

AN ABSTRACT OF THE DISSERTATION OF

Mindy Legard Larson for the degree of Doctor of Philosophy in Education
presented on March 10, 2006.

Title: Impact of Discourses on Preservice Literacy Teacher Identity Development:
Subjectivity and Agency.

Abstract approved:

Karen M. Higgins

This research addressed the complexities of identity development in the lives of seven elementary and middle school preservice literacy teachers during their graduate teacher education program at a private western university using a poststructural feminism theoretical lens. This research investigated two questions: 1) How do preservice teachers develop their identity as teachers of literacy in the midst of authoritative discourses? 2) What kinds of strategies and discourses do preservice literacy teachers use to negotiate the competing discourses of literacy during student teaching?

Data for this research were collected over nine months and were taken from five main sources: course documents, the researcher's teaching notebook and journal, focus groups, and individual student interviews. Discourse analysis using poststructural feminism concepts of discourse, subjectivity, and agency were used to interpret the data. The validity of this research was re-framed using poststructural feminist concepts of reflexivity; ethical considerations; multiple perspectives; praxis-focused research; and partial, situated knowing.

The results indicated that the identities of the preservice literacy teachers were in formation during their graduate teacher education program and authoritative discourses were at work constituting their subjectivities throughout this process. These discourses were heard as the preservice literacy teachers used

deconstructive and reconstructive literacy discourses and strategies from their personal literacy biographies, literacy coursework, and student teaching practices. Their agency as literacy teachers was demonstrated through the strategies they used to negotiate and perform their identities during student teaching—working within and outside of the literacy structures of their cooperating teachers' classrooms. The research also indicated the power of time and space both in relation with others, as a means for continued identity transformation.

©Copyright by Mindy Legard Larson

March 10, 2006

All Rights Reserved

Impact of Discourses on Preservice Literacy Teacher Identity Development:
Subjectivity and Agency

by
Mindy Legard Larson

A DISSERTATION

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Doctor of Philosophy

Presented March 10, 2006
Commencement June 2006

Doctor of Philosophy dissertation of Mindy Legard Larson presented on March 10, 2006.

APPROVED:

Major Professor, representing Education

Dean of the College of Education

Dean of the Graduate School

I understand that my dissertation will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my dissertation to any reader upon request.

Mindy Legard Larson, Author

ACKNOWLEDGMENTS

- Linda-thank you for being the ignition towards my Ph.D. Our meeting four years ago began this entire process and I am forever grateful.
- Karen-you are an amazing woman! I am thankful for your knowledge, ability to mentor and guide a beginning researcher, and your willingness to find time for my emails and weekly meetings in your crazy scheduled life.
- Sunil-from the beginning you encouraged me to follow my research questions and asked challenging questions to help me think from fresh perspectives.
- Donna-words do not describe my gratitude! Your energy, excitement, probing questions, advice, and ability to walk the hills and paths of Salem were vital to this dissertation and my life.
- Nora-you welcomed my family into your home, showed me the way towards this dissertation, and stepped in when I needed you. Thank you.
- My students-your willingness to question, discuss, and ponder literacy and teaching made this dissertation possible.
- My colleagues and friends-thanks for the endless encouragement and support.
- My family-without the prayers, meals, sleepovers, pep talks, and babysitting this dissertation would have been an unrealized dream.
- Luke and Claire-you have kept me grounded with quick trips to the park, bedtime stories, and walks in the rain.
- Jared-your patience and love showed no bounds.

TABLE OF CONTENTS

	<u>Page</u>
CHAPTER 1: INTRODUCTION.....	1
Building Context.....	1
Research Questions Identified.....	3
Framework Identified.....	3
Research Parameters.....	4
An Invitation.....	5
CHAPTER 2: LITERATURE REVIEW.....	6
How Poststructural Feminism Theoretical Framework Has Influenced This Study.....	6
Poststructural Feminism Theoretical Framework Concepts Applied to Literature on Preservice Teacher Identity Development.....	11
CHAPTER 3: METHODOLOGY.....	21
A Roadmap.....	21
Participants and Timeline: Fall and Spring Semester.....	22
Data Collection and Procedures.....	25
Role of Researcher.....	32
Validity Reframed.....	35
Data Interpretation.....	42
CHAPTER 4: DATA INTERPRETATION AND DISCUSSION	48
Data Sources and Interpretation.....	48
Profiles of Participants.....	49
Making Sense of Data: An Introduction to Themes in the Interpretation.....	61
Deconstructive Literacy Discourses: Naming the Authoritative Discourse Sites.....	64
Deconstructive Literacy Discourses.....	68
Reconstructive Literacy Discourses.....	84

TABLE OF CONTENTS (Continued)

	<u>Page</u>
Agency: Strategies and Discourses of Literacy Negotiation.....	90
Discussion of Themes: Deconstructive Discourses, Reconstructive Discourses, and Agency—Strategies and Discourses of Negotiation.....	100
CHAPTER 5: CONCLUSION	104
“Answers” to My Questions.....	104
Recommendations for Myself (and Others?) and My Future Research Questions.....	108
Always in the Position of Beginning Again.....	113
REFERENCES.....	119
APPENDICES.....	126

LIST OF APPENDICES

	<u>Page</u>
<u>Appendix</u>	126
A Definition of Terms.....	126
B Fall Informed Consent	132
C Letter of Invitation.....	135
D Spring Informed Consent	137
E January Focus Group Agenda and Handout.....	141
F February Focus Group Agenda and Handouts.....	144
G March Focus Group Agenda and Handouts	149
H April Focus Group Agenda and Handouts	154
I Lather’s Transgressive Validity Check-list: A Simulacrum.....	159
J Interview Transcript Summaries of the Impact of Focus Group	161
K Reader’s Workshop Contract.....	164
L “Instead of...I will...”.....	166

LIST OF FIGURES

<u>Figure</u>	<u>Page</u>
1. Fall Semester Timeline	23
2. Spring Semester Timeline.....	25
3. Conceptual Framework of Methodology.....	26
4. Validity Themes.....	39
5. Data Interpretation: Themes and Categories.....	63
6. Lily: A Conceptual Representation of Literacy.....	67
7. Sites of Authoritative Discourses Impacting Preservice Literacy Teacher Subjectivity	68
8. Preservice Literacy Teacher Subjectivity: Deconstructing Discourses from Student Teaching, Literacy Biography, and Literacy Courses.....	69
9. Literacy Negotiation Strategies During Student Teaching: Within and Outside Structures.....	94
10. Model for Continued Literacy Identity Transformation	107

IMPACT OF DISCOURSES ON PRESERVICE LITERACY TEACHER IDENTITY DEVELOPMENT: SUBJECTIVITY AND AGENCY

CHAPTER 1: INTRODUCTION

Building Context

This research has evolved throughout my life in school as I continue to be transformed in my understanding of the concepts of “teaching” and “literacy.” I have lived through Dick and Jane sight word reading, individualized reading programs; anthology based whole group instruction programs, reading the “classics,” writing five paragraph essays, journaling, and Haiku poetry. The roots of this research began to take hold as I walked into my first classroom as “teacher.” I was given a roster of twenty-five first and second graders, of which twenty percent were English language learners, an alphabet freeze, a box of 100 beginning reader books, permission to spend a couple hundred dollars to purchase supplies, and a binder filled with district curriculum standards. After I meticulously filled out purchase orders with lines of books for my classroom library, my principal walked in and announced I needed to cut my orders in half, due to some sudden budgetary issues. I was given no math curriculum, no language arts curriculum, no health curriculum, no art curriculum, but I was given an amazing team of teachers with which to plan, share, question, and celebrate. I quickly experienced the “uncertainties, the ambiguities, the contradictions, and the variability of the human enterprise that teaching is” (Dudley-Marling, 1997, p. 188). After meager attempts to figure out teaching six and seven-year olds on my own, I quickly befriended experienced classroom teacher neighbors, and signed up for as many courses and workshops as I could attend.

Fast forward six years to my new career in teacher education. My literacy courses were full of theory, structures, strategies and skills of comprehensive literacy. The preservice teachers were engaged, enjoying my literacy classes, and my course evaluations received high marks. Then The No Child Left Behind Act of 2001 (NCLB) arrived, signed into law on January 8, 2002 by President George W. Bush (U.S. Department of Education, 2005). With it came a new resurgence of scripted curriculums, supplemental curriculums, and accountability changing the landscape of public

education. My pedagogy as a literacy foundations and methods teacher was in need of re-invention.

As in my elementary teaching career, I quickly befriended a literacy teacher colleague to help me re-invent my practice. We engaged in a research project working with a preservice teacher teaching in an after-school reading program for struggling English language learners. The study illustrated how the discourse of a public school district's scripted reading program and the discourse of the university's comprehensive literacy positioned and conflicted a graduate student, Claire's emerging concept of literacy (Larson & Phillips, 2005). We sensed that Claire did not have a strong theoretical understanding for the rationale of our comprehensive literacy discourse. She was quickly sucked in by the school's scripted reading program through the powerful expectations and relationship with the curriculum leader that had selected it and was overseeing its implementation. Claire needed to be able to break from the binary of comprehensive literacy versus scripted curriculum, and needed strategies to negotiate this experience. In this study, we began to wonder that if we were more intentional in articulating our own literacy theoretical framework and deliberate in teaching students such a framework, our students would be more adept at defining literacy instruction as more than just a set of pedagogical tools (Hargreaves & Jacka, 1995; Hartse, Leland, Schmidt, Vasquez, & Ociepka, 2004). We also theorized that as teacher educators, we could better equip our students if we taught skills of deconstruction and sought to facilitate more student collaboration in the construction of literacy concepts.

With these new research and teaching goals ready to be implemented and investigated based on this study, I walked thirty new early childhood, elementary, and middle school preservice teachers into the graduate teacher education program in which I teach. I team taught with my research colleague the preservice teachers' first summer semester class in their three semester program: Language and Literacy. They arrived with their own life biography of "teacher," "literacy," and "school." These biographies questioned, integrated, and collided with their literacy course texts, assignments, and professor. And these combined experiences of biography and coursework would soon enter student teaching classrooms.

Research Questions Identified

It was in this first literacy course that I knew my research study was ready to be formed. I wanted and needed to investigate two emerging research questions: 1) How will these preservice teachers develop their identity as teachers of literacy in the midst of authoritative discourses? 2) What kinds of strategies and discourses will these preservice literacy teachers use to negotiate the competing discourses of literacy during student teaching? The first question was a continuation of the case study research of Claire as I continued to make sense of the identity development of preservice literacy teachers. The second question was developed because I needed to further explore how preservice literacy teachers create agency—make change—to perform their literacy identities amidst competing discourses during their student teaching. These questions are investigated using intersecting vocabulary from theory, literacy, and teacher education which are defined in Appendix A.

Framework Identified

These questions were investigated using poststructuralist feminism as the theoretical framework, the framework from which I teach and research. Poststructural feminism acknowledges the power of language and discourse to shape our thoughts and realities (Lather, 1991; Weedon, 1987). Poststructural feminism recognizes that our teaching identities and that of our students is “not something one has, but something that develops during one’s whole life” (Beijaard, Meijer, & Verloop, 2004, p. 107); our subjectivities are created and re-created through powerful discourses working at our site of self (Bakhtin, 1981; Weedon, 1987). “Discourse is not a language or a text but a historically, socially, and institutionally specific structure of statements, terms, categories, and beliefs” (Scott, 2003, p. 379). The acquiring of teacher identity is complex and is significantly influenced by biography, experiences, context, culture, and the activity of the learner (Britzman, 2003; Coldron & Smith, 1999; Sachs, 2001; Samuel & Stephens, 2000; Wenger, 1998). The development of identity is not analogous to a harmonic dance; rather such development is often difficult, acrimonious, and conflicted (Britzman, 2003; Larson & Phillips, 2005; Marsh, 2002, 2002; Phillips, 2002; Samuel &

Stephens, 2000). A poststructural feminism theoretical framework was selected for this research because it honors the complexities, uncertainties, and situatedness of preservice literacy teacher identity development.

Research Parameters

This research officially began with thirty early childhood, elementary, and middle school preservice teachers during the fall term literacy methods course. Then it transitioned into a study involving seven of the original thirty preservice literacy teachers, Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth in the spring term. The eight of us met during the final semester of their graduate teacher education program in which they were student teaching full-time and taking a weekly course in the evening. We met once a month to talk about complexities of literacy and student teaching, I observed them teach literacy lessons, we emailed, and ended with an individual interview. My research questions were meant to both de-center each of these preservice literacy teachers by focusing on the discourses that impact their subjectivities and simultaneously keep them situated in their contexts. Their discourses do not float in a sea of relativism; they are grounded in the varied, similar, conflicting, complimentary situated contexts of Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth's life biographies, experiences in the teacher education courses, and student teaching experiences. Thus, this research indicates how these preservice teachers develop as teachers of literacy in the midst of authoritative discourses and illuminates the strategies and discourses they used to create agency in their student teaching.

So as I investigated my questions, my goal was not to answer the questions, because as Ropers-Huilman (1998) state:

The purpose of poststructural research is not "finding objective answers," but rather on coming to understand differently knowledges and situations that are already assumed to be tentative, partial, and relational. (p. 17)

My goal was to investigate the discourses at the time of my research that constructed Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth's subjectivities while knowing I could never separate out my own subjectivity in the process. Lincoln and Guba (2003) describe subjectivity of a researcher as reflexivity.

Reflexivity...demands that we interrogate each of our selves regarding the ways in which research efforts are shaped and staged around the binaries, contradictions, and paradoxes that form our own lives. We must question our selves, too, regarding how those binaries and paradoxes shape not only the identities called forth in the field and later in the discovery process of writing, but also our interactions with respondents, in who we become to them in the process of *becoming* to ourselves [original emphasis]. (p. 283)

As I investigate the *becoming* of Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth in their identity development as teachers of literacy, I can not separate my own *becoming*.

An Invitation

Writing research from a poststructural feminism theoretical framework can be connected to metaphorical images of “montage,” “bricoleur,” (a person that puts together items using whatever materials happen to be available—often referred to with quilting) and “jazz improvisation” as the researcher attempts to represent that “many different things are going on at the same time—different voices, different perspectives, points of views, angles of vision” (Denzin & Lincoln, 2003, p. 7). May you, the reader, transact and make meaning from this research that is re-presented (Britzman, 2003; McWilliam, 1995) or re/presented (Gergen & Gergen, 2003) from my partial, incomplete, and situated re-telling. As Britzman (2003) states:

Readers of ethnography must also be willing to construct more complicated reading practices that move them beyond the myth of literal representations and the deceptive promise that reality is transparent, stable, and just like the representational. (p. 254)

May you hear my voice and the voices of Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth, and allow our subjectivities to be a part of your understanding of discourse, subjectivity, agency, research, student teaching, literacy, and teaching.

CHAPTER 2: LITERATURE REVIEW

This research investigates two questions: 1) How do preservice teachers develop their identity as teachers of literacy in the midst of authoritative discourses? and 2) What kind of strategies and discourses do preservice literacy teachers use to negotiate the competing discourses of literacy during student teaching? These types of questions cannot be answered with modernistic views of identity development as described by Davies (1993) as the “notion of a fixed, autonomous self who thinks rationally and logically, defines him/herself, and develops a stable sense of self over time” (as cited in, Hagood, 2002, p. 249). Nor does critical theory’s notion of identity as categories such as nationality, gender, race, ethnicity, and religious work to answer these questions, because these categories “group people and stabilize notions of their identities” (Hagood, 2002, p. 249). A theoretical framework influenced by concepts of poststructural feminism best approaches and investigates the complexities of identity development.

This chapter begins with an overview of how a poststructural feminism theoretical framework influences this study, and then identify and describe concepts within poststructural feminism that are used in this study, which include the following: language, discourse, deconstruction, subjectivity, and agency. These concepts are then applied to the research on teacher identity development. Each concept tied to the research on teacher identity development concludes with an explanation on how the research connects to my research study.

How Poststructural Feminism Theoretical Framework Has Influenced This Study

Poststructural feminism honors plurality, multiplicity, and difference, while rejecting the assumptions of self-identity and truth (Tong, 1998). Poststructural feminism de-centers the rational, self-present subject of humanism, seeing subjectivity and consciousness, as socially produced in language, and as a site of struggle and potential change (Tong, 1998; Weedon, 1987). It is the tools of poststructuralism—language, discourse, subjectivity, deconstruction— combined with feminisms’ commitment to being

politically and action oriented (Ropers-Huilman, 1998) and goal to remain. "...open to new knowledge—asking new questions" (Hesse-Biber, Leavey, & Yaiser, 2004, p. 22) that guides and influences my teaching and research. Luke and Gore (1992) state:

Poststructuralist feminism does not give up its theoretical foundations. ...poststructuralist feminists do not float uncommitted on a sea of postmodernist theoretical indeterminacy. Instead, they ground their epistemology on the foundation of difference. A construct of difference that extends beyond the sociological trinity of class, race, gender (usually in that order) and makes conceptual space for difference in subject location, identity and knowledge, renders such a foundation anti-essentialist and indeterminate...its rejection of certainty promised by modernist discourses, a rejection of a self-certain and singular subject, and a rejection of knowledges that promise answers which lead to closure. A poststructuralist feminist epistemology accepts that knowledge is always provisional, open-ended and relational. (p. 7)

Scott (2003) explains how poststructuralism may best fit feminism's theoretical needs. She sees its usefulness in its ability to think in terms of pluralities and diversities rather than of unities and universals; its ability to analyze the workings of power through "patriarchy in all its manifestations—ideological, institutional, organization, subjective—accounting not only for continuities but also for change over time" (p. 378). The meshing of poststructuralism and feminism also gives the researcher the ability to articulate alternative ways of thinking and acting.

Language, discourse, deconstruction, subjectivity, and agency are key concepts of poststructural feminism. Each will be described and then applied to research on teacher identity development.

Language

Language is the way we think, speak, and interpret the world. It is a form of social practice. Language is a part of society; language is a social process; and language is a socially-conditioned process (Fairclough, 1989). Our reality is constituted through language. Weedon (1987) expands on Saussure's theory of language stating "meaning is produced within language rather than reflected by language, and individual signs do not have intrinsic meaning but acquire meaning through the language chain and their

difference within it from other signs” (p. 23). Meaning, therefore, is “constituted within language and is not guaranteed by the subjects which speak” (Weedon, 1987, p. 22).

Tong (1998) discusses Derrida’s concept of language and states that “language creates meaning, the only meaning to which it can refer” (p.198). Derrida points out the ineliminable gap between reality and language which he terms “difference.” Derrida defines meanings of words as constantly in flux. “Word meaning continually escape their boundaries as these meanings are negotiated and renegotiated in social settings” (Ropers-Huilman, 1998, p. 7). Therefore, words and texts have no fixed or intrinsic meanings.

Discourse

“Discourse is not a language or a text but a historically, socially, and institutionally specific structure of statements, terms, categories, and beliefs” (Scott, 2003, p. 379). Language is always socially and historically located in discourses, which involve social conditions related to three distinct levels of social organization: the social situation in which the discourse occurs; the social institution which constitutes a wider matrix for the discourse; and the society as a whole (Fairclough, 1989). Discourse is a structuring principle of society, in social institutions, modes of thought and individual subjectivity (Weedon, 1987).

“Discourses represent political interest and in consequence are constantly vying for status and power” (Weedon, 1987, p. 41). Power is exercised and enacted in discourse, as there are relations of power behind discourse (Fairclough, 1989). Foucault’s (1981) work discusses how discourses are more than ways of thinking and producing meaning:

Neither the body nor thoughts and feelings have meaning outside their discursive articulation, but the ways in which discourse constitutes the minds and bodies of individuals is always part of a wider network of power relations, often with institutional bases. (as cited in Weedon, 1987, p. 108)

Foucault discusses power as “not a static entity, but rather an active process constantly at work on our lives as well as on the ways we construct knowledge and meaning in the world” (as cited in Darder, Baltodano, & Torres, 2003, p. 7). Power then,

is not something that is “acquired, seized, or shared, something that one holds on to or allows to slip away; power is exercised from innumerable points, in the interplay of nonegalitarian and mobile relations” (Foucault, 1993, pp. 334-335). Power produces knowledge; power and knowledge directly imply one another; “there is no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not presuppose and constitute at the same time power relations” (Foucault, 1995, p. 27). Knowledge then, is “partial, as interested and as performative of relations of power” (Britzman, 2003, p. 253). Power is relational, and is not typically equal. It is exercised within a context of resistance (Britzman, 2003).

Discursive fields consist of competing ways of giving meaning to the world and of organizing social institutions and processes (Weedon, 1987, p. 35). Britzman (2003) describes the relation of discourse and power within institutions:

Discourse becomes powerful when it is institutionally sanctioned such as in the institution of education. Discourses authorize what can and cannot be said; they produce relations of power and communities of consent and dissent, and thus discursive boundaries are always being redrawn around what constitutes the desirable and the undesirable and around what it is that makes possible particular structures of intelligibility and unintelligibility. (p. 252)

Mikhail Bakhtin (1981) discusses authoritative discourse as indissolubly fused with authority, which create a “nature of power and its relationship to knowledge –they are inseparable and can produce ‘truth’” (p. 343).

Deconstruction

The poststructuralist agenda focuses on the deconstruction of “taken-for-granted historical structures of socio-cultural organizations within which various versions of the ‘individual’ have been inserted and, importantly, on the language and theoretical structures with which the individual and the social have been written” (Luke & Gore, 1992, p. 5). Deconstruction is a way to analyze the ways in which meaning is made (Scott, 2003). Lather (1992) discusses Spivak’s notion of deconstruction as “a way of thinking about the danger of what is powerful and useful” and Caputo’s concept of the goal of deconstruction “is to keep things in play, to set up procedures to continually

demystify the realities we create and to fight the tendency for our categories to congeal” (p. 120).

Subjectivity

Subjectivities are multiple, varied, conflicting and contradictory (Fine, Weis, Weseen, & Wong, 2003; Gergen & Gergen, 2003). “Subjectivity views the self as elaborate, complex and the site of ‘selves’ formed by multiple discourses of power/knowledge” (Phillips, 1998, p. 7). Subjectivity is always historically produced in specific discourses and never as a single fixed structure (Weedon, 1987). “The structure and function of the position of the subject within discourse is the precondition for the individual to assume historically specific forms of subjectivity within particular discourses” (Weedon, 1987, p. 31). Subjectivity is precarious, contradictory, and in process, constantly being reconstituted in discourse each time we think or speak. Therefore, the individual is always the site of conflicting forms of subjectivity (Weedon, 1987).

Agency

Britzman (2003) states that “poststructuralist feminists’ theories argue that by assuming people to be effects of language, knowledge, power and history rather than their essential authors, a more provisional, historical, and ethical understanding of agency is possible” (p. 252). As Weedon (1987) explains:

Language in the form of socially and historically specific discourse, cannot have any social and political effectivity except in and through the actions of the individuals who become its bearers by taking up the forms of subjectivity and the meanings and values which it proposes and acting upon them. (p. 34)

McWilliam (1995) states how discourses “constitute both subjectivity and power relations....In this sense discourse as both an instrument and an effect of power can be both the means to prevent an opposing strategy and the means by which an oppositional strategy can begin” (p. 35). Butler (1999) discusses the notion of agency of identity as

performative. The act of performance creates agency, because agency can be located within the possibility of a variation on repetition (Butler, 1999).

Poststructural Feminism Theoretical Framework Concepts Applied to Literature on Preservice Teacher Identity Development

“Learning to teach—like teaching itself—is always the process of becoming; a time of formation and transformation, a scrutiny into what one is doing, and who one can become” (Britzman, 2003, p. 31).

There are many complexities related to the identity development of preservice teachers. Preservice teachers come to teacher education with varied life biographies which impact their views/beliefs/theories/experiences of/with “teacher/teaching” (Britzman, 2003; Samuel & Stephens, 2000; Sugrue, 1997; Twiselton, 2004); conceptual understanding of teaching (Smagorinsky, Cook, & Johnson, 2003; Vygotsky, 1987) and ability to negotiate power relations of teacher education and student teaching (Larson & Phillips, 2005; Marsh, 2002, 2002; Smagorinsky, Cook, Moore, Jackson, & Fry, 2004) all within a socio-historical political context and often amidst education reform (Moore, Edwards, Halpin, & George, 2002; Sachs, 2001; Samuel & Stephens, 2000). These complexities can be seen with new eyes by applying concepts of poststructural feminism theoretical framework, including discourse, deconstruction, subjectivity, and agency.

Discourse

Preservice literacy teachers are bombarded with various authoritative discourses, from federal mandates such as the No Child Left Behind Act (NCLB) which narrowly defines literacy and sanctions specific pedagogical practices (Edmondson, 2004; Garan, 2002; McQuillan, 1998; Smith, 2003), to the authoritative discourses of their teacher education programs (Cook, Smagorinsky, Fry, Konopak, & Moore, 2002; Marsh, 2002; Smagorinsky, Lakley, & Johnson, 2002), to the discourses of cooperating teachers within student teaching placements (Marsh, 2002; Moore et al., 2002; Smagorinsky et al., 2004), to their own preservice teacher discourses (Marsh, 2002; Samuel & Stephens, 2000).

NCLB/Reading First Discourses. NCLB legislation is full of powerful, authoritative discourses of standards, testing, accountability, and scientifically-proven research. Specific to reading, NCLB endorses a definition of reading reflecting the report from The National Reading Panel (NRP). The NRP was created in 1997 when the U.S. Congress asked the National Institute of Child Health and Human Development to convene a panel to assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read (National Reading Panel, 2000). In 1999 the panel provided a *Report of the National Reading Panel* and the *Report of the National Reading Panel: Reports of the Subgroups*.

There are several books (Coles, 2003; Garan, 2002; Smith, 2003) and articles (Garan, 2001; Yatvin, 2003; Yatvin, Weaver, & Garan, 2003) that discredit the work of the NRP. Joanne Yatvin, elementary school principal and member of the NRP, stated that of the group of fifteen people appointed to the NPR, none included a teacher of early reading (2003). Of the 100,000 studies of reading that had been published between 1966-1998, only 428 experimental design studies were included in the NRP subcommittee reports (Yatvin, 2002). The NRP did not analyze children for who are English Language Learners (Garan, 2002). The panel reported positive results for five of the six instructional strategies it investigated, but never claimed that these five were the essential components of reading (Yatvin, 2003).

National Reading Panel findings have been misrepresented in the government documents *The NRP Summary Booklet* and *Put Reading First* (Yatvin et al., 2003). These documents have created inappropriate criteria for districts applying for No Child Left Behind Act through the Reading First Initiative grants by the creation of the five essentials in reading instruction. According to the summary booklet on this research which has generalized the findings of the panel, learning to read is a step-by-step process of acquiring skills, beginning with phonemic awareness, progressing to phonics, then to fluency, followed by vocabulary, and finally to comprehension. Although NCLB does not specifically state these five steps (U.S. Department of Education, 2005), it is noteworthy that to receive federal grant monies awarded to states, teachers' instructional decisions must be based on scientifically based reading research and must include five

key early reading skills: phonemic awareness, phonics, fluency, vocabulary, and comprehension (Oregon Department of Education, 2002).

Manzo (2004) found that nearly all states outlined in their Reading First plans that local grant recipients would use the Simmons and Kame'enui (2003) *Consumer's Guide to Evaluating Core Program* to determine whether the reading curriculum has the research base required under the federal law. The *Consumer's Guide for Evaluating a Core Curriculum* is organized around the "five essential components of reading": phonemic awareness, phonics, fluency, vocabulary, and comprehension. In order to receive Reading First grant monies through NCLB, curriculum must adhere to the building block approach of the five essential components of reading.

The power of the authoritative discourses of NCLB "accountability," "standards," and "scientifically proven curriculum" are influential as they are derived from the United States federal government. These discourses are defined and shared in ways that do not question their origins or history. Yet these discourses, like others, are "grounded in the material motives of human interaction, with all of its social, political, and economic faces (however endearing or ugly they might be) intact" (Pearson, 2004, p. 218). In researching I wondered in what ways I would see the impact of NCLB discourses in the words and actions of the preservice teachers.

Teacher Education Discourses. Teacher education programs are varied and multiple. Several studies have looked at the impact of teacher education discourses on the lives of student teachers.

Marsh (2002) investigated how a teacher, Ms. Nicholi was discursively fashioned by two competing discourses of "child-centered" and "sociocultural" within her two teacher education departments. Child centered discourse assumes:

The child is conceptualized as a unique individual possessing an inner potential that is rooted in biology....The concept of development, which is conceived of as always happening in advance of learning, refers to the cognitive, social, emotional, physical, and linguistic stages that each individual child experiences as she/he grows and changes....differences in ability, race, class, and gender are believed to be situated within children, families, and communities. (Marsh, 2002, p. 337)

Sociocultural discourses saw children as a product of the “social, cultural, political, and historical forces that are present in any given time and place...it was conceptualized as being social and individual” (Marsh, 2002, p. 338). Smargorinsky, Lakly & Johnson (2002) investigated the impact of a “student-centered,” “process-oriented”, and “reflective practice” discourses from their teacher education program. Another study (Cook et al., 2002) described teacher education discourse as “constructivist” and admitted the complexities of this discourse as it was enacted in varying ways within the institution through different professors.

Specific to literacy, Larson & Phillips (2005) identified the authoritative discourse of comprehensive literacy from their teacher education program. The authoritative comprehensive literacy discourse was defined in this study as not a monoglossic position, but rather consisting of common themes, which included reading as a transactional, meaning-making experience between the author and the text (Rosenblatt, 1983; Smith, 1994). Readers are identified as members of a continuous cycle of sampling, inferring, predicting and confirming simultaneously to determine how the information will be integrated into their thoughts, language and memory (Goodman, K.S., 1994; Goodman et al. 1996; Rosenblatt 1994).

Each of these discourses of “child-centered,” “sociocultural,” “student-centered,” “process-oriented,” “reflective practice,” and “comprehensive literacy” positioned the student teachers in these studies discursively. As the research developed, I wondered what impact my literacy discourses from my literacy courses would have on the preservice literacy teachers. Would my literacy discourses be echoed, altered, or reclaimed?

Cooperating Teachers/Student Teaching School Discourses. Moore, Edwards, Halpin, & George (2002) expose the discourse of “pragmatism” in schools in the United Kingdom. Pragmatism is seen as teachers doing “what works” and finding “balance” that allow teachers to step seemingly step outside the politics of education. Moore et al. state:

The adoption of a pragmatic stance as a coping strategy is leading to a professional depoliticisation of teachers and the teaching profession in the UK, in which healthy educational debate—including the adoption of

oppositional stances—is being eroded and replaced by an all-pervasive politics of compromise. (p. 564)

Marsh (2002) identifies a discourse of “normalization” in the elementary school where the preservice teacher she investigated was student teaching. “Embedded with this discourse is a white, middle-class standard, based on a set of ‘appropriate behaviors’ sanctioned by the school, against which everyone is measured” (p. 338). Smagorinsky et al. (2004) discussed how Sharon, a preservice teacher, identified her student teaching school using the discourse of “traditional,” which “emphasized such tools as worksheets, basal readers, and other vehicles to inculcate knowledge from students” (p. 9).

Each of these studies indicates the power of the school and the cooperating teachers’ discourses on the student teacher. These discourses spoke to the practices and strategies that were “approved,” serving to position student teachers. Through developing my research, I wondered in what ways cooperating teachers and other school discourses would impact the identity development of the preservice literacy teachers. Would these discourses “win out” over the teacher education literacy discourses?

Preservice Teacher Discourses. Several researchers have also addressed the impact of biography on student teachers (Britzman, 2003; Samuel & Stephens, 2000; Sugrue, 1997; Twiselton, 2004). Sugrue (1997) found that:

The personal experiences of student teachers, their apprenticeship of observation and the embedded cultural archetypes of teaching collectively yield both the *form* (socio-historical situatedness) and the *content* (beliefs, attitudes, dispositions and behaviours) of their teaching identities [original emphasis]. p. 214

Along with Sugrue (1997), Britzman (2003) emphasizes the importance of giving teachers opportunities to deconstruct these “lay theories” of teaching. As Britzman (2003) states in *Practice Makes Practice*, practicing “teaching” does not make “perfect.” Rather, “particular practices serve to perpetuate themselves” (as cited in, Davis & Sumara, 1997, p. 106).

Marsh (2002) identified discourses of two preservice teachers she mentored. One worked from the discourse of “normalization” that defined children relationally. “Those

[children] who are white and middle-class are defined as ‘normal’ while their peers who are members of non-dominant cultures are considered ‘not normal.’” (p. 107). The second preservice teacher she mentored operated from “multicultural discourse” that viewed society and schools “in need of improvement so that equal opportunities are provided for all” (p. 107).

Similar to the teacher education, cooperating teachers’, and federal government’s discourses, preservice teachers’ own biographical discourses impact their development as teachers. Each of these categories can be seen as authoritative discourse sites. These authoritative discourse sites have discourses which originate and work within the sites that create teacher identity. As I developed my research, I wondered in what ways I would hear the biographical discourses of the preservice teachers. How would these discourses be played out in discussions and in teaching?

