning needs.
CC2K6	Similarities and differences among individuals with exceptional learning needs.
CC2K7	Effects of various medications on individuals with exceptional learning needs.

Learning Disabilities

Knowledge:	
LD2K1	Etiologies of learning disabilities
LD2K2	Neurobiological and medical factors that may impact the learning of individuals with learning disabilities.
LD2K3	Psychological, social, and emotional characteristics of individuals with learning disabilities.
Skills:	None in addition to Common Core

Special Education Standard #3: Individual Learning Differences

Common Core

Knowledge:	
CC3K1	Effects an exceptional condition(s) can have on an individual's life.
CC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Family, and schooling.
CC3K4	Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Learning Disabilities

Knowledge:	
LD3K1	Impact of co-existing conditions and exceptionalities on individuals with learning disabilities.

LD3K2	Effects of phonological awareness on the reading abilities of individuals with learning disabilities.
LD3K3	Impact learning disabilities may have on auditory and information processing skills.
Skills:	None in Addition to Common Core

Special Education Standard #4: Instructional Strategies

Common Core

Skill:	
CC4S1	Use strategies to facilitate integration into various settings.
CC4S2	Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
CC4S3	Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
CC4S4	Use strategies to facilitate maintenance and generalization of skills across learning environments.
CC4S5	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
CC4S6	Use strategies that promote successful transitions for individuals with exceptional learning needs.

Learning Disabilities

Knowledge:	
LD4K1	Strategies to prepare for and take tests.
LD4K2	Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
LD4K3	Methods for increasing accuracy and proficiency in math calculations and applications.
LD4K4	Methods for teaching individuals to independently use cognitive processing to solve problems.
LD4K5	Methods for guiding individuals in identifying and organizing critical content.
Skill:	
LD4S1	Use research-supported methods for academic and nonacademic instruction of individuals with learning disabilities.
LD42	Use specialized methods for teaching basic skills.
LD4S3	Modify the pace of instruction and provide organizational cues.
LD4S4	Identify and teach basic structures and relationships within and across curricula.
LD4S5	Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval.
LD4S6	Use responses and errors to guide instructional decisions and provide feedback to learners.

LD4S7	Identify and teach essential concepts, vocabulary, and content across the general curriculum.
LD4S8	Use reading methods appropriate to the individual with learning disabilities.
LD4S9	Implement systematic instruction in teaching reading comprehension and monitoring strategies.
LD4S10	Teach strategies for organizing and composing written products.
LD4S11	Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language.
LD4S12	Use methods to teach mathematics appropriate to the individual with learning disabilities.
LD4S13	Teach learning strategies and study skills to acquire academic content.

Special Education Standard #5: Learning Environments and Social Interactions

Common Core

Knowledge:	
CC5K1	Demands of learning environments.
CC5K2	Basic classroom management theories and strategies for individuals with exceptional learning needs.
CC5K3	Effective management of teaching and learning.
CC5K4	Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
CC5K5	Social skills needed for educational and other environments.
CC5K6	Strategies for crisis prevention and intervention.
CC5K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
CC5K8	Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
CC5K9	Ways specific cultures are negatively stereotyped.
CC5K10	Strategies used by diverse populations to cope with a legacy of former and continuing racism
Skills:	
CC5S1	Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC5S2	Identify realistic expectations for personal and social behavior in various settings.
CC5S3	Identify supports needed for integration into various program placements.
CC5S4	Design learning environments that encourage active participation in individual and group activities.
CC5S5	Modify the learning environment to manage behaviors.
CC5S6	Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

CC5S7	Establish and maintain rapport with individuals with and without exceptional learning needs.
CC5S8	Teach self-advocacy.
CC5S9	Create an environment that encourages self-advocacy and increased independence.
CC5S10	Use effective and varied behavior management strategies.
CC5S11	Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
CC5S12	Design and manage daily routines.
CC5S13	Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
CC5S14	Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
CC5S15	Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
CC5S16	Use universal precautions.

Learning Disabilities

Knowledge:	None in addition to Common Core
Skills:	
LD5S1	Teach individuals with learning disabilities to give and receive meaningful feedback from peers and adults.

Special Education Standard #6: Language

Common Core

Knowledge:	
CC6K1	Effects of cultural and linguistic differences on growth and development.
CC6K2	Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages.
CC6K3	Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
CC6K4	Augmentative and assistive communication strategies.
Skills:	
CC6S1	Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
CC6S2	Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Learning Disabilities

Knowledge:	
LD6K1	Typical language development and how that may differ for individuals with learning disabilities.
LD6K2	Impact of language development and listening comprehension on academic and non-academic learning of individuals with learning disabilities.
LD6K3	
LD6K4	Enhance vocabulary development.
LD6K5	Teach strategies for spelling accuracy and generalization.
LD6K6	Teach methods and strategies for producing legible documents.
LD6K7	Teach individuals with learning disabilities to monitor for errors in oral and written communications.

Special Education Standard #7: Instructional Planning

Common Core

Knowledge:	
CC7K1	Theories and research that form the basis of curriculum development and instructional practice.
CC7K2	Scope and sequences of general and special curricula.
CC7K3	National, state or provincial, and local curricula standards.
CC7K4	Technology for planning and managing the teaching and learning environment.
CC7K5	Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.
Skills:	
CC7S1	Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs.
CC7S2	Develop and implement comprehensive, longitudinal individualized programs in collaboration with team members.
CC7S3	Involve the individual and family in setting instructional goals and monitoring progress.
CC7S4	Use functional assessments to develop intervention plans.
CC7S5	Use task analysis.
CC7S6	Sequence, implement, and evaluate individualized learning objectives.
CC7S7	Integrate affective, social, and life skills with academic curricula.
CC7S8	Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.
CC7S9	Incorporate and implement instructional and assistive technology into the educational program.
CC7S10	Prepare lesson plans.
CC7S11	Prepare and organize materials to implement daily lesson plans.
CC7S12	Use instructional time effectively.

CC7S13	Make responsive adjustments to instruction based on continual observations.
CC7S14	Prepare individuals to exhibit self-enhancing behavior in response to societal attitudes and actions.

Learning Disabilities

Knowledge:	
LD7K1	Relationships among reading instruction methods and learning disabilities.
LD7K2	Sources of specialized curricula, materials, and resources for individuals with learning disabilities.
LD7K3	Interventions and services for children who may be at risk for learning disabilities.
Skills:	None in Addition to Common Core

Special Education Standard #8: Assessment

Common Core

Knowledge:	
CC8K1	Basic terminology used in assessment.
CC8K2	Legal provisions and ethical principles regarding assessment of individuals.
CC8K3	Screening, pre-referral, referral, and classification procedures.
CC8K4	Use and limitations of assessment instruments.
CC8K5	National, state or provincial, and local accommodations and modifications.
Skills:	
CC8S1	Gather relevant background information.
CC8S2	Administer nonbiased formal and informal assessments.
CC8S3	Use technology to conduct assessments.
CC8S4	Develop or modify individualized assessment strategies.
CC8S5	Interpret information from formal and informal assessments.
CC8S6	Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
CC8S7	Report assessment results to all stakeholders using effective communication skills.
CC8S8	Evaluate instruction and monitor progress of individuals with exceptional learning needs.
CC8S9	Develop or modify individualized assessment strategies.
CC8S10	Create and maintain records.

Learning Disabilities

Knowledge:	
LD8K1	Terminology and procedures used in the assessment of individuals with learning disabilities.
LD8K2	Factors that could lead to misidentification of individuals as having learning disabilities.
LD8K3	Procedures to identify young children who may be at risk for learning disabilities.
Skills:	
LD8S1	Choose and administer assessment instruments appropriate to the individual with learning disabilities.

