Dr. Tiffany R. Wheeler, Associate Professor of Education
Bingham Award Renewal Application

<u>**Teaching Statement**</u>

<u>**Teaching Evolution and Pedagogical Challenges**</u>

Since I received the Bingham Award in 2011, I have been committed to maintaining excellence in my classroom instruction and enhancing the learning of my students to the greatest extent possible. During this time period, my teaching has evolved in some important ways. First of all, I have become more comfortable changing my plans for class sessions based on students' interests and concerns, particularly as they relate to current events. While I certainly think it is important for professors to carefully plan courses and provide detailed syllabi to help students understand the goals and expectations for their courses, I also believe that flexibility is absolutely crucial in teaching and making thoughtful changes can be extremely beneficial to student learning. For example, in 2015, national news media sources reported several incidents of college fraternities participating in racist activities and behaviors. In response to this, Tracy Clayton, a Transylvania graduate, wrote a provocative Buzzfeed article about her experiences at Transylvania as one of few African American students on campus. In her article, she made claims that one of the fraternities on campus, Kappa Alpha, demonstrated similar behaviors to those reported in the media. This article caused an uproar in the campus community and many conversations ensued about the issues that Clayton addressed. In my EDU 3414 Race, Ethnicity, and Social Class in American Education course, I had students who were upset by the article and really wanted some space to unpack the issues that were highlighted. I made the decision to completely change the topic and focus for one of my class sessions to address the article and campus debates that had erupted. I asked my students to read the article before they came to the next class session and to be prepared to share their honest thoughts and insights about the controversy surrounding it. Classes related to issues of race, ethnicity, and social class always pose some pedagogical challenges because they address issues and concepts that make many students, and people in general, uncomfortable. I knew that discussing the Buzzfeed article in class would be particularly challenging because Clayton made some strong claims about racism at Transylvania, and it is more difficult for students to confront some of the negative aspects of the institution that they know and love. I was also aware that the students would have a variety of perspectives about the article and the discussion could potentially evolve into some heated debates. Additionally, I had several members of the Kappa Alpha fraternity in the class, and I wanted to be sure that they did not feel personally attacked during the discussion.

In the beginning of the semester in my EDU 3414 course, we always establish some ground rules for discussion to create an inclusive classroom environment where multiple perspectives can be shared. While students are certainly encouraged to

challenge and question the issues addressed in the course readings and materials, the ground rules help to cultivate an environment where hateful rhetoric and personal attacks are not allowed. At the beginning of the class session related to the Buzzfeed article, I reiterated the ground rules that we had established early in the semester, which included being open-minded about others' viewpoints, avoiding personal attacks, and not interrupting or dominating class discussion. I also told students that they should be completely honest about their feelings regarding the article, and I emphasized that I would not personally be judging them. We had established a strong classroom community throughout the semester, so students expressed their ideas freely but refrained from engaging in personal attacks and making accusations toward the members of Kappa Alpha. Although the discussion was difficult and intense, it was actually one of the best classes of the semester. I was extremely impressed with the way that students applied many of the course concepts and themes to the Transylvania situation, and it highlighted the significance of creating meaningful learning experiences that are relevant to students' lives.

Additionally, I have become more intentional about addressing the varied needs of the diverse learners that I have in my classroom. For instance, during the last five years, I have had more international students in my classes than previous years due to Transylvania's increased focus on international student recruitment. Many of the students come from countries where the educational system is very different from the United States. The students also have varying levels of English proficiency, which has certainly posed some pedagogical challenges.   In working with some international students in my EDU 3414 Race, Ethnicity, and Social Class in American Education course, I assumed that they knew more about American schools than they actually do. I did not consider that many of them have not learned much about the history or progression of American schools, nor have they had as much exposure to the complex issues surrounding race, ethnicity, and social class in the United States. Also, some international students are used to more lecture-based classroom instruction in their home countries, and they may struggle in seminar style courses because they are not used to being encouraged by the instructor to share their ideas and connections to the readings. Some students are also self-conscious about speaking up in class due to their level of English proficiency.

I have addressed these challenges by being mindful to provide more scaffolding and background information about American schools during my instruction. To support seminar discussions, I also incorporate multiple teaching methods and resources to help students access information, which include handouts, Power Point slides, video clips, photographs, poetry, and song lyrics. I incorporate opportunities for students to discuss course topics with partners or in small groups so that they can participate without feeling pressure to speak to the whole class. As well, I have invited them to come to my office to share their understandings of the course readings and to ask questions about any unfamiliar concepts. I have also provided lists of questions and reading prompts to help students do more focused readings to prepare for class discussions.

Writing can also be challenging for international students, and I have allotted more time for individual conferences to help students with their writing. I have also consulted with staff members in the Transylvania Writing Center and campus English Language Learner specialists about pedagogical strategies to support international students. With regard to research papers, I have implemented a multi-phase process so that I can give students incremental feedback about their writing.