Deconstruction

Research indicates that preservice teachers should use deconstruction to analyze the various discourses at play at their site of subjectivities (Larson & Phillips, 2005; Marsh, 2002; Sugrue, 1997). Each of these studies discusses the importance of having preservice teachers be aware of the various discourses impacting their identity. Phillips (1998) gave her preservice teachers uninterrupted time to discuss issues related to gender and education, as well as opportunities to listen for and share the discourses in the transcripts from the conversations.

Employing the tool of deconstruction is vital in the process of identity development for preservice teachers. Deconstruction offers preservice teachers the opportunity to critically examine assumptions and determine the useful and dangerous aspects of the various discourses and the power they possess in varied contexts. Deconstruction provides preservice teachers a tool to keep their identities in-play through continual re-examination. This re-examination offers opportunities for preservice teachers to consider how they can re-create who they are becoming.

While I developed my research methodology, I kept wondering what would happen if I created time and space for preservice teachers to get together to talk and

process about their lives as preservice literacy teachers in the midst of the various authoritative discourses. I wanted to structure our time to ask the preservice literacy teachers to deconstruct what was happening in their classrooms related to literacy, and to also spend time re-constructing how they plan to teach literacy in the future.

Subjectivity

The process of becoming a teacher is a time of subjectivity due to the bombardment of authoritative discourses at the site of self. Subjectivity then, becomes a space not only for contradiction, but also a place for potential change. “Identity is a dynamic process of intersubjective discourses, experiences, and emotions: all of these change over time as discourses change, constantly providing new configurations” (Zembylas, 2003, p. 221). This dynamic process can be seen in the studies that examine how preservice teachers’ subjectivity is constructed by multiple, often conflicting, discourses (Larson & Phillips, 2005; Marsh, 2002; Phillips, 1998, 2002).

“Discourse positions the subject in a dual way: in relation to what and how something is said and in relation to a community that makes particular practices possible and others unavailable” (Britzman, 2003, p. 39). Preservice teachers are positioned by the varied conflicting and complementary discourses in their lives—the discourses of federal mandates, the discourses of their professors, and the discourses of their cooperating teachers (Larson & Phillips, 2005). These discourses have varying degrees of power to position the preservice teachers and for the preservice teachers to position themselves. The power of the discourses shifts, based upon the contexts of each preservice teacher. This process is seen in recent research (Larson & Phillips, 2005; Smagorinsky et al., 2004; Smagorinsky et al., 2002).

Larson & Phillips (2005) investigated the struggle between powerful discourses in a case study of a preservice literacy teacher, Claire. She was positioned by the authoritative discourse of her teacher education program’s comprehensive literacy and the discourse of her student teaching scripted literacy program. These discourses position Claire differently in her student teaching placement and with her literacy professor and

peers. Her subjectivity is a battle site of authoritative discourses with each vying for power.

Smagorinsky et al. (2004) examined how Sharon, a preservice teacher, negotiated the different conceptions of teaching that framed instructional expectations in her teacher education program and student teaching. She identified the conflict between the university's "constructivist" teaching and her cooperating teacher's "traditional" teaching. Sharon ended up "accommodating" to her cooperating teacher's instructional expectations.

Smagorinsky, Lakley & Johnson (2002) investigated how Andrea, a preservice teacher, was positioned between her a desire to enact a student-centered pedagogy in a school district that was introducing a heavily scripted language arts curriculum tied to district standardized tests. Andrea grudgingly accommodated to the scripted curriculum of her student teaching experience. Then, as a first year teacher, Andrea was identified as taking on more stances towards the curriculum including her previous accommodation, but then later both stances of acquiescence and resistance.

Phillips (1998; 2002) examined four different ways in which discourses created subjectivity in the lives of female graduate students in a Gender Issues in Education course. Discourses acted as a battle site in the life of Courtney, as competing discourses of "feminist" and "traditional feminine" clashed. Marilyn was disciplined by the traditional discourse of "woman as wife and mother." Marilyn is in contrast to Leah, who was trapped between many discourses. She claimed to be a "feminist," but in reality, other discourses of "American dream," "rugged individualist," and "traditional feminine" shadowed her "feminist" identity. Nell was able to re-invent herself because she could examine the multiple discourses in her life, and place them within the context of her personal history. It is because of Nell's ability to examine and contextualize her discourses, she was able to continually to act on her discourses to be "re-invented" or "re-constituted."

The positioning of multiple discourses has shown varying effects on teachers and preservice teachers. Authoritative discourses act in a variety of ways to create subjectivity. As I created my research, I was curious to examine the ways in which

discourses create subjectivity in the lives of preservice literacy teachers. What discourses would win out? Why? How would spending time together in courses, focus groups, literacy observation lessons, and interviews impact the emerging identities of these preservice literacy teachers?

Agency

Preservice teachers have potential to develop a sense of agency by constructing strategies of power and resistance. This concept was seen in Phillips (1998; 2003) study of Nell's subjectivity. As teachers are more aware of their situatedness within the discourses of their experiences, then they are able to ask themselves how to question and re-construct themselves (Zembylas, 2003). The focus becomes the "process of becoming a teacher by encouraging teachers to move away from being normalized" (Zembylas, 2003, p. 23). Deborah Britzman (2003) states that there is much possibility within teacher education as the "image of teachers as negotiators, mediators, authors of who they are becoming—is the place where identity becomes infused with possibility" (p. 29).

One example of this point was Andrea in Smagorinsky et al (2002), who found ways to create agency in her classroom through using alternative teaching strategies that were not endorsed by the district's scripted curriculum. She allowed students to complete video projects, and even taught novels that were not in the prescribed curriculum because she wanted to teach in "ways that engaged students with the curriculum and made their interests and interpretations come alive" (p. 208). Andrea was not a total "rebel," rather she "created a hybrid classroom" (p. 208). This position exemplifies that agency does not equate with free choice, but rather agency is demonstrated within the confines of the power structures of each context.

Agency is lived in varying ways in the lives of preservice teachers. Preservice teachers' ability to live—act out—perform their identity indicates the power of discourses from within their context, shaping their choices and decisions. My second research question was taken from the broad research on the concept of agency as identity lived. I was unable to find specific research that discussed this concept of agency in relation to preservice literacy teachers. I wanted to investigate the kinds of strategies and

discourses preservice literacy teachers would use to negotiate the competing discourses of literacy during student teaching. How would their identities get lived out—performed? How would the preservice literacy teachers explain why or why they did not negotiate? What would these negotiation strategies and discourses tell me about preservice teachers' identity development?

So the questions of “How do preservice teachers develop their identities as teachers of literacy in the midst of authoritative discourses?” and “What kinds of strategies and discourses they use to negotiate the competing discourses of literacy during student teaching?” are asked. These questions ask about the discourses at work in the preservice literacy teachers' subjectivities in this study, and how these discourses define the subjectivities that are lived out in the form of agency. And yet these questions simultaneously call into question my subjectivity as a researcher and becoming as a teacher educator.

CHAPTER 3: METHODOLOGY

A Roadmap

This research study evolved from my experiences as a literacy instructor and researcher in a graduate teacher education program. It was through the teaching of my courses and the researching of my students as they student taught in the field that I became aware of the changes that needed to occur in my practice. My students were experiencing the theory-practice divide—feeling as if teacher education was “just theory” and that student teaching was “real practice” (Hartse et al., 2004). This theory-practice dilemma was compounded by the powerful discourse of NCLB, which is infiltrating into the schools and reclaiming literacy in the lives and practice of the preservice teachers in my research.

During this time I became immersed in poststructural feminism theory and research (Britzman, 2003; Butler, 1997; Ellsworth, 1994; Lather, 1991; Weedon, 1987). I found poststructural feminism captivating, confusing, filled with academic language, and stretching me in new directions. The gift this theoretical framework gave me was a new lens from which to view the world. My words, questions, pedagogy, research, and identity took on new meaning. It was through poststructural feminism that I read about ways in which identities are formed, and constituted. I was introduced to the concept of discourse, and the varied power/knowledge within discourses. I grappled with how these discourses collide, do battle, align, and contradict to create subjectivity. I read, processed, and wrote about how we live—perform—act out our identities in our actions and words in relation with others in our varied contexts.

It was in this moment in time and place as I wrestled and embraced concepts within poststructural feminism that I met and dialogued with my research and literacy colleague. Two emerging questions connected to our research and teaching evolved through our conversations: How do preservice literacy teachers develop their identity as teachers of literacy in the midst of authoritative discourses? and What kinds of strategies and discourses do preservice literacy teachers use to negotiate the competing discourses of literacy during student teaching?

My “understanding” of these questions were influenced by my reading, dialoguing and research in poststructural feminisms. I thought about identity development as a complex, life-long process of “becoming.” More questions arose. What types of discourses would I “see” in the words of preservice literacy teachers? How would these discourses impact their subjectivities? What discourses would “win out?” Why? I wondered how would preservice literacy teachers live—act out—perform their identities as student teachers as they negotiate literacy during student teaching. How would the process of research impact their lives and my life?

What follows documents how this study was lived out. It begins with a description of the research’s participants and the timeline during the two semesters of research. It is followed by the types of data collected. Then I discuss my role as the researcher and issues of validity related to my research. I conclude with how I interpreted the data.

Participants and Timeline: Fall and Spring Semesters

The study occurred over two semesters and nine months with two groups of overlapping participants. Thus, it is divided into two parts: Fall and Spring semester. Fall semester had 30 participants with data collected from the following sources: course documents from a graduate level literacy methods course; teacher’s notebook; information regarding student teaching placements; email communications; and a research journal. Spring semester had seven participants with data collected from action research papers, work samples, email communications, focus groups, classroom observations, individual interviews, and researcher’s journal.

Fall Semester Participants

Thirty graduate teacher education students were enrolled in a literacy methods course team-taught by this study’s researcher and a colleague. In addition to coursework during the second literacy methodology course, students were also student teaching two days a week in elementary and middle school classrooms. Students were training to be early childhood, elementary and middle school teachers (preschool-grade 8). The twenty-

six females and four males between the ages of 22 and 52 were all enrolled in a private university in the Western United States. They were enrolled in an intense graduate program to receive both their Masters of Arts in Teaching degree and their initial teaching license during an 11 month, three-semester program.

Students enrolled in the literacy methods course were asked to participate in the first part of this research. The students had the opportunity to read the informed consent form and have it read to them. (See Appendix B.) All students signed the informed consent form which allowed me to keep copies of all of their course documents that included the following: quick writes during class sessions, reflective notes, units of instruction, written and visual representation of their conceptual development of literacy, and written response to interview questions asking to “Explain what your literacy program will look like when you are student teaching” or “Explain what your literacy program will look like when you are a first year teacher.” (See Figure 1.)

Figure 1: Fall Semester Timeline

9/13/04	Recruited students enrolled in literacy methods course by reading the informed consent letter during the first class session.
9/13/04-11/15/04	Collected students’ regular academic course assignments: quick writes, reflective notes, units of instruction, written and visual representation of their conceptual development of literacy, and written response to interview questions asking to “Explain what your literacy program will look like when you are student teaching” or “Explain what your literacy program will look like when you are a first year teacher.”

Ethical guidelines designed by the Institutional Review Board (IRB) regarding expectations for research were used when recruiting participants. The research proposal was approved by Oregon State University. I agreed to follow the code of ethics by providing students with informed consent forms, reading them, and answering questions before students signed to join the study. I agreed to keep data confidential by creating pseudonyms for the participants and disguising the locations, as well as keeping the data in secure locations (Christians, 2003; Fontana & Frey, 2003).

Spring Semester Participants

Of the thirty students in the fall literacy course, nine were invited to participate in the second part of this study (12/19/05) through email communication. (See Appendix C.) The commitment involved attending four monthly focus group meetings, being observed teaching a literacy lesson, being individually interviewed, and emailing the researcher and peers during the study. These nine students were chosen based on their conceptual understanding of literacy as shown in literacy course assignments, literacy conversations from classes, and perceived desire and ability to work collegially in focus group meetings. Five of the nine students agreed to be a part of the study. Concerned I might have more attrition, I invited one more student (1/3/05) to join our group. I also invited this student because she did not appear to have a strong conceptual understanding of literacy and I was curious how her involvement in this study would impact her, the group as a whole, and me. After two sessions, a seventh participant, Mary Beth, heard about the group from a peer and asked if she could join the group and was welcomed. Spring semester participants included six females and one male, with all participants between the ages of 22-27.

The preservice teachers met once a month over four months for 90-minute focus group sessions. I observed the preservice teachers teach a literacy lesson in their student teaching classrooms. Students were also encouraged to email each other and myself with issues, questions, and concerns. Hour-long individual interviews were conducted two weeks prior and two weeks after graduation. (See Figure 2.)

Figure 2: Spring Semester Timeline

12/9/04; 1/3/05	Emailed students to invite them to participate in my study and attached a copy of the informed consent form.		
1/20/05	Informational focus group meeting for potential participants regarding the involvement and details of the study. Students decide if they want to participate in the study. Students read and sign informed consent forms.		
1/20/05; 2/10/05; 3/31/05; 4/21/05	Four monthly 90-minute audio taped focus group meetings	Email communications with researcher and/or focus group colleagues regarding issues/questions/concerns related to literacy instruction and development	One observation of each participant teaching a literacy lesson in his/her student teaching placement
4/19/04-5/16/04	Individual 60-minute audio taped interviews		

The second research proposal was approved by the IRB. Students read, signed and returned the informed consent forms. (See Appendix D.) I agreed to keep data confidential by creating pseudonyms and disguise locations after transcripts were reviewed and data were kept in secure locations (Christians, 2003; Fontana & Frey, 2003).

Data Collection and Procedures

Human beings are complex, and their lives are ever changing; the more methods we use to study, the better our chances to gain some understanding of how they construct their lives and the stories they tell us about them. (Fontana & Frey, 2003, p. 668)

Multiple perspectives were sought during both semesters of this study through multiple data collection tools including documents, a teaching notebook, a research journal, focus groups, classroom observation of a literacy lesson, and individual interviews. What follows is a description of each data collection tool used during both semesters and the procedures associated with each tool. These tools were used to investigate the research questions: 1) How do preservice teachers develop their identity as teachers of literacy in the midst of authoritative discourses? 2) What kinds of strategies

and discourses do preservice literacy teachers use to negotiate the competing discourses of literacy during student teaching?

Figure 3 shows the alignment between each data collection tool and the research question. Documents, the teaching notebook, the research journal, focus groups, classroom observation of a literacy lesson, and individual interviews each provided data that helped to make sense of the emerging identity development of the preservice literacy teachers and the discourses influencing their identities. The research journal, focus groups, classroom observation of a literacy lesson, and individual interview gave insight into the strategies and discourses the preservice literacy teachers used to negotiate the competing discourses of literacy during student teaching. Each of these data collection tools brings a different piece to this research. The multiple perspectives each tool offered often caused contradictions. These contradictions are a part of working within a poststructural feminism theoretical framework.

Figure 3: Data Collection Tools and Research Questions Alignment

	How do preservice teachers develop their identity as teachers of literacy in the midst of authoritative discourses?	What kinds of strategies and discourses do preservice literacy teachers use to negotiate the competing discourses of literacy during student teaching?
Documents	X	
Teaching Notebook	X	
Research Journal	X	X
Focus Groups	X	X
Classroom Observations of a Literacy Lesson	X	X
Individual Interviews	X	X

Documents

A variety of documents were gathered including: course documents from the literacy methods course, email communications, and documents collected during the focus group sessions. Literacy methods course documents included exit slips, critical

literacy events, conceptual metaphors of literacy, and a written response to a literacy interview question. Focus group documents included biographical sketches, student teaching placement information, and a timeline of critical literacy events during the graduate teacher education program.

Teaching Notebook

While team-teaching the literacy methods course with a colleague, I kept a notebook of all the course documents: syllabus, course schedules, handouts, readings, assignments, scoring guides, assessments and grade book.

Research Journal

The research journal includes both an electronic journal and a paper journal. The research journal includes observational notes, methodological notes, and theoretical notes (Schatzman & Strauss, 1973, p. 99). “Observational notes are statements bearing upon events experienced principally through watching and listening” (Schatzman & Strauss, 1973, p. 100). Methodological notes are statements that reflect an “operational act completed or planned: an instruction to oneself, a reminder, a critique of one's own tactics” (Schatzman & Strauss, 1973, p. 101). Similar to McCotter (2001), my research journal contains many methodological notes that show my reflexivity as a researcher as I became aware of my influence during this research. Theoretical notes represent “attempts to derive meaning from any one or several observational notes” (Schatzman & Strauss, 1973, p. 101). I wrote theoretical notes during and after debriefing class sessions with my team teaching colleague, after focus groups, literacy lesson observation, interviews and while reading literature in the field.

Focus Groups

Madriz (2000) discusses focus groups from a poststructural feminism framework. She states that the focus group is a “collectivistic rather than an individualistic research method that focuses on the multivocality of participants' attitudes, experiences, and

beliefs” (p. 836). Madriz (2003) compares the advantage of focus groups over interviews in that they:

Make it possible for researchers to observe the interactive processes occurring among participants. Often these processes include spontaneous responses from the members of the group that ease their involvement and participation in the discussion. (p. 836)

The interactive process “heighten the opportunities for participants to decide the direction and content of the discussion” (Madriz, 2000, p. 840). Focus groups were used purposely in this research in order for students to be exposed to a wide range of discourses through their interactions with one another.

Focus groups were held once a month during the spring semester while students were in public school classrooms completing their full-time student teaching. The four focus groups met based on group-determined dates over four consecutive months beginning in mid-January in a conference room on campus from 6:00-7:30pm after class. All focus group meetings were audio taped. Each focus group began with a social time to interact and eat snacks provided. Then I shared resources, brought books to loan and demonstrate strategies related to literacy. These activities created a positive environment that gave students an incentive to join as well as provide ideas and materials to use during their student teaching. After the teaching time, we began our discussion, which always included a version of the following three guiding questions during each focus group session:

1. How is literacy being presented/taught in your classroom? What is working? What are your concerns?
2. How does this connect or disconnect from your experiences as a student in your literacy courses?
3. How are you able to teach and work in this system?

In addition to these questions, other questions were asked based upon my research notes, the conversations that evolved during each focus group session, and spontaneously by the participants.

Focus Group 1: January. The first focus group met in mid-January. Ian, Annie, Sienna, A.J., and Stef met in the conference room and began talking and eating the food I

provided. I read the IRB consent form, gave time to ask questions, and invited students to sign the consent form. Preservice teachers were previously emailed the recruitment email and consent form. Then the preservice teachers filled out a biographical information sheet. (See Appendix E.) After the informed consent forms were signed, and the biographical information sheet filled out, we began our discussion. A bit nervous beginning my first focus group session with this group, I asked all three research questions at once: “What is literacy like in your classroom? How is this alike or different from your courses? How do you work in this kind of system?” Additional questions asked during the evolving conversation were: “How would you like to teach comprehension if you could? What would do you see as your vision? How do you get through each day? and What kinds of needs to you have? How can I help? What can we do for each other?”

Focus Group 2: February. The second focus group session occurred in early February with Ian, Annie, Sienna, A.J. and Stef. I began by sharing a list of expert reader strategies and questions one could use to assess students’ ability to use these strategies, along with some children’s literature. I shared an activity for students to create comprehension question wallets. Next, I shared a strategy of sketching summaries for chapters to be used while reading aloud a chapter book. Then, I shared a comprehension strategy called a Story Star that can be used with English Language Learners to build vocabulary and teach predicting. Finally, I gave students a website for finding free readers’ theater scripts. (See Appendix F.) After this teaching time, we began with the discussion. The first question was “What is working in your classroom related to literacy?” After some people responded, I asked “What is not working?” Additional questions were asked including: “Has anyone felt resistance when you tried something different?” Near the end of the focus group session, I asked students “How do you make the decisions you make to do negotiate, or to do different things from your cooperating teacher?” I also asked a clarifying question to Ian regarding writer’s workshop based upon my notes from the first focus group meeting.

Focus Group 3: March. The third focus group took place in late March with Annie, Sienna, Annie, A.J., Stef and Mary Beth. The students had just begun working in their second authorization student teaching placement. I began by giving a mini-lesson on how to start teaching writing with emergent and early writers I had just learned at a literacy conference. I gave students a more elaborate handout on expert reader comprehension strategies that included definitions and assessment questions to be used with literature. Then I shared three reading strategy ideas: attribute graph, just like character comparison, and alphaboxes. I also handed out a list of my favorite literacy professional books and websites. (See Appendix G.) After this teaching time, we began with our discussion with the first question, “What does literacy look like in your new student teaching placements [second authorization]?” As the conversation continued, I did not have to ask my questions because the preservice teachers’ dialogue addressed the issue of how they were working within their student teaching placements. I also asked a specific question to a new participant in the focus group regarding the scripted reading program used in her student teaching school.

Focus Group 4: April. The last focus group session met in mid-April with Mary Beth, Ian, Jenny, Stef and Annie and the students were in their final week of student teaching. I began the session asking for students to take 8 ½ x 11 inch paper and make a timeline from the beginning of their program to the present date. They were to write critical events in their becoming of teachers of literacy. Then I distributed a packet of handouts which included: a genres of novels pie chart, a read ahead contract for literature circles, a sociogram for characters from books, first day of school ideas, and a list of ways to engage students. (See Appendix H.) After we went over the handouts, we began our discussion time by asking “Do you have any questions of each other?” based on the amount of questions they had asked each other in the March focus group. I then asked them to respond to their critical events timelines. Then students naturally began talking about how literacy was being taught in their second authorization placements. After this conversation began to quiet down, I asked “How did you feel like you could negotiate

yourself in your classroom?” Then I returned to the question, “What were the connects and disconnects you saw in your classroom?”

All focus groups meetings were audio taped. I transcribed each focus group session and emailed them to the students for feedback, corrections, or deletions. No students asked for any changes to be made to the transcripts. Then I changed all the preservice teachers’ names to pseudonyms.

Classroom Observation of a Literacy Lesson

Six of the seven participants arranged for me to observe them student teaching a lesson related to literacy designed by the participant. During the observation I took a variety of notes from verbatim conversations, to movement in the classroom, to questions asked by the teacher, to directions, times spent on activities, and suggestions for the lesson. After each session, I met to debrief with students regarding their lesson to offer suggestions and praise. Copies of my notes were given to students either personally or electronically.

Individual Interviews

Lincoln and Guba (1985) state:

An interview is said to be a conversation with a purpose, but... [in] a very real sense...investigator and respondent together *create* [original emphasis] the data of the research. Each influences the other; each shapes the other and is shaped by the other. (as cited in Brunner, 1997, p. 5)

Interviewers are increasingly seen as “active participants in interactions and respondents, and interviews are seen as negotiated accomplishments of both interviewers and respondents that are shaped by the contexts and situations in which they take place” (Fontana & Frey, 2003, p. 663).

The hour-long interviews were determined by the participants’ schedules and took place in my office. The audio taped interviews were conducted two weeks prior and two weeks after graduation. I asked a predetermined list of questions to all participants: Tell me a little about how you think your own experiences as a reader and writer influence your teaching of literacy? What did you learn about yourself as a teacher of literacy

during your coursework? What did you learn about yourself as a teacher of literacy during your student teaching? What skills and tools do you see yourself using if you are asked or required to teach literacy in a way you do not believe is best for kids? How did or didn't the focus group support you in student teaching and becoming a teacher of literacy? How do you plan to teach literacy in the fall when you begin your teaching career (with the exception of Sienna)? Look back at your conceptual metaphor of literacy and your interview response from class, would you make any changes? Students were also asked individualized questions related to observational and theoretical notes in my research journal based on focus group meetings, observations and/or email communications. Sienna was not asked questions regarding future teaching, because by the time of the interview she had already made the decision to not pursue a career in teaching, and had taken a position as a college counselor for a confederated tribe. All interviews were audiotaped. I transcribed each audio tape and changed all names to pseudonyms.

The Role of the Researcher

I played an active role throughout my research, from the questions I chose, to the methodology I planned, to the ways in which I interpreted data, and shared “conclusions.” The story of this research is a “re-presentation” (Britzman, 2003; McWilliam, 1995) or a “re/presentation” (Gergen & Gergen, 2003), which denotes how I have re-told the events of this research. This re-presentation or re/presentation is the infusion of my subjectivity as a researcher as I sought to re-tell the story of Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth. The act of acknowledging--of exposing my subjectivity as a researcher is also known as reflexivity.

This research is concerned with the role of subjectivity of both the researcher and the participants. I am in a “discursively reflexive position which recognizes how [my] knowledge is mediated by the concepts and categories of [my] understanding” (Lather, 1991, p. 39). Spivak reminds me, “what I cannot imagine stands guard over everything I must/can do, think, live” (as cited in St. Pierre, 1997, p. 184). My subjectivity limits what I see and know throughout the process of my research. Even though I attempt to make the

“facts” of my life transparent, how they influence this research is impossible to trace entirely.

I played an active role in the dynamics of my research. I am both aware and unaware of the ways in which my experiences, values, and beliefs impact my teaching and research. I am a thirty-two year old, Caucasian, Christian, middle-class, married to a high school Science teacher, and a mother of two children ages 4 and 2. My passions are literacy, teaching, Christianity, and feminisms, and how these concepts are interrelated.

I spent my K-12 days attending white middle-class public schools. After school I played piano, danced ballet, played basketball, volleyball, and tennis, ran track, and worked in my parents’ feed and pet supply business. I succeeded in school, but did not come to love learning and literacy until my literacy courses as an undergraduate in teacher education. I was re-introduced to picture books, young adult novels, poetry, and oral storytelling. My love of reading and writing continued as I began teaching elementary school and watched my students fall in love with stories, struggle with reading, and express excitement and creativity with reading and writing. As I began my master’s degree after my first year of teaching, I enrolled in literacy courses, and was re-introduced to reading and writing processes and strategies, this time with some context to attach it to—my classroom of students.

I taught first, second, third grades, and was a curriculum and program specialist in a public elementary school with 500 students, of which 41% were free and/or reduced lunch, and 16% of the students participated in ESL programs. As a classroom teacher, I taught multiage first/second, looped with my classes from second to third, and team taught second grade in a class with two teachers and 50 students. As I classroom teacher, I was given freedom and opportunity to teach literacy in creative, meaningful ways. There was district training on literacy assessment, comprehension strategies, and writer’s workshop, in addition to access to money for conferences and workshops. As a school we read professional literature and met monthly to discuss our readings. I was encouraged to teach thematic, integrated units.

In my last year in the elementary school I was a curriculum specialist. I coordinated curriculum for the school, facilitated curriculum mapping for all grade levels,

developed a book room, facilitated staff meetings, coordinated the talented and gifted program, and took care of the logistics related to district and state testing. In addition, I served on the district's literacy committee, and I helped coordinate events for the district like professional development classes and workshops.

I have spent the last six years teaching in a university graduate teacher education program in the northwestern United States. I served as a cohort leader, guiding groups of graduate students through their teacher education program teaching several of their courses, observing them teach, and connecting them to various resources. In addition to serving as a cohort leader, I have taught a variety of courses from foundational courses like The Professional Educator, to literacy courses, to our three course action research sequence. Now I primarily teach multiple sections of two literacy courses, Language and Literacy and Language Arts/Social Studies Integrated Methods.

My philosophy of teaching and learning is shared both explicitly and implicitly in my teaching. I discuss openly about my philosophy/theory of learning with my students, and it is shown implicitly as I teach. The grounding concept of my philosophy is that learning must be meaningful. Meaning is inscribed by the context from which one teaches. Who I am, who my students are, what time and place it is, and what is happening in their world all matters in making meaning. So, in order to understand the varied contexts in my classroom, I must know the discourses forming my students and myself. To do this I employ a variety of assessment tools to gain this crucial understanding. For example, I might have a casual conversation with a student regarding life; or I might have students self-assess their reading; or I might ask students to write a short personal narrative about a critical moment in their literacy life; or I might have students write an "exit slip" sharing what they liked about the class that day; questions they have, and their needs for future class sessions. These assessments are partial, incomplete, and biased because they are always filtered through my lens. The next layer is community. I must offer students access to time to write; read; process; question; and dialogue alone, with like-minded peers, with other-minded peers and with "experts" (texts, professors, guest speakers). This community is determined by both my assessment of students, as well as their self-assessment.

The theoretical framework of literacy I teach from is addressed later in this paper, when I name one of the authoritative sites of literacy discourse the preservice literacy teachers in this study are bombarded with throughout their literacy coursework in their graduate teacher education program. The discourses from my theoretical framework of literacy lived not only in the literacy courses I taught, but also in my words during my debriefing sessions after literacy lesson observations, focus group sessions, and individual interviews.

My subjectivity limited what I saw and knew throughout the process of my research. I am situated in my biography, experiences, research I read, and conversations with others. I am unable to separate this context from my research methodology. My subjectivity plays out a significant role, as validity is reframed in research that is influenced by poststructural feminism. Examples of how my subjectivity influenced this research will be described after I explain how validity was reframed in my research.

Validity Reframed

This research addresses the concepts of validity both in relation to qualitative research in general and issues of validity specific to research guided by poststructural feminism. These concepts are demonstrated throughout the description of the participants, the timeline, the data collection methods, the data interpretation, and the representation of “findings,” and “conclusions.”

New language has emerged for judging qualitative research from a spectrum of viewpoints. Many researchers are reframing the concept of validity: Johnson’s (1997) strategies to promote validity; Arminio & Hultgren’s (2002) dimension of goodness; Richardson’s (1994, 1997) validity metaphor of a crystal; Lather’s (1993) transgressive validity; and Lincoln’s (1995) validity as an ethical relationship (as cited in Lincoln & Guba, 2003). Each of these researchers’ perspectives of qualitative research point to multiple ways of knowing. At this section’s conclusion, I identify general themes in the research on validity that are applied in this research.

Strategies to Promote Validity

Johnson (1997) addressed strategies qualitative researchers can use to promote validity, which include:

Researcher as “detective,” extended fieldwork, low inference descriptors, triangulation, data triangulation, methods triangulation, investigator triangulation, theory triangulation, participant feedback, peer review, negative case sampling, reflexivity, pattern matching. (p. 283)

Johnson’s focus is to attempt to fit into traditional categories of validity: descriptive, interpretative, theoretical, internal, and external validity.

Goodness

Arminio & Hultgren (2002) addressed criteria for evaluating qualitative research that “addresses the epistemological grounding of qualitative research” (p. 447). Their dimensions of “goodness” are:

- Epistemology and Theory: The Foundation-The epistemological and theoretical underpinnings must inform the methodology and be clear to the reader.
- Methodology: The Approach-An openness, disclosure, and self-reflective justification for the methodology included.
- Method: The Collection of Data-Methods must relate to the chosen methodology, how participants were selected must be clarified, and an audit trail that verifies meaning making must be stated. Assessment of data collection and analyses, and researcher’s biases must also be discussed.
- Researcher and Participants as Multicultural Subjects: The Representation of Voice; Interpretation and Presentation-The researcher builds trust with participants and the researcher represents multiple voices including reflections of the researcher.
- The Art of Meaning Making: Recommendations-After repeated reading and listening the text is undone according to the methodology through codes, themes or categories. This process is examined, exposed and explained. The researcher offers his or her background assumptions.

- Recommendations: The Implications for Professional Practice-The focus of research is to improve the lives of others through more informed action. (pp. 450-457)

Crystalline Validity

Richardson (1997) created a metaphor of crystalline validity which problematizes reliability, validity and truth. She states:

The metaphoric “solid object” (crystal/text), which can be turned many ways, which reflects and refracts light (light/multiple layers of meaning) through which we can see both “wave” (light wave/human currents) and “particle” (light as “chunks” of energy/elements of truth, feeling, connection, processes of the researcher that “flow” together) is an attractive metaphor for validity. The properties of the crystal-as-metaphor help writers and readers alike see the interweaving of processes in the research: discovery, seeing, telling, storying, re-presentation. (as cited in Lincoln & Guba, 2003, p. 280)

Transgressive Validity

Lather (1993) uses Misheler’s (1990) description of reframing validity as “‘problematic’ in a deep theoretical sense, rather than a technical problem” (p. 675). Lather (1993), who writes from a poststructural feminism theoretical framework, reframes validity as “multiple, partial, endlessly deferred” with her “Transgressive Validity Checklist,” which includes ironic, paralogical, rhizomatic, voluptuous validity (pp. 685-686). Ironic validity is “the poststructural move is to foreground the difficulties involved in representing the social rather than repressing them in pursuit of an unrealized ideal” (Lather, 1993, p. 677). Ironic validity looks at the problems with producing truth—producing truth as a problem (Lather, 1995, p. 56). Paralogical validity is “concerned with undecidables, limits, paradoxes, and complexities” (Lather, 1995, p. 57). Rhizomatic validity “asks about proliferations, crossings, and overlaps, all without underlying structures or deeply rooted connections” (Lather, 1995, p. 58). Voluptuous validity (also referred to as situated or embodied) asks, “How can it help me to address what it is that I have come to this project to understand and what it means to know more than we are able to know, to write towards what we don’t understand?” (Lather, 1995, p. 59). See Appendix I for a more detailed description of Transgressive Validity.