Special Education Standard #9: Professional and Ethical Practice

Common Core

Knowledge:	
CC9K1	Personal cultural biases and differences that affect one's teaching.
CC9K2	Importance of the teacher serving as a model for individuals with exceptional learning needs.
CC9K3	Continuum of lifelong professional development.
CC9K4	Methods to remain current regarding research-validated practice.
Skills:	
CC9S1	Practice within the CEC Code of Ethics and other standards of the profession.
CC9S2	Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional.
CC9S3	Act ethically in advocating for appropriate services.
CC9S4	Conduct professional activities in compliance with applicable laws and policies.
CC9S5	Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.
CC9S6	Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
CC9S7	Practice within one's skill limit and obtain assistance as needed.
CC9S8	Use verbal, nonverbal, and written language effectively.
CC9S9	Conduct self-evaluation of instruction.
CC9S10	Access information on exceptionalities.
CC9S11	Reflect on one's practice to improve instruction and guide professional growth.
CC9S12	Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues.

Learning Disabilities

Knowledge:	
LD9K1	Ethical responsibility to advocate for appropriate services for individuals with learning disabilities.
LD9K2	Professional organizations and sources of information relevant to the field of learning disabilities.
Skills:	
LD9S1	Participate in activities of professional organizations relevant to the field of learning disabilities.
LD9S2	Use research findings and theories to guide practice.

Special Education Standard #10: Collaboration

Common Core

Knowledge:	
CC10K1	Models and strategies of consultation and collaboration.
CC10K2	Roles of individuals with exceptional learning needs, families, and school and community personnel in planning of an individualized program.
CC10K3	Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
CC10K4	Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.
Skills:	
CC10S1	Maintain confidential communication about individuals with exceptional learning needs.
CC10S2	Collaborate with families and others in assessment of individuals with exceptional learning needs.
CC10S3	Foster respectful and beneficial relationships between families and professionals.
CC10S4	Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.
CC10S5	Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.
CC10S6	Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
CC10S7	Use group problem solving skills to develop, implement and evaluate collaborative activities.
CC10S8	Model techniques and coach others in the use of instructional methods and accommodations.
CC10S9	Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.
CC10S10	Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

CC10S11	Observe, evaluate and provide feedback to paraeducators.

Learning Disabilities

Knowledge:	
LD10K1	Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning disabilities.
LD10K2	Services, networks, and organizations that provide support across the life span for individuals with learning disabilities.
Skills:	None in addition to Common Core

1/ "Individual with exceptional learning needs" is used throughout to include individuals with disabilities and individuals with exceptional gifts and talents.

2/ "Exceptional Condition" is used throughout to include both single and co-existing conditions. These may be two or more disabling conditions or exceptional gifts or talents co-existing with one or more disabling conditions.

3/ "Special Curricula" is used throughout to denote curricular areas not routinely emphasized or addressed in general curricula; e.g., social, communication, motor, independence, self-advocacy.

Appendix C: Book Club Overview of Skills

Book Club Curricular Target Areas

Comprehension
Background Knowledge
Processing Text
Monitor Own Reading

Composition
Process
Writing as a Thinking Tool
Writing from Sources
On-Demand Writing

Language Conventions
Sound/Symbol
Grammar
Interaction

Literary Aspects
Theme
Point of View
Genre/Structures
Author's Craft
Personal
Creative
Critical

Appendix D: Syllabus

PRACTICUM: LEARNING DISABILITIES
EDUCATION 548
Spring 2003

Professor: Debra Paxton-Buursma
Office: Spoelhof Center 395
Phone: 616-957-6231 (office
616-245-1355 (home)
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COURSE DESCRIPTION

A teaching certificate endorsement in Learning Disabilities from the State of Michigan requires completion of a practicum experience at either the elementary or secondary level. Practicum teachers who have not had prior supervised teaching experience in special education are required to complete a ten-week full-time supervised teaching experience. Those who are seeking a second endorsement in special education must complete a practicum with a minimum of 180 hours in an appropriate setting. It is assumed that the practicum teacher already posses the skills and professional development of a generally certified teacher; however, the practicum becomes a time through which we draw on previous coursework in the Learning Disabilities concentration: Theories, Curriculum and Instruction, and in Assessment and Diagnosis in order to explore responsive teaching of learners identified with learning disabilities.

Texts:

Your choice of one:

Raphael, T. E., Kehus, M., and Damphousse, K. (2001). Book club for middle school. Lawrence: Small Planet Communications, Inc.

Or

Raphael, T. E., Pardo, L. S., and Highfield, K. (2002). Book club: A literature-based curriculum. (2nd) Lawrence: Small Planet Communications, Inc.

Selected readings including but not limited to:

Cazden, C. B. (2001). Classroom Discourse: The language of teaching and learning. (2nd) Portsmouth: Heinemann.

State of Michigan Special Education Rules and Rule Changes

Book Club Research Articles (self-selected and shared)

Objectives

The practicum teacher will be able to:

1. access the Michigan Special Education Code and review the rules within a group.
2. abstract pertinent data from school files (including test data and written observations).
3. gather data, both formally and informally, about learners, content, and contexts.
4. write and implement long- and short-term individual and group educational goals and objectives.
5. design and execute appropriate sequences of instruction.

6. task analyze and reflect on the complex variables involved in instructional planning and implementation: content and strategies, activity setting, environment, learner and teacher profiles within the context of instruction.
7. critically consider issues of culture, disability, power, and privilege in curricular and instructional design as well in school systems.
8. develop self-evaluation and reflection skills.
9. work collaboratively with other school and college personnel.
10. articulate and demonstrate ethical principles and professional standards that guide the conduct of educators of exceptional learners.
11. communicate with parents, teachers, children, and supervisors (orally/in writing) in an integrated, appropriate, and meaningful manner.

Course Requirements:

1. **Readings:** Read required readings and participate in seminar. Maintain some system for notes to facilitate better participation (at times a format will be given to you).
2. **Lesson Plans:** Write lesson plans following a format collaboratively chosen early in the experience.
3. **Teaching:** Demonstrate the ability to implement responsive, diagnostic teaching (see item 7).
4. **Reflection:** Maintain a reflective journal integrating classroom teaching experience and theory. The journal must be typed in the style of a formal paper and attached to an email document. Entries should be written at least twice a week and should reflect on some dimension of teaching and learning, such as the overall effects of your instruction, the things you puzzle about or that challenge you, and the connections you make to previous learning. The point is to demonstrate that you are thinking deeply and taking your understanding to new levels. Each entry should be no shorter than a half-page. If an entry exceeds a page, it may be counted as two entries for the week. Send journals to both the seminar professor and to the college field supervisor.
5. **Formal Self-Evaluation:** Provide a self-evaluation to the college supervisor at the middle and end of the experience. Use the "Education 548 Practicum Evaluation Form."
6. **Mentor Evaluation:** Ask your cooperating mentor to evaluate your teaching at the middle and end of the experience. Use the "Education 548 Practicum Evaluation Form."
7. **Key Growth Assignment:** Tape at least four "book discussion lessons" per instructions. The tapes will be reviewed by you, the college supervisor, and potentially your seminar professor and cohort group. Please provide in writing a written plan for the lesson and your own analysis of what worked and what you would do differently (see video analysis form). Complete the final growth review to share with the practicum cohort group.
8. **Learners:** Complete a Learner Profile on one child and use through out the experience, demonstrating changes. (See format provided on separate sheet. If necessary, your college supervisor or seminar professor will assist you in adjusting this format for your specific context.)
9. **Involvement:** Participate in school activities that are considered to be part of the professional responsibilities of all staff, e.g., staff meetings, IEPTs, and extracurricular events.
10. **Assessment:** Administer one formal test under supervised observation.
11. **Observation:** Make one observation in a setting serving LD students at a level different than your own (instructions provided on separate sheet.)
12. Participation: Attend and actively engage in all seminars and a final meeting with the college supervisors.

13. **Time:** Complete a time record sheet (form enclosed) at the end of the experience. Record only the number of teaching hours, i.e., multiply the number of hours in a typical teaching day by five and multiply that by ten weeks. Sign the time record and give it to your college supervisor at the conclusion of the experience.

You will need to keep all requirements, organize them in a binder or file system and have them accessible for seminar, supervisor visits, and particularly for the final meeting. Using the headings in the requirement list would be helpful.

