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Abstract

We investigated strategies that a literacy teacher educator used to develop preservice teachers' culturally responsive pedagogy. This study focused on (a) implementation of literature circles, (b) preservice teachers' (n= 29) reading and analysis of multicultural children's literature, (c) preservice teachers' reader response reflective journals (RRRJ), and (d) reading comprehension strategies. We analyzed interviews with the professor and RRRJ (87 responses) as well as the course syllabus, reader response guidelines, and course evaluations to understand the lived experiences of the participants. We found preservice teachers recognize the benefits of literature circles and the utilization of RRRJ to develop an understanding of reading comprehension strategies and ways to talk about culture.

Culturally responsive pedagogy requires teachers to explore their beliefs and assumptions about their own culture, learn about cultures other than their own, and develop strategies for promoting equity within classrooms and schools (Banks, 2006; Gay & Kirkland, 2003; Villegas & Lucas, 2002). The true focus of a multicultural curriculum is for teachers and students to develop cross-cultural competencies and envision themselves as citizens of a global society where their fates are linked to the fates of all people (Banks, 2006). Within teacher preparation programs, multicultural education is a vehicle through which preservice teachers may come to value culturally responsive literacy pedagogy and develop teaching practices that address social justice issues in the classroom.

Teacher educators have many tools for teaching literacy methods and developing culturally responsive teaching (CRT) with their preservice students. In the present study, we investigated the use of literature circles and reader response reflective journals (RRRJ) as culturally responsive literacy tools for deep engagement with a piece of multicultural literature. The purpose of this study was to investigate the teaching strategies used by an experienced literacy teacher educator whose goal was to foster preservice teachers' development of culturally responsive pedagogy within the context of a face-to-face university course in literacy methods. This study focused specifically on (a) the professors' implementation of literature circles, (b) preservice teachers' reading and analysis of a multicultural children's novel (*Maniac Magee*) as participants in literature

circles, (c) preservice teachers' reader response reflective journals, and (d) reading comprehension strategies taught in the course. We specifically addressed this research question:

- How can literature circles focused on multicultural literature along with reader response reflective journal (RRRJ) writing foster Culturally Responsive Literacy Pedagogy with preservice teachers?

Multicultural Literature and Deep Engagement

Understanding and constructing meaning from text is at the heart of comprehension instruction and is a strong predictor of academic achievement for all ages (Allington, 1983; Alvermann, 2002; McIntyre, Hulan, & Layne, 2011). Luke, Dooley, and Woods (2011) observed in classrooms where literacy instruction focused on the teaching of explicit comprehension strategies, such as inferring, main idea, fact finding, and making connections. They found this type of skill instruction left students without substantive engagement, deep content knowledge, or connection to their lives. An approach to teaching comprehension that offers students the intellectual and cultural content for engagement and critical thinking about diversity and social issues is literature circles using multicultural literature. This shift in comprehension instruction can move students from "doing comprehension," a basic skills approach that focuses on literacy instruction for high stakes testing, to a "cognitive and social and intellectual phenomenon" (p. 150).

Gunn, Bennett, & Morton (2013) assert teachers should choose multicultural literature that offers students opportunities

to learn about themselves and others. Multicultural children's literature that addresses social issues can bridge school and home cultures, challenge stereotypes, as well as foster students' appreciation of diversity and interrogation of societal inequities (Au, 2011; Gay, 2010; Madhuri, Han, & Laughter, 2013). Research suggests that the literature and pedagogical strategies teachers use in their classroom shape how children see themselves, the past, and the world (Apol, Sakuma, Reynolds & Rop, 2003).

Literature Circles

In literature circles, small groups of students discuss various types of text in depth. Literature circles, which are often used in kindergarten through high school classrooms and in adult book clubs (Daniels, 2002; Mills & Jennings, 2011), provide opportunities for students to engage in critical thinking and reflection and to accept ownership of their reading processes as they share conversations about a book in a community setting. Literature circles support students in formulating and developing their thoughts about a text and repositioning their thinking based on the ideas and interpretations of others (Blum, Lipsett & Yocom, 2014; Schlick Noe & Johnson, 1999). Long and Gove (2003/2004) maintain that discussion of well-chosen literature should include reflexive thinking and should "create an environment that promotes curiosity and questions, and pushes reading, writing, thinking, feeling, talking, and taking action beyond the obvious" (p. 350). Literature circles offer an excellent forum for students to retell for clarification, discuss motivations of characters, create connections to their own lives and other literature, critique social worlds, and

construct meaning in a collaborative manner.