Validity as An Ethical Relationship

Lincoln & Guba (2003) state “The way in which we know is most assuredly tied up with both *what* we know and our *relationship is with our research participants*” [original emphasis] (p. 281). Lincoln (1995) created emerging criteria for qualitative research that were also “rooted in the epistemology/ethics nexus” which included:

Positionality, or standpoint, judgments; specific discourse communities and research sites as arbiters of quality; voice, or the extent to which a text has the quality of polyvocality; critical subjectivity (or what might be termed as self-reflexivity); reciprocity, or the extent to which the research relationship becomes reciprocal rather than hierarchical; sacredness, or the profound regard for how science can (and does) contribute to human flourishing; and sharing the perquisites of privilege that accrue to our positions as academics with university positions. (as cited in Lincoln & Guba, 2003, p. 281)

Themes of Validity

Through investigating, reading, processing, writing, and visually drawing these various approaches to validity, overlapping and intersecting concepts were identified. (See Figure 4.) There is an intersection and overlap of concepts of validity for qualitative research in general and concepts of validity specific to research using a poststructural feminism theoretical framework. The general qualitative concepts concerning validity of research include: a clearly identified framework; a framework that drives research design; a clear, concise description of context and participants; multiple perspectives/triangulation through data collection, interpretation, and findings; audit trail of data collection, interpretation, and findings; impact of researcher’s biases; findings that improve the lives of others (Arminio & Hultgren, 2002; Denzin & Lincoln, 2003; Johnson, 1997). Poststructural feminism concepts of validity intersect these general concepts but also have specific theoretically driven concepts: the importance of ethical questions to study; the limits of language; the impact of discourses related to power/knowledge, the subjectivity of researcher (reflexivity) and participant; co-created meaning; truth as situated, partial, and complex; the ethical, messy, complex dilemma of re/presenting data; and the role of research to disrupt taken for granted assumptions to create agency and change (Britzman, 2003; Lather, 1991; Lather, 1993; Lincoln & Guba, 2003).

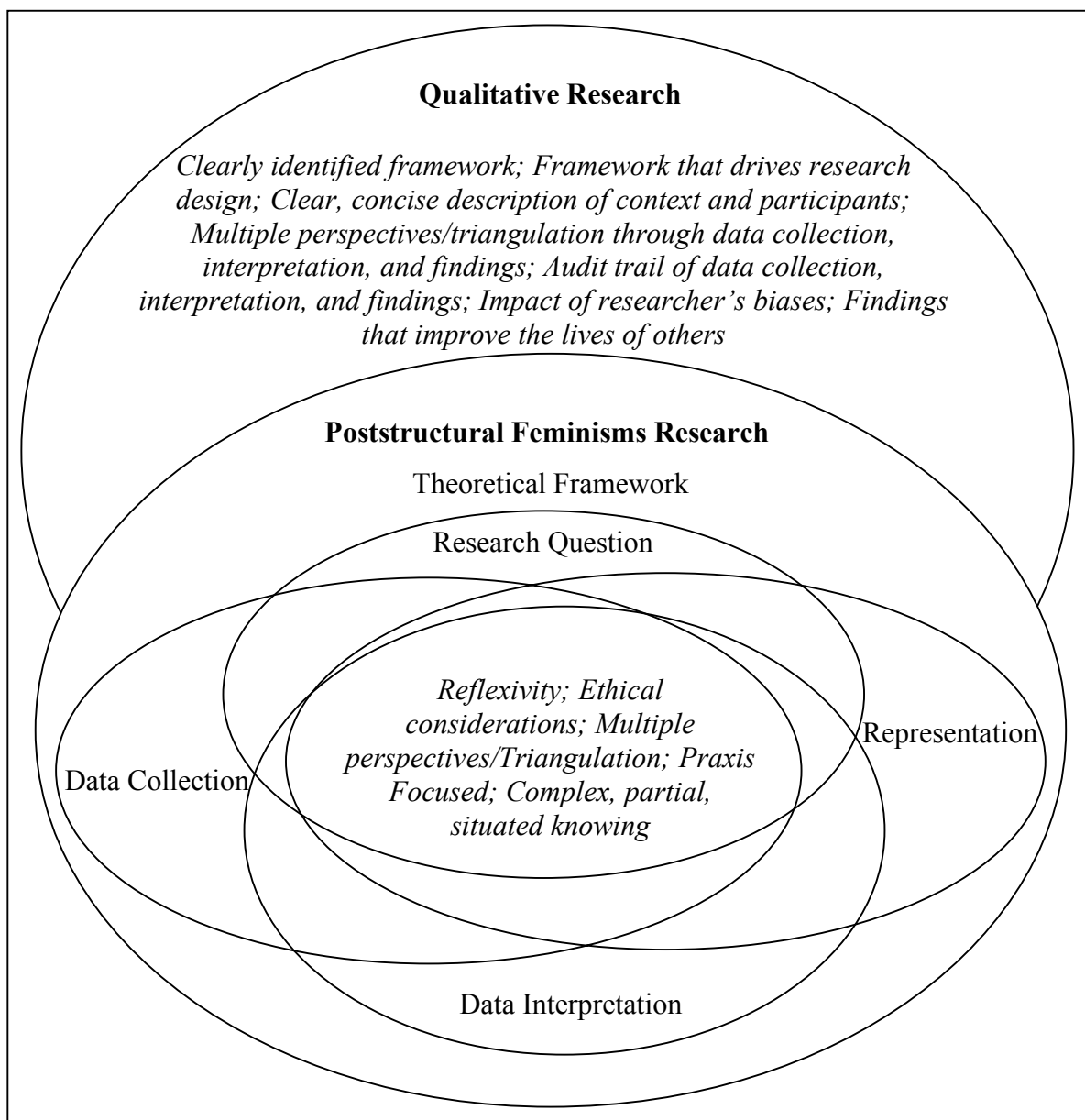


Figure 4: Validity Themes

These validity themes can be seen throughout my research. I took the concepts of reflexivity, ethical considerations, multiple perspectives, praxis focused, complex, partial, and situated knowing from the center of Figure 4 and will briefly describe the ways in which validity was reframed in my research.

Reflexivity

The concept of reflexivity was addressed as I discussed my role as the researcher in this research study in the previous section. My reflexivity is a vital aspect of validity (Lather, 1991). Below are two conceptions of reflexivity from researchers:

Reflexive practice is that which accounts for the dialectical and reciprocal workings of power, including: the changing position of the researcher within the research process, the socio-historical context, and the changing relations of power within which the research participants operate. (Hesse-Biber et al., 2004, p. 18)

Reflexivity is a looking backwards, but always from another vested position. It is not a panacea that eliminates bias or preferential tellings. Yet it is a helpful move in opening the work to alternative interpretations. (Gergen, 2001, p. 45)

The ways in which I re-tell the story of this research is my subjectivity as a researcher. I conclude my research by sharing four excerpts from my researcher's journal, which shows another layer of my subjectivity as I look back again at my research from a new vantage point.

Ethical Considerations

The goal of research is to generate a communicative process through establishing productive forms of relationships (Gergen & Gergen, 2003). The researcher becomes an active participant in "forging generative, communicative relationships, in building ongoing dialogues and expanding the domain of civic deliberation" (Gergen & Gergen, 2003, p. 598). I developed and created relationships with the preservice literacy teachers in my research as we struggled, laughed, questioned, and attempted to make meaning of literacy and teaching. We were connected on many levels. We had similar background experiences in schools, lived dual lives as students and teachers, and made meager attempts to balance our lives. The ways in which I structured the research was meant to give benefits to both the students and myself as we investigated "literacy" and "teaching." For example, at the beginning of each focus group session I would share literature, and model reading comprehension activities and writing lessons. These practical lessons were appreciated by the preservice teachers, because they would return

often the following meeting and share how they tried out a lesson or read a book I shared the previous session.

Multiple Perspectives and Triangulation

Poststructural feminism research calls for “polyvocality” (Lincoln & Denzin, 2003). This practice was attempted in the ways I collected data from over two semesters of a graduate teacher education program from varying sources; including course documents, a teaching journal, a research notebook, interviews, observations, and focus groups. I sought multiple perspectives by including seven preservice literacy teachers in my study. I allowed for students to give input on the transcripts from the focus groups and interviews. This member checking was also an example of reflexivity. When I shared my interpretation of the data, I infused the words of Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth in my interpretation.

Complex, Partial, Situated Knowing

Poststructuralist feminism emphasizes “problems with the social text, its logic, and its inability ever to represent the world of lived experience fully” (Denzin & Lincoln, 2003, p. 35). Poststructuralist researchers acknowledge the reality of discourses as “situated rather than universal because they are understood differently within different epistemologies” (St. Pierre, 2002, para. 5). When sharing the words I chose of the participants, I do not claim their words are fixed and stable, permanently describing their identity development as preservice literacy teachers. Rather, their words are simply situated moments of my re/presentation of their words (Britzman, 2003; Haraway, 1988). When re-presenting or re/representing preservice literacy teachers in this research, careful attention was made to share the subjectivities of participants (Bloom, 2002). Self as subjectivity is fluid and shifting, and is socially constructed by powerful discourses (Lather, 1991; Weedon, 1987). The site of self is subjected to many authoritative discourses seeking to call it into existence and it is because of this, that this same site of self-struggle is a space of resistance and possibility (Butler, 1997; Gore, 1993; Lather, 1991). The resistance and possibilities expressed in words and performed is agency.

As I interpreted the data and discussed my interpretation, I was cognizant to show the multiple discourses influencing the subjectivities of Ian, Annie, A.J., Sienna, Stef, Mary Beth, and Stef. I was also careful to gather data and share data regarding the context of each participant. Evidence of multiple discourses working at the site of self can be seen in the profiles that begin Chapter 4.

Praxis Focused

Poststructural feminism influenced research calls for meaningful action through the disruption of taken-for-granted assumptions. Research is about asking questions, finding contradictions and complexities (Lather, 1993). Britzman (2003) discussed her process of writing ethnography as:

A practice of narration [is] not about capturing the real already out there. It is about constructing particular versions of truth, questioning how regimes of truth become neutralized as knowledge, and thus pushing the sensibilities of readers in new directions. (p. 254)

Poststructural feminism's ability to raise new questions and focus on continual deconstruction embraces Felmen's metaphor of the ellipse:

The ellipse, or elliptical revolutions escape, "negative/positive," good/bad, right/wrong alternatives. Unlike the circle, which is either complete or broken, either meeting itself or missing itself, continuous or disjoined; the ellipse breaches the circle from within. An ellipse "displaces, corrodes, unmakes" a circle through a "non-return" that is both "subversive and self-subversive." (as cited in Ellsworth, 1997, p. 147)

My goal was not to complete the circle of this research or leave it broken with no thoughts or questions to further explore as a researcher. My goal was to de-center my research by continually reading and deconstructing my research to further my understanding of the complexities and contradictions of teaching and literacy.

Data Interpretation

This research sought to use a poststructural feminism lens to investigate two questions: 1) How do preservice teachers develop their identity as teachers of literacy in the midst of authoritative discourses? 2) What kinds of strategies and discourses do

preservice literacy teachers use to negotiate the competing discourses of literacy during student teaching? Poststructural feminism concepts of discourse, subjectivity, and agency informed the interpretation of these questions.

Data interpretation is a messy, complex, recursive, ethical process (Britzman, 2003; Lather, 1993). My story of interpretation cannot be told in a linear fashion, as it did not occur that way. In fact, this was the last section I revised, because of the complexities of interpretation. Research using a poststructural feminist lens does not come with formulas or step-by-step procedures.

Data from fall semester literacy course were analyzed throughout the course. Data analyzed included daily responses to questions, email conversations, exit slips (prompts asked at the end of class sessions), personal literacy event biographies, general biographical information, and the final assignment of a metaphorical representation of literacy and a response to an interview question. The data were read multiple times, analyzed and synthesized by my teaching partner and I.

Data from spring semester were analyzed as collected throughout the term. This data included focus groups notes and transcripts; interview notes and transcripts; observations notes of literacy lessons; email communications; and documents collected from the focus groups, including the timeline of critical literacy events from the teacher education program. During focus group meetings, notes were kept in my research journal based on dialogue and documents students submitted (e.g. biographical information and timeline of critical events in the teaching program). As I transcribed the focus group meetings, I also made notes in my research journal and kept lists of questions I wanted to ask for the next focus group session, or items I wanted to look for while I observed the participants teaching, or questions to ask in individual interviews.

During literacy teaching observations, I made notes in my researcher journal to bring up specific questions for either email conversation or focus group conversations or during individual interviews. I also collected observational notes on the lesson; verbatim notes of the preservice teachers instruction, directions, and management; drawings of movement in the classroom; and notes from our debriefing session after the observation.

Throughout this semester, notes were taken in my researcher journal, conversations were shared with my teaching partner, questions were asked of my data (What discourses are these preservice teachers using to describe literacy that indicate their identity development? What strategies and discourses are these preservice teachers using to negotiate the competing discourses of literacy during student teaching? What implications does my interpretation have on my teaching?), and additional literature was read related to my topic as I attempted to make sense of the data.

Data were read multiple times and discourses were coded. The term coded is not meant to signify objective, impartial, stagnant discourses identified, but rather discourses that emerged in my situated, partial, and biased reading of the data. The first round of coding occurred as data were collected. I began by primarily coding discourses by writing summary codes like “disconnect,” “asked question,” “forced to read as an elementary student,” “tension between cooperating teacher and student teacher,” “kids resist student teacher,” and “gives up,” in the margins of the documents. As I coded discourses, I wrote theoretical notes and analytical memos in the margins, and at the end of data. Both before, during, and after coding, I was reading literature, processing with others about the data—both connected and “disinterested” colleagues (Johnson, 1997), asking questions of the data, and drawing and writing notes in my research journal, which together, were a “process of discovery: discovery of the subject (and sometimes of the problem itself) and discovery of the self” (Lincoln & Guba, 2003, p. 284). This process of interpretation as Willig (2003) describes was a:

Deconstruction (through the interpretative repertoires and discursive constructions that make up the text) followed by a reconstruction (through writing about and thus re-creating the constructions and functions that categorize the text) of discourse. (p. 170)

Once these preliminary analyses were started, I wrote profiles for each of the participants in the study based upon three broad categories that were identified, which included demographic information, literacy background, and student teaching placements. I took data from many sources including: documents from the literacy course, specifically the critical life literacy events; biographical sketches from the first focus group; student teaching placement information from the first and third focus

groups; information from the state department website on school demographics (Oregon Department of Education, 2005); information from the state department website on annual yearly progress and report cards (Oregon Department of Education, 2005), information from focus group and interview transcripts; observational notes from literacy lessons; and email conversations. The data were synthesized into the broad categories of demographic information, literacy background, and student teaching placements. Then specific quotes from transcripts and other documents were used to create depth to the profiles.

With my preliminary coding and analyses underway and my profiles written, I returned to my data. I was beginning to see connections and themes emerging, and was starting to draw visuals and outlines to make sense of my coded discourses. My first attempts involved writing case studies. This practice proved to be ineffective, but was helpful as a pre-writing activity, which is another story that I will not pursue in this research.

I went back to the data with my research questions in the forefront of my mind. How was the data helping me to understand how preservice teachers develop their identities as teachers of literacy in the midst of authoritative discourses? What kinds of strategies and discourses do preservice literacy teachers use to negotiate the competing discourses of literacy during student teaching? The concepts of poststructural feminism were influencing my rereading. More intriguing themes and categories were emerging. In relation to the first question, I returned to poststructural feminism concept of identity as subjectivity created through multiple discourses working at the site of self. I reread the data for the authoritative sites of discourses impacting preservice teachers throughout the study as related to research I read. The authoritative sites identified were literacy biography, literacy coursework, and student teaching. I saw the ways in which the preservice teachers' talked in two broad types of discourses: deconstructive and reconstructive discourses from the three sites of authoritative discourses identified. These two types or themes of discourses were influenced by poststructural feminism research on subjectivity. As Butler states:

If a subject were constituted once and for all, there would be no possibility of a reiteration of those constituting conventions or norms. That the

subject is that which must be constituted again and again implies that it is open to formations that are not fully constrained in advance. (as cited in St. Pierre & Pillow, 2000, p. 277)

The deconstructive and reconstructive discourses I identified were evidence suggesting how the preservice literacy teachers' subjectivities were in flux—being taken apart through deconstructive discourses, then put together in new ways through reconstructive discourses. The deconstructive and reconstructive discourses were large themes with multiple discourse categories under each of the themes. The discourse categories were identified and re-configured multiple times.

In response to the second question, I reread the data for the discourses and strategies the preservice teachers used to negotiate the competing discourses of literacy during student teaching. The preservice teachers varied in the ways in which they negotiated and articulated their discourses of negotiation. These strategies and discourses were the preservice teachers' agency being lived and performed. These strategies and discourses were coded. The types of strategies were identified. The theme of agency was identified, while discourse categories were identified and re-configured multiple times.

The next major writing phase began as I took my coded discourses, categories, and themes from my analyses and attempted to put them together in a clear, coherent fashion. Quotes directly from transcripts, emails, and other documents were used to bring data interpretation alive for the reader. This step was explicitly taken to open up the interpretation for further interpretation by the reader. As I continued to write, I returned to my data several times, rereading for additional deconstructive and reconstructive discourses, as well as for strategies and discourses of agency—negotiation. This rereading and writing also caused categories to be combined, eliminated, and reconfigured. Certainly this was a messy, complex, stretching process in my development as a researcher.

My goal of interpretation was not objectivity. "Objectivity is a chimera: a mythological creature that never existed, save in the imagination of those who believe that knowing can be separated from the knower" (Lincoln & Guba, 2003, p. 279). "Feminist objectivity means quite simply *situated knowledge* [original emphasis]" (Haraway, 1988, p. 581). Poststructural feminism does not claim relativism or totalization

as both are “‘god tricks’ promising vision from everywhere and nowhere equally and fully, common myths in rhetorics surrounding Science” (Haraway, 1988, p. 584). Instead, data interpretation is a process that privileges “contestation, deconstruction, passionate construction, webbed connections, and hope for transformation of systems of knowledge and ways of seeing” (Haraway, 1988, pp. 584-585). This process of interpretation allowed me to see Ian, Annie, A.J., Sienna, Jenny, Stef, Mary Beth, and myself in unexpected ways, which has impacted my concepts of “teaching” and “literacy.”

CHAPTER 4: DATA INTERPRETATION AND DISCUSSION

This research is about the authoritative discourses creating subjectivity in the lives of seven preservice literacy teachers. It is about how these preservice literacy teachers lived out their identities as student teachers. Together we investigated two questions: 1) How do preservice teachers develop their identity as teachers of literacy in the midst of authoritative discourses? and 2) What kinds of strategies and discourses do preservice literacy teachers use to negotiate the competing discourses of literacy during student teaching?

This chapter begins with a brief overview of the data sources used from this research and how it was interpreted. Then I offer profiles of the participants: Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth. With the data sources and interpretation identified and the context of the preservice literacy teachers described, I de-center the preservice teachers and explore the authoritative discourses at work constructing subjectivity. As the subjectivities of these preservice literacy teachers are considered, I examine the kinds of strategies and discourses these preservice literacy teachers used to negotiate the competing discourses of literacy during their student teaching.

Data Sources and Interpretation

Data for this research was taken from five main sources: documents, teaching notebook, researcher journal, focus groups, and individual interviews. The documents included assignments from the literacy course: “critical literacy events,” “exit slips,” conceptual metaphors of literacy, and a written response to an interview question. Additional documents included emails, biographical information obtained during the first focus group, key literacy events timeline from teacher education program filled out in the final focus group, observational data from literacy lessons, and focus group and interview transcripts. My teaching notebook included all course documents from a syllabus to handouts and scoring guides. The research journal included notes connected to readings, theoretical connections, and methodological notes taken throughout the study.

Data were read multiple times and discourses were coded. Large themes were identified from the codes. The three broad themes that emerged were: deconstructive discourses, reconstructive discourses, and agency—strategies and discourses of negotiation. Within each broad theme, categories were named for the discourses identified. These discourse codes, categories and themes were identified through multiple readings, dialoguing with others, and drawing visuals. I am aware of the various directions I could have gone with my interpretation and the writing up of my interpretation in this chapter. Like Lather (1991) I understand that there lies a “...gulf between the totality of possible statements and the finitude of what is actually written or spoken” (p. 123).

Profiles of Participants

This research is about real people, not subjects, situated in real life contexts. It is a story about a graduate teacher education instructor and seven preservice student teachers. I list each teacher as an independent person, but in reality, our identities were influenced by each other as we learned, dialogued, and lived together during this four semester graduate teacher education program. It is important to me that I do not create “subjects” out of each of these teachers. They are deeply grounded and connected in “space, place, and time” (St. Pierre, 2001, p. 160). I invite you to meet Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth. The data sources for these profile descriptions are from a course assignment that asked students to write down their critical literacy events, individual interviews, timeline of critical literacy events of the preservice teachers’ graduate education experience filled out during the final focus group session, observational data from the teaching of literacy lessons, student teaching placement forms, and a website database on demographics of schools (Oregon Department of Education, 2005). Hopefully, with this contextual background, you will be able to identify and connect back to each preservice teacher as the larger interpretation is shared.

Ian: Pink Floyd + David James Duncan

Ian is a 26-year old, Caucasian male. His passions are the outdoors, reading, writing, and music. He identifies himself as a Christian, who attends “nature” as his church. He went to middle-class, white, K-12 public schools. His father has a doctorate and his mother has a bachelor’s degree. He stated that his extended family is “*hugely involved in public schools, having a mother, two aunts, and an uncle that are teachers.*” Ian attended three undergraduate colleges.

Literacy Background Experiences. Ian’s personal story is embedded with authentic encounters with literacy. In his coursework and interview, Ian shared memories of many personal, meaningful experiences with literacy: watching his parents read during vacation and joining them, reading *Lord of the Rings* in junior high, being influenced by the emotions in the music/poetry of Pink Floyd, enjoying his poetry journal in high school, meeting the author David James Duncan and “*getting a chance to get away and read and write MUCH MUCH MUCH,*” having parents that “encouraged me to read and write, but they never were forcing it on me.” Ian shares about the “*self-discovery*” where he really found “*a passion for reading and writing.*” He is aware of his enthusiasm for literacy, and hopes that it will spark his students’ interests. He discussed his development in understanding reading and writing workshop throughout his coursework, work samples, and action research. He states he has “*a clear plan for setting up future workshops*” and stated he “*completes program with interest in further reading and understanding of mid level [middle school] and elementary workshops.*”

Student Teaching Placements. Ian student taught in a middle school 7th grade language arts. The school had 711 students, of which 28% were free and/or reduced lunch and 5.2% of the students were in ESL programs. I observed Ian teach a writer’s workshop lesson. He began with a mini-lesson using a piece of his own writing on an overhead. He modeled his thinking aloud as he revised his writing. He connected his mini-lesson with previous lessons on literary devices that drew on students’ background knowledge. After

modeling this process students independently revised their own writing. Ian circulated the room conferencing with individual students. At the end of the lesson, Ian had the students meet in small groups to share their revised writing and give each other feedback. During the lesson students moved their chairs into small groups and were actively engaged in writing, conferencing, and sharing with their peers.

Ian's second authorization placement was in a third grade classroom in the same district at an elementary school that served 40.4 % free and /or reduced lunch and 4% of the students were in ESL programs.

Annie: Lion, Witch and the Wardrobe Drama Queen

Annie is a 24-year old Caucasian female. She identifies her passions as friends, Central and Latin American travel, God, church, family, teaching, outdoors, politics, government, current events, international relations, music, and her "*life interest*" in literacy. She identifies herself as Christian, and attends an urban postmodern church. She grew up attending a Christian elementary school in grades kindergarten through fourth grade, and then spent the rest of her education in her local middle to upper-class, predominately white, public school system. Her father is a teacher, and her brother a special education teacher. Her mother had some undergraduate courses.

Literacy Background Experiences. Annie identified a wide variety of positive, meaningful encounters with literacy in her coursework and interviews. Annie identifies the influence her parents had on her from reading to her from when she was really young, and always having a "huge library." She shared about being in seven plays, starting in 1st grade when she preformed *Lion the Witch and the Wardrobe* in a university production. Her father exposed her to "*fabulous music*" which she turned to "*cope with stress, anger, hurt, happiness, and joy.*" She told of writers she connects with from C.S. Lewis to Roald Dahl to Max Lucado. And she shared poetry and songs she had received and how "*absolutely moving*" and "*personal*" they were to her. Annie discussed how she brought her life experiences in literacy into her classroom and how her creativity is influenced by her literacy life.

Student Teaching Placements. Annie student taught in a third grade classroom in an elementary school of 593 students, of which 20% receive free and/or reduced lunch and there were no students in ESL programs. When I watched Annie facilitate a literature circle group with her third graders, she engaged each of her students as they spoke about their novel. Annie asked guiding questions that allowed students to respond, question, and wonder about the text they had read. Annie created an extension activity for students to further engage with their text. Annie spoke of a time she had students close their eyes and visualize while she read from *The Lion, The Witch and the Wardrobe* and how impressed she was her students when students drew what they were visualizing. She commented, *“I got the coolest pictures and then I realized that was huge, that helped them so much now that they were able to see it.”*

Annie’s second authorization student teaching placement was in a fifth grade classroom in an elementary school serving 642 students, of which 10% receive free/and or reduced lunch, and there were no students in ESL programs.

Sienna: Perfectionist and Horse Lover

Sienna is a 22-year old Native American female. She identifies herself as Evangelical and attends a local Christian church. Her passions and interests are horses, specifically barrel racing. She grew up attending rural public elementary schools that served primarily white low to middle-class English speaking students. Sienna’s parents and grandparents have a K-8 education. Sienna’s only sister has her Associate’s degree and is two terms away from her Bachelor’s. Sienna identifies her mother as supportive of her education, and her father as “*somewhat,*” stating *“It’s not extremely important to either one.”*

Literacy Background Experiences. Sienna shared memories of her mother reading to her at night that inspired her to read. Most of her literacy experiences she identified occurred in school, primarily from elementary school. During a focus group session, Sienna shared that her experiences with reading in elementary school were

centered around the practice of round robin reading (a practice where students take turns reading a story in a group). One is a quote on her teacher's door that said, "*If you can read, you can do anything.*" Sienna shared memories of a teacher reading aloud chapter books which she plans to read aloud to her future third graders, and also a memory of writing and publishing her own books. In high school, Sienna wrote about how her agriculture teacher allowing her to read and write outside. Sienna explained that she spent most of her growing up years "*outside in the barn*" and she stated "*I was a good student...I would always turn in everything on time by the guidelines and so I never did it on my own time at home. I probably should have.*" She described how she grew as a learner during her coursework and recalled the powerful experiences of being read aloud to, joining in shared reading, and participating in literature circles.

Student Teaching Placements. Sienna student taught in a third grade classroom in the same rural district she attended as a K-8 student for her elementary authorization. Her school serves 452 students, of which 41% receive free/and or reduced lunch, and there are no students in ESL programs. I observed Sienna teach a literacy lesson on reading. She began her lesson asking students "What is generalizing?" She called on raised hands until students shared an appropriate definition that she wrote on the board. Then Sienna divided the students into small groups; each group read the same text from their anthology. Students were asked to read "round robin" (one child reading aloud at a time in sequential order). Sienna explicitly asked her students to support their group members as they read by assisting any group members that had questions or came to unknown words. Students sat in small groups in tight circles on the floor, read and supported each other while reading the assigned story. The students were eager to support one another as they read their story. After the story was read, students were instructed to come to the front of the classroom and pick up a worksheet that had multiple choice literal comprehension questions about the story. At the end of the lesson, she brought all the students together and asked "*Did anyone make a generalization in the story Just Like Dad?*"

When we debriefed her lesson, Sienna experienced some frustration with the reading groups. I suggested she allowed all the students to sit together in groups while they read their stories, but instead of round robin reading, she allow them to each read the story independently. If the students had questions, or came to unknown words, then they could ask someone in their group. During the next focus group session, Sienna shared how successful this strategy was with her students, and how it kept them engaged. In her interview, Sienna stated how her students received “*more meaning of literacy than they were getting from reading the same story the whole time.*” These opportunities gave students “*that richness of being able to discuss, reflect on, listen to their peers, what was going on in the book. It seemed like powerful literacy tools.*”

Sienna completed her second authorization in the same third grade classroom, because third grade can count towards both an early childhood and elementary authorization level. Near the end of her teacher education program, Sienna realized she did not want to teach because of the isolation and frustration she experienced as a student teacher. She applied and accepted a position working as a college counselor for a Native American confederate tribe.

A.J.: Snowboard and Recreation

A.J. is a 24-year old white female. She identifies herself as Christian but does not currently attend a church. Her passions and interests are snowboarding, traveling, and working with kids. She grew up attending public schools that served primarily middle-class white English speaking students. Her father has his bachelor’s degree and her mother has 2 years of college. Her one sibling has her bachelor’s degree. Her parents have told her that “*Get it [education]! You will go to college and succeed in school.*”

Literacy Background Experiences. A.J. shared insights into her literacy background through course assignments and her individual interview. She listed four critical literacy events from her life during a class assignment. All four events were school related from high school and college. A.J. told of an English teacher that “*marked up*” her papers and how A.J. wanted to “*quit writing,*” but how her teacher’s grading

“made me a better writer and reader.” Then A.J. shared how “*surprised*” she was to enjoy reading a 300-page novel on her own; she realized “*reading might not be that bad.*” In her junior year of college, she talked about a course in which she read “historical fiction, non-fiction and cultural literature” and how she “*started to want to deeply read books, not just skim for meaning to get a grade.*” Her final event she remembered how she received A’s in writing and “realized that I had learned something” from her teacher “*even though I didn’t think I had.*” A.J. shared how she had recently read five books, “*which is more that I’ve ever read in a year in any given year in my life, except for fourth grade and down.*” She shared how “*in junior high I was far too cool to read, in high school same thing way too cool.*”

Student Teaching Placements. A.J. student taught in a 4th grade classroom in an elementary school that serves 632 students, of which 7% receive free and/or reduced lunch and there are no students in ESL programs. I observed A.J. teach a lesson on literary devices. She began her lesson asking students to share the different literary devices they had been studying and to share an example of the literary devices. Then A.J. read a passage from a book by Roald Dahl that exemplified both the literary devices “metaphor” and “point of view.” A.J. then read from a novel by Pam Munoz and had students listen for literary devices. Afterwards, she turned on soft music, passed out post-it notes and had students begin their independent reading time with the task to identify literary devices in their novels with post-it notes.

Her second student teaching experience was in a middle school 8th grade math classroom in the same district as her first placement. Her middle school had 820 students and no students were served in ESL programs.

Jenny: Suzy Zoo and Babysitter’s Club

Jenny is a 25-year old white female. Her passions and interests are helping others, rollerblading, shopping, and Suzy Zoo. She identifies herself as Catholic and currently attends a Catholic church. She shared about the church’s influence of her values, beliefs, structure and family. She grew up attending a Catholic grade school, and then transferred

to a public middle and high school in a mixed socioeconomic area primarily a white, English speaking district. Her parents have high school diplomas, and her two younger brothers are either college graduates or currently in college. Jenny stated that, *“My parents always valued it [education]. They spent money to send me to private school. Always pushed me to do my best. B’s were never ok!”* Jenny wrote that she has *“wanted to be an elementary teacher since second grade.”*

Literacy Background Experiences. Jenny identified four key literacy events in her life. She remembers being read Care Bear books before going to bed and *“loving being read to.”* Jenny recalled her grandma taking her to the local book store and buying her *Babysitter’s Club* and *Sweet Valley High Twins* books. She also identified her fifth grade teacher reading aloud *Big Ben* and *Bridge to Terabithia* and how *“we always broke out the tissues-it was touching.”* Jenny identified herself as an *“avid reader”* and growing up she was *“towards the upper spectrum.”* In her interview, Jenny shared how she did not write growing up. *“I don’t like to write myself. I don’t perceive myself as a really good writer...”* She shared how *“difficult”* it was for her to go around during writer’s workshop *“because I didn’t know what to expect...”* In the focus group, Jenny described herself as *“not creative.”* Jenny identified critical moments in her teacher education program that helped define her as a teacher of literacy. She discussed the power of being read to, reading about the reading/writing connection, and learning about comprehension strategies. Most events she mentioned were also events she saw during her student teaching placement, and was able to implement the ideas she learned in her literacy courses.