Notes:

1. The course requirements outlined are minimum requirements. You are expected to assume all of the roles of a teacher during your practicum teaching experience. Because special education classroom structures vary, it is impossible to list comprehensively all of the specific requirements that may be appropriate to each setting. In addition, your specific needs as a developing professional may require certain kinds of attention that another practicum student may not need. Therefore, there may be differences between what you are asked to do by your college supervisor and what someone else is asked to do.
2. There will be a minimum of five observations during the ten-week student teaching experience.
3. In order for the college supervisor to make timely visits, we will need a detailed copy of your schedule, potential times for observing Book Club lessons, and a detailed map with written directions to your school (from Calvin College) and inside your school. Send these via email or bring them at the first seminar meeting.

The semester will be very full. As we work hard to fulfilling our teaching duties and the requirements of the practicum, let's try to support each other in maintaining our focus, a positive attitude, and trust and respect for our work, our students, and each other. Ultimately this practicum is about living with our own vulnerability, finding and working at professional and personal growth, and changing the lives of those we touch and teach in small and surprising ways.

This will be one of my prayers for us, adapted by Mother Teresa from John Henry Newman

Dear Jesus,
Help us to spread your fragrance everywhere we go.
Flood our souls with your spirit and life.
Penetrate and possess our whole being so utterly that our lives may only be a radiance of yours...
Let us thus praise you in the way you love best by shining on those around us.
Let us preach you without preaching; not by words, but by our example.
By the catching force, the sympathetic influence of what we do.
The evident fullness of the love our hearts bear to you.
Amen

WEEKLY SCHEDULE

Date	Topic	Assignment Due
Monday January 27	Orientation – Book Club and Book Choice Who is the Learner? What do I see, know, wonder?	Book Club Ch. 1-5
February 3 Week 1	Visit 1Getting to know you -No Seminar Practicum: taping, analysis, learner profile	Baseline Taping and Analytic Response (Analysis Form Level 1) Permission Forms Initial Pre-Practicum Interview Journal Entries
February 10 Week 2 Seminar	Book Club Decisions BC Discussion (simulation of a BC discussion using Burbules) Attuned Discourse Dialogic Teaching and types of Talk Learners	Book Club Response Sheet Book Club Articles Learner Profiles – K, K, W sheet
February 17 Week 3	Visit 2 - No Seminar Practicum: Lesson 1 recording (2 weeks)	Journal entries (on going) Lesson planning guide sheets Lesson plan 1
February 24 Week 4 Seminar	1st BC recording discussion Video Snapshots Community Share – BC issues Attuned Discourse RF/IRE discourse structure Learning and Teaching: talk, actions, objects Listening and Learners activity	Journal entries (on-going) Recording 1 Analysis
March 3 Week 5 Seminar	Scaffolding Instruction and ZPD Learning Taping Analysis – How? Using the form as a scaffold Culture, Power, and Complexity Management	Journal entries (on-going) BC Lesson Plan 2 Mid-term evaluations due
March 10 Week 6 No Seminar	Visit 3: BC recording 2	Journal entries (on-going) Recording Analysis 2 form levels 1-3 or more
March 17 Week 7 Seminar	BC 2 recording snapshots and discussion Learner Profile Updates Using Actions and Objects Penn Conference: Literature Circles Community Share: Actions and Objects	Journal entries (on-going) Individual Journal Readings BC 2 analysis Revised Learner Profiles
March 24 Week 8 No Seminar	Visit 4: BC recording 3	Journal entries (on-going) Readings Lesson Plan 3
March 31 Week 9 Seminar	Visit 5: BC Recording 4 Action: Role Play Juggling Professional Responsibilities Race	Journal entries BC Recording analysis 3
April 7 Week 10 No Seminar	Spring Break	Journal entries (on-going)

April 14 Week 11 No Seminar	Visit 5 Recording 4	Journal entries (on-going)
April 21 Week 12 Seminar	Recording Analysis 4 Snapshots Growth Roll Sharing Discussion: What Next?	Journal entries (on-going) BC RecordingAnalysis 4 (Full form)
April 28 Week 13 Make up Week	End of Practicum Placement	Journal entries (on-going)
May 5 Week 14	Individual Conferences	Journal entries (on-going) Post Interview Portfolios
May 12 Week 15	Individual Conferences	Post-Interview Portfolios

Appendix E: Recorded Teaching Analysis Form

Teaching/Learning Video Discourse Analysis of Book Club

Level 1: Overall Impressions

General Observations – What do I see, hear…?	Questions – This experience makes me ask…	Implications – What do I think? What does this mean for…?	

Any additional questions:

Level 2: Lesson Plan: Comparing Lesson Design and Implementation (decisions…decisions)

Coherence	Divergence	Point of Lesson	Was the point obvious?	Other	Implications

What is the connect/disconnect between Long-term, short-term, and moment-to-moment decision-making?:

Level 3: Amount of Participation for each person (Involvement/Engagement)

Talk	Responsive Listening	Do (Actions that struck you)	Consideration of Roles (Planned and Spontaneous)

Do a "turns" count:

Level 4: Nature of Participation

Styles of Discourse	Role of Teacher/Students	Kinds/Amounts of Semiotics	Implications

Any additional questions:

Level 5: Specific Aspects of Discourse Interaction

Area of Engagement	Language (Words)	Actions	Objects	Strategies	Implications

Any additional questions:

Pre/Post Teacher Interview Questions

Word Definitions:

1. I am going to say some words or groups of words, describe what each of the words mean to you:
    a. Discourse
    b. Opening the Discourse
    c. Attuned Discourse
    d. Literacy
    e. Learning Disabilities
    f. Instruction
    g. Scaffolded Instruction
    h. Conversation
    i. Inquiry
    j. Debate
    k. Information

General Teaching:

2. Describe for me what I might see and hear if I were to walk into your classroom during what might be described as a "best case teaching/learning activity."
3. What are strength areas for you as a teacher?
4. How would you like to grow during this practicum experience? /How have you grown during this practicum experience?
5. What do you like best about teaching students identified with learning/mild disabilities?
6. What concerns you most about teaching students with learning/mild disabilities?
7. How do you "make room" for the varied abilities and weakness of your learners?
8. What are the overall goals you have for your students this year?

Reading and Literacy:

9. Describe what I might see and hear if I were to walk into your classroom during a "best case scenario" literacy teaching/learning activity.
10. What are the overall reading goals you have for your learners?
11. What are the key principles or components of a reading program for learners identified with learning or mild disabilities?
12. What are the key constructs that constitute whether someone is a reader? (What does it mean to be a reader?)
13. How do you assess the degree to which someone is a reader?
14. What barriers/hurdles concern you most about the teaching of reading?
15. What barriers/hurdles inhibit or limit a learner's identify of him/herself as a reader, writer, speaker, thinker? Behavior and the place (culture) a lot of the parents can do school.
16. How do your students currently share books/literature with each other?
17. What do you think about the social skills and students with mild learning disabilities?

Appendix G: Education 548 Survey

EDUCATION 548 SURVEY Name:_____

*Please rate each of these components on a scale of 1-4. Please add comments in the room provided under each component.

Not Helpful 1.....2.....3.....4 Very Helpful

1. PROFESSIONAL DEVELOPMENT DISCUSSIONS

Multi-Cultural Aspects, Professional Relationships, Legal, Endorsement Test _____

2. ATTUNED DISCOURSE

Lecture, Discussions, Activities, etc. around Words, Actions, and Objects _____

Lecture, Discussions, Activities, etc. around Information, Debate, Inquiry, and Feelings/Beliefs (e.g. Reading Response Logs) _____

Lecture, Discussion, Activities, etc. around Listening, Images, and Rhythm _____

Articles and Readings _____

Taping Analysis _____

3. DISCOURSE ACTIVITY STRUCTURE

Book Club Readings _____

Book Club Conversations _____

4. STRATEGIES

Strategy Share _____

Highlighting Strategies in Book Club _____

Portfolio Share _____

5. LEARNER PROFILES

Profile Guide Sheet and Individual Feedback _____

Case Study Drafts and Final _____

Lecture, Discussion, Activities, etc. (Masks, Learner Dyads) _____

GENERAL QUESTIONS

1. Is considering "discourse as pedagogy" advancing your own learning as a teacher? If so, how? If not, what obstacles stood in the way?