Incorporation of Research, Scholarship and Professional Activities into Courses

My scholarship and professional activities have definitely informed and enhanced my course content and pedagogy. One of my major research interests is focused on culturally responsive pedagogy, particularly in the area of literacy instruction. Geneva Gay (2000) defines culturally responsive teaching as "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches *to* and *through* the strengths of these students. It is culturally *validating* and *affirming"* (p. 29). My dissertation work and several subsequent scholarly and professional projects have focused on culturally responsive instruction. Specifically, in my dissertation, I examined the impact of culturally responsive pedagogy on the literacy development of African American boys. The Transylvania education program is committed to addressing diversity in all of its courses, and culturally responsive pedagogy is an important theme in the program. Culturally responsive instruction is relevant to the majority of the courses that I teach, so I have been able to incorporate my scholarly work in various ways. For example, in 2009-2011, I worked with a team of researchers from several Kentucky colleges and universities to develop the *Culturally Responsive Instruction Observation Protocol* (CRIOP) instrument to help classroom teachers implement culturally responsive instructional practices. The instrument was initially completed in 2011 (additional revisions have occurred since that time) and is based on a theoretical model comprised of six elements of culturally responsive pedagogy- classroom relationships, family collaboration, assessment practices, instructional practices, discourse, and sociopolitical consciousness. The instrument identifies generally effective practices, culturally responsive practices, and non- culturally responsive classroom practices. This instrument has been utilized by several Kentucky university researchers, as well as researchers in other states, to observe teachers' pedagogical practices and to provide feedback about how teachers can become more culturally responsive to meet the needs of their diverse students. The research team also collaborated to write a book based on the CRIOP, entitled *Literacy for All: An Instructional Framework for Closing the Gap.* Routledge published this book in July 2011, in which I co-authored a chapter, "Pedagogy/Instruction: Beyond 'Best Practices'" with Susan Cantrell, one of my colleagues on the research team. The chapter provides an important research base regarding culturally responsive pedagogy, including elements from my own original dissertation research, and also makes connections to practical instructional

applications for teachers. The book provides an important contribution to the study of culturally responsive instruction, as it examines literacy instruction in a sociopolitical context and suggests that approaches commonly viewed as "best" and "effective" literacy instructional practices do not do enough to address the deeper issues associated with the achievement gap for culturally and linguistically diverse learners.

In my EDU 3034 Literacy in Written and Spoken Language for Primary Learners course, I discuss my work with the CRIOP research team and share the instrument with my students. They reflect on the different elements of the instrument and discuss the culturally responsive instructional practices that they have observed, as well as non-culturally responsive examples of classroom instruction. In this course, the students are required to complete a minimum of 10 field hours in a local classroom, and they use the CRIOP as a guide when they are conducting their observations. As well, near the end of the semester, the students have to write a reflection about the lessons that they taught in their field placements, and they have to address some guiding questions about their level of culturally responsive instruction based on elements of the CRIOP. Additionally, I assign the chapter that I co-authored for the *Literacy for All* book, as well as other readings about culturally responsive pedagogy from authors such Geneva Gay, Gloria Ladson-Billings, and others. I also assign readings related to culturally responsive pedagogy in my EDU 3414 Race, Ethnicity, and Social Class course, as well as my EDU 3074 Interactive, Integrative Learning Climates course.

Another research interest that I have been able to incorporate in my courses relates to the history of African American education in the United States. In 2011, I was selected to participate in the National Endowment for the Humanities (NEH) four-week seminar, "African Americans' Struggle for Freedom and Civil Rights: 1865-1965," at the W.E.B. DuBois Institute at Harvard University. During this seminar, I engaged with professors from colleges and universities across the United States and attended sessions led by prominent scholars in African American history. This seminar sparked my interest in learning more about southern segregated schools and the role that African American teachers played in helping their students navigate life in a segregated society.   I was granted a sabbatical leave in Winter and May Terms 2016 to conduct research about the kinds of school settings, curricular emphases, and pedagogies that African American teachers utilized in segregated schools to inspire their students. I have found that many students have very little background or understanding of this important history, and in order to understand contemporary issues about African American student achievement, it is imperative to examine the historical struggles that African Americans have endured in pursuing educational opportunities in the United States. I read extensively about history of African American education during my sabbatical, including texts by James Anderson and Vanessa Siddle-Walker, who are education historians and renowned scholars in this area of research. During my sabbatical, I conducted archival research related African American teachers in segregated schools at the Avery Center for African American History and Culture at the College of Charleston. One of

the teachers that I researched was Septima Clark, an African American educator and civil rights activist from Charleston, South Carolina who later trained civil rights activists at the Highlander Folk School in Tennessee and worked with Dr. Martin Luther King, Jr. in the Southern Christian Leadership Conference. In my EDU 3414 Race, Ethnicity, and Social Class in American Education course, one of our course texts is *Young, Gifted, and Black: Promoting High Achievement among African American Students* by Theresa Perry, Claude Steele, and Asa Hilliard III. One of Theresa Perry's essays highlights narratives of African Americans who reflect her theory of the historic African American philosophy of education: freedom for literacy, literacy for freedom, racial uplift, citizenship, and leadership. One of the highlighted narratives is focused on Septima Clark and her work with helping African American voters to develop literacy skills in Citizenship Schools in South Carolina. In the EDU 3414 course, my sabbatical research has really helped me to expand my focus on the history of African American educators who taught in segregated schools and I have been able to provide several examples of teachers who helped to make segregated schools serve as counterhegemonic communities, which is an important theme that Perry (2003) addresses in her essays. When we discuss Septima Clark in the Perry text, in addition to reading the narrative, I bring in copies of primary sources, such as interviews, essays, photographs, and newspaper articles that I obtained from my research to help students gain a better sense of who she was as a person and how she serves as a prime example of how African American educators also served as activists in their communities.