Student Teaching Placements. Jenny student taught in a first grade classroom in an elementary school that served 572 students, of which 23% received free and/or reduced lunch and 11.5% of the students participated in ESL programs. I observed Jenny teaching during her first grade reader’s workshop. She began by asking questions before she read aloud to her students. She reviewed comprehension strategies like *“text-to-text”* and *“text-to-life”* during her read aloud by asking students to share what other books and life experiences connected to the book. She allowed all students to respond, versus

calling on individual students. After the read aloud, she passed out little blackline master books about Abraham Lincoln for students to read with a neighbor and then color. Jenny moved around the room checking in with individual students.

Her second authorization in her elementary authorization was in the same school in third grade.

Stef: Bible Valley Girl

Stef is a 24-year old Caucasian female. She identifies herself as Protestant, and attends a local non-denominational church with Mary Beth, another preservice literacy teacher in this study. Her interests are Bible doctrine, eschatology (theology dealing with the end of the world), missions work, working with children, and snowboarding. She attended a public elementary and junior high school, and then attended a private Christian high school. Her elementary and junior high schools served working and middle-class white English-speaking students. Her private high school served primarily upper middle-class white students. Her twin sister has a high school diploma. Her parents have high school diplomas. Stef states that education “*is valued and highly regarded however I am the first college graduate in my family.*” She attended three colleges as an undergraduate, and spent one year at a Bible School after she completed her undergraduate degree.

Literacy Background Experiences. Stef identified a variety of literacy experiences from both personal and school related events in a class assignment. She remembers reading *The Secret Garden* and how the book “*got me excited about reading and reading for pleasure,*” and when she read *The Little Prince* how she could “*see the symbolism.*” She told of the time she met John Hwang and how he influenced her. Stef also wrote about her class in Constitutional Law and how she was able to read, and interpret law. She shared how reading *Rachel and Her Children* “*confirmed her passion.*” And finally her Bible journaling for five months helped her see “*connections.*” Later in Stef’s interview she recalled memories of completing phonics workbooks in second grade and how her friend with learning disabilities “*really struggled and [the phonics workbook] made her feel like she was a bad reader.*” Stef shared the importance of her

coursework in her becoming a teacher of literacy: writing personal narratives in class, literature circles, researching for her work sample in literature circles, and having to create her own conceptual representation of literacy which “*forced*” her “*to think about it in a different and deeper way.*”

Student Teaching Placements. Stef student taught in a second grade classroom in an elementary school that serves 632 students, of which 7% receive free and/or reduced lunch and there are no students in ESL programs. I observed Stef teach literacy to her second graders. She began her lesson teaching the required phonics poem from the reading curriculum She modified the lesson to allow for students to move to sort soft “c” and hard “c” sounds on a table on the board, and then to clap when they read a soft “c” and to stomp when they read a hard “c.” After the phonics lesson, she had half of the class meet her in the carpet area to introduce a new text. She had students do a picture walk of the book, and then think of a question and a prediction for the book. She called on students to share their questions and predictions and wrote them on a white board easel. Then she partnered students to read the text together and check to see if their questions were answered and their predictions were correct. To bring closure to the lesson, Stef brought the partners back together in the carpet area and brought out the white board easel to see if any questions were answered or predictions were correct. The other half of the class returned and then all students were directed to sit at their desks. Students listened to a song about antonyms and then filled out a worksheet on antonyms. After she went through each of the questions, Stef excused students to independent reading by stating, “*Show me you can be responsible and quiet and you can sit wherever you want.*”

Her second authorization placement was with A.J.’s 4th grade teacher in the same building. This proves to be an interesting layer to my research as A.J. and Stef negotiate this cooperating teacher in very different ways.

Mary Beth: Passionate Challenger of Reading

Mary Beth is a 24-year old, married, Jewish heritage female. Her husband is in medical school studying to be an ophthalmologist. She identifies herself as a Christian that attends a local non-denominational church with Stef. Her passions are reading and time with family and friends. She grew up attending public school with primarily Caucasian students and some Hispanic and Laotian students. Her siblings both have finished high school, and one is now in college. Her father has a Bachelor's degree and her mother has some college. Both of Mary Beth's grandmothers have their Bachelor's degrees and were teachers. Her family encouraged education.

Literacy Background Experiences. Mary Beth identified five key literacy events in her life during a class assignment. One of her personal literacy events was when she and her friends started a "Babysitter's Club" after reading *The Babysitter's Club* books. The other was when she attended a Holocaust Survivor's presentation and how she "bought one's [speakers] books and went and spoke with him afterwards. I was excited and encouraged to read about people's lives." She remembered reading *Number the Stars* and how it "made me so interested in learning about the Holocaust and the history of being Jewish-which I am." Mary Beth also shared writing stories in fourth grade and then publishing them and how she wrote three about her grandpa, but how when she was in fifth and sixth grade the stress of "having grammar be right in writing" caused her to be "too scared to let loose and write what I felt." In her individual interview Mary Beth describes herself as a child growing up as "the biggest book worm, loved books, loved reading, it was such a passion." She was able to be taken out of the regular literacy program and do silent independent reading.

Mary Beth shared the key critical events in her graduate teacher education program as: read alouds, literature circles, think alouds of reading comprehension strategies, teaching reading and writing in her science work sample, and her experiences in a Reading First school which "challenged me to learn so much about literacy...challenged me to defend my hunches on literacy development by reading and

educating myself.” Mary Beth focused her action research on the impact of independent reading with her second graders.

Student Teaching Placements. Mary Beth student taught in a second grade classroom in an elementary school that served 487 students, of which 69% received free and/or reduced lunch and 30% of the school participated in ESL programs. I was unable to observe Mary Beth teach during her student teaching. Mary Beth completed her second authorization in a fifth grade classroom in the same school.

Synthesis of Preservice Literacy Teachers’ Profiles

As I re-read through the profiles of Ian, Annie, Sienna, A.J., Jenny, Stef, Mary Beth, and myself, it is apparent the various commonalities my students and I have with each other. We identify ourselves and get identified as “Caucasian,” “Christian,” “English-speaking,” “student,” and “teacher.” These labels position us in ways that are known and unknown to us and the reader. These are not static labels, but are identities constantly in-flux being re-created in our subjectivities. This notion can be compared to Richardson’s (1997) metaphor of the crystal, which problematizes reliability, validity and truth.

The central imaginary is the crystal, which combines symmetry and substance with an infinite variety of shapes, substances, transmutations, multidimensionalities, and angles of approach. Crystals grow, change, alter, but are not amorphous. Crystals are prisms that reflect externalities *and* refract within themselves, creating different colors, patterns, arrays, casting off in different directions. What we see depends upon our angle of repose [original emphasis]. (p. 92)

My students and I are like Richardson’s crystal where our varied identities reflect our experiences and the discourses available to us. Our identities are also refracted within ourselves. Each of our labels or identities are emerging, conflicting, and can only be partially understood. Grosz & Eisenman (2001) describe this space as “in-between.”

The space of the in-between is the locus for social, cultural, and natural transformations; it is not simply a convenient space for movements and realignments but in fact is the only place--the place around identities, between identities--where becoming, an openness to futurity, outstrips the

conservational impetus to retain cohesion and unity. (as cited in Ellsworth, 2005, p. 123)

Ian, Annie, Sienna, A.J., Jenny, Stef, Mary Beth, and I learned and worked together *in-between* varied labels and identities. For example, each of us wore the label “teacher.” “Teacher” did not hold a single meaning. The concept of “teacher” is redefined throughout the study as the meaning of “teacher” is in flux in our interactions, observations, and conversations. When I taught the literacy courses, the preservice literacy teachers’ concept of “teacher” was both reinforced and stretched based on their concept of “teacher.” When I observed the preservice teachers, my concept of “teacher” was impacted and altered as I watched their pedagogy, interactions with students, and heard them reflect on their lessons. So, while we all wore the label of “teacher,” this label was constantly in flux and meant something new throughout this research because we were continually in a state of in-between. This learning and working in-between impacted my interpretation of our becoming teachers of literacy because my understanding of “literacy,” “teacher,” and “education” changed, emerged, and conflicted throughout the study.

Making Sense of Data: An Introduction to Themes in the Interpretation

As data was read multiple times with a poststructural feminism lens, I began noticing themes within my discourse coding of the data. Three major themes were identified from the discourses coded: deconstructive literacy discourses; reconstructive literacy discourses; and agency—strategies and discourses of literacy negotiation. These categories were identified through my understanding of identity as subjectivity influenced by poststructural feminism. I was “hearing” students’ subjectivities at work as they looked back on their life experiences and took apart literacy using deconstructive discourses, and imagined future literacy practices using reconstructive discourses. I was also “hearing” and observing the preservice teachers agency as literacy teachers as they spoke about the ways in which they performed—acted—lived their identities.

The first theme of deconstructive literacy discourses highlighted three significant authoritative discourse sites identified in the data: literacy biography of the preservice

teachers, literacy courses, and student teaching. The discourses within and in each site varied for each preservice teacher. The categories of deconstructive literacy discourses identified in the data were cooperating teacher's literacy curriculum, school's literacy curriculum, cooperating teacher/school personnel, students, and preservice teachers as student teachers. Within each of these categories of deconstructive literacy discourses there were a variety of discourse codes, which are identified at the beginning of each category description and interpretation. It was from the three sites of authoritative discourses that often conflicting, and occasionally complimentary discourses influenced the preservice teachers' subjectivities.

The second theme was reconstructive literacy discourses. Four categories of reconstructive literacy discourses were identified in the data: philosophy of reconstruction, literacy structures, evaluation, and plans for future growth. Within each of these categories of reconstructive literacy discourses there were a variety of discourse codes which are identified at the beginning of each category description and interpretation. These reconstructive discourses were times when Ian, Annie, Sienna, A.J., Jenny, Stef and Mary Beth imagined, explained, wondered, and shared who they wanted to become as teachers of literacy. Like the deconstructive discourses, the reconstructive discourses were another example of the subjectivities of the preservice literacy teachers.

The third theme was agency—strategies and discourses of literacy negotiation. The data indicated strategies and discourses the preservice teachers used to negotiate the competing literacy discourses during their student teaching. These methods differed from the reconstructive literacy discourses because this theme dealt specifically with the actions of the preservice teachers while student teaching. Strategies identified were no negotiation, negotiation within literacy structures, and negotiations outside of current literacy structures. Discourses of negotiation were categorized into “how” discourses and “why” discourses. This theme explored the agency of the preservice literacy teachers as they lived—performed their developing identities. See Figure 5 for an overview of the themes and categories from the data interpretation.

- | |
|--|
| <ul style="list-style-type: none"> 1) Deconstructive Literacy Discourses <ul style="list-style-type: none"> a) Student Teaching <ul style="list-style-type: none"> i) Cooperating teachers' literacy curriculum ii) Schools' literacy curriculum iii) Cooperating teacher/school personnel iv) Students v) Preservice teachers as student teachers b) Literacy Biography <ul style="list-style-type: none"> i) Personal ii) School c) Literacy Coursework <ul style="list-style-type: none"> i) Texts ii) Professor iii) Activities 2) Reconstructive Literacy Discourses <ul style="list-style-type: none"> a) Philosophy b) Structures c) Evaluations d) Future plans for growth 3) Agency: Strategies and Discourses of Literacy Negotiation <ul style="list-style-type: none"> a) Negotiation Strategies <ul style="list-style-type: none"> i) No strategies ii) Within school structures iii) Outside school structures b) Discourses of negotiation <ul style="list-style-type: none"> i) How discourses ii) Why discourses |
|--|

Figure 5: Data Interpretation: Themes and Categories

The themes connect back to the original research questions of 1) How do preservice teachers develop their identity as teachers of literacy in the midst of authoritative discourses? 2) What kinds of strategies and discourses do preservice literacy teachers use to negotiate the competing discourses of literacy during student teaching? They connect because the processes of identity development can be seen in the types of discourses preservice teachers use to describe literacy. Deconstructive and reconstructive discourses indicate how these preservice literacy teachers took apart, put together, and performed their identities.

Each theme of deconstruction, reconstruction and negotiation is represented first by describing the theme, categories, and discourses. Then vignettes from the data are used to represent the discourses, categories and theme. Each section concludes with a synthesis of the interpretation, and then a synthesis tying all the themes together. Finally, a discussion concludes the chapter, which ties the analyses back to the original research questions.

Data taken from focus groups, interview, observations, emails, and timelines of key literacy events in graduate teacher education program are indicated with codes. Focus group data is indicated with the letter “F” followed by a number “1,” “2,” “3,” or “4,” indicating from which focus group it derived. Individual interview data is indicated with the letter “I.” Observations of literacy lessons are indicated with an “O.” The timeline document completed in the final focus group is indicated with the letter “T.” For example, direct quotations taken from Ian during the second focus group will be cited as (Ian, F2). All direct quotations from the data are indicated in *italic* font.

Deconstructive Literacy Discourses: Naming the Authoritative Discourse Sites

As data were analyzed and the first theme of deconstructive literacy discourses was identified, the sites of authoritative discourses became apparent. The authoritative discourse sites identified were: preservice teachers’ literacy biography, literacy courses in their graduate teacher education program, and student teaching (Samuel & Stephens, 2000). Certainly there are other authoritative discourse sites, but I focused on the three prominent sites that emerged from my reading of the data. The authoritative discourses at each of these sites were not static for all the preservice teachers. Each experienced a range of discourses from each site, and many sites had conflicting discourses. Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth were impacted by many sites of authoritative discourses and varied discourses within each site.

Authoritative Discourse Sites

Biography. Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth did not arrive in their graduate teacher education program as blank slates. They came with seventeen years

of schooling, all of which had been infused with a wide spectrum of literacy experiences. Their experiences with literacy as young children in their families, students in elementary, middle, and high school, and in their undergraduate education all impacted their biography. These preservice teachers also came with personal, non-school experiences with literacy – going to concerts, writing poetry, acting in plays, etc.

Literacy Courses. As graduate students in teacher education, they were exposed to authoritative discourses of their literacy professors, course texts, and course activities. The authoritative discourse I used in the literacy courses was referred to as “comprehensive literacy.” While this term is not a static position, comprehensive literacy views reading and writing as a transactional, meaning-making experience between the author and the text (Clay, 1991; Goodman, 1994; Goodman, Watson, & Burke, 1996; Graves, 1983; Rosenblatt, 1994; Rummelhart, 2004; Smith, 1994). It acknowledges that readers and writers come to texts full of life experiences, beliefs, expectations, and language. This position assumes readers and writers are in a continuous cycle of sampling, inferring, predicting and confirming simultaneously to determine how the information will be integrated into their thoughts, language and memory (Goodman, 1994; Goodman et al., 1996; Graves, 1983; Rummelhart, 2004).

I emphasized how reading and writing bring “two separate, but overlapping ways of thinking about the world” (Shanahan, 1997, p. 14). Comprehensive literacy emphasizes that reading and writing are connected on the meaning and language level and have similar processes (Butler & Turbill, 1988; Olson, 2003; Tompkins, 1997). The parallel processes readers and writers use are preparing to read/prewriting, reading/drafting, responding/revising, exploring/editing, and extending/publishing (Tompkins, 1997). Strategies used in reading and writing include planning and goal setting, tapping prior knowledge, asking questions, making predictions, activating schema, monitoring, revising meaning, reflecting, and evaluating (Olson, 2003). Structures of comprehensive literacy in the courses included: reader’s workshop, writer’s workshop, read aloud, write aloud, shared reading, shared writing, interactive writing,

guided reading, guided writing, independent reading, and independent writing (Atwell, 1997; Routman, 2000; Taberski, 2000).

My literacy theoretical framework also addressed how students are able to make meaning of texts through access, metalinguistic assistance, and elaborative assistance (Krashen, 1993; McQuillan, 1998). Access is defined in regards to students having a safe, non-threatening, nurturing, and thinking environment. Access also means giving students a variety of reading materials, teacher modeling reading and writing, variety of genres, variety of authors, culturally diverse materials, time to read and write, and interaction with other readers and writers. Metalinguistic assistance refers to the help or scaffolding of how written language is put together: sounds, letters, phonemes, word order, and grammar. These metalinguistic activities include word games (pictionary, scrabble), word walls, word patterns, word origins, making & breaking words, and spelling. Elaborative assistance refers to all other types of help to make sense of language other than what is related to how the language system itself is constructed. Elaborative activities include guided reading, shared reading, read aloud, think alouds, guided writing, writer's workshop, mini-lessons, reading and writing conferences, modeled writing, think-pair-share, comprehension strategies, and reading responses graphic organizers. Access, metalinguistic and elaborative assistance needs were based on continual authentic assessments to determine the zone of proximal development (Vygotsky, 1934) so that appropriate support and assistance could be given students. Textbooks for the course included those by Routman (2000), Taberski (2000), and Atwell (1998). These concepts of comprehensive literacy were described to students using a conceptual metaphor of a lily that was co-created with my literacy teaching colleague. (See Figure 6.)

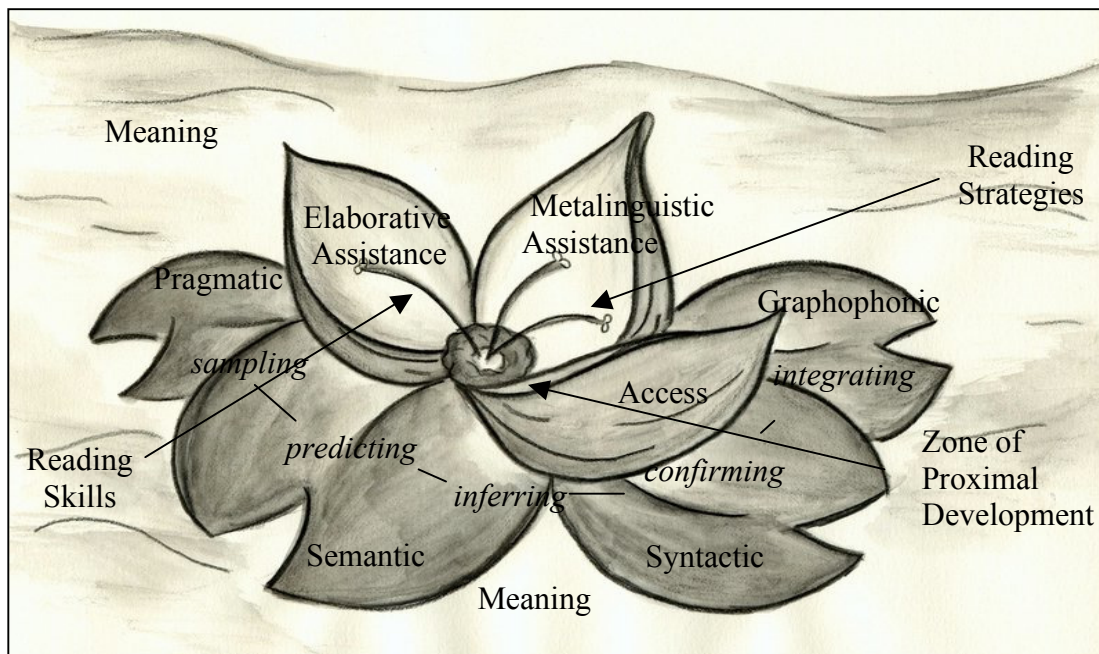


Figure 6: Lily: A Conceptual Metaphor of Literacy

Student teaching. Preservice teachers were student teaching in both their first and second authorization student teaching placements during the fall and spring semesters of this research. These classrooms were sites of authoritative discourses. The classrooms of students, the cooperating teachers, and the preservice teachers provided a wide variety of experiences and discourses. The preservice teachers did not exist in a vacuum within their student teaching classroom. They were often members of grade level teams that planned curriculum and were influenced by the school-wide mandated curriculum. The current federal legislation of NCLB was another authoritative discourse site affecting these preservice teachers. All of these aspects of student teaching interacted together.

The three authoritative discourse sites that emerged from my reading of the data included preservice teachers' literacy biography, literacy courses in their graduate teacher education program, and student teaching. Although each preservice teacher was impacted by these authoritative discourse sites, they varied between each preservice teacher. In addition, these authoritative discourse sites did not produce a single, static discourse.

Figure 7 visually displays how the sites of authoritative discourses impacted the preservice literacy teachers' subjectivity. This visual is limited by its separate distinct circles. It does not show how each preservice teacher site varied, nor does it show the multiple discourses informing each site. For example, each preservice literacy teacher had different student teaching classrooms. Within each classroom, the discourses varied and did not offer one static discourse of literacy.

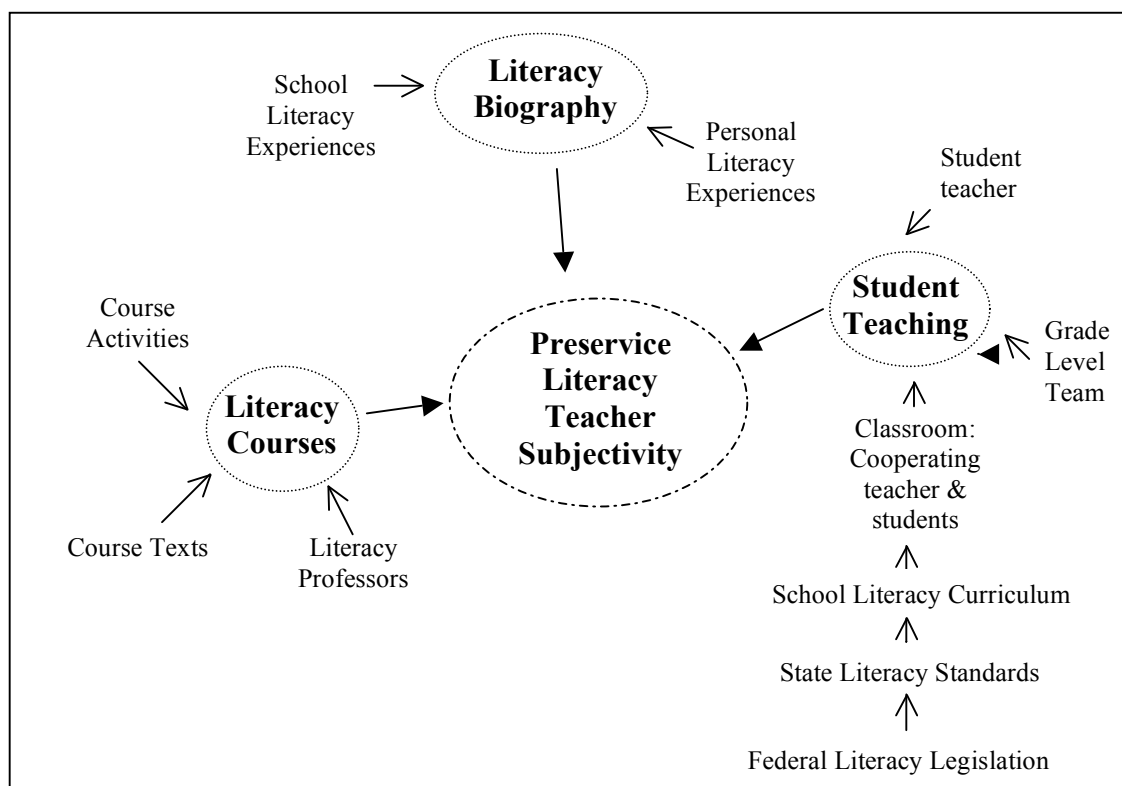


Figure 7: Sites of Authoritative Discourses Impacting Preservice Literacy Teacher Subjectivity

Deconstructive Literacy Discourses

The preservice literacy teachers in this study spoke from authoritative discourse sites I identified in their discourses. Each site neither delivered a singular, static authoritative discourse, nor were the sites similar for each preservice literacy teacher. In many ways these sites are both connected and separated. The preservice literacy teachers deconstructed literacy discourses from their biographies, literacy courses, and student teaching experiences. (See Figure 8.) Although this figure artificially separates the sites

identified in the data, it visually displays how these discourses can create preservice literacy teacher subjectivity, and thus their identity development. This subjectivity is seen through the arrows indicating how the discourses collide, align, and can do battle with one another.

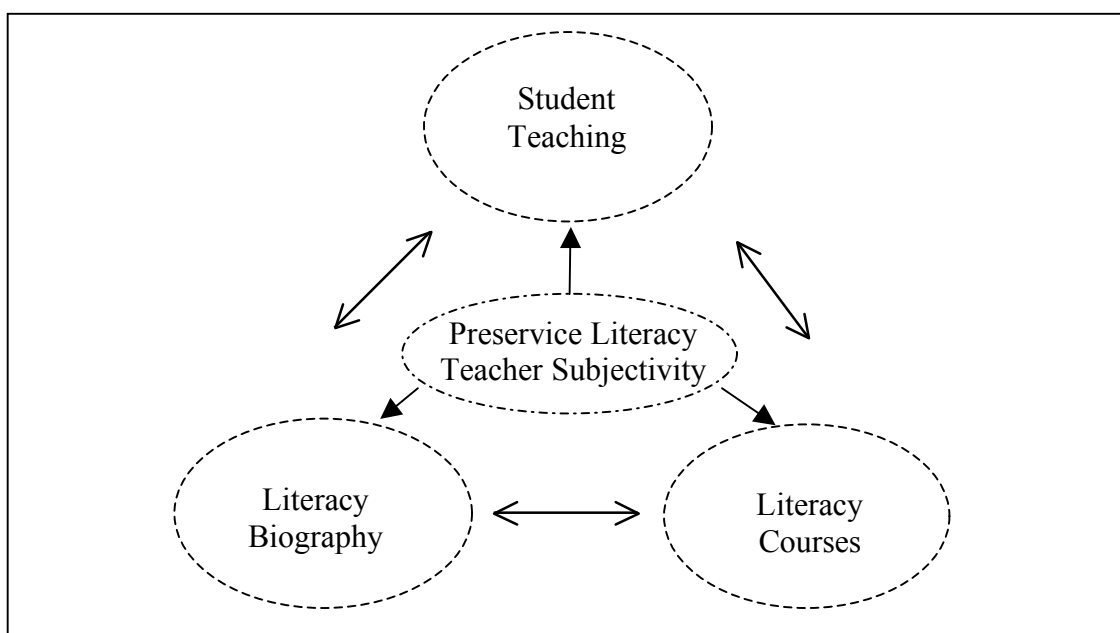


Figure 8: Preservice Literacy Teacher Subjectivity: Deconstructive Discourses From Student Teaching, Literacy Biography, and Literacy Courses

Deconstructive Discourses from Student Teaching

The preservice teachers' deconstructive discourses were grouped into categories from the authoritative site of student teaching: cooperating teacher's literacy curriculum, school's literacy curriculum, students in the classroom, and cooperating teachers.

Deconstructive discourses: Cooperating teacher's literacy curriculum. The preservice teachers' deconstructive discourses regarding their cooperating teachers' literacy curriculum were a significant discussion item during focus groups. Discourses from both the negative aspects of the literacy curriculum, as well as positive aspects, were identified in the data. Negative discourses identified were: "lack of reading/writing

integration” (Annie, F1; Mary Beth F3; Stef, F1, F3), “lack of understanding the writing process” (Annie F2; Stef, F1; Stef, F3; Ian, F4), “lack of assessment” (A.J., F3; Sienna, F3; Stef, F3), “assessment not driving instruction” (Sienna, F1; Ian, F1), “lack of student engagement” (Annie, F1, F2; Sienna, F1), “lack of access to read independently” (Mary Beth, F3; Stef, F1, F3), “lack of reading instruction” (A.J., F1; Stef, F3), “lack of reading comprehension” (A.J., F1), and “lack of access to read alouds” (Jenny, F4; Ian, I).

Positive discourses identified were: “use of peer writing conferences” (A.J., F2), “similar literacy structures and strategies” (Jenny, F2), “authentic writing” (Annie, F3), “access to reading” (Stef, I), and “climate to ensure all students are successful” (Mary Beth, I).

Three vignettes follow that represent the negative and positive deconstruction discourses from the preservice literacy teachers regarding their cooperating teachers’ curriculums.

Stef (F1) used deconstructive discourses of “lack of understanding the writing process.” Stef’s cooperating teacher required students to select between four teacher created writing prompts on the board. Students were to go through the entire writing process in five days and if they did not finish, they had to stay in from recess until it was completed. Stef (F2) also used similar deconstructive discourses of “lack of understanding the writing process” during the second focus group session. She expressed her concern that her cooperating teacher made her third graders write two page stories, and if students wrote stories that were not two pages, the teacher would ask students to continue writing until the second page was filled. Stef shared her questions regarding the curriculum with her peers in the focus group, “*Why are we doing this? What is this for? What are we doing?*”

Stef is positioned by her cooperating teacher’s writing curriculum that forces students to choose from teacher selected prompts, complete the writing process in five days, and have all students produce two-page stories. She is questioning these practices as she rhetorically asks, “*Why are we doing this? What is this for? What are we doing?*” These questions are indicators of Stef’s ability to see the philosophical underpinnings of her cooperating teacher’s curriculum. It is apparent that her cooperating teacher’s way of teaching writer’s workshop is not aligned with Stef’s understanding of writer’s workshop.

Sienna (F1) used deconstruction discourses of “assessment not driving instruction.” She shared how her cooperating teacher worked in conjunction with the team of third grade teachers to assess students’ reading level in September. The third graders were ability grouped into low, medium, and high. Students remained in these static groups the entire time Sienna was a student teacher in the classroom. Sienna expressed the sad irony that students get “*deported*” by ability groups into the three third grade classrooms, yet they all read the same story from the same anthology each week. Sienna stated, “*I feel like I am in the dark ages.*”

Sienna is positioned by her cooperating teacher’s discourse of reading curriculum. Although students were assessed, leveled, and divided into classrooms by level, the reading material was standardized for all students. Her frustration is apparent as she sees the problems related to this type of reading curriculum.

As Jenny (F2, I) discussed life as a student teacher in her cooperating teacher’s classroom, she shared all the connections between her coursework and her teacher’s literacy practices. She shared how her cooperating teacher had many of the same literacy structures as her literacy courses. These included: writer’s workshop, including a daily author’s chair; weekend news; self-selected book boxes for independent reading; read alouds; and shared reading. Jenny shared how her teacher even had introduced the same proficient reading comprehension strategies like text-to-text and text-to-life that were taught in her literacy methods courses.

Jenny’s ability to see the connection between her cooperating teacher’s literacy curriculum and her literacy coursework indicated she was aware of the literacy structures and strategies. Jenny (I) stated:

Before I took your courses, I had no idea how to teach reading and writing....Just reading about it and understanding what it should look like hypothetically in the classroom, and then actually going into the classroom, I think, has helped me a lot with reading and writing.

Jenny’s ability to deconstruct her cooperating teacher’s literacy curriculum and see how it aligned with her university coursework was a way in which to reinforce the structures and strategies of literacy that indicate her developing identity as a teacher of literacy. This later caused me to question if this created problems for Jenny, as she does not experience

the same tension of disconnect as the other preservice literacy teachers. Without this tension, she is not forced to sharpen her theoretical/philosophical beliefs of literacy because she is surrounded by the practices from her literacy methods course.

Deconstructive Discourses: School Literacy Curriculum. Ian, Mary Beth, Sienna, and Stef were placed in schools that had scripted reading curriculum. During focus groups and interviews, the preservice teachers talked in deconstructive discourses regarding the scripted curriculum. Discourses such as “scripted formula of instruction” (Ian, F4; Sienna, I; Stef, F1, F4), “inappropriate texts” (Ian, F4; Mary Beth, I), and “assessment not driving instruction” (Mary Beth, I; Sienna, F1) were identified in the data. Ian and Mary Beth’s discourses highlight this theme of deconstructive discourses regarding the school’s literacy curriculum.

Ian (F4) was able to use deconstructive discourses of “scripted formula of instruction” as he analyzed the school’s literacy program. His cooperating teacher followed the reading curriculum as a script starting with the first story in the anthology the first week of school and working through each story until the end of the school year. Each week his cooperating teacher followed the same structure of round robin reading the first day, partner read the story the second and third days, the teacher read aloud the story on the fourth day, and then students took a multiple choice test on the story on the fifth day. Ian shared how “*Some kids could slip right through,*” because the formulaic structure for teaching did not take into account the students’ reading abilities or interests.

Ian had the opportunity to see curriculum being instructed in ways that did not agree with his theoretical/philosophical beliefs of literacy and was able to deconstruct and label the ineffective qualities.

Mary Beth (I) was placed in a school that had received a federally funded Reading First grant through the state’s department of education. This grant came with money to purchase a “scientifically proven” reading curriculum. Mary Beth used deconstructive discourses of “inappropriate texts” and “lack of access to independent reading” when she explained the scripted reading program in her student teaching placement. She illuminated the problems with the scripted reading program that prescribed all students

read the same story regardless of reading ability. Mary Beth found the absurdity of having second graders that read at the fifth grade level reading the “phonics library.” In contrast, she shared also how ineffective the “phonics library” was for struggling readers because the content in the stories did not make sense, since her ELL students were “*confused out of their minds.*”

Mary Beth (I) also found it ironic that the Reading First grant came with funds to buy “*tons of books,*” but that the school was not to do independent reading because it stated that it was not identified as one of the essential blocks from the National Reading Panel (NRP). Mary Beth’s vignette indicated how the pervasive power of the federal legislation of NCLB’s authoritative discourse, which used (or some might argue misused) the findings of the NRP when creating standards for Reading First Initiative impacted her developing identity as a teacher of literacy. Mary Beth studied independent reading for her action research project and indicated that the “*panel never found that it [independent reading] was bad; they just didn’t find research to support it in the sense that they were scientifically based.*” Mary Beth’s own discourse of independent reading from her reading and action research was in conflict with the discourses of her student teaching school’s curriculum.