2. As a result of participating in a "discourse as pedagogy" curriculum have you changed your teaching practices? If so, describe how. If now, describe what the hurdles or roadblocks might be.

3. Has the practicum curriculum changed your beliefs about teaching and learning? If so, how?

4. How can this practicum be improved?

Figure 1 Risking Statements

Attuned Discourse Areas	Teacher Date Source	K S D *	Quote	Description
Attuned Discourse Teaching/Learning Activity				
Discourse	Julie 2/14 Journal	K	How do I see the role of teacher/student in classroom-based discourse? **The little I know of discourse** is from our discussion at our last seminar and from reading the literature review....	Julie risks revealing and synthesizing her emergent understandings of discourse taken up from seminar and written text.
Discourse	Lori 2/24 Journal	K S	...Well, after my visit with Deb this week, **I decided I would work on trying to understand how to Open the Space of Discourse in my room. I am really new at this** since I have been teaching for 10 years in a structured-organized fashion. **It is difficult to give up the reigns** of being the facilitator and to become a guide and a cheerleader....Well Deb, I really want to learn so much more... It is fun to hear you talk about Opening the Space of Discourse, and Creating better attunement for the learners and how do we incorporate talk, action, and objects into our teaching. **I think I have a long way to come after teaching for so many years.** However, I am eager to learn as much as I can, especially when I know it impacts the education of students. **Please let me know if I Opened the Space of Discourse by helping the students take ownership of their own strategies for learning????** If you have any more suggestions, please let me know also!!	Lori risks by revealing her confusion about how to open the discourse space and her feelings as an experienced teacher trying something new. Lori takes up an inquiry discourse style by describing strategies she is working to transfer to students and then asks if she is on the right track.
Discourse	Teri – Journal 10	K	**...I continue to struggle with what attuned discourse really is.** I am thinking it has to do with....**I'm not really sure of other reasons, although I am sure there are many more.** As of now I am still confused about what attuned discourse really involves. Maybe you can clarify for me next seminar.	Teri risks by revealing her lack of understanding related to the term often used in seminar: attuned discourse.

Discourse as Pedagogy	2/24/03-Lori Journal	S D	**It is difficult to give up the reigns** of being the facilitator and to become .... **I really want to learn so much more about your fascinating research. It is fun to hear you talk about** Opening the Space of Discourse, and Creating better attunement for the learners and how do we incorporate talk, action, and objects into our teaching. **I think I have a long way to come after teaching for so many years. However, I am eager to learn as much as I can,** especially when I know it impacts the education of students....	Lori reveals her **conflicted feelings** about this learning journey.
Open Discourse and Contextual Impacts on Management	Miriam 3/07 Journal	S D	**I continue to feel frustrated at the dichotomy between the pretty rigidly controlled atmosphere that V expects and the teaching methods that requires and the open discourse methods advocated with Book Club and my Calvin classes.... I know I'm perceived as someone who has difficulties maintaining strict classroom control and I do feel that classroom management is probably more dynamic, hands-on type curriculum would eliminate some of the discipline issues....** Any suggestions are welcome.	Miriam risks by revealing her **frustration** over the opposing expectations between the two contexts she must negotiate: the middle school and the college.
Flexible Discourse Structures	Corrine Analysis 2	S	May be too much to do in one lesson. Not too much divergence. Maybe should have diverged more because of factors mentioned...This may have been a good lesson to interrupt and regroup and reinstruct....I should have been prepared to diverge more from my plan as the lesson unfolded.	Corrine recognizes that she have cohered to her lesson plan too much when it would have been more responsive to diverge from the plan.
Discourse as Divergent Talk	Corrine Analysis 2	K S	There was not as much divergent discourse as convergent, even though this lesson was designed to be more divergent in nature. What could be done to create more divergent discourse?	Corrine suggests that although she designed her lesson for divergent talk in the discussion, the actual talks was more convergent. She wonders what to do to scaffold divergent talk.
Discourse Decisions as Scaffolds	Corrine Analysis 3	S	Smaller steps might be better at first. That would ensure success and growth as well, but cause less confusion.	Corrine reveals the confusion students experiences and considers adjusting the issues through smaller steps.
Attuned Discourse and Listening CoP Members	Suzy Analysis 3	S	When I was watching the tape I noticed that Missy called my name 3 times before I responded to her. That had to be frustrating for her.	Suzy reveals her lack of attention and responsivity to a student, Missy.
learner	Lori 1/29/03 Journal	D	"I really feel fortunate to have had an opportunity to delve into learning disabled students. Now I feel challenged to help other regular ed teachers understand these students."	Lori risks her positive feelings of fortune and challenge. She also reveals a stance of her beliefs about students with LD and her role as a student

Learner	Miriam 2/03 Journal	**K**	I'm pretty much decided on having Brad be my learner profile student....At this point **I'm not sure what exactly is involved in his disability**/disabilities and it will undoubtedly help me to help him once I know more	advocate to other general education teachers. Miriam reveals that she really doesn't know this learner, Brad very well.
Teacher/ Learner Roles	Teri 2/08 Journal	**K** **D**	I think that both roles [teacher/student in classroom based-discourse] are...I see the role of teacher in a classroom-based discourse as... Eventually, I see the role of teacher becoming more... Then is where the role of the student becomes more important....I think that most teachers expect... I guess that roles can change and sometimes do....Perhaps, **I don't really know what I am talking about and could totally change it all.** For now this is **what I believe** and we shall see what happens!	Teri writes a lengthy page response on roles of teachers and learners and then ends by revealing her lack of confidence about her own understanding and beliefs regarding teacher/student roles.
Learners	Julie 2/03 Journal	**K** **D**	As I think about my class, while at home hacking up lungs, I wonder how they are getting along with the sub, **and how much grief am I going to** get when I return?...And when I return, they tend to be hostile, often refuse to do tasks and really attempt to cause problems. **It really puzzles me what causes this reaction? .... Are they really angry at me for leaving them?**	Julie reveals her **fears** of student anger when she is sick and leaves them with a substitute teacher
Learner Roles	Corrine Analysis 2	**K** **S**	The writer usually wasn't the thinker. Other people gave the writer ideas? Is this good? If not, how can I change this? The students did not do two things that were asked of them. Why?	Corrine reveals her lack of clarity about the lack of student appropriation of role descriptions.
Learner Behavior	Corrine Analysis 4	**S**	Participation: off task- whispering, giggling, rocking, getting squirt bottle, tissues, pounding desk, turning around. On task – writing, talking, asking questions. Students participating unequally in groups. Engaged more in showing –off than in the task. Not cooperating as a group. Off task behaviors galore.	Corrine recognizes with very concrete, specific language the demonstrations of off-task behavior on the part of the students.
Learner/ Teacher Behaviors & Disposition	Suzy baseline analysis	**K** **S** **D**	I am also concerned about the stressed look on my face. I do not look like I am enjoying what I am doing at all. If I don't look enthused why would the kids? I notice Sarah acting goofy, touch other students and making faces. Students often complain about her, but I don't usually notice this kind of behavior from her. I	Suzy recognizes her lack of awareness on her own facial disposition and one student's inappropriate behaviors.