Reviewing eight years of research on the teaching of literature conducted by the National Research Center on Literature Teaching and Learning, Langer (1998) concluded that literature is best taught in a “thought provoking, envisionment-building classroom as a social community composed of individuals with multiple social identities as well as personal interests and concerns that necessarily affect individual understandings” (p. 22). In these types of classrooms, students as a class or in small groups can express their differences, hear what others have to offer that may be different from their own ways of thinking, and “move their own thinking toward more individually rich, but never singular, interpretations” (p. 22). Literature circles in teacher education courses provide a setting for preservice teachers to develop their thinking and reasoning skills, to understand differing positions and perspectives, and to feel empathy for the beliefs and experiences of others.

Self-Reflection

Self-reflection deepens and broadens an individual’s perspectives on multicultural issues. Both teachers and students bring their cultural influences and assumptions to school (Zeichner & Liston 1996). Teachers’ beliefs and values develop from their experiences, and teachers identify how their own biases affect others in the classroom as they acquire self-knowledge (Gunn, Bennett, & Morton, 2013; Hale, Snow-Gerono, & Morales, 2008). Research indicates to achieve this self-knowledge, it is essential for preservice teachers to critically reflect about experiences with students from diverse ethnic, linguistic, and cultural

backgrounds (Adams, Bondy, & Kuhel, 2005; Sleeter, 2001). Culturally responsive teachers demonstrate awareness of differentness of self and others, as well as relatedness to other people and cultures (Howard, 2006).

Reflection offers an avenue for preservice teachers to experience cognitive dissonance, a mental discomfort that may occur as they recognize their prior assumptions and expectations conflict with new information. Cognitive dissonance is necessary for change. With change, preservice teachers develop a conscious self-awareness including an awareness of their own biases and prejudices (Bennett, 2010). Therefore, reflection allows preservice teachers to achieve better understanding of their students’ cultures and to realize the importance of linking family, home, culture, and learning (Gunn, Bennett, & Morton, 2013; Vogt & Au, 1994). It is the role of the teacher educator to engage preservice teachers in experiences and authentic materials for the facilitation of meaningful reflection. Allen and Hermann-Wilmarth (2004) realized teachers had no reference point to analyze reflections as they pertain to oppression, race, or stereotypes and to understand how their self-awareness affects interpretations of students. One way to afford preservice teachers the opportunity to encounter a range of perspectives can be through the use of literature circles and multicultural literature.

Theoretical Frame

Designing and fostering a classroom community that promotes cross-cultural understandings is the foundation of a culturally responsive literacy educator. Teachers and students promote respect, self-reflection, and empathy as goals

(Stallworth, Gibbons, Fauber, 2006). In our analysis of the teaching of this literacy course, we utilized Empathic Identity and Sociocultural theories to understand the meaning making process throughout this course (Rogoff, 1995; Wiseman, 1978). Rychly and Graves (2012) describe four teaching characteristics and dispositions essential for teachers if they are going to develop a culturally responsive teaching pedagogy. Preservice teachers and teachers are (a) empathic and caring, (b) self-reflective about their own beliefs, (c) self-reflective of their own culture, and (d) knowledgeable about other cultures. Teacher educators can foster opportunities for preservice teachers to understand others by engaging them in literature circles followed by self-reflection, McAllister and Irvine (2002) suggest empathy has a vital role in teaching students from diverse backgrounds. While engaged in collaboration, social interaction, and problem-solving opportunities and experience, teachers acquire beneficial understanding of effective teaching (Richards, 2006). Some theorists believe social interactions are essential to learning (Lave & Wenger, 1991). Novices learn from experts through participation, and beginners move from the periphery to the center of a community as they increase their knowledge, skills, and understandings through immersion in sociocultural situations (Lave & Wenger, 1991; Nasir & Hand, 2006). In addition, these experiences facilitate preservice teachers' development of empathetic identity for the other and the ability to imagine another person's experiences (Wiseman, 1978). Therefore, through social interactions preservice teachers learn to position themselves in the lives of students from different cultural backgrounds.