Deconstructive Discourses: Cooperating Teacher/School Personnel. Several of the preservice literacy teachers used deconstructive discourses regarding their experiences working with cooperating teachers/school personnel. Discourses included “value of independent reading” (Mary Beth, I), “disengaging” (Stef, F1), and more broadly “authority” (A.J., F1, F2; Annie, F1; Ian, F1; Sienna, F1) There were two distinct stories in the data that illustrated how the preservice literacy teachers were caught between competing literacy discourses.

Mary Beth’s (I) story was her struggle of the discourses surrounding the “value of independent reading,” which was between the “independent reading is ineffective” discourse from the Reading First coach in her student teaching school and Mary Beth’s own discourse of “independent reading as effective,” based on her reading and action

research project. The extensive excerpt below from her interview describes Mary Beth struggling under two competing discourses:

I went into it [action research project on independent reading] such a staunch silent independent person, but then [I was] constantly getting things from Reading First training, and the reading coach [talking] about how independent reading is not effective-- it is not fair to these kids, because of their early literacy background. We can't catch them up by doing the same things we do for students with high literacy backgrounds. I agreed there are some points, and then I started reading [the research]. Ok, I get that point, that is different. They have had a different background than I did, and some of these other kids. So to teach them and to think you are going to get them all caught up, all these things I constantly felt so confused and so I don't know? That's a good point, that's a good point? So I grew so much and thought about so many different [points of view]. [I was] constantly just thinking about it, but it was also interesting because there was this constant tension because them knowing, especially the reading coach knowing [about my action research] --she's a little bit more with Reading First and agreeing with all of that, which was talked about constantly. The big gripe was they need to teach these kids, these teachers in their teacher graduate programs. They should stop teaching them reading, they are so mad about the reading, the way literacy was taught in these programs. So they were going off about that a lot while I am sitting right there. So, I knew that there was that tension there, and constantly asking me what have you found? My teacher was [saying] there are definitely some [students] that are not on task. I don't know. [This was] definitely a huge growing experience, in so many ways. Being careful not to be too "Well, no, this is what I found" because I wanted a job there, but also learning how to, I see their point, and I know my experience, and trying to figure out. It was just a huge growing experience for me, definitely learned some things I hadn't thought about because what's wrong with partner reading, until they get to that stage [of independent reading], but I know, you can't throw the baby out with the bath water type of thing and say "Well silent independent reading No, it's not even worth it." It also gets me excited to do research, so exciting for me. So, I don't know if that was what you were asking? How it impacted you? It was really huge. It got me excited about teaching; It got me excited and feeling like so a part of these kids development and an advocate for them. Really, really pushed me to want to know why I do anything. ...It just made me feel like I really want to know everything that I am doing, and be able to back it up and explain it and do it. Otherwise why am I doing it?

Mary Beth's subjectivity is constituted from this battle between "independent reading as effective" vs. "independent reading as ineffective." She introduced a literacy structure that was not "approved" by the Reading First specialist. Her interactions with the Reading First specialist caused her to be pushed to know why she uses certain literacy structures like Independent Reading. The Reading First specialist also complained about the inadequacies of teacher education programs because they did not teach reading correctly, which in her case meant reading instruction needed to be aligned with The Reading First Initiative's understanding of the National Reading Panel's research. This experience was a time of battle of two competing discourses creating her subjectivity. Ultimately the "independent reading is effective" won out, and the experience left her wanting to know "*why I do anything.*"

Sienna (F1) is another example of how a preservice teacher was caught between her cooperating teacher's authoritative discourse of literacy and her own discourses of literacy. This can be seen during a conversation in the first focus group between Sienna, A.J., Ian, and I. The discourses of the "power of the cooperating teacher" were evident in this interchange:

Sienna: *I tried going through it [scripted reading lesson] fast but I got caught because she [cooperating teacher] happened to be in the room and then on my little feedback sheet she keeps in a little notebook and writes notes on a lot of my lessons. She just said, "You need to extend your lesson time and you know you could be 15 minutes white board, 15 minutes overhead, 15 minutes of the worksheet." I got a little friendly reminder that I am still under her belt I guess [laughter]*

Mindy: *This is when you were doing your primary teaching?*

Sienna: *Yes. That's the other thing....I mean I am getting used to it, but I thought that she [cooperating teacher] would be [gone] during [my] primary duty, but she is actually there most of the time.*

Mindy: *Ok*

Sienna: *I'd say 90%*

Mindy: *Writing in her notebook*

A.J.: *I feel better already*

Sienna: *[laughter] Yes.*

Mindy: *And somehow you have to take that notebook with a grain of salt which would be really hard to do I imagine.*

Sienna: *Oh yeah it is. Yeah, exactly. She's not a mean person; in fact she is a caring person. She is just very regimented and-*

Ian: *Likes control*

Sienna: *Structured. Yes. [laughter]*

Sienna was positioned by her cooperating teacher in ways that impacted her developing identity as a teacher of literacy. Sienna's cooperating teacher reminded Sienna that her discourses and practices of literacy were accepted, and that Sienna's attempts to do things differently would not be tolerated. The power of her cooperating teacher's ideology and control were at battle as Sienna's literacy discourses were called into question.

Deconstructive Discourses: Students in Classroom. The students in the classes of these preservice teachers did not always accept the literacy discourses their student teachers tried to implement. Discourses of "resistance" were identified (Sienna, F2, Jenny, F2, A.J., F2, Stef, F2).

Sienna (F2) shared the struggle students created as she tried new ways of teaching literacy:

I think I have resistance with [this] group because it was major disequilibrium the first time. I mean, it was times of extremes of What do I do?, Where do I go?, a lot of uncertainty in the unknown and now, I mean, like today, I did a lesson with Colonial times we got into groups and they designed posters and so they were tying the reading into what it was back then to now and then they asked for questions of the class. It was a real success, but it has taken three to four weeks to get them there.

Sienna's deconstructive discourse of "student resistance" indicates the ways in which her students impacted her ability to teach literacy, and thus her identity as a teacher

of literacy. If Sienna would haven given up teaching her literacy ideas due to student resistance, she may have ended up keeping up the status quo of her cooperating teacher's literacy curriculum. Instead, she persevered and her students experienced “*real success*” with the integrated reading and writing curriculum.

Another time Stef, A.J., Jenny, and I (F2) dialogued with each other to debrief the resistance their students were giving them:

Mindy: *Why do you think kids might resist doing something that we consider worth doing? And if that is the case how can we bridge them to the point where they would do it?*

A.J.: *Maybe because it has a different meaning when we as student teachers come in and take over mid-way. I think it is because it is different, they're used to doing nothing and all of a sudden that have to do something...*

Mindy: *Has anyone else felt resistance like when you tried something that was different than what the teacher did? or kids just...*

Jenny: *Yeah, I mean first graders, I know they always point out anything that you do that is different. That's not how Ms. B. does it.*

Annie: *Sometimes the imagination stops when you want it to keep you know you want it to keep going.*

Stef: *[My class doesn't] do DEAR time. Only after library once a week, did they ever have DEAR time so when they did start doing it [reading independently]... they were like “Can we do our January fun pack?” [Which] were just these puzzles. She always let them silent read or do January fun pack or a play game. So they were never really reading—[especially] the kids who probably didn't read at home. So, when I started doing DEAR they were like “We have to read? Well, how about my January fun pack?” or this measure thing. I think a lot of the resistance is just because it is what they are used to but I think the whole getting them used to it is just having a positive tone about it, like “You get to read! This is reading time. Yeah, we are going to read” by being positive, you're not making it be punishment, [saying] “No, you have to read right now” like this negative thing.*

The deconstructed discourse of “student resistance” in this exchange shows how Jenny, A.J., and Stef all had this similar experience. Together they are able to share, predict, and debrief this resistance.

Deconstructive Discourses: Self as Student Teacher. The preservice teachers also used deconstructive discourses about their own teaching as student teachers in their classrooms. They shared discourses of “success” (A.J., F2; Annie, F3; Mary Beth & Stef, F3; Stef, F4), “cooperation” (Mary Beth & Stef; F3), and “questions” (Jenny, F4, I; Sienna, O; Stef, F1, I).

Annie (F3) shared how effective her reading lesson went when her principal came to observe her teach. Annie and I had emailed back and forth seven times over a few days prior to her lesson on reading comprehension strategies to develop and refine it. When we met during this third focus group, Annie began by sharing “*my principal gave me some great feedback and was really impressed by the lesson you helped me with.... She really liked it.*”

This example of a discourse of “celebration” was representative of many moments in our focus groups. We were able to share what worked with our students. This allowed opportunities for the preservice teachers to hear about strategies that they might not have been able to see in their own student teaching classrooms. It gave them a clear model of what they could “try on Monday.” McWilliam (1995) suggests that preservice teachers need practical ways in which to teach. These types of exchanges allowed for the preservice teachers to hear about effective literacy practices not only from professor to student but from student to student.

Here is a segment of the transcript where Stef, Jennie, Annie, and I (F4) reflect on Stef’s literature circle work sample. The discourses were varied from “celebration,” “questioning,” and “affirmation.”

Mindy: *How did your literature circles go?*

Stef: *They went well, really well and my cooperating teacher was just like, “Wow you know they are really doing it, they are doing a good job and actually discussing it.” I’d sit in on their lit circles and help them and for the most part they were always, I mean*

there was one group that was always kind of had issues because there were more people in their group and for the most part they were always talking about stuff and they'd be flipping through their books and proving and like well no, here's this quote. They'd be digging through it and they had their post-it notes and they loved them. Overall I felt they were really successful We had a culmination project thing at the end that was just like they were all clapping and it was like "We love it, thank you Ms. S. I love lit circles, are we going to have lit circles today?" They were all excited about it. Some of them wanted to keep their books longer even after they'd read it.

Jenny: *What books did you read?*

Stef: *We did Esperanza Rising, Bud Not Buddy, Among the Hidden, The Great Turkey Walk, and Because of Winn Dixie. It ended up, it went really well. I felt really satisfied about the whole thing. It was good.*

Mindy: *Great.*

Annie: *Did you learn a lot in the process?*

Stef: *Yeah, I did.*

This transaction between us is another example of how the focus group created opportunities for students to hear what each other were doing, to share ideas, and to celebrate successes.

The discourse of "questioning" can be seen another time with Stef (F1). She raised questions to the group about how she had a student that was a struggling writer, and she was not sure of how to best support him. She asked, "*Is that [transcribing for the student] good or bad to do?*" The preservice teachers joined in the conversation and agreed that this might be the best intervention for this student at this point in time. We discussed ways in which Stef could bridge him to more independence once his confidence and skills were built.

This example of asking questions to the group is another powerful example of how the focus group gave students a space to question literacy practices. These opportunities allow them to deal with disequilibrium, not as a threatening experience, but as an opportunity to grow (Britzman, 1986).

Deconstructive Discourses from Literacy Biography

The preservice literacy teachers used deconstructive discourses related to their own literacy biography. Discourses identified were seen in two distinct categories: positive experiences to continue, and negative experiences to be avoided. Positive discourses included: “time for creative writing” (Annie, I; Ian, F2), “connect through writing” (Ian, F2), “structures for literature circles” (Stef, F3; Mary Beth, F3), “importance of real literature” (Ian, F1; Stef, I; A.J., I), “passion for learning” (Annie, F1, I; Ian, I), “authentic literacy experiences” (Annie, I; Ian, I). Negative aspects included: “avoid round robin” (Sienna, F2), “avoid workbooks” (Stef, I).

As previously discussed in her profile, Stef (I) used deconstructive discourses regarding her own elementary experience with workbooks and how they caused her friend to feel like she was “*a bad reader.*” She shared:

I did these phonics workbooks where it was a huge book this thick. So, I see the lack of value in those worksheet in [my] second grade [student teaching placement]. I remember I had a friend who had a lot of learning disabilities and she always did really bad and she got things wrong. She always really struggled and made her feel like she was a bad reader...Then when I was teaching 2nd grade and I had to give a lot of worksheets I always felt bad. It always made me not make kids do them or not put a lot of emphasis on them just because I know from my own experiences they weren't valuable

In this vignette, Stef is positioned between her deconstruction of her biography and the deconstruction of her student teaching experience. Her cooperating teacher expected her to give students phonics worksheets, similar to the ones she did as an elementary student. Yet, Stef felt they were not valuable. These competing discourses from her two experiences in elementary schools impacted her subjectivity, and the discourses collided against one another.

Ian (F2) also used deconstructive discourses from his literacy biography. Throughout the focus group he talked about his personal life experiences in literacy. Then when Ian (O) discussed how his cooperating teacher taught grammar in isolated lessons and worksheets, it conflicted with his literacy biography. He shared (F2):

I am stuck in my perspective, because so much of how I've learned to enjoy reading and writing. I feel like so much of how I discovered and

started enjoying that guides how I feel like students are going to grow as readers and writers but, I mean, ultimately it comes down to what the kids, what the kids can resonate with, relate to, connect to or enjoy because I know it is probably the same for a lot of us, I never enjoyed diagramming sentence or doing grammar.

Like Stef, Ian's subjectivity is influenced from the two competing discourses of literacy: his cooperating teacher's literacy curriculum and his literacy biography. His literacy biography appeared to have the most power as he spoke from discourses of "discovery," "enjoyment," "connection," and "relate."

Deconstructive Discourses from the Literacy Courses

The preservice teachers used deconstructive discourses related to their literacy courses. They used discourses of "professors" (Annie, I; Ian, I; Jenny, T) "course activities" (Ian, T; Jenny, T; Mary Beth, T; Sienna, I; Stef, T) and "course texts" (Ian, T; Stef, T). All the discourses were positive, except for one example from Stef and Mary Beth (F3).

Sienna (I) discussed how valuable her professors and the course activities were in her literacy courses. She said her professors:

Were just awesome—showing us strategy after strategy. And I mean that is what really got me thinking about literacy and the importance [of literacy]. I remember standing up and reading us text, that was so neat. Having us actually do it [literacy activities] not just tell us and so then learning by doing. That really influenced me.

This type of comment was representative of other positive feedback regarding the literacy courses. Sienna highlighted the importance of strategies, read alouds, and learning through authentic experiences. The discourses and experiences from her literacy courses appear to have a hold on her subjectivity.

Another example of the preservice teachers deconstructive discourses related to their literacy course can be seen in a group discussion on literature circles with Sienna, A.J., Stef, Annie, Mary Beth and I. Sienna asked Stef if she was using the role sheets that were introduced as one structure for literature circles based on a model from Daniels

(2002). Stef and Mary Beth (F3) begin describing their experience of using the role sheets in their fall term literacy course.

Stef: *We talked about that [using the role sheets]*

Mary Beth: *But then we thought about our experience [in the fall methods course] with the literature circles, remember that?*

Stef: *Yes*

Mary Beth: *And that is when we decided not to [use the role sheets]. I totally engaged with the book, but I didn't think about anything other than my role. I was passage picker, I just did my passage picking and then I was done. If we were doing that and we are graduate students who want to teach. We were more motivated than the average elementary kids doing this [literature circles] then how much less so are they going to want [do the role sheets]. Will they easily fall back on that? So we just decided we weren't going to even touch [the role sheets].*

Stef: *And I felt like in our thing, Annie, you and I were in the same one when we did those Harvey Daniels. Anyway, I just remember it being like share my thing and then set back and just listen to everyone share. It wasn't really like a discussion where we were all kind of talking about the book it was kind. It was useful/dangerous thing. I am really glad I had that experience doing that, I mean otherwise, I would have been like, Oh, because everyone [in the schools] was doing it with the role sheets.*

In this dialogue, Mary Beth and Stef were critiquing the negative aspects of the Daniel's literature circle model. They found it did not allow for a natural conversation to occur about the text. Instead, it felt like giving individual reports. This experience during the literacy methods course had such a powerful impact that it changed the ways in which Stef and Mary Beth taught literature circles during their student teaching.

Summary of Deconstructive Literacy Discourses

Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth used deconstructive literacy discourses from their authoritative discourse sites of student teaching, biography, and

coursework. Some of these were examples of the preservice teachers simply using deconstructive discourses regarding an experience (i.e. Annie's successful lesson); other deconstructive discourses were interactions between several preservice teachers (i.e. Stef and Mary Beth's literature circles). There appeared to be another layer when the preservice teacher would use deconstructive discourses to critique one discourse against another. The competing discourses would do battle against each other, as in the case of Mary Beth's experience with the Reading First coach and Sienna's experience with her cooperating teacher's authority. In others, one discourse would appear to win out, like in the case of Stef's experience with workbooks and Ian's experience with teaching grammar. These indicated as Gee (1996) states that "Discourses have meaning only in relation to one another" (as cited in Marsh, 2002, p. 336). These examples all indicate ways in which discourses work at the site of subjectivity, and thus how preservice teacher identities are developed. Their identities appear to be developing as they use deconstructive discourses to critique, take apart, and process their experiences as student teachers.

Of course, not all of the preservice teachers were able to use deconstructive discourses that showed an understanding of the literacy concepts aligned with the discourses of their literacy courses. For example, when A.J. (F2) used "comprehension" deconstructive discourse regarding her cooperating teacher's practices, she discussed how her teacher was having students complete state reading multiple choice practice tests for two weeks. First the students completed the third grade tests as a whole class, and then they completed the fourth grade tests individually. A.J. was excited because she felt her cooperating teaching was finally teaching "comprehension." She wrote in an email, "*Houston we have comprehension.*" The understanding that comprehension was equal to multiple choice tests was in stark contrast to how comprehension was discussed in her literacy coursework and the teaching times at the beginning of each focus group. Comprehension was discussed in terms of proficient reader comprehension strategies of visualizing, predicting, activating schema, determining important information, questioning, and using appropriate fix-up strategies (Harvey & Goudvis, 2000; Keene & Zimmermann, 1997; Miller, 2002). This inability to understand literacy impacted A.J.'s

identity development as a teacher of literacy. It impacted the ways in which she negotiated the teaching of literacy.

Reconstructive Literacy Discourses

The second theme in the data was reconstructive literacy discourses. Identity development was seen not only in the ability for Ian, Annie, Sienna, A.J., Jenny, Stef and Mary Beth to use deconstructive discourses regarding literacy to critique, question, and take apart literacy, but also in the ability to use reconstructive literacy discourses. These were times when they verbally imagined who they might become as a teacher of literacy and how they would become this ideal. Often, these were discourses in formation, where the preservice teachers would engage and dialogue with each other to clarify, expand and experiment with different literacy discourses. The reconstructive discourses were identified into the categories of structures of literacy, philosophy, evaluation, and future plans for growth.

Reconstructive Discourses: Structures of Literacy

Discourses of reconstructing structures of literacy were the most prominent in the data. Students spent a great deal of time discussing the types of literacy structures they planned to try, how the literacy structures would be implemented, what strategies and skills would be used in each of the structures, and how they would assess literacy. Structures included: “writer’s workshop” (A.J., I; Annie, I; Ian, F1, I; Jenny, I; Stef, I), “shared writing” (Annie, I), “writing journals” (A.J., I), “reader’s workshop” (A.J., I; Ian, F4, I), “literature circles” (Annie, I), “read aloud” (Ian, I; Jenny, I; Mary Beth, I), “shared reading” (Mary Beth, I; Stef, I), “guided reading” (Annie, I; Jenny, I; Mary Beth, I; Sienna, I; Stef, I), “independent reading” (A.J., I; Annie, I; Jenny, I; Mary Beth, I; Stef, I), and “mini-lessons” (Annie, I; Ian, I; Stef, I). Assessment strategies included: “status-of-the-class” (A.J., I), “running records” (Annie, I), “conferences” (A.J., Annie, I; I; Ian, I; Stef, I), self-assessment (Ian, I), and portfolios (Annie, I).

Mary Beth (F1) used reconstructive discourses of “independent reading,” “conferences,” and “match books to readers” as she shared ways in which she plans on structuring her future independent reading time. She stated,

I like that she [Sharon Taberski] has two separate independent reading times, especially after looking over my [action research] data and doing all that I really like the two separate times so they can, so she is making sure that they are doing one with conferences to make sure they are matched with the book that they can actually read but then they can pick their books for the other DEAR time. So that means that they are actually getting feedback, I really like that model.

Mary Beth was referring back to the discourses of her literacy course text to help her reconstruct what literacy would look like in her future classroom. This structure of independent reading would allow Mary Beth to meet the individual needs of her students, give them time to read, and assess their reading. The authoritative discourse of her text and her action research project on independent reading informed her re-imagining of future plans for teaching literacy.

A.J. (I) also reflected back to a course text (Atwell, 1998), and how she planned to assess students reading. She plans to walk around with a clipboard and knowing “*where every kid is and what book they are reading, and how they are doing on their writing.*” A.J. also indicated that she wanted to spend the first month or two “*listening to all the kids read, because apparently that is really important...I’d want to know more than where they were messing up, I’d want to hear each kid. Plus that one-on-one time gives me five minutes to get to know them.*”

It is apparent that A.J. does not fully understand the reason for the assessment strategies she plans to use when she adds “*because apparently that is important.*” The literacy course discourse is authoritative in the sense that she repeats its mantra. It is unknown if this reconstruction will ultimately lead to a change in practice or if she was just “trying on” this discourse.

Ian (F1) was able to identify ways in which he reconstructs his experiences for his future teaching. He shared how he plans to give students “*freedom to be creative*” through “*writing for extended periods of time.*” Later in the focus group, he shared how

he plans to teach literacy. He stated, *“I think real literacy comes from the writing workshop where they [students] read and write as writers. They feel they are writers.”*

Ian has a strong sense of the structures he plans to use when teaching writing. He mentioned his personal biography and experiences teaching writing as a student teacher several times in his data. His timeline indicated that his action research study on writer’s workshop gave him “a clear plan for setting up future workshops.” His reconstructive discourses are grounded in authentic research and experiences than A.J.’s visions that have not been modeled outside of her literacy courses.

Reconstructive Discourses: Philosophy

The preservice teachers used philosophical reconstructive discourses. The discourses identified were “student centered” (A.J., I; Annie, I; Ian, I; Stef, I), “engaging” (Ian, I, F2), “flexible” (Annie, I), “meaningful” (Annie, I; Ian, F2, I; Sienna, I; Stef, I), “integrated” (Annie, I), “passionate” (Annie, I, F1; Ian, I), “successful” (A.J., I; Ian, F2; Stef, F2, I). “flexible” (Annie, I), “access to time to practice” (Annie, I; Ian, I; Stef, I), and “life-long love of literacy” (Annie, F1). These reconstructive literacy discourses were used to describe the types of classrooms they wanted to create—the foundation to determine the literacy structures, strategies, and skills they would select.

Annie (F1) shared her rationale for teaching literacy. *“I want them to just love it, love the reading and the writing because they want to do it and they love it and they are invested in it because they are passionate about it.”* Later in Annie’s (I) interview she shared about her philosophy for teaching literacy, *“The main goal is to create meaning and teaching for understanding.”*

Ian (F2) used similar reconstructive discourses, as he imagined the ways in which he plans to teach literacy. He discussed how he wanted to make literacy *“meaningful to them [future students].”*

Both of these examples indicate the authoritative discourses informing their philosophy of literacy that will offer the foundation to determine the types of literacy practices that students indicate will happen in their future classrooms.

Reconstructive Discourses: Evaluating Literacy Curriculum

Several of the preservice teachers used reconstructive discourses of evaluation. These discourses of evaluation were seen in “useful/dangerous” (Stef, I), “getting acquainted with the curriculum” (Ian, I; Mary Beth, I), “knowing kids” (Annie, I), “be open” (Annie, I) and “using philosophy system” (Annie, I). The reconstructive discourses of evaluating curriculum share ways in which these preservice teachers can not only critically analyze curriculum, but determine what curriculum to use in the future.

Stef (I) shared how it is important to think in terms of “*useful and dangerous*” which was a strategy for deconstructing curriculum used in her literacy courses. She shared how she could read through an anthology and only use the “*valuable*” stories, and how she could “*take out what is valuable*” and do her “*own thing*.” Stef also spoke of her curriculum as a “*resource*,” which was another concept discussed frequently in class. Stef knew that she would need to be “*discriminating, know your kids, you know what is at their reading level, you know their interests, and they know when a book is boring*.”

Stef’s discourses of evaluating curriculum are discourses of accommodation (Smagorinsky et al., 2004), as she described ways in which to alter existing programs without calling into question the program itself.

Mary Beth (I) said the first thing is to “*really getting acquainted with it [curriculum]*.” She mentioned that she will become more acquainted with the challenge books in the curriculum and “*dig*” because there are “*so many supplemental.s*” Like Stef, Mary Beth shows discourses of accommodation as she discussed ways in which she could work within the literacy curriculum.

Annie’s (I) reconstructive discourses of literacy are seen in her interview as she shared how she will evaluate curriculum based upon her philosophy and belief system of literacy:

I would say finding out what the kids enjoy, and then monitor and adjust and always [be] constantly monitoring and adjusting because ...Routman, in that first section [of the literacy course text Conversations] says [you should] always learning as a teacher and how important professional development is and collaborating with other teachers. She lays out first and foremost for us as teachers to try not to be set in your ways, like “This is how I do it.” [Instead] let’s reassess myself and see what I could be doing better and how maybe this group of kids is way different from last

years, so what do I need to adjust to be make sure that they are enjoying it.

Contrary to Mary Beth and Stef, Annie's evaluation tool is based in her knowledge of theory/philosophy of literacy. Her reconstructive discourses of "knowing kids" and "being open" indicate ways in which she will not be bound by set curriculum.

These varying ways to evaluate curriculum indicate the power of the mandated literacy curriculum as an authoritative discourse for Stef and Mary Beth. Annie is did not experience this same type of mandated curriculum. Her literacy discourses are aligned with the discourses from her literacy methods course text and content. Annie is aware that one's philosophical/theoretical belief system of literacy will determine the types of literacy structures, strategies, and skills she will implement.

Reconstructive Discourses: Future Plans for Growth

The reconstructive discourses of future plans for growth in their development as teachers of literacy can be seen in Annie and Ian. Discourses of "reflection" (Annie, I), and "small literacy community" (Ian, I) were identified as discourses to continue the process of reconstruction.

Annie (I) saw the need to be actively involved in her development as a teacher of literacy. She reflected:

I know I need to continue my literacy development and professional development just as much as my kids, and then reflect on it and reflect on everyone else around me to see how they are developing themselves and then learn through each other.

As she processed the focus groups she shared how *"these kinds of conversations really help a lot to formulate thoughts because I know what I believe but being able to talk about it is another thing and having the language."*

Annie explicitly stated how her continued growth as a literacy teacher is vital to her teaching. She has a desire to always be growing in her development as a literacy teacher and professional.

Similarly, Ian (I) dreamed of developing a literacy community. In his individual interview he stated,

It would be really cool to have a small literacy group like we had with literacy teachers. I feel like when I am a teacher the networking won't be as easy. When you are at school, you are obviously with all these people that are in the same situation doing the same type of thing, its great, but why isn't that the case in schools? It just gets more independent it seems like; each teacher does their own thing. They work together to some degree but they never have these independent small, non-school funded planning sessions with other teachers. I feel like that would be extremely valuable.

Ian concluded his timeline with, “*Completes program with interest in further reading and understanding of mid-level and elementary workshops and strategies.*” Ian’s quest for continued learning is evident.

Both Ian and Annie’s plans to continue their development as literacy teachers is clear in their discourses. Their desire and need to continue to reconstruct who they are becoming as teachers is a sign of their desire to continue to use discourses to re-invent identities as teachers of literacy.

Summary: Reconstructive Discourses

The reconstructive discourses from Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth were seen in the categories of structures of literacy, philosophy, evaluation, and future plans for growth. The ability of these preservice literacy teachers to use deconstructive discourses to look back upon their literacy biographies, literacy courses, and student teaching appeared to impact their reconstructive discourses as they shared whom they wished to become as teachers of literacy. The poststructural focus of continued transformation is seen in these discourses. This continual transformation is seen in a couple of ways, as some of the reconstructive discourses are based on working within the literacy structures like with Stef and Mary Beth, while others like Annie see beyond the boundaries of curriculum. The ways in which they speak and process together, in how they want to teach literacy, and why and how they will make these decisions, is critical to their identity development as literacy teachers. What is most promising to me is when Ian and Annie indicate how and why the plan to continue this cycle of re-invention.

Agency: Strategies and Discourses of Literacy Negotiation

The third major theme in my data was agency, which was seen in the strategies and discourses of negotiation lived out as student teachers. These discourses were seen as the preservice literacy teachers negotiated the competing discourses of literacy during student teaching. This theme differs from the reconstructive literacy discourse theme because these were the “actions,” not just the imaging, sharing, and dialoguing the thoughts of the preservice teachers as they student taught. In order to make sense of these discourses, it is important to first understand the negotiation strategies Ian, Annie, Sienna, A.J., Jenny, Stef and Mary Beth used during student teaching. The discourses of “how” and “why” they used varied strategies of negotiations can be seen in context. These strategies of negotiation and discourses of negotiation return back to the original question because these strategies are preservice teachers’ identities in performance (Butler, 1997). It is their performance of negotiating that indicates identities in action—their agency.

Negotiation Strategies Used by Preservice Teachers

Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth experimented with a variety of negotiation strategies. They ranged from choosing not to negotiate, to negotiate within the structures of their student teaching, and to negotiate outside the structures of their student teaching. These literacy negotiation strategies by the student teachers were loaded with political pressures and decisions.

Choosing Not to Negotiate.

Neither A.J. nor Jenny shared strategies they used to negotiate literacy during student teaching. Each had different reasons for not negotiating, which will be explored later in this theme of agency.

Change Within the System

Ian, Annie, Sienna, Stef, and Mary Beth shared the varied ways they worked within the system to negotiate literacy during their student teaching. Strategies identified were “do required curriculum faster to create more time” (Stef, F1; Sienna, F1), “rewrite

worksheets” (Sienna, F1), “modify literacy curriculum” (Annie, F3; Ian, F4; Mary Beth, I; F4; Stef, F2, F4), “modify novel unit” (Mary Beth, F3), “add teacher modeling to lesson” (Annie, F3; Ian, F4, I), and “alter reading group structures” (Sienna, F2). What follows are descriptive explanations of a few of the strategies of negotiation within the literacy structures of the classroom.

Faster. Stef (F1) shared how she had students go through their phonics workbook as quickly as possible so students could spend time reading independently.

Rewrite Worksheets. Sienna (F1) created her own comprehension worksheets instead of using the comprehension worksheets from the curriculum. Instead of one option, as typically given to her students, she created five choices for students.

Modify Literacy Curriculum. Stef (F2) read the stories, as prescribed by her cooperating teacher, but chose to infuse her knowledge of reading comprehension strategies. So, before she read a story to her students, she would ask students to think of a prediction or a question based on the cover of the story. If students had a prediction they would put their thumb up, and if they had a question they would point their index finger out. This seemingly simple modification of the scripted curriculum engaged students physically with the activity and asked them to engage cognitively using strategies that research has shown expert readers employ as they read.

Modify Novel Units. Mary Beth (F3) changed some of the structures in her cooperating teacher’s novel unit. Mary Beth let students self-select their novels, and within their groups determine how many pages to read before each discussion.

Add Teacher Modeling to the Lesson. Annie’s (F3) cooperating teacher asked her to take the most struggling readers to the library to listen to them read during literacy time. Annie used this time to teach reading strategies. She explained how she would try

different techniques. She shared, “*I modeled the questioning [reading strategy] and then ask[ed] Do you have any questions? Do you have any thoughts right now?*”

Alter Reading Group Structures. Annie (I) shared how, instead of having students round robin read in reading groups, as done by her cooperating teacher, she had students sit in small groups and read their stories silently if they had any questions or needed help with an unknown word they could ask a peer from their group.

Change Outside of the System

Ian, Annie, Sienna, Stef and Mary Beth took risks and created change outside of the current structures within their student teaching placement. Many of these changes occurred as preservice teachers took advantage of their required university course assignments, such as the work sample and action research. They also took advantage of their primary teaching time. The strategies of negotiating literacy curriculum identified were: “new literacy structures” (Mary Beth, F4, Sienna, F1, F2, F3; Stef, F3, F4), “replace worksheets with comprehension strategy modeling” (Annie, F3), and “integrate content areas” (Annie, F4, I; Ian, F1).