			will keep a better eye out on her acting out.	
Learners	Suzy analysis 2	S	Need to pull Jim and Angie in more.	Suzy suggests what she might need to do with two individual learners.
Learners	Suzy analysis 3	S	Most groups were off task.	Suzy boldly states the lack the engagement in the lesson.
Mediational Tools (Semiotics – Words, Actions, Objects) Opening the Discourse Space				
Discourse structure (IRE/IRF)	Lori Analysis 2	S	**Will I get more comfortable not leading the group?... I feel I used way too many commands through out this lesson**... I really see how detrimental direct instruction is... **Also, the lesson was pretty much led by me. I am starting to see where I need to go to get these lessons to be open ones.** (Wait time, turn-taking, student-led discussions)....**If I could do this lesson over, I would not give so many commands or be so direct in my teaching approach. It is critical to get the kids to take ownership in their learning and when I am molding what they are saying, I am not listening to what they have to say.**	Lori considers her use of commands and the direct teaching approach
IRE/IRF structure	Teri Analysis 1, 2, & 3	S	I talked for a great deal of it. I am still talking a great deal. Role of teacher...Listener? I interrupted.... I still talk too much!	Teri recognizes across three recording analyses her lack of development in shifting the teaching/learning discourse structure.
IRE/IRF structure	Corrine Analysis 1	S	Would limiting the amount of turns help them develop their ideas more? Low level engagement; factual. Need to relate to own life.	Corrine identifies low engagement of learners to deep thinking of the ideas. She begins to suggest two possible scaffolds.
Opening the discourse space (learners)	Suzy 3/09 Journal	K S D	...I **was very happy with the discussion** (or discourse), this led to. **I had no idea my kids knew what the word segregation meant.** They are the ones that came up with the word and gave the meaning. ....**I do think I should work to open the discourse space. If I never open the space I may not find out everything my students do know.** I am finding out that standing back and letting my kids have control of discourse is a very valuable use of our time. **I am finding out that they know much more about civil rights and the history of race relations then I would ever have found out if I had done all the**	Suzy risks by revealing her need to open the discourse space in her classroom. She describes how little she knew about her students' understandings related to their social studies theme and changes in her teaching skills of instructional discourse assist her growing knowledge about her learners.
IRE/IRF structure/Talk	Julie Analysis 1	S	Several students hardly spoke. Didn't seem to listen to each other. Back off and let kids take more control.	Julie recognizes her over involvement in the teaching/learning discourse.

Talk, Action, Objects	Miriam 2/03 Journal	S	Having been a regular education teacher in the past myself, it's interesting to think back about how inaccessible I used to make some of the material I taught.	Miriam reveals her past teaching weaknesses.
Talk	Suzy 3/17 Journal	D	...We then had a discussion about.... J became upset and said that we were trying to make her feel bad about being black. I tried to assure that this was not the case. **But, as I reflect on this I wonder if that was what I was doing.** Do I have the right to impose my cultures way of speaking on my students who have a different cultural background than I do? Or, should I insist that all students speak proper English because that is how you get ahead in the world? I don't feel bad about correcting the speech of my students who have cognitive impairments or speech and language impairments. **Why do I feel it's wrong to correct improper grammar for students from another culture?** Can you offer me any insight or ideas on how to deal with this issue?	Suzy risks by exposing potential pitfalls she might fall into as a result of beginning understandings of white privilege. She also reveals her confused feelings related to correcting incorrect speech (grammar) and correcting students who don't use proper English. (becomes a content issue). As she explores this tricky terrain, her beliefs and feelings interanimate.
Objects	Corrine Analysis 2	K	Would scrapbooks with only pictures be better? Why didn't anyone say, "I can't see. Show us the pictures?"	Corrine reveals her frustration with the students' lack of self-advocacy in their learning.
Talk	Corrine Analysis 2	K	The discourse was much more question-oriented than before. Not all the questions acted as spring board for discussion, since many were left unanswered. Writing down the theme question bogged it (the discussion) down.	Corrine risks by articulating her concerns with questioning hindrances.
Talk/Objects /Actions	Corrine analysis 4	K S	Language was basic semiotic of this lesson. Should have prefaced this lesson with other lessons on visual characteristics with hand drawn pictures or diagrams. Words not about the subject a lot of the time. Not getting along or responding in a way to keep discussion on the subject. No objects. Pictures of the characters maybe even some cartoons would have been a good previous task or lesson. The lack of actions and objects probably contributed to the difficulty of this lesson for my students.	Corrine identifies a lesson as predominately language-based, lacking other semiotic mediators that may have scaffolded better engagement and discussion.
Talk actions objects	Suzy analysis 1	S	Need to be more specific. Give more examples. Talk: me. ¾ of the time.	
Content (Book Club/ Strategies)				
Decoding skills (learner)	Julie 2/08 Journal	K S	I look at a learner, **I wonder where the breakdown occurs.** What causes the child to struggle so much in decoding?...**I have wondered a lot of things**, whether it was from visual acuity, perception, attention, etc. **But I don't know what it really**	Julie risks revealing her confusion around dynamic assessment and diagnostic teaching of decoding

			stems from. So I continue providing a lot of repetition and practice, using multi sensory letter recognition and sound symbol relationships, playing with letter tiles, building words, painting, tracing, etc….. **This leaves me extremely perplexed and confused about what else I can do to help him decode correctly and to retain and use what decoding skills he does have.**	
Book Club Curriculum	Julie Journal	**K**	**In response to my statement, "I don't know if this is more Guided Reading or Book Club, I am not sure if I really know what either is?????"** Guided Reading and Book Club both have a lot.	Julie risks by taking up a statement she made during an observation visit related to her not knowing the difference between two kinds of reading approaches and uses an information style discourse to represent the facts of each approach
Book Club Curriculum	3/06 Teri Journal	**K S D**	Up until today, I was **very overwhelmed, confused and worried that I wouldn't be able to really get into Book Club. After this past seminar,** I decided to dive in and locate a chapter book that would work for my kids and me as a group…. One final thought~ **I need to be less afraid of new things. I know I am very hesitant in new situations, but sometimes I have to gather up the courage to try it out and let it be. In my personal life, I like things perfect. Whatever that is?! I stress over how it should be. When things are changed, I am almost out of sync….**	Teri risks by revealing her lack of progress in getting started with the practicum requirements. She also reveals her personal fears about encountering new things and perfectionism
Discussion Skills	Corrine 4/08 Journal	**S D**	We just had our last book club with the book Walk Two Moons. **I was disappointed because the discussion didn't get to the depth that I would have liked…** I tried to help them discuss the themes during closing community share by having them share some of their group answers to these questions; we did run out of time, but even then **I was disappointed with their answers**…. I probably could have led them there, but we ran out of time. **I couldn't help but feel discouraged….**	**Corrine** revealed her **discouragement** with the lack of depth in the students' book club discussion.
Literacy Skills	Corrine Analysis 1	**K S**	**There was good listening and linking, but not very good development of ideas.**	Corrine risks through the distinguishing of what is a mixed bag of good and not good teaching/learning activity.
Literacy Skills	Corrine Analysis 4	**K**	**Maybe the task is too complicated.**	Corrine suggests that she designed a lesson that was not appropriate and too complex for the learners.
Strategy	Julie	**K**	**Think sheet didn't seem to connect with discussion in book**	Julie identifies that the teaching strategy of the think

	Analysis 1	S	**club.**	sheet she planned did not scaffold good discussion.
Activity Setting				
Grouping	Suzy 3/09 Journal	K S	I tried your suggestion in rearranging my room. ... **I wonder if I would have even more success if I tried peer tutoring in the groups.** This might allow the kids to have some of the social interaction they crave but in a constructive way....	**Suzy risks to consider other teaching choices that might act as better scaffolds than the strategy the instructor suggested.**
Grouping	Suzy 3/09 Journal	K S	I wonder how to involve all my learners in book club. Will it work to put my lower ability readers in a group and have them follow along with a taped reading? Will they feel more inclined to have discussions if they don't feel intimidated by more able learners talking, or if I had asked specific questions and expected specific answers.	**Suzy risks by brainstorming possible strategies for empowering greater student involvement.**
Tutoring vs. Classroom	Corrine 2/08 Journal	D	**I thought** the advantage of being with the same students five days a week, now that I am in a classroom situation, would far outweigh the advantage of one-on-one instruction, especially since I now also have the benefit of net-working with the student's other teachers as well. In other words, **I thought** explicit research-based instruction could be as effective when applied to students everyday for one and a half hours in a group, as it can be when it is delivered singly for one hour each week {and in isolation from other instruction]. **Right now, I would say it is not nearly as effective...**	Corrine reveals her initial misconceptions about making the changes from her prior tutoring experience to classroom teaching.
Grouping	Suzy Analysis 3	K S	**Should I rearrange the groups?**	Suzy wonders about the value of the present grouping structures in the activity setting.
LRE/Seating	Miriam 2/03 Journal	S D	**I continue to find one of the more challenging parts of being a Special Ed Teacher to be working with the regular education secondary teachers in an inclusion setting.... The kids frequently feel overwhelmed and so do I. I've suggested different seating arrangements which would really help with classroom management which is a constant struggle, but he changes nothing there either.** I'm not sure what to do next.	Miriam reveals the areas she finds particularly challenging in the role of special educator. She risks by suggesting that she may be as overwhelmed as the students in this particular co-teaching situation.
Identity				
Other				
Analysis of	Teri	K	**I really struggle with a good analysis. I have a hard time**	Teri risks by highlighting her academic struggles

teaching/ learning activity	Analysis 3	**S** **D**	**really examining something deep. It raises questions that I have included, but I'm sure there is more that I'm not seeing or considering worth writing down.**	with in-depth analysis an the effect of that on the taping analysis requirement.