Engaging Students and Meeting Their Needs During the Next Five Years

During the next five years, I plan to continue to engage in more faculty development to help me meet the needs of English Language Learners and international students in my courses. While I think some of my approaches have been working well, I want to delve more deeply into the effective pedagogical practices for engaging international students. Later this month, I will be attending a seminar sponsored by the Transylvania Writing Assessment Committee that will focus on supporting diverse learners (with an emphasis on multilingual learning) in a liberal arts context.

Moreover, to build on my sabbatical work, I plan to create a new course that focuses on the history of African American education in the United States. While my EDU 3414 course addresses this to some extent, the class also focuses on other races and ethnicities and has a strong emphasis on social class. While several students have expressed interest in taking courses related to African American studies, we have very few courses at Transylvania that address African American history, so my proposed new course will be an important addition to the curriculum. I plan to consult with the history professors on campus and potentially cross-list the class so that students can count it for an education credit or history credit.

As well, although I currently use some technological tools such as video clips, Power Point, websites, Smart Boards, and document cameras during instruction, I would

like to utilize more technology in my courses to enhance students' learning. The education program received a Transylvania University Innovations in Technology grant that we are in the process of implementing during the next three years. We purchased Chromebooks to use in our classes, and we are also receiving ongoing training on using Google Apps for Education (GAFE). In my EDU 3074 Interactive, Integrative Learning Climates course this semester, my students and I will be using the Google Blogger app to create a classroom blog that relates to the course readings and classroom discussions. Future teachers are expected to know how to use a variety of technological applications during instruction, and I want them to gain exposure to some of these tools in my courses.

References

Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice.* New

York: Teachers College Press.

Perry, T. , Steele, C., and Hilliard, A. (2003). *Young, gifted, and black: Promoting high*

Achievement among African American students. Boston, MA: Beacon Press.

CURRICULUM VITAE
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EDUCATION

Doctor of Education	May 2007	University of Kentucky Literacy- Curriculum and Instruction
Master of Arts	May 1994	University of Kentucky Elementary Education—Reading
Bachelor of Arts	May 1990	Transylvania University Elementary Education

PROFESSIONAL EXPERIENCE

2012-present	Associate Professor of Education
2015-present	Transylvania Coordinator for the Council for the Accreditation of Educator Preparation (CAEP)
2012-2015	Transylvania Unit Head for the National Council for Accreditation of Teacher Education (NCATE)
2011-present	Transylvania Education Program Director
May 2007- present	Assistant Professor of Education Transylvania University
August 2002- May 2007	Knight Foundation Minority Teaching Fellow Education Instructor Transylvania University
June 2006- present	Co-Director, Kentucky Reading Project Summer Institute (Kentucky State University site)

August 1999- June 2002   Distinguished Practitioner, College
                                                of Education
                                                Murray State University

August 2000- June 2003   Mentor to Purchase Area National
                                                Board Certification Teacher
                                                Candidates

August 1999- June 2002   Co-Director, Murray State Kentucky
                                                Reading Project

August 1999- May 2002   Director, Murray State University
                                                Reading Clinic

August 1990-June 1999   Primary Classroom Teacher
                                                Cassidy Elementary School
                                                Lexington, Kentucky

September 1998- May 1999   Resource Teacher
                                                Kentucky Teacher Internship
                                                Program (KTIP)

September 1996- May 1999   Language Arts Curriculum Specialist
                                                Cassidy Elementary School

January 1996-May 1999   Supervising Teacher
                                                Student Teachers from the
                                                University of Kentucky and
                                                Transylvania University

June 1996-July 1996   Teacher in "The Academy"
June 1997-July 1997   Two Summer Programs based on
                                                Marva Collins' Instructional
                                                Practices

COURSES TAUGHT

Transylvania University (2002- present):

EDU 2024   Children's Literature
EDU 2164   Constructivist Pedagogy
EDU 2414   The Immigrant Child
EDU 3034   Literacy in Written and Spoken
                                                Language for Primary Learners

EDU 3074   Interactive, Integrative Learning
                                            Climates
EDU 3244   Practicum in Learning Experiences
EDU 3414   Race, Ethnicity, and Social Class in
                                            American Education
EDU 4214   Supervised Teaching in the
                                            Primary School
EDU 4414   Supervised Teaching Middle Grades
EDU 4114   Supervised Teaching in High School
FEN 1004   First Engagements (August Term)
UNIV 1111   Academic Career Skills

Murray State University (1999-2002):

Undergraduate:

REA 412   Practicum in Reading Instruction
EDU 103   Introduction to Education
ELE 504   Introduction to Kindergarten and the
                                            Primary School

                                            Supervision of Student Teachers
                                            (Elementary)
Graduate:

REA 612   Foundations of Literacy
REA 524   Special Problems in Reading: The
                                            Kentucky Reading Project

PUBLICATIONS/SCHOLARLY ACTIVITY

Manuscript submitted for publication:

Wheeler, T. R. (2016). *Keeping the "Faith": The impact of sociocultural consciousness
        on the literacy instruction of African American males.*   Manuscript submitted for
        publication.