New Literacy Structures. During Sienna’s (F1) primary teaching duties, she changed the structure of reading from students sitting in rows individually reading stories out of the anthology, to pulling small groups of students to a kidney-shaped table to listen to them read and present a reading strategy. She had students partner read, which had not been done in her classroom previously. Sienna (F3) also shared how she implemented writer’s workshop during her full-time student teaching.

Stef (F3) told of how she used her work sample as a time to create change in her classroom from its regular structure in her second student-teaching experience. This example is interesting, because Stef was working in A.J.’s first cooperating teacher’s classroom in which A.J. (F3) was unable to negotiate to make any changes in the literacy structure with the same cooperating teacher. Stef implemented literature circles for the first time in her cooperating teacher’s classroom.

Perhaps most daring was Mary Beth's (F3) strategy to change the literacy structure in her classroom. She had students participate in a silent, independent reading time. This was quite risky because independent reading was not a structure "approved" in the scripted reading program purchased by the school through a Reading First grant. In fact, the reading coach in her school referred to Sustained Silent Reading as "Sustained Silent Faking."

Integrate Content Areas. Annie (F4) shared how her work sample on the American Revolution allowed her to integrate content areas in her classroom. She shared, "*I was able to bring a bunch of cool books in to read aloud, picture books and stuff and that was really neat. They did journal writing and had a lot of fun doing that. We didn't use the textbook at all. I was proud.*" This discourse of "textbooks as bad" is a discussion that will not be addressed here, but it is an interesting discourse of a binary set up (or perhaps inadvertently "taught") to be addressed in another study.

Ian (F1) also integrated content areas during his student teaching. He applied for and received a technology grant to purchase a digital video camera. He had his students read about Rosa Parks, write readers' theater scripts, and digitally record the productions.

Summary of Strategies of Negotiation

Students employed a variety of negotiation strategies during their student teaching, both within and outside the current structures of their student teaching. Figure 9 is a continuum that displays the literacy negotiation strategies preservice teachers used, both within and outside of the structures during their student teaching. There were a variety of risks associated with each strategy. The varying degrees of risk are not accurately described on this line because risk is relative to the context and the preservice teacher. For some student-teaching classrooms, it was more risky to change structures that were already present, and for others any negotiation was too risky. The strategies of negotiations within and outside the structures of the classroom and school are similar to what Smagorinsky et al. (2002) refer to as resistance—a belief that one can act out

against the curriculum. A.J. and Jenny “accommodated” their cooperating teacher and either felt like they could not or did not need to make changes (Smagorinsky et al., 2004).

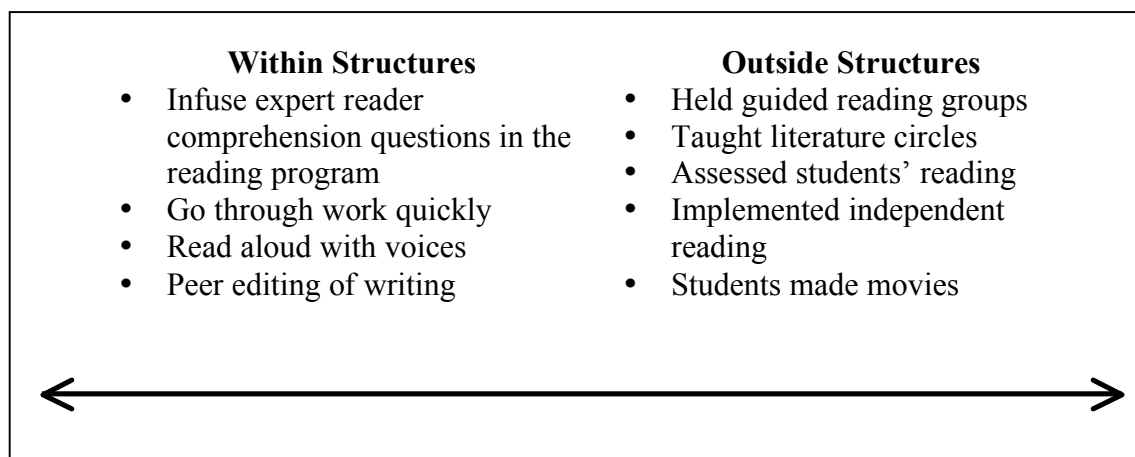


Figure 9: Literacy Negotiation Strategies During Student Teaching: Within and Outside Structures

Discourses of Negotiation

The discourses of how Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth negotiated the competing discourses of literacy during student teaching can be seen in the data. Discourses were separated into two categories: how and why. The “how” discourses of negotiation were identified as: “build relationship with cooperating teacher” (Annie, F1), “be creative” (Annie, I; Ian, I), and “having a clear philosophy” (Annie, I; Ian, I). “Why” discourses of negotiation were identified as: “dying to try” (Sienna, F2), “students see purpose/meaning in literacy” (Sienna, F1; Ian, I), “students have successful experiences with literacy” (Stef, F2; Ian, I), “desire to effectively teach students literacy” (Sienna, F1), “keep me interested in teaching” (Sienna, F3), and “not possible” (A.J., F1).

“How” Discourses. Several of the preservice teachers spoke in “how” discourses, explaining how they were able to negotiate literacy during student teaching.

Annie (F1) used the discourse of “build relationship with cooperating teacher.” During the first focus group she (F1) stated:

I just got into a conversation with her [cooperating teacher] a little bit. I mean we have talked about it [writing workshop] and how I wanted to see what that looks like.

This strategy of building relationship to negotiate worked for Annie, as she was given flexibility to work both within and outside the current literacy structures of her cooperating teacher's classroom.

Annie (I) also used discourses of “creativity” and “clear philosophy” to explain how she negotiated literacy during student teaching. She stated:

I am creative enough and I have enough of a belief and philosophy [which helps me] view how literacy should be taught, that I will try my best to make sure those things are going on with it and try to bring in my beliefs as much as possible through creative ways.

The authoritative discourse of Annie's theoretical/philosophical belief system and her biographical discourse of “creativity” guide her decisions. This guidance was seen when she shared how she will evaluate curriculum.

Like Annie, Ian (I) used a similar discourse of “creativity” and “clear philosophy” as he shared how he negotiated literacy during his student teaching. He does not see the limits.

I feel like there has to be tons of room for tangents going off this way and that way even in a scripted curriculum. ... You bring in your own personal ideas and philosophies and you can always divert a little bit here and there.

Ian's strong sense of literacy and his ability to infuse creativity allowed him to successfully make changes in his student teaching.

Here is an exchange between Stef and Annie (F1) about negotiation that highlights the complexity of negotiation. It intersects the “how” and “why” discourses of “desire to effectively teach literacy.”

Stef: *We do a worksheet like a practice worksheet that is supposed to, they are supposed to be learning, like doing phonological awareness or whatever. Sometimes I am just like, I don't even see the point. I am teaching it and I don't even know what I am teaching. I am just like, ok and umm, so fill out this worksheet that don't really think has anything to do with what it says its supposed to do for you. But I am suppose to do it-*

Annie: *But I'm supposed to do it. That's really hard, I think, as a student teacher to try to juggle that.*

Stef: *Yeah*

Annie: *What your cooperating teacher wants [you] to put in action and what you are suppose to do?*

Stef: *Yeah, because your cooperating teacher [says], this is what you are doing. This is what you need to do. [laughter from group] Let me restructure this... when you've been teaching for like twenty years or whatever.*

This segment not only shows the discourses of negotiation, but also the struggles of negotiating. Annie and Stef are aware of their second class position as “student teachers” without years of experience. The cooperating teacher’s discourse “wins” in the sense that Stef is complying with the scripted curriculum. At the same time, Stef’s questioning is a sign of resistance, perhaps indicating a possible crack or fissure in this authoritative discourse.

“Why” Discourses. Several of the preservice teachers spoke in “why” discourses explaining why they used strategies of negotiations during student teaching.

Sienna (F3) shared how negotiation strategy of changing the literacy structures during her primary teaching duties was “*a little risqué*.” She was willing to be “*risqué*” because it was “*what kept me interested*.” Here is an excerpt from one of the focus group (F1) as Sienna explains why she negotiated the literacy curriculum:

Sienna: *I think I have a drive to want for kids to like reading and just seeing how so far how they have negative attitudes toward it, and so I just want to try these new things. I want them to want to read for a lifetime, to be lifelong readers. I guess just the experimentation is my way to try all these different kinds of things and I think that the variety is really good for them too, if all they have is DEAR time [independent reading], then you know, it may work for a couple of kids in the class, but I don't think overall it is going to have effective results for the whole.*

Mindy: *What do you think gives you the freedom to do the guided reading group? How did you decide you were going to go for it?*

A.J.: *How do you acquire this freedom?*

Sienna: *Because I have been there my entire placement and never heard a student read and I was just dying to hear one of them read. I am serious. Before I got there they had done some running records. And they basically did that to make sure they were in the right slot: low, medium, or high.*

Sienna's discourses of "desire to effectively teach students literacy," "students see purpose in literacy," and "dying to try" is seen in this dialogue. Also within this interaction is A.J.'s question, her desire to understand how her peers are able to negotiate literacy when she is not. Sienna's authoritative discourse of literacy "wins" against her cooperating teachers as she chose to make changes in the structures of the literacy curriculum.

Stef (F1) shared why she had students finish their phonics worksheet as quickly as possible by using the discourse of "give purpose to literacy." She said, *"I try and get through that [phonics worksheets] as fast as possible and then move to the reading groups, because I feel like at least they are reading, because I don't see any point in them filling out the worksheets..."*

Stef does not see the purpose in the phonics worksheets, and believes that time spent reading would be more beneficial. Stef dances between the two authoritative discourses when she uses the required worksheet as determined by her cooperating teacher and her scripted curriculum, but she does them quickly so she can incorporate a literacy structure that is outside of the curriculum.

When I asked Stef (F2) why she tried different approaches during her student teaching she replied:

For me, you see these kids and you want them to succeed, and you want them to do well, and you almost feel kind of responsible for them because they are learning how to read and you want to be a part of their success and not stunt them. So I think that maybe the choice to go through the worksheet fast is so you can have the DEAR time or implement different things that I want to do. It is just because I want to do things that I pull from the research, from what we've learned that causes students to succeed. Rather than the things that maybe you are seeing aren't really, the kids don't see as there is any worth or value in it. So, I know these

practice packets we have to do. There isn't a whole lot, I mean they don't even turn them in they just recycle them at the end of the week so they don't see any point in doing it. I don't see any point in really doing it so I try to just do it really fast and then try to do something that is meaningful that will get them excited about reading. I guess maybe that's why, because I want them to be good readers.

Stef (F2) was aware of the impact of her biography on her teaching. She stated, “*My experience and different friends' experiences [with] good teachers and bad teachers, I know it does impact you in who you are later in life, whether you consider yourself a reader or not a reader.*”

These two excerpts from Stef show the political nature of student teaching as student teachers must walk a tightrope. Stef's “why” discourse indicates her strong desire to create life-long readers and have students experience success through meaningful literacy experiences.

Ian (I) is another example of a “why” discourse as he explains why he negotiated his student teaching. When he saw that his cooperating teacher was using multiple choice tests to assess students' reading, he explained why he decided to teach in more meaningful ways. He said:

How many times do students need to answer multiple choice [questions]? They are not gaining any new knowledge by taking a test. They are just showing you what they may know or may not know, and that can be valuable, but to give them the opportunity to creatively respond to something or it is more valuable for them in the long run. Students don't remember taking one test in particular, but they do remember if they were watching a movie that they starred in. They'll remember [that] nineteen years down the road. They'll remember those more meaningful events. If the goal of the administrator is to have a bunch of high scoring test taking students, then that's one thing. If they are looking for independent focused academic students then that's totally different. Knowing how to take a test and knowing how to understand and read literature and respond to it, write about it, they are totally different things.

Ian's negotiation discourses of “meaningful experiences” and “understanding literacy” indicate his understanding of literacy. These discourses of “why” show the authoritative discourse of literacy creating his belief/theory of literacy, and thus inform his decision to negotiate.

Not all of the preservice teachers negotiated literacy in their student teaching. A.J. (F1) felt she could not negotiate during her student teaching. Here are two separate times she expressed why she was unable to negotiate during her student teaching:

I don't know, I wish we could do something like that [teach comprehension strategies in small reading groups], but there is no way I could, there is no way, first of all, I could have small reading groups in my class because I just can't.

...there is nothing I can do about it [reading program], there is no way I can do groups – whoa no way. It's just not going to happen so I have just got to let it go.

As mentioned previously, A.J.'s cooperating teacher during her first authorization student teaching ended up being Stef's cooperating teacher during her second authorization student teaching. Stef was able to negotiate with the same cooperating teacher to create a new literacy structure, literature circles in the classroom. So why was A.J. unable to negotiate? Did she not know how to negotiate? Did she not have the desire to negotiate? Did she not know what to else to do? Did her cooperating teacher change due to her experience with A.J. so she was more open to Stef's literature circle project?

Jenny also chose not to negotiate in her student teaching, but for different reasons. She found that her cooperating teacher's literacy curriculum was aligned with what she learned in her literacy coursework. She (F4) stated, "*I am kind of one of those people that will do whatever they are doing now.*" It appears that Jenny may have been, as Hargreaves and Jacka (1995) describe, "seduced" by a classroom that taught in structures and strategies that aligned with her literacy courses, so she did not experience the same tensions as her peers. This lack of tension did not give her opportunities to question, wrestle, experiment, or wonder ways in which she wanted to reconstruct herself as a teacher of literacy. However, because Jenny was a part of the focus group, she was able to hear the tensions from others which may help her negotiate teaching literacy in the future.

Summary of Negotiation

Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth negotiated their student teaching in varying ways. A.J. chose not to negotiate, while Jenny did not feel a need to negotiate because her cooperating teacher's literacy pedagogy was aligned with Jenny's literacy coursework. Ian, Annie, Sienna, Stef, and Mary Beth used varying strategies to negotiate both within and outside the literacy structures of their cooperating teachers' classrooms. Some took daring risks, like Mary Beth as she implemented a literacy structure that was not approved by her school's federally funded literacy curriculum. They shared "how" they negotiated, like Annie's strategy to build a relationship with her cooperating teacher to Ian's ability to be "creative." The preservice teachers shared "why" they negotiated literacy in their student teaching, like Sienna's "dying to try" to Stef's "I want to be a part of students' literacy success." These negotiating strategies and discourse remind us how political schools and student teaching are for preservice teachers. Student teaching is a dance, a balance, a tightrope walk that preservice teachers must "juggle."

Discussion of Themes: Deconstructive Discourses, Reconstructive Discourses, and Agency—Strategies and Discourses of Negotiation

The identities of Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth were in formation during their graduate teacher education program. Authoritative discourses were at work constituting their subjectivities. These discourses were seen as Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth used deconstructive and reconstructive literacy discourses and practices from their personal literacy biographies, their literacy courses, and their student teaching. Their agency as literacy teachers was seen as they negotiated and performed their identities during student teaching—working within and outside of the literacy structures—defending and articulating what they were doing and why they were negotiating.

Power of Time and Space in Relation with Others

A thread that tied the themes of deconstructive and reconstructive discourses and agency were seen in the ways that the focus groups, interviews, and observations created a time and space for these preservice teachers to be in relation with one another. It was here they were able to deconstruct literacy discourses from sites of authoritative discourses: biography, literacy courses, and student teaching. This space allowed these preservice teachers to dialogue, share, question, wonder as they took apart taken-for-granted ways of knowing and recreated new ways of teaching. The discourses of deconstruction and reconstruction gave insights into the most formative personal and social influences on their identities and the discourses of reconstruction allowed for continuous renegotiation of their developing literacy identities (Sugrue, 1997).

This powerful space for students to be “in relation” (Ellsworth, 2005) with one another can be seen as the preservice teachers shared the impact of their focus groups on their development as a teacher of literacy. The discourses around the power of the focus groups are seen in the interview transcripts when the preservice teachers are asked, “How do you think the focus groups supported or did not support you in the becoming a teacher of literacy?” The following discourses were identified: “working collaboratively with others” (Mary Beth, I; Jenny, I; Stef, I; Annie, I; Ian, I), “listening to others’ experiences” (Mary Beth, I; A.J., I; Annie, I; Stef, I), “sharing ideas and strategies” (Annie, I; Ian, I; Jenny, I; Sienna, I), “giving feedback” (Annie, I; Stef, I), “problem solving” (Annie, I), “venting” (Sienna, I), and “reflecting” (Annie, I; Ian, I; Sienna, I). Here are a few short excerpts from each of their responses that give insight into the power of the time and space to be in relation with others:

Ian (I): It gave us a chance to meet and discuss literacy strategies with different people in different age groups with different backgrounds and everything..... It was a learning, growing experience; you have more mirrors to reflect my own practice with.

Annie (I): Just hearing the feedback and experiences of everyone else is totally important. It is this collaborative experience where you learn through othersI think it is really important and just to hear other

people's belief systems and how they were running their classrooms is very interesting.

Sienna (I): It was a nice source for me to vent and get ideas at the same time. Hearing that other people are going through similar experiences was very reassuring, very helpful. It wasn't just me, my problems, bickering. And I would take the strategies you showed us and try them in the classroom. And that was amazing. Hey these work and the books that you gave us, the kids liked them....It caused us to really think, reflect on literacy teaching. It was extremely helpful.

A.J. (I): I just like hearing what everyone is doing.

Jenny (I): ...having the group allowed us to actually talk to people from your class [about] different grade levels, different strategies, get different ideas and also get ideas from you.

Stef (I): Hearing what others were doing, talking about what I was doing and getting feedback. Is this right? I am trying things out, am I doing it right? What do you think? I have this problem what should I do? We talked about different things we were doing, and I was like, "Oh that is a good idea." I felt like it was more constructive. I could complain and talk about things that were going wrong, but we were able to talk about it in a way that was, "Well, what can you do to make it better? Well, I am doing this in my classroom, you should try it out."

Mary Beth (I): I learn so much by working with other people. [It is] such a great way to work. ... Just listening to their experiences, being able to express mine, talk about them. It was huge.

See Appendix J for the expanded transcripts from each of the preservice literacy teachers' responses to the question of "How do you think the focus groups supported or did not support you in the becoming a teacher of literacy?"

Transitional Space

The opportunity as described by the preservice teachers to be "in relation," came to what Winnicott (1989) calls a "transitional space."

Winnicott's transitional space is what makes possible the difficult transition from a state of habitual ("natural" feelings) compliance with the outside world, with its expectations, traditions, structures, and knowledges, to a state of creatively putting those expectations, traditions, and structures to new uses. (as cited in Ellsworth, 2005, p. 30)

It is these transitional spaces, like the focus group, the debriefing of literacy observations, the interviews, email conversations are when Ian, Annie, Sienna, A.J., Jenny, Stef, and Mary Beth and I were in relation with one another. These transitional spaces allowed the preservice teachers to deconstruct and reconstruct literacy discourses, and to share the strategies and discourses of negotiation. The ability to take a part their “state of habitual compliance” and to creatively think about these with new “expectations, traditions, and structure” is the very act of developing identities as teachers of literacy. It is in these transitional spaces that transformation took place; identities were re-invented, and re-constituted.

CHAPTER 5: CONCLUSIONS

This chapter is titled “conclusions” but this research does not end with this chapter. What follows brings the situated, partial understanding of what I have discovered along the way through my research and teaching to the reader. I share my emerging “answers” to my two research questions, and share my emerging model for continued literacy identity development. I end this chapter by “beginning again” through sharing four excerpts from the latter part of my researcher journal. I view these journal excerpts as additional evidence of my own praxis as a researcher and the impact this research has had on my teaching.

“Answers” to My Questions

So what does this research all mean? What do all these quotes, discourses, profiles, and interpretations, and discussions tell me? How *do* preservice teachers develop their identity as teachers of literacy in the midst of authoritative discourses? What kinds of strategies and discourses do preservice literacy teachers use to negotiate the competing discourses of literacy during student teaching? First, I realize that my second question is really a sub-question of my first research question. The strategies and discourses used by the preservice teachers directly speak to their identity development as preservice literacy teachers in the midst of authoritative discourses. The strategies and discourses are ways in which they live—act—perform their identities.

So, let me focus again on how *do* preservice teachers develop their identity as teachers of literacy in the midst of authoritative discourses? I am coming to believe this becoming means preservice teacher identity development is more complex than ever imagined. “Complex” as defined as “more dynamic, more unpredictable, more alive,” in contrast to “complicated,” which can always be reduced to the sum of its parts (Davis & Sumara, 1997).

This study began with the profiles of the seven preservice teachers and then the preservice teachers’ selves were de-centered and the camera widened its lens to their discourses, and how these discourses created subjectivity. Now I re-focus the lens of the

camera back to the individual participants. Preservice literacy teacher identities are developed in complex ways. First, they come to their teacher education program with varied background experiences with literacy. It is in their literacy courses they learn the language of “literacy teacher.” They learn the theories, structures, strategies and skills of literacy. Then they are given time to “practice” their skills as “student teachers.” And in the case of these seven preservice literacy teachers, they came together once a month in a focus group, were observed teaching a literacy lesson, emailed, and finished their teacher education program with an interview with their literacy professor/mentor. As you might guess, this transition from student to teacher did not produce seven identical teachers.

I have identified several factors that influenced the complex development of the preservice literacy teachers’ identities throughout my research. The factors include the following:

- Authentic, meaningful experiences with literacy
- Time with “experts” reading, writing and dialoguing
- Opportunities to negotiate and teach authentic, meaningful literacy
- Opportunities to deconstruct personal literacy experiences, what one
- learned from the experts, and literacy teaching experiences with others
- Opportunities to reconstruct based upon deconstruction with others

Authentic, Meaningful Experiences with Literacy

Authentic, meaningful experiences with literacy is most clearly seen in Ian’s discourses. Ian continually returned back to his personal, authentic, meaningful literacy experiences. His literacy life experiences, specifically as a writer, lived in him in ways that impacted his teaching of writing. It influenced his writer’s workshop action research project he chose, and his work sample on writing. Conversely, A.J.’s lack of experiences as a reader and writer seem to support the need for authentic, meaningful experiences with literacy.

Time with “Experts” Reading, Writing and Dialoguing

The impact of the time with the “experts” is seen in the discourses of Annie. She shared the ways in which both the authors she read in her literacy courses, and her literacy professors, influenced the transformation as a literacy teacher. She shared how she re-read her texts, she spoke using their words to describe her philosophy and structures for teaching literacy. These were “friends” she could access again and again to assist in her professional development as a teacher of literacy.

Opportunities to Negotiate and Teach Authentic, Meaningful Literacy

Mary Beth took the opportunity to negotiate and teach authentic, meaningful literacy through her action research project on independent reading. She was able to implement independent reading in spite of her placement where this literacy structure was not sanctioned by the federally funded literacy curriculum adopted by her school. Mary Beth shared the struggles, tensions, and growth this experience provided for her as she developed as a teacher of literacy.

Opportunities to Deconstruct Personal Literacy Experiences, What One Learned from the Experts, and Literacy Teaching Experiences with Others

This factor is seen throughout the transcripts of the focus groups. This structure was created to allow for guided conversations regarding the connections and disconnections between preservice teachers’ literacy coursework and their literacy in their student teaching classrooms. One example of deconstructing was when Sienna was able to deconstruct her student teaching experiences. The focus group allowed her an opportunity to debrief the conflicts she was having with her cooperating teacher and to make sense of the experience with others.

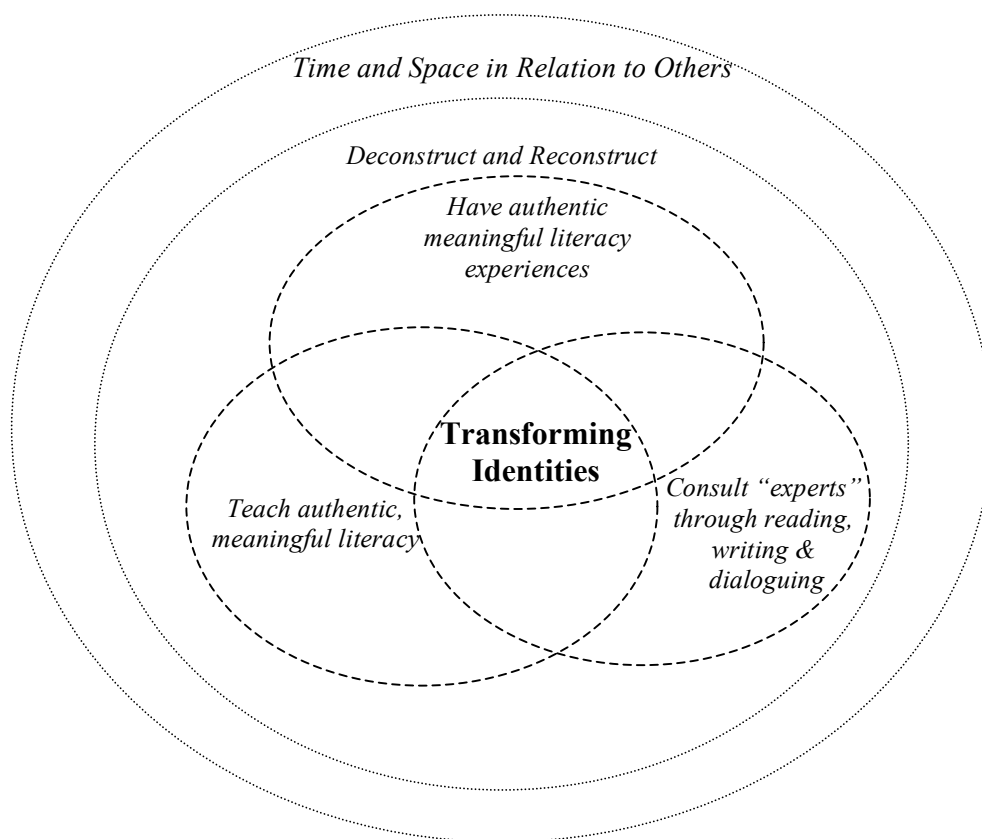
Opportunities to Reconstruct Based Upon Deconstruction with Others

This factor is also seen in the transcripts of the focus groups and interviews. The questions asked in these structures were purposively employed so the preservice teachers

could imagine, share, and try on new ways of teaching literacy based upon their context. One example was when Stef critiqued one of the models of literature circles used in the literacy course. Stef articulated what was problematic for her, and then reconstructed how she planned to teach literature circles in the future, based upon that experience.

The process of continual transformation of preservice literacy teacher identity does not follow a lock step formula or recipe, yet there appears to be some key factors: authentic, meaningful literacy experiences; consulting experts through dialogue and reading; and opportunities to teach meaningful authentic literacy. The next layer is opportunities to deconstruct these experiences so one can reconstruct. This process needs to be done with time and space in relation to others. (See Figure 10.)

Figure 10: Model for Continued Literacy Identity Transformation



Recommendations for Myself (and Others?) and My Future Research Questions

My findings are not to be confused with “omnipotent knowing” (Brunner, 1997). Rather my recommendations are “situated knowing” (Haraway, 1988) and are “valid so long as one does not mistake local conventions for universal truth” (Gergen & Gergen, 2003, p. 587). This research study was completed in one teacher education program, with one group of thirty preservice literacy teachers, which then focused on a narrower group of seven. This section focuses on my recommendations, questions, and hopes for my own teaching and research. I feel uncomfortable making recommendations for the large macrocosm of literacy teacher education or other disciplines within education, since limitations are evident in terms of generalizability. Perhaps as L’Engle (1973) states in *A Wind in the Door*, there are connections between the equally great macrocosm outside of us and microcosm inside of each of us. So, I invite readers to determine if this research and its recommendations connect to their context, lives, teaching, and research.

The feminist researcher in me is naturally drawn to praxis—how my research informs my teaching. This research has already had profound impact on my teaching, and continues to inform how I teach literacy. The ways in which I have experienced, read, dialogued, analyzed, processed, and written how I have made sense of this study, can never be separated from my emerging identity as a teacher of literacy. My goal as a teacher of literacy is to construct an environment—a time and a space for my students to be in relation with one another so continual transformation and becoming will have the opportunity to occur. So what are the ways I can construct a pedagogical environment (Ellsworth, 2005)?

Create Time and Space for Authentic, Meaningful Literacy Experiences

Some students, like Annie and Ian, come to their teacher education program full of meaningful, authentic literacy experiences—experiences writing poetry, attending concerts, writing song lyrics, listening to authors speak. Others come seeing literacy as an academic pursuit of “doing things right.” Applegate and Applegate’s (2004) study on preservice teachers’ “ability to encourage children to enter into and transact with the text” (p. 461) indicated that “if the teachers themselves do not experience this transaction, it is

unlikely that they can effectively instruct their pupils to do it” (Applegate & Applegate, 2004, p. 561). Without meaningful experiences transacting with text, both in reading and writing for purposeful reasons, teachers *are not readers and writers* and it will not only impact them, but also students.

So how can I create opportunities for students to have authentic, meaningful experiences with literacy in my literacy courses? How do I purposefully mix and group students with varying background experiences in literacy? How do I create opportunities so students will actively seek out meaningful, authentic experiences outside of my literacy courses and student teaching? In order to determine which students are in need of authentic, meaningful experiences, I need to assess students’ literacy histories perhaps using Atwell’s (1998) reading and writing surveys. Then I could use this information to group students, and determine the types of texts and genres that might potentially interest my students. I plan to continue reading a variety of texts to spark interest in further exploration.

Create Time and Space to Consult Literacy “Experts”

Time reading, writing, and dialoguing about literacy is vital for continued growth and development. Preservice teachers need to hear what and how the literacy “experts” are teaching. Preservice teachers need new perspectives, variations of what they know so they can imagine literacy philosophy, structures, strategies, and skills in fresh ways.

So how can I create opportunities for students to consult the experts? How do I find out the passions, needs and interests of my students? How do I differentiate my teaching to create time and space for preservice teachers to consult the experts based upon their individual passions, needs, and interests of my students? Using reading and writing assessments, along with on-going dialogue will be essential in determining students’ needs. I will need to be willing to modify assignments, and texts based upon the passions, needs and interests of my students.

Create Time and Space to Teach Authentic, Meaningful Literacy

Preservice literacy teachers need opportunities to teach authentic, meaningful literacy. They need student-teaching classrooms that will allow them to try new structures, strategies, and skills. At the same time they need student-teaching classrooms that create some tension so they have to question, wonder, and develop a theoretical/philosophical literacy belief system (Hargreaves & Jacka, 1995) from which to make literacy decisions. They need negotiation skills to work in relation with their cooperating teacher and school.

So how can I insure preservice teachers are placed in classrooms to teach authentic, meaningful literacy and yet feel some tension? How do I teach the skills and art of negotiation in student teaching so they can teach authentic, meaningful literacy? I need to have students share ways to negotiate literacy as a student teacher so they can develop strategies through purposeful questioning and dialogue.

Create Time and Space to Listen for Discourses

Preservice teachers need to understand there are multiple discourses related to literacy, and that each discourse is loaded with political, ideological, economic histories. Britzman (1986) discusses the importance of “situating the problem of becoming a teacher within a political and ideological framework...” Attention should be given to raise students’ awareness of the power/knowledge wrapped in discourses.

So how do I create time and space for preservice teachers to hear, name, and contextualize discourses (Gore, 1993)? How do I fit this in amidst all the standards, goals, competencies required of teacher education? I must prioritize dialogue about discourses to raise students’ awareness of their situatedness within discourses. Perhaps I will have students create a timeline of key literacy events on a scale of positive and negative to tell the literacy stories of their lives. Then students could take a single story and name the discourses at work in that literacy event.

Create Time and Space to See Subjectivity as a Site of Discourses

Preservice literacy teachers' subjectivities are sites of authoritative discourses that can act in varying ways such as: a battle site, disciplining, insidiously, and possibilities for re-invention (Phillips, 1998). The multiple, often conflicting, contradicting sites of subjectivities at play within teachers allows resistance and possibility (Butler, 1997; Lather, 1991). "Not only does subjectivity allow for resistance and possibility, it is this disequilibrium that can create the necessary condition for transformation" (Britzman, 1986, p. 452). Preservice teachers need to be aware of the connection between subjectivity and agency—how the power of discourses creating their subjectivity partially determines what they will teach.

So how do I create time and space for preservice teachers to become aware of the discourses at play in their subjectivity? How do I create time and space for preservice teachers to see how their subjectivity is in relation with their agency as literacy teachers? How can I give preservice teachers a time and a space to acknowledge the power relations in which they, as educators now work and will work, so that they will not wish them away, ignore them or be defeated by them? How can I create time and space so that "preservice teachers can work toward a form of power/knowledge that gives them energy and power instead of taking it away" (McWilliam, 1995, p. 135)? Perhaps I will have students draw, write, and express the various literacy discourses and experiences creating their subjectivity and how power/knowledge is working in the discourses.