* *K= Knowledge, S=Skills, D=Dispositions*

Figure 2 Lori's Block Analysis Sample 1

Lesson One Focus: Vocabulary Development
Publication Pattern: Block Publication of Talk Styles

Source		
Lesson Plan	Lori implicitly includes information talk	• Introduce the lesson by discussing what skills a person may need to be a reading detective. • Discuss good things detectives may do when they read: stay on topic, make connections to their reading, listen to discussions, share ideas, ask good questions. • The students will discuss what they think makes a good reading detective. • Provide instruction in skills and strategies in reading, writing, and talking.
	Lori implicitly includes conversation talk	• The students will explain their feelings about being a reading detective.
Lesson Analysis	Lori frames her analysis by explicitly blocking the four kinds of talk and listing examples of each kind	Information Questions: • Ellie wanted to know what kind of animal lived in Antarctica. • James answered what Adelie Penguins build their nests from. • James is able to answer why the helicopters upset the animals on Antarctica. • Ellie is ale to answer what types of mosses are in Antarctica. Inquiry Questions: • What did the birds build their nest from? • What do you think Antarctica is like? • *(Lori does not identify the source of these questions, but they are initiated from her)* Debate Questions • What if the definition doesn't match the text? (Ellie) • Was there really a scientist on Antarctica? (The group) Feeling Questions • The group questioned the word whirring. They felt it didn't have anything to do with a noise. • I wish I...Ellie wished she could go to Antarctica to see the animals. • I wish I... James wished that he could go to Antarctica. • I wish i... S wished the book told more about the humans in Antarctica. • I feel... Ellie felt Antarctica was pretty. • I like... S liked the illustrations and he shared his favorite pages. • I like... Ellie liked the illustrations. • *(the stems reflect the conversation style uptake in Lori's lesson design in which she had a discussion scaffold with opening sentence stems).*

Information

- James- " You need to be good at sounding out words to be a Vocabulary Finder."
- Ellie – "Helping each other reread work," makes a good vocabulary finder.

Inquiry

- James – "What do you mean?"
- Ellie – "What is your question again?"

Debate

- Both students were extremely agreeable due to the direct instruction and new material involved in the lesson. The first video they expressed their opinions in much more detail....

Feelings

- James - Believed being a detective was fun.
- Ellie - Can solve mysteries
- Ellie - I say the same thing as James
- James - I like to watch mysteries
- James - I like to solve problems and help others solve problems.
- Ellie - I like to watch Scooby-Doo and mysteries. Thy look for clues...

Lesson Two Focus: Questioning Skills
Publication Pattern: Intentional Woven Design and Woven Threaded Analysis of Talk Styles

Woven Themes: 1) consideration of the individual learner uptake of four styles of talk, 2) moving their talk to a higher level skill level, 3) strategy use, and 4) the importance of her role as teacher in the teaching/learning activity.

Source

Lesson Plan — Lori weaves different styles of talk into her lesson activities. The bolded words reveal an emphasis on questions indicating an inquiry style, but also within inquiry, questions or stems that reflect potential debate, information, and conversation. See interpretation of words below each statement in italics.

- **Brainstorm** together why reading detectives should ask questions.
- *The word brainstorm indicates potentially diverse and conflicting ideas that would cause debate.*
- Do a **group writing question session.** Each member will write one or two **questions**...
- Use **questions** written to guide book club discussion.
- *The group writing session indicates potential modeling of a specific knowledge set needed in question writing which would indicate an information style of talk. The questions may indicate an inquiry style of discourse.*
- **Share beliefs, ideas,** and **questions** about....
- *The words share and beliefs indicate a conversation style of discourse. The words ideas and questions indicate a potential informational or inquiry style of talk.*

Lesson Analysis

Level One Questions –

- How can I get them to use **dialogue** amongst themselves? I find it extremely difficult to have them respond to each other with great depth. It is almost like they are not

comfortable carrying **an educational conversation** with each other.

- *Lori uses the words dialogue and educational conversation indicating a weaving of new styles of talk for educational purposes.*

Level 2

- Point of lesson
- To learn to **write and answer thought –provoking questions.**
- Students were engaged and wanted to ask thought-provoking questions, but they really struggled with continuous dialogue among themselves. I attribute this to the way my lesson was designed. Opening the space of dialogue is critical. It has to be a risk free environment and designated time to communicate with each other.
- *Lori theorizes that the desire to web questioning strategies and the higher order thinking skill of deep thought was thwarted by her lesson design as opposed to student motivation. She has woven her role as lesson designer to the nature of talk.*

Level 3 amount of participation

- Implications:
- The students are really becoming experts at asking **questions**. Not I just have to get them to **respond at a deeper level.** If this is at all possible. I am working on this; it may take longer than I expect to develop this concept. I felt after I modeled the activity they were ready take off and write questions.
- *Lori suggests that they are beginning to ask good questions, but are struggling with responses.*

Level 4 nature of participation

- They asked each other **questions**; they struggled with **deeper responses.** It was fun to see them **debate** each other at a simplified level regarding dogs and cats. James shared his **information** about cats having good balance.
- *Lori weaves the concepts of styles of talk through questions, debate, and information with higher order literacy skill of deeper responses.*
- Kinds of Semiotics
- Talk **conversation** with each other.
- Ask each other **questions,** they struggled with responding in detail to each other
- **Debated** each other when comparing cats and dogs
- James hared **information** about good balance.

Level 5

- James wanted to share his **knowledge**…
- Ellie shared **why** it is important to ask **questions.**
- James was able to verbalize he likes dogs**…(feelings)**

		• They are using **words from the Bloom's taxonomy question sheet** and **belief** statements to ask each other questions. • *Lori gives examples of four kinds of talk. She also weaves in the importance of her role in their use of the sheets she designed and the links between higher-order thinking through Bloom's taxonomy.*
Lesson Three Focus: Reading Comprehension/Visualizing/Summarizing Publication Pattern: Backgrounding Talk Styles <u>Source</u>		Lesson Focus on
Lesson Plan		•
Lesson Analysis		•
Lesson Four Focus: Perspective-Taking Publication Pattern: Reintegration and Tiering Talk Styles <u>Source</u>		
Lesson Plan	Lori reintegrates conversational an informational discourse. She also tiers the activity, by having students analyze the discussion activity.	• The detective assignment sheet: closing community share Second item: "Share you thoughts, feelings, and ideas about his book club discussion with the group."
Lesson Analysis	Lori tiers multiple levels of analysis as well as multiple levels of discourse in this analysis. Lori provides observational proof and actual text to demonstrate their increased communication and content skills. Lori integrates various skills words related to discourse and literacy skills: describe, inquiries, statements, questions, conversation, deeper questioning, Listening, compare, relate… Lori transforms the seminar metaphor of "dinner table conversation" to "playground talk" to encourage a more open discourse space in the discussion. She analyzes their appropriation of this concept.	Level 1 • James was able to describe Shaggy with great detail (Lori then itemizes the five details James gives) • Wow!! His descriptions in detail have really improved. At the beginning of book club, he use to say I like the character or the book and would just stop there. Level 2 • I loved their "playground talk." I felt they were beginning to talk about the books like they were good friends playing outside. I think they almost forgot they were doing a lesson for me. • They were able to scaffold questioning techniques into their conversations. • Divergences: • I heard many inquiries and statements: • James – What would be a good way to describe Alex?" • I learned everyone could have bad days. • Ellie- Compare Alex to Shaggy

- Have you ever had a messy room like Alex?
- Other
- Wow! James said, "The lesson was good because everyone knows what you are saying. He was trying to say, that sharing his feelings at book club helps everyone understand his point of view and he is able to share his knowledge with everyone. Wow! What an incredicble statement! Ellie agreed with James and said she can share what she is thinking with the group.
- Implications:
- James said we learned to ask good questions during the lesson.