Methods

This study employed a case study design because we chose to explore the perceptions of preservice teachers within one teacher education literacy course (Yin, 2003). We wanted to better understand the participants, preservice teachers, within a particular setting bounded by time and place with detailed data collection through multiple sources (Creswell, 2007; Yin, 2003). Case studies focus on information gained through experience in a context, such as a social or cultural setting (Stake, 2005). We wanted to contribute to the knowledge of preservice teachers' understandings about culturally responsive pedagogy and literacy instruction embedded within a specific context.

Context and participants

We conducted this study at a university in an urban setting in the Southeastern United States and focused on the study of one intermediate literacy classroom where the professor identified her teaching approach as Culturally Responsive Pedagogy. We utilized convenience sampling because the participants were accessible and willing to participate (Onwuegbuzie & Leech, 2007). All 29 preservice teachers enrolled in this teacher preparation course agreed to participate in the study after IRB approval. The preservice teachers mirrored the current teaching population with the majority being white females: twenty-six females and three males. One participant identified as African American and two identified as Latinas as noted by the course professor.

The course professor required two books for the part of the course related to

the teaching of reading comprehension strategies: *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop* (Keene, Zimmermann, & Graves, 1997) and *Maniac Magee* (Spinelli, 1990). The professor utilized *Mosaic of Thought* to teach reading comprehension skills and strategies, as well as to provide a theoretical foundation. *Maniac Magee* served as a multicultural children's novel to apply the comprehension strategies learned from *Mosaic of Thought*.

Maniac Magee is a novel written at the intermediate elementary reading level and focuses on issues of race, homelessness, equity, and social justice. Maniac is an orphaned boy who runs away from his aunt and uncle to find himself in a fictional town in Pennsylvania. The town is divided into two sides: the East and West; the Blacks live in the East and the Whites in the West. Maniac never appears to recognize the racial differences or tensions that exist and befriends people on both sides.

Preservice teachers kept journals related to their reading of both books. They first read assigned chapters in *Mosaic of Thought* and recorded their responses. Then they applied the comprehension strategies discussed in those chapters to their reading of particular chapters in *Maniac Magee* and recorded their responses. In class the course professor discussed the chapters in *Mosaic of Thought*, followed by preservice teachers participating in literature circles centered on the chapters of *Maniac Magee* read for that class. Whole class discussion followed. After literature circles, the preservice teachers reflected on how their ideas changed, developed, or were expanded on during the literature circles and whole class discussions. Further details of the assignment can be seen in the reading response assignment sheet in the Appendix.

Data

Interviews. The first and second authors of this paper conducted two informal interviews with the professor of this course, who is the third author on this paper, after completion of the course but before data analysis. We interviewed her a second time for clarification and to dig deeper into understanding her perceptions of the course.

Reading Response Journals. The reader response journals provided a space for the preservice teachers to self-reflect as they applied reading strategies to the course text and *Maniac Magee*, as well as to reflect on their experiences participating in literature circles. We analyzed a total of 87 reflections for this study.

We utilized other course documents, such as the course syllabus, reader response guidelines, and course evaluations to understand the lived experiences of the participants of this course.

Data Analysis

We increased the rigor and trustworthiness of our discoveries through triangulation of data collection including interviews of the classroom teacher, preservice teacher reflections through journal writing, and other course documents (Leech & Onwuegbuzie, 2007). After data collection, we conducted thematic analysis with the data. For this type of analysis, the researcher codes, categorizes, and finds patterns that represent the implicit and explicit themes in the data. The researcher then interprets and suggests meaning from those themes (Guest, MacQueen, & Namey, 2012).