Articles (published):

Wheeler, T. R. (2012). Should all forms of ability grouping be eliminated in schools?
         In C. J. Russo and A. G. Osborne (Eds.), *Diversity in Schools (Debating
        Issues in Education),* (pp. 152-158). Thousand Oaks, CA: Sage Publications.

Wheeler, T. R., & El-Hindi Trail, A. (2010). Teaching for equity: A transformationist
         approach. *The AILACTE Journal, 7(1),* 49-68.

Lovelace, S., & Wheeler, T. (2006). Cultural discontinuity between home and school language socialization patterns: Implications for teachers. *Education, 127* (2)*,* 303-309.

Book Chapter:

Cantrell, S., & Wheeler, T. R. (2011). Pedagogy/Instruction: Beyond "best practices." In R. Powell and E. Rightmyer (Eds.), *Literacy for all students: An instructional framework for closing the gap* (pp. 152-189). New York: Routledge.

Book Reviews:

Reviewed *Life Stories of Culture and Identity for Educators,* by Anita Thomas and Sara Schwarzbaum, for Sage Publications, July 2006.

Dissertation:

Wheeler, T.R. (2007). *Making the connection: An investigation of the literacy instructional practices of two culturally responsive African American teachers.* Unpublished doctoral dissertation, University of Kentucky, Lexington.

Other Reviews:

Reviewed paper proposals for the 2008 American Educational Research Association (AERA) Annual Conference in New York

Reviewed article manuscripts for the Kentucky Reading Journal (2007, 2008, 2011)

Reviewed presentation proposals for the 2007 Kentucky Reading Association Annual Conference

Reviewed research grant proposals for the Collaborative Center for Literacy Development (CCLD) at the University of Kentucky- November 2010; October 2011

Paper Presentations:

Wheeler, T. R., Powers, S. W., and Stroder, M. E. (April, 2016). *A personal and professional application: Sharing the framework of a collaborative self-excavation project for public scholars.* Roundtable paper presentation at the American Educational Research Association Annual Conference in Washington, D.C.

Wheeler, T. R., Stroder, M. E., and Powers, S. W. (April, 2015). *A collaborative self-excavation project: Advancing justice in education for all students.* Paper presentation at the American Educational Research Association Annual

Conference in Chicago, IL.

Wheeler, T.R., Powers, S.W., Stroder, M.E., and Cox, A. J.(April, 2014). *Policy and practice: A call to abandon the continuation of the legacy of educational inequities.* Paper presentation at the American Educational Research Association Annual Conference in Philadelphia, PA.

Wheeler, T. R. (May, 2013) *Teacher educators: Using access to promote equity in the classroom and in the academy.* Paper presentation at the American Educational Research Association Annual Conference in San Francisco, CA.

Hurley, A. B. & Wheeler, T. R. (2012, February). *Education as a liberal art.* Paper Presentation at the Association of Independent Liberal Arts Colleges for Teacher Education (AILACTE) Annual conference in Chicago, IL.

Rightmyer, E., & Wheeler, T. R. (2011, April). *Culturally responsive instruction: Teacher practices and beliefs in culturally and linguistically diverse schools.* Paper presentation at the Annual Meeting of the American Educational Research Association (AERA) in New Orleans, LA.

Wheeler, T. R. (2011, April). *Keeping the "Faith": The impact of sociocultural consciousness on the literacy instruction of African American males.* Paper presentation at the Annual Meeting of the American Educational Research Association (AERA) in New Orleans, LA.

Wheeler, T. R. (2011, April). *Working twice as hard to get half as much: The influence of White supremacy on the life of an African American teacher educator.* Paper presentation at the Annual Meeting of the American Educational Research Association (AERA) in New Orleans, LA.

Wheeler, T. R. (2010, May). *Intentional teaching: Examining the literacy instructional practices of two culturally responsive African American teachers.* Paper presentation at the Annual Meeting of the American Educational Research Association (AERA) in Denver, CO.

Wheeler, T. R. (2009, April). *Keep the 'Faith': A critical examination of the intentional literacy instructional practices of one culturally responsive African American teacher.* Paper presentation at the Annual Meeting of the American Educational Research Association (AERA) in San Diego, CA.

Wheeler, T. R. (2008, March). *An investigation of the literacy instructional practices of two culturally responsive African American teachers.* Paper presentation at the Annual Meeting of the American Educational Research Association (AERA) in New York, NY.

Wheeler, T. R. (2005, April). *A critical exploration of classroom discourse practices and*

participation structures during literacy instruction. Paper presentation at the Annual Meeting of the American Educational Research Association (AERA) in Montreal, Quebec.

Paper/Poster Session

Wheeler, T. R. (2004, April). *Examining the effects of classroom discourse and participation structures on teacher-student interactions during literacy instruction.* Poster presentation at the University of Kentucky College of Education Research Conference in Lexington, KY.