Level 3 & 4

- I modeled questions. The kids work on developing listening and responding skills....They took turns questions and responding in the book club discussion. They discussed the book with their characters.
- Implications:
- Their conversation was really beginning to develop....
- Ellie had great retelling skills while I was observing the group discussion.
- James didn't want to reveal something. It was his secret. I believe this was his nice way of saying I do not know.
- This lesson created deeper questioning skills.
- The kids really began to listen to each other and respond at a deeper level.

Level 5: Specific aspects of discourse interaction

- The used words like:
- Compare, my character says, I learned, How can you relate, What would be a good way..."
- After lesson discussion and field notes and transcription:
- Debra: I would encourage you to make a list of all the skills that you think they might have achieved or exhibited.
- Lori: Well one new thing I was really excited about is the playground talk. In the beginning they were asking all whom, what, where, when, and why questions. Now they are talking about experiences...
- Debra: I wrote, "Where are they getting the questions?" I think wanted to ask the questions because they want to know...not because someone said they should.
- Lori: and they are scaffolding each other....
- Debra: and the oral talk is a precursor to written communication. And the formal school discourse. For example, "How would

Figure 3 Lori's Statements of Ownership

Ownership Statements	Source	
3. They were pretty content watching me model my detective job.	Group	structure
5. When I left the group there was some noise and I couldn't believe it, they didn't even look. They kept heir eyes closed to follow their detective assignment.	Group	structure
8. During the illustrating of the comic strips, they were working very hard to sequences, and illustrated what they visualized in their heads. Then they did a great job summarizing what they illustrated.	Group	Objects and activity as thinking tools
1. James let me know it was my job to begin as the modeling detective.	Individual	structure
2. Ellie assisted with James's check of list.	Individual	Objects as scaffolds to new discourse structures
4. James offered to help me count 30 seconds in his head, instead of using the timer.	Individual	
6. James really struggles with his written ability and he didn't mind drawing these comic strips. Actually, he took a lot longer on this lesson then he usually does, when it involves writing.	individual	Objects (comic strip drawings) as semiotic scaffolds
7. Ellie struggles with her ability to articulate. These book club lessons have helped her become at ease with communicating in a small group. Through out most of the year, she has been very shy and reserved. Book Club has helped me see a new Ellie. She actually many times has wanted to take over the lead position and monitor the group's progress on the head Detective Checklist.	individual	Discourse structure shift through an object (Head detective Checklist) as scaffold.
9. The most surprising thing was when Ellie didn't want me interrupting their book discussion. Wow! What unbelievable ownership.	individual	Discourse structure shift

Figure 4 Lori's Statements of Accomplishment

Statement of accomplishment	Learner source	Area of accomplishment
1 The group was extremely attentive	group	Engagement
2. They really were active participants during the book discussion.	group	Engagement
6. They did an excellent job at taking turns for fourth grade students.	group	Engagement/behavior
7. They were extremely polite and considerate toward eachother.	group	Engagement/behavior
4. They did a great job with predicting through out the book discussion	group	Literacy skill (prediction)
8. They were able to compare and contrast the Skuas bird from a picture that was fiction to a realistic bird.	group	Literacy skill (compare and contrast)
9. S was able to identify that there was hard words in the story we read. He felt it was important to investigate the words.	Individual learner	Literacy/learning skill (self assessment of reading hurdles and strategy for overcoming hurdle)
10. E. used a scenario explaining that the mama penguin went to the ocean to go grocery shopping for the daddy penguin. We had talked earlier about hwy the moment left the dad, to so to the ocean to get food. The father penguin actually stayed back and guarded the egg. It was neat to see that E. was able to recall what he mother penguin went to the ocean to do.	Individual learner	Literacy skill (recall was noted; deeper internalization and transformation signaling increased comprehension in language shift from getting food to grocery shopping not explicitly noted)
5. They did an excellent job with their individual roles as a vocabulary finder, story-mapper, and question-writer. They took their roles very seriously.	Group	Skills (roles)
3. They asked me everyday, "When are we going to film our book discussion?"	Group	Engagement/Motivation

Questions to solve clues in a story

Facts and Information-

What is?
Where is?
Who was?
Who were the main?
Which one?
When did?
How would you explain?
Can you remember?
Can you list three?
Who was?

Organizing Ideas-

Can you compare?
Can you put the story into your own idea?
Can you show what you mean?
Can you show us evidence to show us what you mean?
What else can you tell us about?
Can you summarize your ideas?

Solving Problems-

How would you solve this?
How would you organize your ideas to show us . . . ?
What strategies would you use?
What would happen if?
Can you use this story to relate it to your own life?
What would you change in the story?
What would you tell others about in this story?
If you were interviewed about this story, what would you say?

Breaking Down the Story-

What parts of the story do you . . . ?
What do you think about. . . .?
Can you list?
What was the motive of. . . ?
What conclusions can you draw?
What evidence can you find?
What is the relationship between?

Outcome Statements

I Learned . . .

I was Surprised . . .

I'm Beginning to Wonder . . .

I'm getting Clearer about . . .

I Rediscovered . . .

I Promise I will . . .

I am Feeling . . .

Head Detective's Checklist

I. Community Share

a. *Detective Anderson will share the reading wheel and model visualizing the story.*

_____

b. *Detective Turn-taker and timer will begin playing the music.*

_____

c. *Everyone will close his or her eyes for 2 minutes. While everyone's eyes are closed see if you can see the story taken place in your head. (Just like Charlie Brown)*

_____

d. *Now let' solve the mystery of reading today. Let's illustrate what we saw in our head by drawing comics of what we just saw in our heads. (Take only 5 minutes.)*

_____

e. *Now let's retell our stories with each other.*

_____

II. Book Club Discussion

a. *Use the Question Sheet and write 2 or 3 Questions on Index cards.* _____

b. *Put the cards in a pile on the table and take turns answering the questions.*

_____

c. *Have a 3-minute open discussion about the Book Naming the Cat. (Use the questions and outcome statement sheets if needed to discuss the book.)*

_____

III. Community Share Closing

a. *To end the lesson, each person needs to explain two things that they can still see in their mind from the Naming the Cat story.* _____

Appendix J: Miriam's Book Club Response Think Sheet

Education 548: Teaching Practicum

Book Club Writing Response: Overview of Chapters 1-5

What does Book Club Offer?

What do Community Share and Book Club Sessions Offer?

Beliefs, Thoughts Feelings	Concerns, Disagreements	Questions	Significant Information
I really like the underlying ideas behind Book Club. For many students it would be an effective and fun way of making reading seem more relevant to their own lives.	I'm concerned about the length of time it seems it would take to fully institute the Book Club program, esp. with LD students.	How long a time period does it normally take to have students reach the point where discussions can be student run?	The book is well laid out, with many concrete examples and ~~foo~~ to work from. The example of a unit plan is very helpful.

Education 548: Teaching Practicum

Book Club Writing Assignment

Writing Response Log for : (1) reflecting on reading, (2) gathering and organizing information (3) sharing ideas with others

Chapter 1

Beliefs, Thoughts Feelings	Concerns, Disagreements	Questions	Significant Information
I like the overall feel of Book Club. The flexibility it seems to encompass is a plus -- not a totally scripted program.	It sounds very time consuming -- as though much advance preparation would be needed for spec. ed. students in particular	How are very poor readers incorporated into Book Club? (and what if they won't put pen to paper?	