Create Time and Space to Deconstruct Literacy Experiences

Preservice teachers need time and space to deconstruct their personal literacy experiences, their student teaching literacy experiences, and their time consulting "literacy experts." As Britzman (1986) suggests:

Preservice teachers need to participate in developing critical ways of knowing which can interrogate school culture, the quality of students' and teachers' lives, school knowledge, and the particular role biography plays in understanding these dynamics. Without a critical perspective, the relationships between school culture and power become "housed" in prospective teachers' biographies and significantly impede their creative capacity for understanding and altering their circumstances....trapped in a cycle of cultural maintenance. (p. 454)

So how do I create time and space to teach the skills of deconstruction? How do I create this time and space when students have left my literacy courses and are student teaching or are licensed teachers? The time I had with my students during student teaching was vital to deconstruct students' experiences. I am beginning to brainstorm with my colleagues how we can embed this into our teacher education program.

Create Time and Space to Reconstruct Literacy

Preservice literacy teachers need time and space to reconstruct who they want to become as teachers of literacy. They need opportunities to hear from multiple perspectives, and to try on new discourses. They need to understand that agency can not be confused as the ability to choose whatever one wants: it must always be discursively grounded in the power relations in which one lives (Butler, 2003). By making this point explicit to preservice teachers, educators can model ways in which preservice teachers can also negotiate the power relations surrounding/within themselves.

So how do I create time and space to reconstruct who preservice literacy teachers want to become when I need to give grades in my courses? How can I “ask questions that produce different knowledge and produce knowledge differently, thereby producing different ways of living in the world” (St. Pierre & Pillow, 2000, p. 1). How do I open myself up to hearing new ways of teaching literacy that are different from my own theoretical/philosophical beliefs of literacy? How do I create time and space for students to become aware of the power relations in their lives so they can better understand how to reconstruct their identities as literacy teachers? These are crucial questions to preservice teachers being able to re-invent themselves. As I continue to work with my colleagues to embed space and time deconstructing experiences, we must also spend time reconstructing who we want to become.

The future research questions are countless and exciting. I am developing ways in which I might answer my questions. This research has been a pivotal experience in my identity development as a teacher of literacy. I am drawn to hooks' (1994) words, that “The classroom with all its limitations, remains a location of possibility” (p. 207). And I

am filled with deep joy and hope that my classroom remains a location of possibility for my students as well as for my research and teaching of preservice literacy teachers.

“Always in the position of beginning again” (Foucault, 1984, p. 47)

I am unable to conclude my research with a list of recommendations and questions that have risen from the complex, messy process of this research which is very much alive in my daily practice as a literacy teacher educator. This dissertation concludes with four expanded excerpts taken from my on-going researcher journal the fall term after my data collection was completed. I was simultaneously analyzing data and writing my dissertation as I was teaching the same literacy methods course taught a year prior in my research. These excerpts are a window into my developing identity that was performed—acted out as I interpreted and made sense of my data. These excerpts are also an example of the praxis-focus of my research—how my research continues to impact my teaching.

I am aware that each reader that “transacts,” participates in a dynamic meaning-making experience between reader and the text, (Rosenblatt, 1994) with these journal excerpts will come to understand the multiple ways my interpretation was biased, what discourses I privileged, and who benefited from my pedagogy. My own subjectivity and growth as a teacher and researcher will never end—it is “always in the position of beginning again” (Foucault, 1984, p. 47).

.....
September 16, 2005

After reading through my data the last few months, I see ways in which my practice must change. This research has impacted me—given me new insights, and questions about preservice literacy teacher identity development. So I started class today by putting out twenty whiteboard markers on a table. There was a question on the board that said, “What is Language Arts?” I told students to pick up a marker and write a response on the board, connect their response to a peer’s response, write questions—anything to engage in the question. After about ten minutes, students sat down and read the board, then talked with a neighbor about what they noticed. I had one section of the

board marked off. I began by drawing a circle with a dotted line. I drew in facial features of eyes, mouth, ears, and a nose. I labeled the head “Mindy.” I drew other dotted outer circles around the “head” that overlapped. I labeled these outer circles “literacy biography,” “literacy courses,” and “student teaching.” Then, I began talking, telling the story of when I was a student teacher during my literacy methods course. As I told my story, I attached discourses to each of these outer circles, like “whole language,” “thematic teaching” and “literature-based” to my literacy course circle. I attached discourses such as “academic pursuit,” “minimum,” and “getting it right” to my literacy biography circle. I shared how these discourses impacted my identity as a 21-year old literacy preservice teacher in an undergraduate teacher education program. I talked about how my experiences and the discourses available to me helped determine the choices I made in the classroom—how I “played” teacher. I had students return to the brainstorming response to the question on the board, and talk with their neighbors about the discourses they saw, and what that might mean for them as preservice literacy teachers. We agreed to return to this conversation throughout the term, but for now, the syllabus needed to be passed out, assignments explained, and texts distributed. I left wondering how I would ever be able to create the necessary time to further discuss the concept of discourses and subjectivity with my students with all the state standards, teacher competencies, and students’ desires to know “how to” teach Language Arts.

.....
November 4, 2005

I have been re-reading and analyzing my focus group and interview transcripts. I see so many parallels between my preservice literacy teachers this term in my literacy methods class and the preservice literacy teachers in my research. I have students this fall that are on different ends of the continuum of meaningful, authentic experiences with literacy similar to the disparity from Sienna to Annie. I have students this fall that are on different ends of the continuum of their conceptual understanding of literacy similar to the variance of A.J. to Ian. I have students this fall that are on different ends of the continuum in the type of student teaching classrooms where they are placed similar to the variance between Mary Beth and Jenny. I realized I have to re-structure this class, re-

configure assignments, to address the varied needs of my students, even though there are only a few class sessions remaining. Here is what I tried today to differentiate my instruction:

- *Based on last class session's questions/uncertainties regarding Guided Reading, I created a mini-lesson on guided reading. I brought in books that could be used with both early childhood and elementary students. I modeled a guided reading lesson using a fish bowl strategy (small group of students sit in chairs in the shape of a circle and simulate a guided reading lesson with me as the teacher, while the rest of the class stands around the guided reading group and observes, and takes notes).*
- *After the modeling, we debriefed the guided reading simulation. I gave a handout of my lesson plan for the guided reading group that was modeled to give students a concrete lesson plan that explained the structure of a guided reading lesson. I discussed how a teacher groups students for the guided reading group, shared a handout with the reading strategies and skills that can be taught in guided reading groups, and shared what to do with the rest of the class when one group is meeting with in a guided reading group with the teacher. I should have asked students to take the structure we modeled and think about the ways in which they would need to adjust the structure based upon their classroom of students.*
- *I created a contract and had students fill it out after the guided reading modeling to further develop their knowledge, understanding, and application of Reader's Workshop. (See Appendix K.) I gave students the option to work individually, with a partner, or in a small group. On the contract, I had students write a goal for the 45 minute contract class time, including how they plan to meet their goal. I gave options on the contract to learn more about Reader's workshop which included: watch a professional development video on guided reading, plan a guided reading lesson, complete a weekly plan for Reader's Workshop, create a monthly plan for Reader's Workshop. For each option there was a template for students to use if they chose.*
- *On the board, I put up a sign-up for any student that wanted an individual conference during their contract work time.*

- *After students filled out their contracts with their goals and how they plan to accomplish them, I met individually with students that had signed up for a conference, where I modeled formative assessment by writing anecdotal notes. I plan to use these anecdotal notes to help determine what to teach in the next class session.*
- *At the end of the 45-minute contract time, I created time for students to share with another person or group what they learned and accomplished during the contract time. I shared a few of my anecdotal notes as well. I need to remember to be purposeful in grouping my students during sharing times—to put people together that have varying experiences and understanding of literacy.*
- *Then students assessed their learning in writing and I had them attach evidence of their learning (if applicable) on their contract and turn it in.*
- *At the end of the class session, we debriefed the contract structure in pairs for two minutes, and then debriefed as a whole class for about ten minutes. We determined that we would use the contract structure again for the next class session, and agreed that we would need more time so that we could continue working on our Reader's Workshop projects, as well as to begin Writer's Workshop projects.*

.....
 November 11, 2005

As I read my data, and kept seeing the theory/practice divide so many of the preservice teachers in my research talked about as they described the disconnects between their literacy courses and the ways in which literacy is taught in their student teaching classrooms. I knew I needed to make explicit connections for my students how practice is theory all the way down. I knew that I needed to have students apply their literacy conceptual metaphors they had created this term. They spent so much time creating a personal literacy metaphor that expressed their theory/view of literacy, but I do not think they comprehend how this metaphor will impact their everyday literacy teaching.

I got an idea as I was driving to work—have students assess one critical literacy moment in their student teaching by using their metaphor as their assessment tool. I began by modeling an observation from my research where Sienna was teaching guided

reading using round robin reading, and I used my literacy conceptual metaphor of a lily to assess it. How did round robin reading create meaning for students? How did round robin reading assess students' reading? How did round robin reading give students access? How did round robin reading provide elaborative and metalinguistic assistance? After I modeled, I had students think of a critical literacy event during their student teaching, and then they used their metaphor to assess the literacy event. After the students had time to assess their literacy event, we shared in triads. I ended the discussion sharing how their metaphor will be revised as they teach, and how this can be a powerful tool to assess their literacy curriculum. I need to come back to this conversation and be sure to discuss how their theory/view of literacy always impacts their teaching of literacy.

.....
November 18, 2005

I just finished analyzing my data about how students negotiated the competing discourses of literacy during their student teaching. This data is alive so I needed a powerful way to end this course. I thought about the visual of literacy negotiation strategies I created for Chapter 4. This visual summarized ways in which the preservice literacy teachers in my research negotiated both within and outside literacy structures of their student teaching classrooms.

I decided I must share these negotiation strategies in a way that connects with my current students that are student teaching right now. I drew a long line on the board. I began sharing the ways in which the preservice literacy teachers in my research negotiated the competing discourses of literacy. I asked students to talk in triads about the ways in which they have negotiated literacy as a student teacher this semester. After the small group discussion, I asked for groups to share their stories, and I added them to the continuum. We got into a heated discussion regarding the political nature of schools, the pressure to get a job at any cost, and how to survive in a school that has differing views of literacy.

I anticipated that my students might need more ways in which to teach literacy differently—more examples of how to negotiate literacy as a student teacher. I passed out

a handout titled “Instead of...I will...” that listed nine literacy issues I either saw in my literacy observations or heard during the focus group and interview sessions with the preservice literacy teachers in my research. (See Appendix L.) For example, “Instead of every child reading the same story from the same anthology, I will...” The students worked individually or with a partner to fill out as many of the nine literacy issues on the handout as they could in the time allotted. After awhile I turned on some music and asked students to get up and walk around the room talking with others—to share their ideas for “I will...” We came back as a group and processed, shared and debated the ways to negotiate the literacy curriculum. We talked about ways to use work samples and action research projects to create spaces to try different literacy structures, strategies, and skills when student teaching.

.....

Each of these research journal excerpts are meant to be a lens into how my research impacted my teaching, and at the same time keep the energy, complexities, and ambiguities of research and teaching in tension. My students and I did not agree on a definitive list of literacy discourses in our own lives. We did not come to a conclusion with “the” right answer for how to teach literacy. We did not agree on one theory for teaching literacy. We did not agree on the best ways to negotiate literacy instruction in student teaching classrooms. We did conclude knowing we must “always be in the position of beginning again” (Foucault, 1984, p. 47).

REFERENCES

- Applegate, A. J., & Applegate, M. D. (2004). The Peter effect: Reading habits and attitudes of preservice teachers. *The Reading Teacher*, 57(6), 554-563.
- Arminio, J. L., & Hultgren, F. H. (2002). Breaking out from the shadow: The question of criteria in qualitative research. *Journal of College Student Development*, 43(4), 446-460.
- Atkinson, E. (2004). Thinking outside the box: An exercise in heresy. *Qualitative Inquiry*, 10(1), 111-129.
- Atwell, N. (1998). *In the middle: New understandings about reading, writing, and learning* (2nd ed.). Portsmouth, NH: Heinemann.
- Bakhtin, M. M. (1981). Discourse and the novel (C. Emerson & M. Holquist, Trans.). In M. Holquist (Ed.), *"The dialogic imagination"* (pp. 259-422). Austin: University of Texas Press.
- Beijaard, D., Meijer, P., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), 107-128.
- Bloom, L. R. (2002). Stories of one's own: Nonunitary subjectivity in narrative representation. In S. Merriam & associates (Eds.), *Qualitative research in practice: Examples for discussion and analysis* (pp. 289-309). San Francisco: Jossey-Bass.
- Britzman, D. P. (1986). Cultural myths in the making of a teacher: Biography and social structure in teacher education. *Harvard Educational Review*, 56(4), 442-456.
- Britzman, D. P. (2003). *Practice makes practice: a critical study of learning to teach*. Albany: State University of New York Press.
- Brunner, C. C. (1997). Invasive inquiry: Confessions of a qualitative researcher, *American Educational Research Association Conference*.
- Butler, A., & Turbill, J. (1988). *Towards a reading-writing classroom*. Portsmouth, NH: Heinemann.
- Butler, J. (1997). *Excitable speech: A politics of the performative*. New York: Routledge.
- Butler, J. (1999). *Gender trouble: Feminism and the subversion of identity* (10th anniversary ed.). New York: Routledge.
- Butler, J. (2003). Performative acts and gender constitution: An essay in phenomenology and feminist theory. In C. McCann & S.-K. Kim (Eds.), *Feminist theory reader: local and global perspectives* (pp. 415-427). New York: Routledge.
- Christians, C. G. (2003). Ethics and politics in qualitative research. In N. K. Denzin & Y. Lincoln, S. (Eds.), *The landscape of qualitative research* (2nd ed., pp. 208-243). Thousand Oaks, CA: Sage.
- Clay, M. (1991). *Becoming literate: The construction of inner control*. Portsmouth, NH: Heinemann.
- Coldron, J., & Smith, R. (1999). Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies*, 31(6), 711-726.
- Coles, G. (2003). *Reading and the naked truth: Literacy, legislation and lies*. Portsmouth, NH: Heinemann.

- Cook, L. S., Smagorinsky, P., Fry, P., Konopak, B., & Moore, C. (2002). Problems in developing a constructivist approach to teaching: One teacher's transition from teacher preparation to teaching. *The Elementary School Journal*, 102(5), 389-413.
- Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse.
- Darder, A., Baltodano, M., & Torres, R. D. (2003). Critical pedagogy: An introduction. In A. Darder, M. Baltodano & R. D. Torres (Eds.), *The critical pedagogy reader* (pp. 24-26). New York: Routledge.
- Davis, B., & Sumara, D. (1997). Cognition, complexity and teacher education. *Harvard Educational Review*, 67(1), 105-125.
- Denzin, N. K., & Lincoln, Y., S. (2003). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. Lincoln, S. (Eds.), *The landscape of qualitative research: Theories and issues* (2nd ed., pp. 1-45). Thousand Oaks, CA: Sage Publications.
- Denzin, N. K., & Lincoln, Y., S. (Eds.). (2003). *The landscape of qualitative research: theories and issues* (2nd ed.). Thousand Oaks, CA: Sage.
- Dudley-Marling, C. (1997). *Living with uncertainty*. Portsmouth, NH: Heinemann.
- Edmondson, J. (2004). Reading policies: Ideologies and strategies for political engagement. *The Reading Teacher*, 57(5), 418-429.
- Ellsworth, E. (1994). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. In L. Stone (Ed.), *The education feminism reader* (pp. 300-327). New York: Routledge.
- Ellsworth, E. (1997). *Teaching positions: Difference, pedagogy, and the power of address*. New York: Teacher College Press.
- Ellsworth, E. (2005). *Places of learning: Media, architecture, pedagogy*. New York: RoutledgeFarmer.
- Fairclough, N. (1989). *Language and power*. New York: Longman.
- Fine, M., Weis, L., Weseen, S., & Wong, L. (2003). For whom? Qualitative research, representations, and social responsibilities. In N. K. Denzin & Y. Lincoln, S. (Eds.), *The landscape of qualitative research* (2nd ed., pp. 167-207). Thousand Oaks, CA: Sage.
- Fontana, A., & Frey, J. H. (2003). The interview: From structured questions to negotiated texts. In N. K. Denzin & Y. Lincoln, S. (Eds.), *Handbook of qualitative research* (2nd ed., pp. 645-672). Thousand Oaks, CA: Sage Publications.
- Foucault, M. (1984). What is Enlightenment? (C. Porter, Trans.). In P. Rabinow (Ed.), *The Foucault reader* (pp. 32-50). New York: Pantheon Books.
- Foucault, M. (1993). The history of sexuality: Volume I: An introduction. In J. Natoli & L. Hutcheon (Eds.), *A postmodern reader*. Albany, NY: State University of New York Press.
- Foucault, M. (1995). *Discipline and punish* (A. Sheridan, Trans.). New York: Vintage Books.
- Fusarelli, L. D. (2004). The potential impact of the No Child Left Behind Act on equity and diversity in American education. *Educational Policy*, 18(1), 71-94.
- Garan, E. (2001). More smoking guns: A response to Linnea Ehri and Steven Stahl. *Phi Delta Kappan*, 83(1), 21-27.

- Garan, E. M. (2002). *Resisting reading mandates: How to triumph with the truth*. Portsmouth, NH: Heinemann.
- Gergen, M. M. (2001). *Feminist reconstructions in psychology*. Thousand Oaks, CA: Sage.
- Gergen, M. M., & Gergen, K., J. (2003). Qualitative inquiry: tensions and transformations. In N. K. Denzin & Y. Lincoln, S. (Eds.), *The landscape of qualitative research: Theories and issues* (2nd ed., pp. 575-610). Thousand Oaks, CA: Sage Publications.
- Goodman, K. S. (1994). Reading, writing, and written texts: A transactional sociopsycholinguistic view. In *Theoretical models and processes of reading* (4th ed., pp. 1093-1130). Newark, DL: IRA.
- Goodman, Y. M., Watson, D. J., & Burke, C. L. (1996). *Reading strategies: Focus on comprehension* (2nd ed.). Katonah, NY: Richard C. Owens.
- Gore, J. (1993). *The struggle for pedagogies: Critical and feminist discourses as regimes of truth*. New York: Routledge.
- Graves, D. (1983). *Writing: Teachers and children at work*. Portsmouth, NH: Heinemann.
- Hagood, M. (2002). Critical literacy for whom? *Reading Research and Instruction*, 41(3), 247-266.
- Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575-599.
- Hargreaves, A., & Jacka, N. (1995). Induction or seduction? Postmodern patterns of preparing to teach. *Peabody Journal of Education*, 70(3).
- Hartse, J. C., Leland, C., Schmidt, K., Vasquez, V., & Ociepka, A. (2004). Practice makes practice, or does it? The relationship between theory and practice in teacher education, *Reading Online* (Vol. January/February).
- Harvey, S., & Goudvis, A. (2000). *Strategies that work: Teaching comprehension to enhance understanding*. York, ME: Stenhouse.
- Hesse-Biber, S. N., Leavey, P., & Yaiser, M. L. (2004). Feminist approaches to research as a process. In S. N. Hesse-Biber & M. L. Yaiser (Eds.), *Feminist perspectives on social research* (pp. 3-26). New York: Oxford University Press.
- hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.
- Hubbard, R. S., & Power, B. M. (2003). *The art of classroom inquiry: A handbook for teacher-researchers* (Revised ed.). Portsmouth, NH: Heinemann.
- Johnson, R. B. (1997). Examining the validity structure of qualitative research. *Education*, 118(2), 282-291.
- Keene, E. O., & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.
- Krashen, S. (1993). *The power of reading*. Englewood, CO: Libraries Unlimited.
- L'Engle, M. (1973). *A wind in the door*. New York: Dell.
- Larson, M. L., & Phillips, D. K. (2005). Becoming a teacher of literacy: The struggle between authoritative discourses. *Teaching Education*, 16(4), 311-323.
- Lather, P. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern*. New York: Routledge.

- Lather, P. (1992). Post-critical pedagogies: A feminist reading. In C. Luke & J. Gore (Eds.), *Feminisms and Critical Pedagogy*. New York: Routledge.
- Lather, P. (1993). Fertile obsession: Validity after poststructuralism. *The Sociological Quarterly*, 34(4), 673-693.
- Lather, P. (1995). The validity of angels: Interpretive and textual strategies in researching the lives of women with HIV/AIDS. *Qualitative Inquiry*, 1(1), 41-68.
- Lincoln, Y., S., & Denzin, N. K. (2003). The seventh moment: Out of the past. In N. K. Denzin & Y. Lincoln, S. (Eds.), *The landscape of qualitative research: Theories and issues* (2nd ed., pp. 611-640). Thousand Oaks, CA: Sage.
- Lincoln, Y., S., & Guba, E. G. (2003). Paradigmatic Controversies, Contradictions, and Emerging Confluences. In *The landscape of qualitative research: theories and issues* (2nd ed., pp. 253-291). Thousand Oaks, CA: Sage Publications.
- Luke, C., & Gore, J. (Eds.). (1992). *Feminisms and critical pedagogy*. New York: Routledge.
- Madriz, E. (2000). Focus groups in feminist research. In N. K. Denzin & Y. Lincoln, S. (Eds.), *Handbook of Qualitative Research* (2 ed., pp. 835-850). Thousand Oaks, CA: Sage.
- Marsh, M. M. (2002). Examining the discourses that shape our teacher identities. *Curriculum Inquiry*, 32(4), 453-469.
- Marsh, M. M. (2002). The influence of discourses on the precarious nature of mentoring. *Reflective Practice*, 3(1), 103-115.
- Marsh, M. M. (2002). The shaping of Ms. Nicholi: The discursive fashioning of teacher identities. *Qualitative Studies in Education*, 15(3), 333-347.
- McCotter, S. S. (2001). The journey of a beginning researcher. *The Qualitative Report*, 6(2), 1-22.
- McQuillan, J. (1998). *The literacy crisis: False claims, real solutions*. Portsmouth, NH: Heinemann.
- McWilliam, E. (1995). *In broken images: Feminist tales for a different teacher education*. New York: Teachers College Press.
- Miller, D. (2002). *Reading with meaning: Teaching comprehension in the primary grades*. Portland, ME: Stenhouse.
- Moore, A., Edwards, G., Halpin, D., & George, R. (2002). Compliance, resistance and pragmatism: the (re)construction of schoolteacher identities in a period of intensive educational reform. *British Educational Research Journal*, 28(4), 551-565.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Rockville, MD: U.S. Department of Health and Human Services; Public Health Service; National Institutes of Health; National Institute of Child Health and Human Development.
- Olson, C. B. (2003). *The reading/writing connection: Strategies for teaching and learning in the secondary classroom*. Boston: Allyn and Bacon.
- Oregon Department of Education. (2002, 3/27/02). *Overview of reading first*. Retrieved 11/24/04, from

http://www.ode.state.or.us/opportunities/grants/nclb/title_i/b1_readingfirst/readfirstooverview.pdf

- Oregon Department of Education. (2005). *Annual Yearly Progress and Report Cards*. Retrieved 10/15/05, from <http://www.ode.state.or.us/data/reportcard/reports.aspx>
- Oregon Department of Education. (2005). *School profile report*. Retrieved 10/15/05, from <http://www.ode.state.or.us/sfda/reports/r0044Select.asp>
- Pearson, P. D. (2004). The reading wars. *Educational Policy*, 18(1), 216-252.
- Phillips, D. K. (1998). *Playing at twilight: subjectivity, discourses, and preservice teachers' talk*. Unpublished dissertation, Oregon State University, Corvallis, OR.
- Phillips, D. K. (2002). Female preservice teachers' talk: Illustrations of subjectivity, visions of 'nomadic' space. *Teachers and Teaching: Theory and Practice*, 8(1), 9-27.
- Richardson, J. (1997). *Fields of play: Constructing an academic life*. New Brunswick, NJ: Rutgers University Press.
- Ropers-Huilman, B. (1998). *Feminist teaching in theory and practice: Situating power and knowledge in poststructural classrooms*. New York: Teachers College Press.
- Rosenblatt, L. M. (1994). The transactional theory of reading and writing. In *Theoretical models and processes of reading* (4th ed., pp. 1057-1092). Newark, DL: IRA.
- Routman, R. (2000). *Conversations: Strategies for teaching, learning, and evaluating*. Portsmouth, NH: Heinemann.
- Rummelhart, D. (2004). Toward an interactive model of reading. In R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes of reading* (5th ed., pp. 1149-1179). Newark, DE: International Reading Association.
- Sachs, J. (2001). Teacher professional identity: Competing discourses, competing outcomes. *Journal of Education Policy*, 16(2), 149-161.
- Samuel, M., & Stephens, D. (2000). Critical dialogues with self: Developing teacher identities and roles-a case study of South African student teachers. *International Journal of Educational Research*, 33(5), 475-491.
- Schatzman, L., & Strauss, A. L. (1973). *Field research: Strategies for a natural sociology*. Englewood Cliffs, NJ: Prentice-Hall.
- Scott, J. W. (2003). Deconstructing equality-versus-difference: Or, the uses of poststructuralist theory for feminism. In C. McCann & S.-K. Kim (Eds.), *Feminist theory reader: Local and global perspectives* (pp. 378-390). New York: Routledge.
- Shanahan, T. (1997). Reading-writing relationships, thematic units, inquiry learning: In pursuit of effective integrated literacy instruction. *The Reading Teacher*, 51(1), 12-19.
- Simmons, D., & Kame'enui, E. (2003, 3/1/03). *A consumer's guide to evaluating a core reading program grades K-3: A critical elements analysis*. Retrieved 11/22/04, 2004, from http://oregonreadingfirst.uoregon.edu/downloads/con_guide_3.1.03.pdf
- Smagorinsky, P., Cook, L. S., & Johnson, T. S. (2003). The twisting path of concept development in learning to teach. *Teachers College Record*, 105(8), 1399-1437.

- Smagorinsky, P., Cook, L. S., Moore, C., Jackson, A., & Fry, P. (2004). Tensions in learning to teach: Accommodation and the development of a teaching identity. *Journal of Teacher Education*, 55(1), 8-24.
- Smagorinsky, P., Lakley, A., & Johnson, T. S. (2002). Acquiescence, accommodation, and resistance in learning to teach within a prescribed curriculum. *English Education*, 34(3), 187-213.
- Smith, F. (1994). *Understanding reading: A psycholinguistic analysis of reading and learning to read* (5th ed.). Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Smith, F. (2003). *Unspeakable acts, unnatural practices: Flaws and fallacies in "scientific" reading instruction*. Portsmouth, NH: Heinemann.
- St. Pierre, E. A. (1997). Methodology in the fold and the irruption of transgressive data. *Qualitative Studies in Education*, 10(2), 175-189.
- St. Pierre, E. A. (2001). Coming to theory: Finding Foucault and Deleuze. In K. Weiler (Ed.), *Feminist engagements: Reading, resisting, and revisioning male theorists in education and cultural studies* (pp. 141-164). New York: Routledge.
- St. Pierre, E. A. (2002). "Science" rejects postmodernism. *Educational Researcher*, 31(8), 25-27.
- St. Pierre, E. A., & Pillow, W. S. (Eds.). (2000). *Working the ruins: Feminist poststructural theory and methods in education*. New York: Routledge.
- Sugrue, C. (1997). Student teachers' lay theories and teaching identities: their implications for professional development. *European Journal of Teacher Education*, 20(3), 213-226.
- Taberski, S. (2000). *On solid ground: Strategies for teaching reading K-3*. Portsmouth, NH: Heinemann.
- Tompkins, G. E. (1997). *Literacy for the 21st century*. Upper Saddle River, NJ: Merrill.
- Tong, R. P. (1998). Postmodern feminism. In R. P. Tong (Ed.), *Feminist Thought*. Boulder, CO: Westview Press.
- Twiselton, S. (2004). The role of teacher identities in learning to teach primary literacy. *Educational Review*, 56(2), 157-164.
- U.S. Department of Education. (2005). *No child left behind overview*. Retrieved 6/25/05, from <http://www.ed.gov/nclb/overview/intro/index.html>
- Vygotsky, L. S. (1934). *Thought and language* (Hanfmann & G. Vakar, Trans.). Cambridge, MA: MIT Press.
- Vygotsky, L. S. (1987). Thinking and speech (N. Minik, Trans.). In R. Rieber & A. Carton (Eds.), *The collective works of L.S. Vygotsky* (Vol. 1). New York: Plenum.
- Weedon, C. (1987). *Feminist practice and poststructural theory*. New York: Blackwell.
- Wenger, E. (1998). *Communities of practice: Learning meaning and identity*. New York: Cambridge Press.
- Willig, C. (2003). Discourse analysis. In J. A. Smith (Ed.), *Qualitative Psychology* (pp. 159-183). Thousand Oaks, CA: Sage.
- Yatvin, J. (2003). I told you so! The misinterpretation and misuse of the national reading panel report. *Education Week*, 42(33), 44-56.
- Yatvin, J., Weaver, C., & Garan, E. (2003). Reading first: cautions and recommendations. *Language Arts*, 81(1), 28-33.

Zembylas, M. (2003). Emotions and teacher identity: a poststructural perspective.
Teachers and Teaching: theory and practice, 9(3), 213-238.

Appendix A

Definition of Terms

Definition of Terms

All disciplines come with their own vocabulary, acronyms, and meanings. Below is the key terminology used in this research.

Action Research is inquiry done by practitioners in order to help them better understand and improve their practice. It is a process of inquiring, planning, implementing, and reflecting about some aspect of one's teaching and students' learning. It involves consulting the "experts", collecting data, analyzing data, and making new plans for action (Hubbard & Power, 2003). Action research is a required project in the graduate teacher education program in which I teach.

Agency is described in relation to identity. Agency is the performance, the ways in which one acts his or her identity. The act of performance creates agency, because agency can be located within the possibility of a variation on repetition (Butler, 1999). Agency is not seen as free choice to act as one pleases, but is always seen in relation to the power dynamics one occupies.

Authorization Level is the grade ranges preservice teachers will be licensed to teach, i.e. early childhood, elementary, middle school, and high school.

Cooperating Teachers are the licensed teachers who act as mentors for the preservice student teachers throughout their student teaching.

Discourse is "not a language or a text but a historically, socially, and institutionally specific structure of statements, terms, categories, and beliefs" (Scott, 2003, p. 379).

Deconstruction is a way to analyze the ways in which meaning is made (Scott, 2003). Lather (1992) discusses Spivak's notion of deconstruction as "a way of thinking about the danger of what is powerful and useful" and Caputo's concept of the goal of deconstruction "is to keep things in play, to set up procedures to continually demystify the realities we create and to fight the tendency for our categories to congeal" (p.120).

Deconstructive Discourse describe a type of discourse preservice teachers used when describing literacy from their past. This type of discourse can be seen as the preservice teachers critique, question, examine, and take apart the varied literacy practices from their past literacy biographies, literacy coursework, and student teaching.

Early Childhood Authorization teachers are licensed to teach Pre-K through fourth grade.

Elementary Authorization teachers are licensed to teach third grade through eighth self-contained classrooms.

Initial Teaching License is the first license teachers receive from the state licensing commission. After three years, the teacher needs to show continued professional development to renew his or her initial teaching license.

First Authorization Student Teaching refers to the longest student teaching experience in the authorization (early childhood, elementary, middle school, high school) in which the preservice teachers most likely see themselves teaching. First authorization student teaching begins fall term with full-time work in a classroom prior to university coursework starting. After two full-time weeks in the classroom, preservice teachers switch to a schedule of two full days of student teaching and three days of coursework. Then at the end of fall term, preservice teachers spend the last two weeks of the semester full-time in their student teaching classroom. The preservice teachers return to the same classroom full-time starting in January, and remain there until March. During this first authorization student teaching, preservice teachers complete a work sample and their action research project.

Full-time Student Teaching refers to when the preservice teachers are in their student teaching classrooms full-time, and only taking one evening course a week. Full-time student teaching occurred during the first and last two weeks of fall term, and the entire spring term over both first and second authorization student-teaching placements.

Graduate Teacher Education Program in this study refers to a three semester, fifteen-month program for students with undergraduate degrees. Students earn both their initial teaching license and their Master of Arts in Teaching degree.

Literacy is broadly defined in this study as reading, writing, thinking, and speaking. Different definitions of literacy are explored from various discourses.

Middle School Quthorization teachers are licensed to teach fifth grade through tenth grade. Middle school authorized teachers must have an endorsement in a content area such as Language Arts, Science, Math, etc. In order to be endorsed the teacher must either have an undergraduate degree in the subject or pass a national subject area competency exam, student teach in the content area, and complete a work sample.

No Child Left Behind Act of 2001 (NCLB) is the eighth and most sweeping federal reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. It was signed into law on January 8, 2002 by President George W. Bush. It redefined the federal role in K-12 education and its goal is to close the achievement gap between disadvantaged and minority students and their peers. NCLB “represents a significant shift in educational policy away from the federal government being primarily a source of funding for low-income students to being a major force in shaping the goals and outcomes of education” (Fusarelli, 2004, pp. 71- 72). “It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work” (Atkinson, 2004, p. 119). “No Child Left Behind puts a special emphasis on implementing educational programs and practices that have been clearly demonstrated to be effective through rigorous scientific research” (U.S. Department of Education, 2005). Federal funding is targeted to support programs proven through scientific research.