Research Projects:

Member of the Collaborative Center for Literacy Development (CCLD) Research Agenda Think Tank- 2009

Member of the CCLD Read to Achieve/Culturally Responsive Instruction Research
         Team- 2009-2011
Assisted with data analysis for the research project, "The Effectiveness of Culturally Responsive Instruction with Primary-Grade Struggling Readers."

Research Group:
Member of the Identity, Ethnicity, and Race in Learning Working Group of the American Educational Research Association (AERA)

Summer Institute:

Selected as a participant for the National Endowment for the Humanities (NEH) Summer Seminar/Institute at the W. E. B. Du Bois Institute at Harvard University- "African American Struggles for Freedom and Civil Rights: 1865-1965" (June 27-July 22, 2011).

SELECTED INVITED PRESENTATIONS

Wheeler, T. R. (September, 2015). *What matters to me and why.* Invited guest speaker for this series, sponsored by the Transylvania University Office of Religious Life.

Wheeler, T. R. (March, 2015). *Keeping African American history alive.* Guest lecture to Dr. Melissa McEuen's African American History course at Transylvania University.

Wheeler, T.R. (December, 2014). *Women in the Transy bubble.* Panel participant in a discussion about the personal and professional experiences of invited Transylvania University faculty members.

Wheeler, T. R. (August, 2014). *The Transylvania education program: Focus on excellence.* Invited guest speaker for the Lexington Kiwanis Club.

Wheeler, T. R., Hurley, A.B., Maupin, A., El-Hindi Trail, A., and McCloud, J .S. (February, 2014). *It's not about bulletin boards and stringing beads: The true story of the education program.* Presentation for the Academic Affairs Open Hour at Transylvania University in Lexington, KY.

Wheeler, T. R. (October, 2013). *Using the Culturally Responsive Instruction Observation Protocol (CRIOP) to meet the literacy needs of diverse students.* Presentation at the Kentucky Reading Association Annual Conference in Lexington, KY.

Wheeler, T.R. (September, 2013). *Best practices for incorporating the initiatives of Senate Bill 1 into the Transylvania education program.* Panel presentation at the Association of Independent Kentucky Colleges and Universities (AIKCU) College and Career Readiness Conference in Erlanger, KY.

Wheeler, T. R. (2012, January). *The challenges of being an African American student and faculty member in a predominantly White institution.* Invited presentation to the College of Education and Human Services faculty at Longwood University in Farmville, Virginia.

Wheeler, T. R. (2010, 2011, August). *Facilitating effective classroom discussions*. Presentation for Student Orientation Leader Sessions at Transylvania University in Lexington, KY.

Wheeler, T. R., Hopper, J., & Bingham, V. (2011, January). *Beyond good intentions: Institutionalizing diversity as a core value at Transylvania.* Presentation for the Academic Affairs Open Hour at Transylvania University in Lexington, KY.

Wheeler, T. R. (2010, February). *Making the connection: The power of culturally responsive pedagogy in the lives of African American males.* Presentation for the University Dialogues at Transylvania University in Lexington, KY.

Wheeler, T. R. (2008, September). *Intentional teaching: Implementing culturally responsive instruction to improve literacy experiences for African American male students.* Presentation at the Kentucky Reading Association Annual Conference in Louisville, KY.

Wheeler, T .R. (2008, June). *Intentional teaching: A look at two culturally responsive teachers in action.* Presentation at the International Reading Association (IRA) Southeast and Plains Regional Leadership Workshop in New Orleans, LA.

Wheeler, T .R. (2008, February). *The role of culturally responsive instruction in a*

balanced literacy program. Presentation for the Kentucky Reading Project Directors' Meeting in Lexington, KY.

Wheeler, T. R. (2007, December). *Making the connection: An investigation of the literacy instructional practices of two culturally responsive African American teachers.* Presentation for the Academic Affairs Open Hour at Transylvania University in Lexington, KY.

Wheeler, T. R., Maupin, A., Goodloe, J. & Smith, W. (2005, September). *Hands-on history: Shaping content area literacy through an investigation of the Underground Railroad in Kentucky.* Presentation for the Kentucky Reading Association Annual Conference in Louisville, KY, and the Academic Affairs Open Hour Presentation at Transylvania University Lexington, KY .

Wheeler, T. R. (2005, June). *The role of culturally responsive instruction in a balanced literacy program.* Presentation for Murray State Kentucky Reading Project in Murray, KY.

Wheeler, T. R. (2005, November). Co-presenter with students from Literacy and Inquiry classes. *Going beyond 'food and festivals' in culturally responsive teaching: Examining the contributions of Islam to literature and science.* Presentation for the Transylvania University Education Symposium-"Understanding Muslim Children" in Lexington, KY.

Wheeler, T. R. (2004, September). *The role of culturally responsive instruction on helping children to read, achieve, and succeed.* Presentation for the Kentucky Reading Association (KRA) annual conference in Lexington, KY.

Wheeler, T. R. (2004, May). Commencement Speaker. Ivy Tech State College in Wabash, Indiana.