Findings

We found preservice teachers in this classroom recognize the benefits of participation in literature circles and the utilization of reader response journals to develop an understanding of reading comprehension strategies and ways to talk about culture in classroom settings. The literature circles and reader response journals enhanced their understandings while providing a channel for deeper introspection. We identified four overarching themes from the data: revelations and connections; coming untangled: cultural divide; teachers as change agents; and beneficial, positive experiences.

Revelations and Connections

Preservice teachers made note of revelations throughout their experience with literature circles and journaling: “So many times I read a book & have such revelations & connections but I don’t write them down.” Two subthemes of revelations and connections appeared consistently in the data: personal to deeper and social engagement and prior experiences.

Personal to deeper. Preservice teachers suggested their personal connections helped them to make deeper connections to the multicultural text (Kern, 2008), which they enjoyed; “I kind of like making (and taking note of) personal connections.” During the semester, they enhanced their personal discoveries of reading to a deeper level. One revelation focused on preservice teachers’ realization that they were thinking and using reading comprehension strategies. Many of the preservice teachers learned “that I actually am thinking when I read,” and “I didn’t

even realize some of the strategies I was using.”

Preservice teachers realized literacy does not just include reading, but they demonstrated a new understanding of the significant role writing and speaking plays in literacy: “I learned that I am able to comprehend the information better when I was writing my journal and then discussing it in class.” In addition, preservice teachers recognized the journals and literature circles provided opportunities to develop more profound thoughts: “I think I thought about the book deeper doing the journal,” and “...I had a deeper understanding of *Maniac Magee* because of the journal I kept.” They also gained knowledge and understanding on a deeper level; “With keeping a journal, I had to think about what I read as I went along. By doing this, and re-reading, I was able to get so much more out of both books.” Another preservice teacher expressed:

I really thought about my own thinking and reading more than I ever had. I became very aware of what and how I was thinking. I really enjoyed the experience of being able to practice the strategies presented in MOT [Mosaic of Thought, textbook] and *Maniac Magee*.

The reading response journals and literature circles expanded preservice teachers’ understandings of literacy as they made personal connections and experienced revelations.

Social engagement and prior experiences. Preservice teachers shared valuable knowledge and understandings they acquired because of their engagement in this social interaction in authentic social contexts (Richards, Bennett, & Shea, 2007;

Rogoff, 1995). Revelations centered on learning about different perspectives and learning from other individuals. For example, one preservice teacher stated, “I learned that I gain so much more from working with other people than I would get out of a book myself,” and another one said, “Sometimes I gained new ideas, sometimes I disregarded old ones, and sometimes I even expanded on predetermined ideas.” Preservice teachers thought “talking in a circle made things clearer” and their “interpretations changed after” meeting in groups.

Preservice teachers gained some valuable information about literacy processes but also about how prior knowledge and background experiences impact learning, in particular with students from diverse backgrounds. For example, this preservice teacher wrote, “Someone with the lack of prior knowledge may have difficulty comprehending readings if they can’t connect it with some kind of prior knowledge.” From their experiences, the preservice teachers noticed the importance of valuing the opinions of their peers. One preservice teacher illustrated this point:

Everyone’s input for this literature circle seemed to spark varied comments from every person in the room. I think we all went home with few information and new things to think ab out. Sometimes people agreed on the answer to a question that was posed and sometimes people disagreed, but no one devalued anyone else’s opinion, and I think that is one of the greatest lesson[s] that I learned from doing this activity.

Through the conversations in the literature circles, preservice teachers

expanded their abilities to listen to different perspectives, and one preservice teacher believed the experiences “opened my eyes to many possibilities; definitely more than I would have been exposed to without the discussions.” A preservice teacher suggested, “These times of peer discussion were very helpful in opening up my views to other people’s perspectives. I was able to think about things I would not have on my own.”

Preservice teachers became cognizant and aware of new understandings from interaction with their peers. They now recognized how the different perspectives and prior knowledge might be like “reading a different book” and their peers might experience the book while “thinking of different things and having different emotions.”