Part Time Student Teaching refers to the fall semester when students were in the classroom two days a week and taking courses on campus the other three days. In addition to the two days a week, the preservice teachers spent the first two weeks and the last two weeks of the semester in their student teaching classrooms full-time.

Postmodern refers to the “large cultural shift of a post-industrial, post-colonial era” (Lather, 1991, p. 4). Artwork, architecture, and literature from this era are described as postmodern.

Poststructural refers to the academic theory that is “working out of those [cultural] shifts” (Lather, 1991, p. 4) from industrial, colonial era to a postmodern era.

Preservice Teacher is a student enrolled in a teacher education program working towards his or her initial teaching license.

Primary Teaching Responsibilities is a term used to describe when a student teacher takes over all the duties of the cooperating teachers including lesson planning, teaching, assessing, lunch duty, recess duty, communicating with parents, assistants, teachers, administration, etc.

Reading First (Title 1B) is a federal initiative under NCLB with the overarching goal of helping every child become a successful reader by grade 3. Twenty percent of Reading First monies are to be spent to develop a professional organization program for all K-3 educators to provide on-going technical assistance towards reading instruction. Eighty percent of the funds are to be distributed through grants for predetermined targeted to schools which serve children deemed at risk for reading (Oregon Department of Education, 2002). Schools that can access these funds by writing a grant must show both a percentage of poverty and a percentage of students at third grade that are unable to read at grade level (Oregon Department of Education, 2002, p.60).

Reconstructive Discourses to describe a type of discourse preservice teachers use when describing literacy practices they want to employ in the future. This type of discourse can be seen when the preservice teachers imagine their future as literacy teachers as they articulate the strategies, thoughts, ideas, and structures they plan to use.

Second Authorization Student Teaching is the last student teaching experience from March through April. This shorter student teaching experience is in a different authorization level from the first authorization student teaching. For instance, if a student was working towards an elementary and middle level authorization initial teaching license, then he or she might student teach in a middle school for his first authorization student teaching, and in a third grade classroom for his second authorization student teaching. A second work sample is completed during this authorization

Subjectivity “views the self as elaborate, complex and the site of ‘selves’ formed by multiple discourses of power/knowledge” (Phillips, 1998, p.7). Subjectivity is always historically produced in specific discourses and never one single fixed structure (Weedon, 1987, p. 90).

Work Sample is a minimum of a ten-day unit of study required by the state teacher licensing commission. The work sample includes five chapters: 1) background context of the community, school, and students; 2) goals for the unit tied to state and national standards; pre, mid, and post assessments, as well as evidence of communication with families; 3) lesson plans; reflections of the lessons; 4) analysis of learning; and 5) final reflection of the process. All preservice teachers in their graduate education program must complete two work samples, one in each authorization level and endorsement area.

Appendix B

Fall Informed Consent Form

Informed Consent Document

Project Title: Journey as Teachers of Literacy

Principal Investigator: Ken Winograd

Research Staff: Mindy Legard Larson

Purpose

The purpose of this research study is to examine your journey as a teacher of literacy and my teaching during EDUG 551/552 Language Arts and Social Studies Integration Methods course at George Fox University. My desire is to 1) analyze the discourses students use in describing their journey as teachers of literacy 2) analyze questions students share that influence who they become as teachers of literacy, 3) modify my own instruction as a literacy educator based upon the results. The data will be used for my doctoral thesis at Oregon State University.

The purpose of this consent form is to give you the information you will need to help you decide whether to be in the study or not. Please read the form carefully. You may ask any questions about the research, what you will be asked to do, the possible risks and benefits, your rights as a volunteer, and anything else about the research or this form that is not clear. When all of your questions have been answered, you can decide if you want to be in this study or not. This process is called “informed consent.” You will be given a copy of this form for your records.

I am inviting all students enrolled in EDUG 551/552 to participate in this study. I anticipate up to thirty students may be enrolled.

Procedures

If you agree to participate, your involvement will last for the duration of your EDUG 551/552 course. All aspects of the research will be conducted during regularly scheduled class time of 8am to 12pm for nine Mondays (September 13, 2004-November 15, 2004). Students will be asked to turn in course assignments: quick writes, reflective notes, units of instruction, representation of their conceptual development of literacy, and written response to an interview question.

Risks

A potential risk for perceived coercion does exist, as the researcher is also the course instructor. Students may choose to participate and withdraw from the study without any affect on the student’s grade or relationship with the course instructor.

Benefits

There are no direct benefits from participating in this study. The researchers anticipate that society may benefit from this study by sharing knowledge with others through presentations or publications regarding teacher education and/or literacy education.

Confidentiality

Records of participation in this research project will be kept confidential to the extent permitted by law. However, federal government regulatory agencies and the Oregon State University Institutional Review Board (a committee that reviews and approves research studies involving human subjects) may inspect and copy records pertaining to this research. It is possible that these records could contain information that personally identifies you. In the event of any report or publication from this study, your identity will not be disclosed. Results will be reported in a summarized manner in such a way that you cannot be identified.

Voluntary Participation

Taking part in this research study is voluntary. You may choose not to take part at all. If you agree to participate in this study, you may stop participating at any time. If you decide not to take part, or if you stop participating at any time, your decision will not result in any penalty. Choosing to participate or withdrawing from the study will not affect the participant's grade or relationship with the course instructor.

Questions

Questions are encouraged. If you have any questions about this research project, please contact: Mindy Larson (503) 435-0801 or mindylarson@comcast.net or Ken Winograd 541 737 5988 or winograk@oregonstate.edu. If you have questions about your rights as a participant, please contact the Oregon State University Institutional Review Board (IRB) Human Protections Administrator, at 541 737 3437 or by email at IRB@oregonstate.edu.

Your signature indicates that this research study has been explained to you, that your questions have been answered, and that you agree to take part in this study. You will receive a copy of this form.

Participant's Name (printed): _____

Participant's Signature: _____ Date: _____

Researcher Statement

I have discussed the above points with the participant. It is my opinion that the participant understands the risks, benefits, and procedures involved with participation in this research study.

Researcher's signature: _____ Date: _____

Appendix C

Spring Invitation Email

Hello literacy friends,

I would like to invite you to join me in a research project. I am studying how preservice teachers develop as teachers of literacy. The questions guiding my research are: How do preservice teachers develop their identity as teachers of literacy in the midst of authoritative discourses? What kind of discourses do preservice literacy teachers use to negotiate the boundaries in education?

I am asking you to consider joining this research project. It will involve an additional time commitment in your life. I would like to meet once a month for 90 minutes to discuss:

- How literacy is being presented/taught in your classroom? What is working? What are your concerns?
- How does this connect or disconnect from your experiences as a student in George Fox University's literacy courses?
- How are you able to teach and work in this system?

I will also ask that you email me and/or your colleagues a minimum of twice a month as issues, questions and concerns arise. Finally, I would like permission to come and observe you teach a literacy lesson in your student teaching practicum placement.

This research can benefit you in several ways. First, I believe we will all learn from the rich discussions we will have about your teaching of reading and writing. Second, in our discussions, you will gain insights about your emerging identities as teachers of literacy. I believe that the discussions and conversations that you will have in the context of this project will only enhance your understandings of teaching. I look forward to working with you.

I will attach the informed consent form which gives greater details regarding this research project. Please email me (mindylarson@comcast.net) or call (503) 435-0801 if you are interested in participating in this project!

Mindy Larson

Appendix D
Spring Informed Consent Form

Informed Consent Document

Project Title: Journey as Teachers of Literacy

Principal Investigator: Ken Winograd

Research Staff: Mindy Legard Larson

Purpose

I would like to invite you to join me in a research project. I am studying identity development of preservice teachers of literacy. The questions guiding my research are: How do preservice teachers develop their identity as teachers of literacy in the midst of authoritative discourses? What kind of discourses do preservice literacy teachers use to negotiate the boundaries in education?

This research will be disseminated in published journals and at professional conferences. More immediately, the data will be used in my doctoral thesis at Oregon State University.

The purpose of this consent form is to give you the information you will need to help you decide whether to be in the study or not. Please read the form carefully. You may ask any questions about the research, what you will be asked to do, the possible risks and benefits, your rights as a volunteer, and anything else about the research. This process is called “informed consent.” If you decide to participate in this research, you will be given a copy of this form for your records.

Procedures

12/6/04-4/30/04	<p>Five monthly audiotaped focus group meetings (90 minutes each) at which time you will discuss in a small group particular issues/questions/concerns related to literacy instruction and development. Questions to be asked at each meeting:</p> <ol style="list-style-type: none"> 1. How is literacy being presented/taught in your classroom? What is working? What are your concerns? 2. How does this connect or disconnect from your experiences as a student in George Fox University’s literacy courses? 3. How are you able to teach/work in this system? <p>Within one week of the focus group meetings, I will email transcriptions from the focus group meeting to allow you to check for transcription accuracy and to give you the opportunity to see if the text represents what you intended and to add or modify this information.</p> <p>Bi-monthly email communications with me and/or with peers in your focus group regarding issues/questions/concerns related to literacy instruction and development.</p> <p>One observation of you teaching a literacy lesson in your student teaching placement.</p>
4/28/04-5/1/04	Individual audiotaped interviews (20 minutes), at which time I will

	<p>interview you alone, using the following questions:</p> <ol style="list-style-type: none"> 1. What did you learn about yourself as a teacher of literacy during your student teaching? 2. What connections and/or disconnects did you make between your student teaching and your literacy coursework at George Fox University? 3. How do plan to teach literacy in the fall when you begin your teaching career? <p>Within two weeks, I will email transcriptions from the individual interview to allow you to check for transcription accuracy and to give you the opportunity to see if the text represents what you intended and to add or modify this information.</p>
--	--

Risks

During focus group meetings and email conversations you may experience feelings of inadequacy or embarrassment as you share in small groups issues and concerns regarding student teaching and teaching literacy. You may also experience problematic interactions with your peers in discussions. You will also be volunteering your time to participate in the study and will be asked to participate in all aspects of the study, and this time will detract from time otherwise spent completing your academic programs.

Benefits

I will serve as a mentor throughout the study by helping you make sense of the complexities of teaching during focus group meetings and through email communications. Because I am not your current teacher or assigned university supervisor, you may have greater freedom in expressing concerns. Focus group meetings and email conversations will provide a collegial support system for you to process and problem solve questions/issues/concerns with your peers and me.

Compensation

There will be no compensation given to students.

Confidentiality

Before each focus group meeting, you will be reminded that what is said in the focus group meeting is not confidential. Your identity and your peer's identities in focus group meetings and student-managed emails during the study will not be anonymous since you all know each other. Names will be replaced with pseudonyms when the research is published. I will take responsibility for maintaining confidentiality only of the emails I receive. Records of participation in this research project will be kept confidential to the extent permitted by law. Data will be kept in a secure location with access limited to the research team members. However, federal government regulatory agencies and the Oregon State University Institutional Review Board (a committee that reviews and approves research studies involving human subjects) may inspect and copy records pertaining to this research. It is possible that these records could contain information that personally identifies you. In the event of any report or publication from this study, your

identity will not be disclosed. Results will be reported in a summarized manner in such a way that you cannot be identified.

Voluntary Participation

Taking part in this research study is voluntary. You may choose not to take part at all. If you agree to participate in this study, you may stop participating at any time. Furthermore, periodically, I will remind you that you do have the option to drop out of the research at any time. If you decide not to take part, or if you stop participating at any time, your decision will not result in any penalty. Choosing to participate or withdrawing from the study will not affect your academic standing, since I am not your university supervisor and am no longer your instructor.

Audio Taping

By initializing in the space provided, you verify that you have been told that audio recordings will be generated during the course of this study. Audiotapes will be transcribed by the researcher. Participants' names will remain on transcriptions during the study and will be replaced with pseudonyms when writing of the research text begins. The researcher will have access to the tapes and they will be stored in her home for ten years and then be destroyed.

_____ Participant's initials

Questions

Questions are encouraged. If you have any questions about this research project, please contact: Mindy Larson 503 435 0801 or mindylarson@comcast.net or Ken Winograd 541 737 5988 or winograk@oregonstate.edu. If you have questions about your rights as a participant, please contact the Oregon State University Institutional Review Board (IRB) Human Protections Administrator, at 541 737 3437 or by email at IRB@oregonstate.edu.

Your signature indicates that this research study has been explained to you, that your questions have been answered, and that you agree to take part in this study. You will receive a copy of this form.

Participant's Name (printed): _____

Participant's Signature: _____ Date: _____

Researcher Statement

I have discussed the above points with the participant. It is my opinion that the participant understands the risks, benefits, and procedures involved with participation in this research.

Researcher's signature: _____ Date: _____

Appendix E

January Focus Group Agenda and Handout

January Focus Group Agenda

- Snacks, conversation, connect
- IRB form
- Fill out biographical information
- Discussion

Biographical Information

Name:

Sex:

Age:

Race/Ethnicity:

Languages you speak:

Religion:

Church you currently attend:

What are your passions? interests?

What district(s) did you go to school (K-12)?

What was the composition of the K-12 schools you attended? Race/ethnicity?
Socioeconomic? Languages?

Educational backgrounds:

Grandparents?

Parents?

Siblings?

What are the values or attitudes of your parents, grandparents toward education?

Other relevant information:

Student teaching placement:

District:

School:

Grade/content:

Cooperating Teacher?

University Supervisor?

Appendix F

February Focus Group Agenda and Handouts

February Focus Group Agenda

- Snacks, conversation, connect
- Handout
 - Comprehension strategies review with picture books
 - Readers' Theater website
 - Wallet of comprehension questions
 - Chapter book retell sketches handout
 - Story Star
- Discussion

February Focus Group Handout

Comprehension Strategies used by Proficient Readers:

- Use schema
 - text-to-text
 - text-to-self
 - text-to-world
 - build schema for authors, genres of text, and text elements
- Infer
- Ask questions
- Determine the important ideas and themes in text
- Visualize and create mental images while reading
- Synthesize
- Utilize a variety of fix-up strategies to make sure the story has meaning
 - use context clues
 - look at the picture
 - reread from the beginning of the sentence
 - break word into chunks

Adapted from Keene, E.O. & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop*. Portsmouth, NH: Heinemann.

Ideas:

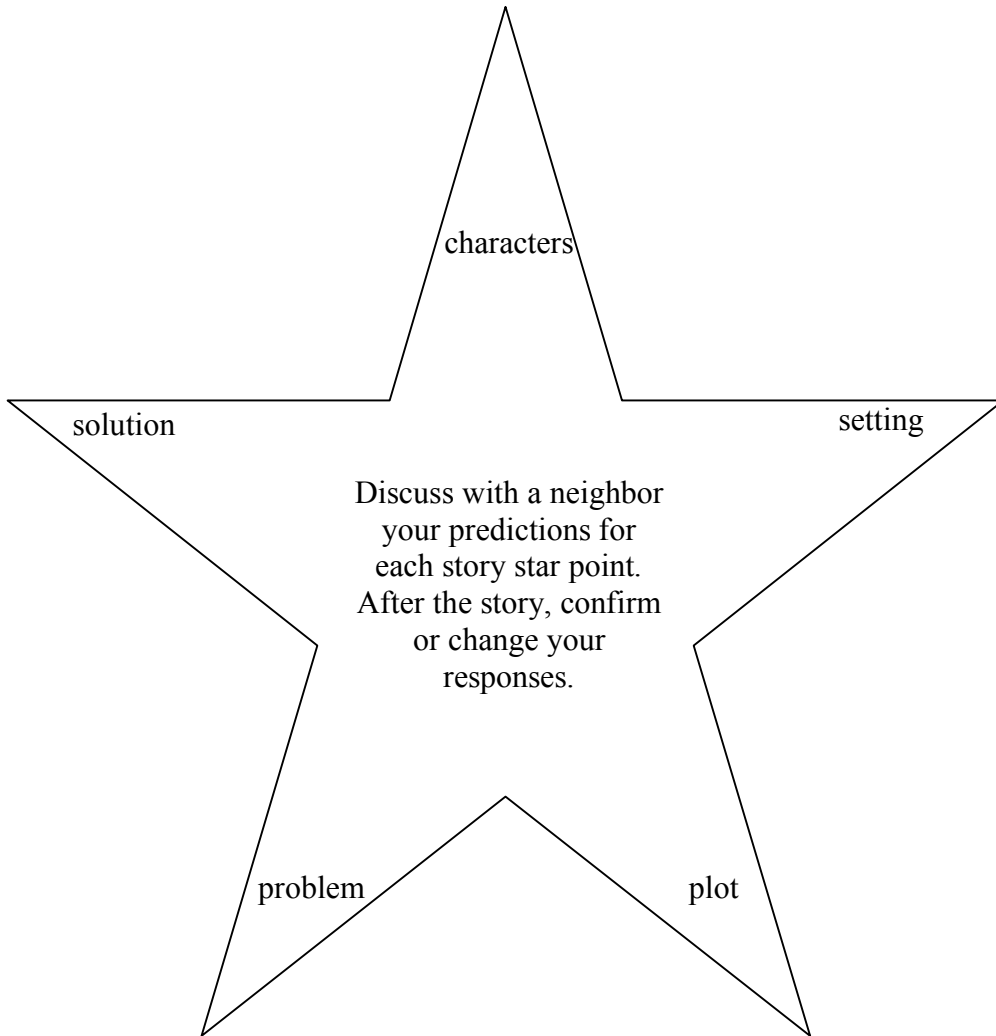
- Pick a comprehension strategy to model over a few weeks. Model the strategy during read aloud, shared reading, guided reading and have students practice it during guided reading and independent reading.
- Wallet of questions
- Chapter book retell sketches
- Story star

Readers' Theater online resource:

<http://www.aaronshp.com/rt/>

Chapter Book Retell Sketches

Story Star



Appendix G

March Focus Group Agenda and Handouts

March Focus Group Agenda

- Snacks, conversation, connect
- Picture books out for borrowing
- Second authorization information sheet
- Handouts
 - Favorite Literacy Resources
 - “When I Was Little” writing lesson
 - Expert Reader Comprehension Strategies definitions and text-based assessment questions from pp. 228-231 in Keene, E.O. & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a reader’s workshop*. Portsmouth: Heinemann
 - Attribute Graph from page 113 in Hoyt. L. (1999). *Revisit, reflect, retell*. Portsmouth, NH: Heinemann.
 - Alphaboxes from page 271 in Hoyt. L. (1999). *Revisit, reflect, retell*. Portsmouth, NH: Heinemann.
 - Just Like page 105 in from Hoyt. L. (1999). *Revisit, reflect, retell*. Portsmouth, NH: Heinemann.
- Discussion

Name:

Second Authorization Student Teaching Placement

District

School

Grade/Content

Cooperating Teacher

University Supervisor

Favorite Literacy Resources

Literature Circles

- Daniels, H. (2001). *Literature circles: Voice and choice in the student-centered classroom 2nd Ed.* York: Stenhouse.
- Noe, K.L. & Johnson, N.J. (1999). *Getting started with literature circles.* Norwood, MA: Christopher-Gordon Publishers.

Children's Literature & Art

- Frohardt, D.C. (1999). *Teaching art with books kids love: Art elements, appreciation, and design with award winning books.* Golden, CO: Fulcrum Resources.

Poetry

- Heard, G. (1999). *Awakening the Heart: Exploring poetry in elementary and middle school.* Portsmouth, NH: Heinemann.
- Heard, G. (2002). *The revision toolbox: teaching techniques that work.* Portsmouth, NH: Heinemann.

Literacy Comprehension

- Harvey, S. & Goudvis, A. (2000). *Strategies that work.* Portsmouth, NH: Heinemann.
- Hoyt, L. (2002). *Make it real: Strategies for success with informational texts.* Portsmouth, NH: Heinemann.
- Hoyt, L. (1999). *Revisit, reflect, retell: Strategies for improving reading comprehension.* Portsmouth: Heinemann.
- Hoyt, L. (2000). *Snapshots: Literacy mini lessons up close.* Portsmouth, NH: Heinemann.
- Keene, E.O. & Zimmermann, S. (1997). *Mosaic of thought: Teaching comprehension in a reader's workshop.* Portsmouth, NH: Heinemann.
- Miller, D. (2002). *Reading With Meaning.* Portsmouth, NH: Heinemann.

Children's Literature & Literary Devices

- Hall, S. (2001). *Using picture storybooks to teach literary devices Vol 3.* Westport, CT: Oryx Press.

Writing

- Cruz, M.C. (2004). *Independent writing: One teacher-thirty-two needs, topics and plans.* Portsmouth, NH: Heinemann.
- Dorn, L. & Soffos, C. (2001). *Scaffolding young writers: A writer's workshop approach.* Portsmouth, NH: Heinemann.
- Ray, K.W. (2004). *About the authors: Writing workshop with our youngest writers.* Portsmouth, NH: Heinemann.
- Calkins, L. M. (1994). *The art of teaching writing (2nd Ed).* Portsmouth, NH: Heinemann.
- Fletcher, R. & Portalupi, J. (1998) *Craft lessons: teaching writing K-8.* York, Maine: Stenhouse.

Websites:

List of books to use by themes and grade levels for literature circles:

<http://fac-staff.seattleu.edu/kschlnoe/LitCircles/Books/sample2.html>

Recommended books by subject area for general reading:

http://www.st-charles.lib.il.us/youth_services/yrl/ythread.htm

Book Talks:

<http://www.nancykeane.com/booktalks/>

Teaching Tolerance

<http://www.tolerance.org>

International Reading Association

<http://www.ira.org>

Oregon Reading Association

<http://www.oregonread.org/>

National Council for Social Studies

<http://www.ncss.org>

Rubistar (creates rubrics for projects)

<http://rubistar.4teachers.org/index.php>

Aaron Shepard's reader's theatre scripts

<http://www.aaronshp.com/>

A free website from the International Reading Association and the National Council of Teachers of English that has lessons, web resources & student materials.

<http://www.ReadWriteThink.org>

Appendix H

April Focus Group Agenda and Handouts

April Focus Group Agenda

- Snacks, conversation, connect
- Literacy timeline
- Handouts
 - Free Materials from Teaching Tolerance Order Form:
http://www.tolerance.org/pdf/tt_materials_order_form.pdf
 - Circle of books handout from page 105 in Winebrenner, S. (2001). *Teaching gifted kids in the regular classroom*. Minneapolis, MN: Free Spirit Publishing Inc.
 - Contract to read ahead from page 93 in Winebrenner, S. (2001). *Teaching gifted kids in the regular classroom*. Minneapolis, MN: Free Spirit Publishing Inc.
 - Character Sociogram from Appendix 21 in Fountas, I. & Pinnell, G. (2001). *Guiding readers and writers grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, NH: Heinemann.
 - Engage your students
 - First day of school
- Dialogue

Engage Your Students

- Turn to your partner and ... (predict what will happen next in the story)
- Stand up if/when...(you have your answer written down)
- Put your pencil down when...(you finished your timed test)
- Using your fingers, from 1 to 5 fingers how well do you understand _____? (the setting in this book) 1 is a little, 5 is completely.
- Call on students by drawing names from a can with popsicle sticks. Be sure to let students share answers with others before putting them “on the spot.” Don’t give up on a student once you’ve called on them. Give hints or clues until they are able to successfully answer the question.
- Use sign language for students to offer a response to a question (I for invertebrate & V for vertebrate)
- Jump up when I say...(a weather word) during the read aloud
- Everyone whisper your answer
- Show me with your fingers...(how many ways to make a trapezoid)
- Thumbs up, thumbs down, thumbs sideways (if you liked the book)
- Write your answer on a post-it note
- Stand up if you agree with...(Susan’s answer)
- High five your neighbor if you both finished...(your worksheet)
- Give me a thumbs up if ...(you have an idea)
- Put your hand on your... (shoulders) when...(you are ready to line up)

In Preparation for the First Day of School

- Create procedures for everything: bathroom, turning in work, washing hands before lunch, how you'll get recess equipment, how to line up, when to sharpen pencils, DEAR, shared reading, guided reading, spelling, writer's workshop, math centers, etc.
- Classroom environment: desks, book cases, plants, artwork, bulletin boards (my belief is to leave as many as possible blank for students to decide what to do with them)
- What to do with supplies (keep individually or make community supplies)
- Find out who the most challenging students in your class will be and call to invite them to come in individually to help you set up the classroom
- Send out a postcard to your students introducing yourself and letting students know when they can come in to meet you and their new classroom
- Don't label everything in the room with students' names especially if you plan to alphabetize things because your class list will change and students will inevitably go by a different name.

First Day of School Ideas

- Make the day fun and stress-free
- Buddy up new students to the school with old timers
- Welcome students as they enter your room
- Have a designated spot for each student to sit with a name tag ready to be made
- Have blank paper available for students to write/draw what they did over the summer (provide pencils & crayons/markers)
- Start with a class meeting introducing yourself & allow each student to introduce themselves (take breaks as needed to keep attention)
- Use ice breakers to allow students to meet each other
 - I'm Mindy and I like marshmallows, I'm Francine and I like french fries, etc.
 - Find Someone Who...
 - Do you like your neighbor? (Hi, I'm ____; Do you like your neighbor?; No; Yes, especially those who _____)
 - Cartoon names on backs & ask questions to figure out who you are
 - Get to Know Me Charades
 - Partner walks
 - Venn Diagrams of similarities/differences with a partner
 - Name wave
 - Create identity bags
 -
 -
- Let students label their supplies if you don't have parent volunteers (buy lots of Sharpies)
- Start brainstorming rules/expectations/guidelines for their classroom
- Be explicit about procedures. Teach by making T-charts:
- Make T-charts for each portion of your day (recess, walking to lunch, etc.)

- Talk through each procedure to help students visualize in order to make your expectations clear (how to get your lunch)
- Play a classroom scavenger hunt with partners (Find stapler, unifix cubes, globe, etc)
- Tour school
- Tour boundaries for the playground before you excuse students to recess
- Have a DEAR time (start reading with students individually)
- Create some art to put up on a bulletin board to create instant ownership of the classroom
- Bring popsicles to eat at the end of the day
- Give high fives as students leave the classroom/building

Books to Read in Early Childhood Classrooms

First Day Jitters by Julie Danneberg

First Day Hoorah by Julie Danneberg

Wemberly Worried by Kevin Henkes

Kissing Hand by Audrey Penn

Miscellaneous Poem

The Line

My hands are hanging at my side
I'm standing very tall
My eyes are looking straight ahead
I'm ready for the hall

Appendix I

Lather's (1993) Transgressive Validity Check-list: A Simulacrum

Lather's (1993) Transgressive Validity Check-list: A Simulacrum

Ironic Validity

- foregrounds the insufficiencies of language and the production of meaning-effects, produces truth as a problem
- resists the hold of the real; gestures toward the problematics of representation; foregrounds a suggestive tension regarding the referent and its creation as an object of inquiry
- disperses, circulates and proliferates forms, including the generation of research practices that take the crisis of representation into account
- creates analytic practices which are doubled without being paralyzed

Paralogical Validity

- fosters differences and heterogeneity via the search for "fruitful interruptions"
- implodes controlling codes, but still coherent within present forms of intelligibility
- anticipatory of a politics that desires both justice and the unknown, but refuses any grand transformations
- concerned with undecidables, limits, paradoxes, discontinuities, complexities
- searches for the oppositional in our daily practices, the territory we already occupy

Rhizomatic Validity

- unsettles from within, taps underground
- generates new locally determined norms of understanding; proliferates open-ended and context-sensitive criteria; works against reinscription of some new regime, some new systematicity
- supplements and exceeds the stable and the permanent, Derridean play
- works against constraints of authority via relay, multiple openings, networks, complexities of problematics
- puts conventional discursive procedures under erasure, breaches congealed discourses, critical as well as dominant

Voluptuous Validity

- goes too far toward disruptive excess, leaky, runaway, risky practice
- embodies a situated, partial, positioned, explicit tentativeness
- constructs authority via practices of engagement and self-reflexivity
- creates a questioning text that is bounded and unbounded, closed and opened
- brings ethics and epistemology together

(Lather, 1993, p. 685-686)

Appendix J

Interview Transcript Summaries of the Impact of Focus Group

Interview Transcript Summaries of Impact of Focus Group

Mary Beth (I): *I learn so much by working with other people. [It is] such a great way to work. ...I think literacy has been the most exciting thing for me in teaching, so it was really great to work with other people and talk about it, to hear their experiences too. Just listening to their experiences, being able to express mine, talk about them. It was huge.*

Stef (I): *Hearing what others were doing, talking about what I was doing and getting feedback. Is this right? I am trying things out, am I doing it right? What do you think? I have this problem what should I do? We talked about different things we were doing, and I has like, "Oh that is a good idea." I felt like it was more constructive. I could complain and talk about things that were going wrong but we were able to talk about it in a way that was well what can you do to make it better. Well, I am doing this in my classroom, you should try it out.*

Jenny (I): *It helped because once we were in our [student teaching] placements we hardly ever saw anyone from the program or even from your class. ...So having the group allowed us to actually talk to people from your class [about] different grade levels, different strategies get different ideas and also get ideas from you.*

Annie (I): *Just hearing the feedback and experiences of everyone else is totally important. It is this collaborative experience where you learn through others and so hearing I only had one experience in my student teaching or two experiences in two different classrooms, so I felt like it was very valuable because I heard everyone else's experiences and that can tag on to me to hear what others are going through and issues that might come up and how others have problem solved through stuff. I think it is really important and just to hear other people's belief systems and how they were running their classrooms is very interesting. So I thought it was really beneficial, absolutely. And then you are an awesome mentor, you come with all this knowledge and you have all these questions and not even that you were giving us all the information, you were asking questions, that spawned all this conversation, like literacy conversations as adults I know I need to continue my literacy development and professional development just as much as my kids and then reflect on it and reflect on everyone else around me to see how they are developing themselves and then learn through each other*

Sienna (I): *It was a nice source for me to vent and get ideas at the same time. Hearing that other people are going through similar experiences was very reassuring, very helpful. It wasn't just me, my problems, bickering. And I would take the strategies you showed us and try them in*

the classroom. And that was amazing. Hey, these work and the books that you gave us, the kids liked them....It caused us to really think, reflect on literacy teaching. It was extremely helpful.

Ian (I): It gave us a chance to meet and discuss literacy strategies with different people in different age groups with different backgrounds and everything. So that whole opportunity to converse 1.5 hour once a month was great. It was a debriefing session that gave us a chance to really reflect more so than in a formal paper or formal reflection assignment or just driving by myself because when you hear one person talk about one strategy they did and it is real similar to something you did, you are like "Yes! That's great, what I did worked, what they did worked. This is something in the future is going to work or it can be slightly tweaked. You see it's not just my lucky day when something worked out and for other students it didn't work out. But then, on the other time you can contrast, some of their type of techniques and some of the things they've struggled with or had successes with and maybe I didn't have successes with. It was a learning, growing experience; you have more mirrors to reflect my own practice with. And also we also got to see how many other cooperating teachers did things, and a lot of things was what wasn't successful, what was not working.

A.J. (I): I just thought it [focus group] was cool to hear what other people are doing. I felt better about the fact that my teacher didn't do anything. I don't know what other teachers are doing for reading, but now I do. So, then I felt better, thinking these kids will get reading next year. That is kind of how I hear it well that's ok if you don't do it, because someone else will pick it up next year. When I feel bad or whatever, but I liked it because I liked hearing what other kids were doing themselves whether their cooperating teachers were or weren't doing. I just like hearing what everyone is doing.

Appendix K

Reader's Workshop Contract

Reader's Workshop Contract

I will be working (circle one): independently with a partner in a small group
Team members' names (unless working independently):

Goal(s) for today:

Plan to meet goal(s):

Session 1: Reader's Workshop

I will be working on (select 1 or more):

- read aloud lesson planning
- shared reading lesson planning
- guided reading lesson planning
- daily plan for reader's workshop
- weekly plan for reader's workshop
- monthly plan for reader's workshop
- watch a video on guided reading

Assessment of my growth and progress toward my goal(s) today:

AGREEMENTS:

- I will sign up for a conference if I (or my group) would like individualized help/scaffolding.
- I will share in a mixed group how I am working towards my goals at the end of the day.
- I will turn in this inquiry planning sheet at the end of the day and attach evidence of growth/progress (a copy of work completed or in-progress).

_____ (Name) _____ (Date)

Appendix L

“Instead of...I will...”

Instead of...	I will...
round robin reading during guided reading	
everyone reading the same story from the anthology	
ability grouping the class, “deporting” them to different rooms, and having all students read the same story	
asking students to write on a new topic everyday	
letting my curriculum tell me what strategy to teach on Tuesday	
giving students a writing prompt everyday	
asking students to color in worksheets	
randomly deciding which texts to pick for read aloud, shared reading, guided reading	
having students write then edit	