Hurley, A., El-Hindi Trail, A., & Wheeler, T .R. (2004, February). *Discoveries: Bridging the university-public school divide.* Presentation for the Association of Independent Liberal Arts Colleges of Teacher Education (AILACTE) Annual Conference in Chicago, IL.

Wheeler, T. R.(2003, May). Commencement Speaker. Central Kentucky Technical College in Lexington, KY.

Wheeler, T. R. (2003, March). *2002 Caldecott books for Consideration.* Presentation at the 35th Annual McConnell Literature Conference in Lexington, KY.

Wheeler, T. R.(2003, February). Panelist. *Affirmative Action in higher education: Do we still need it?* Central Kentucky Technical College in Lexington, KY.

El-Hindi Trail, A., Hurley, A., Wheeler, T. R., & Dezarn, S. (2003, January).
Presentation for the Association of Independent Liberal Arts Colleges of Teacher
Education Annual Conference (AILACTE) in New Orleans, LA.

Wheeler, T. R. (2001, November). *Professionalism in teaching.* Presentation for Kappa
Delta Pi Meeting/Initiation at Murray State University in Murray, KY.

Wheeler, T .R. (2001, June). *Literacy for early childhood learners.* Presentation at the
Western Kentucky Association for Early Childhood Education (WKAFECE)
Spring Conference at Mid-Continent College in Mayfield, KY.

Wheeler, T. R. (2000, October). *Sharing what's been learned from the Kentucky Reading
Project.* 4th Annual National Board Certified Teacher Meeting in Orlando, FL.

SELECTED INSERVICE PRESENTATIONS/WORKSHOPS

Wheeler, T.R. (February, 2016). *The role of vocabulary in a balanced literacy
program.* Presentation at the Kentucky State University Kentucky Reading
Project Follow-Up Session in Frankfort, KY.

Wheeler, T. R. (2014 and 2015, June).   *Literacy for all: The role of the culturally
responsive instruction in meeting the needs of diverse students.* Presentation at
the Kentucky Reading Project Summer Institute in Louisville, KY.

Wheeler, T. R. (2013, June). *Best practices for phonics/phonemic awareness, word
recognition, and vocabulary instruction.* Presentation at the Kentucky Reading
Project Summer Institute in Louisville, KY.

Wheeler, T. R. (2012, November).   *Literacy for all: The role of the culturally
responsive instruction in meeting the needs of diverse students.* Presentation for
the Kentucky Reading Project (KRP) Follow-up Session at Murray State
University in Murray, KY.

Wheeler, T. R. (2012, November.) *Making the connection: The importance of
culturally responsive instruction for diverse learners.* Guest lecture
for undergraduate literacy education courses at Murray State University in
Murray, KY.

Wheeler, T. R. (2012, November). *Conversations about culturally relevant pedagogy.*
Presentation to the Murray State University College of Education faculty.

Wheeler, T. R. (2011 and 2012, June). *Literacy for all: The role of the culturally
Responsive instruction in meeting the needs of diverse students.* Presentation for
the Kentucky Reading Project Refresher Workshop at Kentucky State University
in Frankfort, KY.

Wheeler, T. R. (2010, November). *The impact of equity and diversity issues on a balanced literacy program.* Kentucky Reading Project Follow-Up session at Murray State University in Murray, KY.

Wheeler, T. R. (2010, September). *Supporting the literacy needs of English Language Learners (ELLs).* Presentation for the Kentucky Reading Project Follow-Up Session at Kentucky State University in Frankfort, KY.

Wheeler, T .R. (2010, June). *Using phonological awareness, phonemic awareness, and word recognition strategies to build fluency.* Presentation for the Kentucky Reading Project Institute at Kentucky State University in Frankfort, KY.

Wheeler, T. R. (2010, June). *The impact of equity and diversity issues on a balanced literacy program.* Presentation for the Kentucky Reading Project Institute at Kentucky State University in Frankfort, KY.

Wheeler, T. R. (2009, November). *The role of comprehension in a balanced literacy program.* Presentation for the Kentucky Reading Project Follow-up Session at Kentucky State University in Frankfort, KY.

Wheeler, T. R. (2009, June). *Applying research and theory to meet the literacy needs of all students.* Presentation for the Kentucky Reading Project Institute at Kentucky State University in Frankfort, KY.

Wheeler, T. R. (2009, June). *Addressing equity and diversity issues and their impact on literacy instruction.* Presentation for the Kentucky Reading Project Institute at Kentucky State University in Frankfort, KY.

Wheeler, T. R. (2008, June). *Addressing equity and diversity issues and their impact on literacy instruction.* Presentation for the Kentucky reading Project Institute at Kentucky State University in Frankfort, KY.

Wheeler, T. R. (2007, June). *Addressing the challenges of designing and managing a balanced literacy program.* Presentation for the Kentucky Reading Project Institute at Kentucky State University in Frankfort, KY.

Wheeler, T. R. (2006, June). *Literature circles in action.* Presentation for the Kentucky Reading Project Institute at Kentucky State University in Frankfort, KY.

Wheeler, T. R. (2006, June). *Understanding phonics, phonemic awareness, and word recognition strategies.* Presentation for Kentucky State University in Frankfort, KY.