Coming Untangled: Cultural Divide

Many of the preservice teachers’ journal responses illustrated an understanding of the “intercultural dilemma” (Stiegelbauer, 1986) that took place in the multicultural novel. Their responses identified that the characters and town were divided by race. Furthermore, many of the preservice teachers’ responses revealed their understanding of the cultural divide in *Maniac Magee*.

Preservice teachers believed “...he [Maniac] doesn’t understand why everyone is so against people of their different color,” and “Maniac was sent to teach others about racism” and “take some hand in bridging the racism gap.” They thought a significant image of this cultural divide was a giant knot that only Maniac could untangle: “We think the knot may be like the white and blacks are all tangled up and Maniac who is comfortable with both races is able to undo

the knot.” Through their reflections and literature circles, the preservice teacher developed deeper understandings of the cultural divide within *Maniac Magee*.

...overall message...you can't judge people that you don't know because what you might think about them could be a falsehood. Also, you shouldn't listen solely to other people's opinions, it is important to form your own so that you stay in control of your life and not have to live in fear of people who are different from you.

Preservice teachers discussed the cultural divide in the book, but they also began to reflect on how it related to their life. Two preservice teacher shared childhood memories: “When Maniac took a bite of Mars Bars candy bar, I remember when I was little and a little black boy and I shared an ice cream cone and everybody stared at us and made strange comments.” The other preservice teacher wrote,

In the book when it said, ‘What was he doing in the east end where almost all the kids were black?’ made me think when I was younger and I was in a singing group and we went to a church where there were all black people. I kept visualizing all the black people in the church and the singing troupe being all white.

Some preservice teachers broadened their perspectives; “I feel that the point of the book was to look beyond the west or east end; to branch out and not be so afraid of people just because they are different than you are.” In addition, another preservice teacher commented, “I'm enjoying looking at the world through Maniac's eyes. It's honest, genuine, and sincere way to view other people.”

Preservice teachers initially discussed the cultural divide within the text but later connected the cultural divide to their lives.

Teachers as Change Agents

Immediately following the literature circles, the preservice teachers had the opportunity to reflect on the discourse that focused on the multicultural children's book. Written reflections revealed preservice teachers' developing traits of a culturally responsive pedagogy by demanding an affirming attitude for students of diverse backgrounds and becoming an agent of change for all students. For example, one preservice teacher shared a connection between *Maniac Magee* and teaching, “It brings up issues such as racism, finding a place to fit in, and I think there was an underlying message that to make a change we should start with children.” One preservice teacher thought community building, such as with literature circles, is “particularly important to realize as teachers, especially when we need to consider our students' life experiences, culture, and prior knowledge. What they as reader's come away with, may be something quite different than what was expected.”

Preservice teachers understood the significance of reciprocal learning and building communities, an important aspect of culturally responsive pedagogy (Ladson-Billings, 2009). One preservice teacher commented, “These circles give the classroom a sense of community where everyone can learn from each other,” and another one said literature circles could “boost the student's sense of self-esteem and feeling of classroom community.” Preservice teachers also recognized literature circles created a space for students to develop empathy: “they can put

themselves in the place of others and be able to give sympathy or joy or some kind of emotion.”

Another preservice teacher extended this thought and recognized how important her background was to teaching: “I think that this is important to understand as a teacher because your students will probably come from a different background than you and they may connect to some things and not to others and they may find that importance lies in something you did not think of.” Preservice teachers illustrated how literature circles will help as an agent of change: “Students also have the chance to look at social and cultural issues going on in the world around them through the diverse backgrounds of their classmates.” Preservice teachers’ reflections revealed new understandings of diversity and how backgrounds impact learning communities. They began to develop culturally responsive pedagogy and see themselves as change agents.

Beneficial, Positive Experiences

Preservice teachers provided reflections that expressed benefits of literature circles for students of various levels of education. One preservice teacher shared, “I think it is more than a benefit for students to discuss what they read; I think it is essential,” and another said, “I think that students would greatly benefit from literature circles...” Additionally, one preservice teacher communicated, “...students of all ages would benefit greatly from Literature Circles. Peers are an excellent source of teaching and learning.” Preservice teachers identified literature circles as a way to reach students on an emotional level and create a community: “This would help boost the student’s sense

of self-esteem and feeling of classroom community.”