Chapter 2

Beliefs, Thoughts Feelings	Concerns, Disagreements	Questions	Significant Information
This chapter helped me get a better feel for how to actually work Book Club. I liked the specifics it encompassed.	Some excellent reading comprehension strategies. Not sure about motivating students to attempt these strategies.	How do we involve reluctant participants? --- particularly in the limited time frame we have?	Helpful ideas on concept maps, plot sequencing ideas, etc. Specific help.

Book Club Writing Continued

Chapter 3

Beliefs, Thoughts Feelings	Concerns, Disagreements	Questions	Significant Information
Again, I liked how specific this chapter was. And I, too believe that writing should be taught as part of the reading curriculum	For students with very poor writing skills, some many of these formats would seem very open-ended. Would need some background build-up of writing skills.	How do we get students with such widely varying writing abilities looked into a response program?	I appreciated the forms we can copy from and specific examples.

Chapter 4

Beliefs, Thoughts Feelings	Concerns, Disagreements	Questions	Significant Information
The idea of involving students more in their own assessment is worthwhile. The peer assessment is also a valuable idea.	Again, it seems that a lot of advance preparation would be necessary for some of these assessments.	How to get students contributing adequately and fairly for assessments? How do you integrate with your own assessments?	The different rubrics and checklists were very helpful.

Book Club Writing cont.

Chapter 5

Beliefs, Thoughts Feelings	Concerns, Disagreements	Questions	Significant Information
This chapter had some very good classroom management tips. Having differing discussion groups going at once would certainly be challenging though.	Keeping the groups on task with low motivation middle school students would be very challenging.	How would emotionally impaired students fit in here? (Students who can't work with anyone else?)	

Appendix K: Miriam's Cycle Data

Table 9 Cycle 1a

			Positive	Negative	Neutral	Total
Total Statements	Learner	Statements	6	16	1	23
		Intensified	2	11		13
		Qualified	5	3		8
	Teacher	Statements	13	7	10	30
		Intensified	0	5		5
		Qualified	1	4		5
Mean Statements	Learner	Statements	3	8	.5	11.5
		Intensified	1	5.5		6.5
		Qualified	2.5	1.5		4
	Teacher	Statements	6.5	3.5	5	15
		Intensified	0	2.5		2.5
		Qualified	.5	2		2.5
Mean Percent	Learner	Statements	26	70	4	100
		Intensified	33	69		
		Qualified	83	19		
	Teacher	Statements	44	23	33	100
		Intensified	0	71		
		Qualified	8	57		

Table 10 Cycle 1b

			Positive	Negative	Neutral	Total
Total Statements	Learner	Statements	5	4	4	13
		Intensified	0	2		2
		Qualified	8	0		8
	Teacher	Statements	5	11	0	16
		Intensified	0	7		7
		Qualified	2	2		4
Mean Statements	Learner	Statements	2.5	2	2	6.5
		Intensified	0	1		1
		Qualified	4	0		4
	Teacher	Statements	2.5	5.5	0	8
		Intensified	0	3.5		3.5
		Qualified	1	1		2
Mean Percent	Learner	Statements	38	31	31	100
		Intensified	0	50		
		Qualified	160	0		
	Teacher	Statements	31	69	0	100
		Intensified	0	64		
		Qualified	40	18		

Table 11 Cycle 2

Total Statements			Positive	Negative	Neutral	Total
	Learner	Statements	2	18	0	20
		Intensified	2	12		14
		Qualified	1	1		2
	Teacher	Statements	6	13	0	19
		Intensified	1	4		5
		Qualified	1	4		5
Mean Statements						
	Learner	Statements	1	9	0	10
		Intensified	1	6		7
		Qualified	.5	.5		1
	Teacher	Statements	3	6.5	0	9.5
		Intensified	.5	2		2.5
		Qualified	.5	2		2.5
Mean Percent						
	Learner	Statements	10	90	0	100
		Intensified	100	67		
		Qualified	50	6		
	Teacher	Statements	32	68	0	100
		Intensified	17	31		
		Qualified	17	31		

Table 12 Cycle 3

Total Statements			Positive	Negative	Neutral	Total
	Learner	Statements	8	3	0	11
		Intensified	10	1		11
		Qualified	3	1		4
	Teacher	Statements	2	2	0	4
		Intensified	1	0		1
		Qualified	2	0		2
Mean Statements						
	Learner	Statements	8	3	0	11
		Intensified	10	1		11
		Qualified	3	1		4
	Teacher	Statements	2	2	0	4
		Intensified	1	0		1
		Qualified	2	0		2
Mean Percent						
	Learner	Statements	73	27	0	100
		Intensified	125	33		
		Qualified	38	33		
	Teacher	Statements	50	50	0	100
		Intensified	50	0		
		Qualified	100	0		

Appendix L: Miriam's Talk about Students

Inquiry Cycle One	Inquiry Cycle Two	Inquiry cycle Three
I'm concerned about the length of time it seems it would take to fully institute the BC program, **esp. with LD Students.** It sounds very time consuming—as though much **advance preparation would be needed for special education students in particular** For **students with very poor writing skills,** many of these formats would seem very open-ended. Would need some background build up of writing skills. Keeping the groups on task **with low motivation Middle school students** would be very challenging! How to get **students** contributing **adequately** and **fairly** in assessments? How are **very poor readers** incorporated into BC? And what if they won't put pen to paper? How do we involve **reluctant participants**? How would **emotionally impaired students** fit in here? **Students who can't work with anyone else?**		I was amazed at how well **the kids** did, especially in our community share debate. **The kids** had sheets on which they wee able to judge the effectiveness of our discussion technqies which they loved doing. I am not sure I've ever seen **them** more attuned. The degree to which **they** paid attentions became really obvious the next day when we had a volunteer group of students do their own modeling debate/discussion. **They** skillfully used many of the techniques we had discussed and modeled and were able to make connections **and build upon each other's ideas** in a way I had rarely
For the most part the **kids are fairly interested in** it which helps. It's [Freak the Mighty] pretty relevant to their situation I think they're surprise to see it at school but helps grab **their** attention. Observations **of my students** were quite positive. **They** were having an agreeable day... It's hard to draw **these kids** out and keep attention on the book.	**I tried some different things…but it pro**ved too **cerebral. [assumed they]** **We had already discussed slang…The** differences	

The kids are resistant...	were too subtle **for my students** to grasp.	seen any of them do.
	Brad & Cliff were fairly involved and participated with some enthusiasm It's interesting to see that Brad, who barely spoke when discussion was free-flowing, felt more able to contribute. I am not sure if this was because there was more structure or because I was forced to step in and lead more, or if because the overall pace was slower which meant he was more able to follow. Student] had just received a conduct report. He is the late one who sulks through most of the taping. Charise was well behaved for Charise. (She typically creates considerable discord and distraction). There were also issues with [two students] whose relationship had been steadily worsening. [Student] was already angry to begin with due to the fall confrontations, so was in a sullen, hostile mood, one he is in all too frequently unfortunately as he has much to offer when in a more positive mode. Charise floor-hogged as usual, but with a less positive effect. I believe [student] would like to be as involved as her but doesn't know how to take the lead-or take it away. Cliff was simply unengaged which is frequently the case.	I think this worked fairly well for Brett, Cliff, and [student] but was harder for Brad who is more reliant on teacher guidance and feedback. Brad, as always contributed the least to the discussion, but seemed more comfortable during this than the he has when the discussion is more excitable and less structured. He (Brad) was clearly listening and engaged; however, and at one point, was able to express an opposing viewpoint regarding the benefits of being in a special ed classroom. Brett, in particular, is a very verbally adept student who made clear attempts to model the discussion techniques he saw modeled, including listening and waiting while others talked (something he isn't always adept at) and attempting to involve people not talking with questions, et. I felt Cliff also demonstrated some good discussion, contributing quite often and making good points. I felt her [Charise's] absence helped Brad feel more comfortable, and[student] less competitive and confrontational.

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