Wheeler, T. R. (2004, June). *Exploring philosophy, management, and organization of a balanced literacy program.* Presentation for Elizabethtown Independent Schools

Summer Literacy Project in Elizabethtown, KY.

Wheeler, T .R. (2002, June). *Increasing reading comprehension for intermediate students.*
Presentation for Sparks Elementary School in Mayfield, KY.

Wheeler, T. R. (September 2001-June 2002). Workshop Facilitator/Consultant for
National Board Certification Candidate Regional Workshops (sponsored by the
Education Professional Standards Board) in Madisonville, KY (Badgett Center)
and in Murray, KY. (Murray State University)

SELECTED UNIVERSITY SERVICE

Transylvania University:

2016-2018	Personnel Committee
2015-2016	Project One Diversity Task Force
2014-2015	Appeals Committee of the Personnel Committee
2014-2015	Member, Senior Thesis Defense Committee for Writing/Rhetoric/Communication Major Alyssa Oakley
2013-2014	Faculty Classroom Visitor for Becky Fox (Biology) and Zoe Strecker (Art)
2013-present	Institutional Review Board
2013-present	Interviewer for Premier and Trailblazer Scholarships
2012	Faculty Classroom Visitor for Jeff Hopper (Business Administration)
2012-2013	Member, Dean's Search Committee
2012-2013	Chairperson, Education Faculty Search Committee

2011	Chairperson, Gender/Sexuality Center Focus Group
2011	Area V Discussion Group
2011	Presenter, New Faculty Open Hour Forum
2011	"Second Engagements" Faculty Discussion Leader
2011	Co-Facilitator, Faculty Diversity Infusion Summer Workshop
2010-2012	Grants Allocation Committee
2010-2013	President's Advisory Council
2010-2011	Faculty Search Committee, Sociology Position
2010	William T. Young Scholarship Selection Committee
2010	Martin Luther King Jr. Program Participant
2009-2013	Diversity Issues Subcommittee of CPC- Chairperson
2009-2011	Writing Assessment Committee
2009-2010	Transylvania University Branding Advisory Group
2009-2010	University 1111 Faculty Mentor
2009	Coordinator of the Paul Laurence Dunbar High School Mentoring Program (co-sponsored by the Transylvania University Education Program)
2008-2010	Board of Trustees Planning and Evaluation Committee

2008-2009	President's Diversity Enhancement Advisory Committee
2008-2009	Faculty Search Committee, Music Technology Position
2008-2011	"First Engagements" Faculty Discussion Leader
2008	*Privilege, Power, and Difference* (by Allan Johnson) Book Discussion Group Leader
2008	Faculty Search Committee, Sociology Position
2008	United Way Committee, Co-Chair
2008- 2012	Faculty Adviser for the First-year Urban Project (FUP)
2008-present	Faculty Adviser for the Lampas Circle of Omicron Delta Kappa (ODK)
2007-2009	Committee on Admissions and Academic Standards (CAAS)- Chairperson, 2008-2009
2007-2010	Transylvania Representative on the 2010 World Equestrian Games Spotlight Lexington Host Committee
2007	Fulbright Selection Committee
2007	Panelist for Diversity Recruitment Program sponsored by the Admissions Office
2007	Program Participant Martin Luther King, Jr. Program January 11, 2007
2006-2007	United Way Committee

2005, 2006, 2007, 2010   Faculty Panelist for Spring Preview
                                          Day Admissions Office Recruiting
                                          Event

2005-2006   Faculty/Student Interaction Working
                                          Group for the Diversity Issues
                                          Subcommittee

2005   Cralle Fellowship Nomination
                                          Committee

2005   Student Orientation Leader (SOL)
                                          Selection Committee

2004-present   Faculty Adviser, Phi Mu Sorority

2003   Delayed Recruitment Committee

2003   Member, William T. Young
                                          Scholarship Selection Committee

2002-present   Presenter and Participant at
                                          Admissions Open Houses and
                                          Academic Fairs

2002-2006   Diversity Issues Subcommittee

2002-2006   Participant
                                          Transylvania University Alumni
                                          Career Networking Program

2002- present   Teacher Education Advisory Board

Murray State University:

November- December 2000   Murray State University (MSU)
                                          College of Education Search
                                          Committee—Director of Teacher
                                          Education Services Position

August 2000- May 2002   MSU College of Education
                                          Multicultural Education Committee

October 2000   Presenter
                                          Hart Residential College Program

	Topic: "What Do I Do After Graduation?"
April 2000- May 2002	Mentor to the Vice-President Murray Area Council of the International Reading Association
February 2000	MSU Search Committee—Reading Position
October 1999- May 2002	Mentor Murray State Chapter of Lions Club, International

SELECTED PROFESSIONAL SERVICE

2016-2018	Member, Kentucky Association of Colleges for Teacher Education (KACTE) Board of Directors; Representative for Private Colleges/Universities
2016-2017	Interim Chair, Awards Committee of the Critical Examination of Race, Class, Gender, and Ethnicity Special Interest Group of the American Educational Research Association (AERA)
2015-present	Member, Accreditation Audit Committee of the Kentucky Education Professional Standards Board; Representative for Association of Independent Kentucky Colleges and Universities (AIKCU) Institutions
2015-present	Member, Awards Committee of the Critical Examination of Race, Class, Gender, and Ethnicity Special Interest Group of the American Educational Research Association (AERA)
2014	Member, National Council for Accreditation of Teacher Education