Preservice teachers not only shared the benefits of literature circles for their students but also the positive, “excellent experience” they had with literature circles during their university coursework. A preservice teacher wrote, “I found the literature circles to be helpful in having me look at things differently.” This idea of helpfulness resonated in their written reflections and connected to their future classroom instruction: “I have found the experience very helpful and can understand completely why teachers would want to have literature groups in their classrooms.”

Discussion and Implications

Our research demonstrates teacher educators might use instructional techniques such as literature circles and reader response journals as one way to better prepare teachers to teach literacy with a social justice orientation. From their discussions, reader response journals, and literature circles, preservice teachers discovered these approaches to literacy offer positive and beneficial experiences for all students. Preservice teachers recognized how significant aspects of sociocultural and situated learning theories apply to their development and growth, such as through participation and collaboration (Lave & Wenger, 1991; Rogoff, 1995).

As supported by research, literature circles facilitate emotional and deep engagement while students read and share their thoughts (Long & Grove, 2003/2004). Through literature circles, students demonstrate improved social behavior and build self-esteem (Blum, Lipsett, & Yocom, 2014). Preservice teachers recognized the value of social interaction, dialogue, and

conversation with their peers as a way to learn (Lave & Wenger, 1991; Nasir & Hand, 2006; Rogoff, 1995). Literature circles offer opportunities for students to listen to each other and develop an understanding to value other individuals' opinions (Blum, Lipsett, & Yocom, 2014). In addition, preservice teachers understood how connections between reading, critical thinking and reflection, discussion, and writing facilitate learning within the classroom and how to move beyond traditional methods of teaching.

Preservice teachers from these experiences in this course had revelations about their perspectives while utilizing comprehension strategies. The preservice teachers shared revelations that they used comprehension strategies and actually were thinking while reading and suggested literature circles provided a better way to comprehend the multicultural text (Blum, Lipsett, & Yocom, 2014). During discussions, they continued these revelations with critical reflection about their discussions. As one preservice teacher stated, "Sometimes I gained new ideas, sometimes I disregarded old ones, and sometimes I even expanded on predetermined ideas." Preservice teachers developed critical literacy strategies through literature circles. They began to raise questions, move beyond traditional beliefs about reading, and listen to multiple perspectives (Lewison, Flint, & Sluys, 2002; McLaughlin & DeVoogd, 2004). It is this type of rich intellectually challenging curriculum, in lieu of direct instruction of comprehension skills McKeown et al. (2009) reported, that improved test scores, lowered incidence of classroom behavior problems, increased attendance rate, and facilitated more time being engaged on tasks.

The impetus to read a multicultural text, *Maniac Magee*, stemmed from our goal as teacher educators to develop culturally responsive, empathetic teachers, who could effectively teach literacy. As teacher educators, we recommend utilizing various instructional approaches, such as literature circles and reader response journals or other forms of self-reflection, to better prepare preservice teachers to integrate multicultural texts and develop culturally responsive pedagogy (Bergeron, 2008). The preservice teachers in this study illustrated some important characteristics of a culturally responsive teacher. They noticed from their experiences how different individuals interpret and perceive a text and then recognized how important background and prior knowledge impacts students learning (Gay, 2010; Ladson-Billings, 2009). The preservice teachers proposed that building communities are essential in a classroom. In addition, they suggested English Language learners would benefit from literature circles for various reasons: fluency, self-esteem, and learning English. Literature circles facilitate fluency in engaged readers and writers (Long & Grove, 2003/2004).

Preservice teachers made deep, personal connections to the literacy aspect of the literature circles and developed some characteristics of culturally responsive pedagogy. As the preservice teachers discussed the multicultural text *Maniac Magee*, they revealed understanding of the cultural divide. They suggested the town was divided because of race and began conversations to identify with the characters. The preservice teachers shared reflections of childhood where they saw segregation between the races. As teacher educators, we must foster opportunities for preservice teachers to develop as empathic teachers and not reinforce stereotypes. We

recommend that during literature circles, teacher educators guide conversations with preservice teachers to challenge assumptions, beliefs, biases, or prejudices within the text or with themselves.

As teacher educators, we need to explicitly provide preservice teachers with more ways to question the unequal power in relationships from a critical literacy and culturally responsive perspective (McLaughlin & DeVoogd, 2004). Multicultural literature is a springboard for critical thinking, and preservice teachers sometimes require questions framed around social justice, multiculturalism, or diversity in order to develop greater understandings (Long & Grove, 2003/2004). Critical literacy through literature circles makes text meaningful and relevant to students while developing empowerment and community, which is essential to culturally responsive pedagogy (Gay, 2010; Ladson-Billings, 2009; Morrell, 2002).

The preservice teachers suggested they heard different perspectives; “I found the literature circles to be helpful in having me look at things differently.” However, the majority of the participants were White women, representative of the teaching population, which may have limited diverse perspectives within discussion groups. In order to develop deeper understandings of diversity, multiculturalism, culturally responsive pedagogy, and social justice issues, teacher educators can scaffold approaches to critical reflection with conversations and reflections throughout all coursework and with community involvement projects. We recommend that multicultural education, culturally responsive pedagogy, and social justice issues be intertwined in all aspects of teacher education programs, including internships (Hill, 2009; Villegas & Lucas, 2002).

We wish to end with a quote for pondering and reflection:

If readers review principles of school reform for equity and social justice and then turn to describe successful local schools that generate not only test score gains, but also lower incidence of behavioral problems, and higher levels of attendance, student engagement and time-on-task, and improved secondary retention and pathway articulation—they will likely encounter rich and intellectually challenging curriculum (Luke, Dooley, & Woods, 2010, p.23)

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Appendix

Reading Response Journal Assignment

Keep a journal related to your readings of *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop* by Keene & Zimmermann and *Maniac Magee* by Spinelli. Your journal entries should be on separate sheets of paper, not a spiral notebook, so you can add pages if you wish. When you are finished with the journal, assemble all the pages in some type of folder or notebook. The final pages should be typed unless otherwise indicated by the instructor for particular entries. You should include the following in your journal, in the order indicated below.

1. Think-Aloud Record your thoughts as you read aloud a short passage of at least a page or two from any text. Write a paragraph about the experience of doing a think-aloud.
2. Reflections on chapters in *Mosaic of Thought* Beginning with Chapter 3, write a one-page reflection for each chapter. First summarize the key points from the chapter, and then add your personal reflections.
3. Reflections on *Maniac Magee* Beginning with Chapter 4 of *Mosaic of Thought*, write your reflections about *Maniac Magee* according to the following format. For the particular pages listed below in *Maniac Magee*, apply the comprehension strategy discussed in the corresponding chapter of *Mosaic of Thought*.

Maniac Magee

pp. 1-29
 pp. 30-63
 pp. 64-99
 pp. 100-123
 pp. 124-152
 pp. 153-184
 entire book

Mosaic of Thought

Ch. 4 - Prior Knowledge
 Ch. 5 - Determining Importance
 Ch. 6 - Questioning
 Ch. 7 - Sensory Images
 Ch. 8 - Inferring
 Ch. 9 - Synthesis
 Ch. 10 - Tying it all together

Write your reflections before class and the literature circles. For example, when reading pages 1-29 of *Maniac Magee*, think about how your prior knowledge and experiences relate to those pages of the book.

4. Reflections after literature circles After participating in literature circles and class discussion, add another page to our reflections about how your ideas were expended on in class or how they changed or developed because of sharing with class members.
5. Reflect on how you might use literature circles in your own classes.
6. Discuss how you would use literature circles in ESOL infused classes. How would the strategy work with ESOL students at each of the four levels of fluency? Discuss any modifications you might make for ESOL students.

October 19	Mosaic of Thought, Ch. 1-3 Write reflections on Ch. 3
October 26	Mosaic, Ch. 4-5 Maniac, pp. 1-63
November 2	Mosaic, Ch. 6-7 Maniac, pp. 64-123
November 9	Mosaic, Ch. 8-10 Maniac, pp. 124-end