	(NCATE) Board of Examiners for Continuing Accreditation Review of Taylor University (Upland, Indiana)
2011-2016	Doctoral Committee Member for John Marshall, doctoral student at Western Kentucky University
2009-2011	Immediate Past President, Kentucky Reading Association
2008-2010	Member, Diversity Issues Subcommittee of the International Reading Association (IRA)
2008-2010	Advisory Board, Collaborative Center for Literacy Development (CCLD)
2008-2009	President, Kentucky Reading Association
2007-2008	President-Elect, Kentucky Reading Association
2007-2008	Treasurer, Bluegrass Reading Council
2006-2007	Kentucky Reading Association 2007 Conference Coordinator
2006-2007	Vice-President, Kentucky Reading Association
2004-2006	Secretary, Kentucky Reading Association (KRA)
2002-2014	Member, Kentucky Reading Association Board of Directors
2004-2007	Advisory Board, National Early Childhood Transition Center (NECTC)

2004- present   Advisory Board, Athens-Chilesburg
                                                Elementary Family Resource Center

2002-2003   Vice-President, Kentucky
                                                Association for National Board
                                                Certified Teachers (KANBCT)

PROFESSIONAL ASSOCIATION MEMBERSHIPS

2013-present   American Association of University
                                                Professors (AAUP)

March 2006- present   Kappa Delta Pi Education Honor
                                                Society

July 2004- present   American Educational Research
                                                Association (AERA)

August 2000-present   Bluegrass Reading Council

August 2000-present   Kentucky Reading Association
                                                (KRA)

August 1999- 2002   Murray Area Council of the
                                                International Reading Association

1991- present   International Reading Association
                                                (IRA)

1990- 2002   National Education Association
                                                Kentucky Education Association
                                                Fayette County Education
                                                Association

PROFESSIONAL CERTIFICATIONS

November 1998   Achieved National Board
                                                Certification from the National
                                                Board for Professional Teaching
                                                Standards (NBPTS)—Early
                                                Childhood Generalist Certificate

GRANTS

Summer 2014   Grant from the David and Betty Jones Faculty Development Fund for a collaborative research project examining teachers' instructional practices at Lasallian schools in Sri Lanka (project cancelled due to unforeseen circumstances with the research site)

Summer 2011   Grant from the David and Betty Jones Faculty Development Fund for the NEH seminar, "African American Struggles for Freedom and Civil Rights: 1865-1965" at the W.E.B. DuBois Institute at Harvard University

Summer 2005   Faculty-directed Student Research Grant from the David and Betty Jones Faculty Development Fund for the Underground Railroad Summer Camp created by education students Jessie Goodloe and Whitney Smith

Spring 2001   Murray State University College of Education Mini-Grant
Purpose: To design a multicultural resources website and purchase additional multicultural materials.

Summer 2000   Teaching America About Accomplished Teaching (TAAAT) Mini-Grant from the National Board for Professional Teaching Standards (NBPTS) and the Rockefeller Foundation
Purpose: To establish an outreach program to make community and business leaders aware of the significance of National Board Certification and accomplished teaching.

CONSULTING

2010	Consulted with administrators at Lexington Catholic High School (Lexington, KY) about how to address diversity issues at the school
2009	Conducted a site visit to Wayland Alexander Elementary School in Hartford, KY to evaluate the school-wide literacy instructional program

HONORS

2016	Recipient of Sabbatical Leave for Winter and May 2016
2011	Recipient of the Bingham Award for Teaching Excellence- Transylvania University
2011	Awarded Graduate Faculty Status at Western Kentucky University
2009	Recipient of the Distinguished Alumni Award from the Albion High School Alumni Association, Albion, Michigan
2007	Recipient of the Bingham Start-Up Grant
2007	Selected as Phi Kappa Tau Faculty Member of the Year
2006	Selected as the Transylvania University Greek Advisor of the Year
2006	Inducted into the University of Kentucky Chapter of Kappa Delta Pi Education Honor Society
2002	Recipient of the Knight Foundation Minority Teaching Fellowship at

Transylvania University

2002	Recognition from the Graves County Kentucky) School District for Pioneering Efforts in Mentoring National Board Certification Candidates
2001	Elected to the Transylvania University Board of Trustees
1997	Golden Apple Achiever Award Ashland, Inc. Teacher Achievement Awards Program
1991	Fayette County Public Schools Nominee for the Sallie Mae First-Year Teacher Award
1986-1990	William T. Young Scholar, Transylvania University

EDU 3074

Interactive, Integrative Learning Climates

Winter Term 2017

Dr. Tiffany Wheeler, Associate Professor of Education
219 Cowgill Center
Office phone: 233-8186
E-mail: twheeler@transy.edu

Class meeting times and location: Tuesday/Thursday, 9:30-10:45; Lab: Tuesday, 8:30-9:20 a.m.; Cowgill Center 106

Office Hours

Monday   9:00-12:00; 1:30-3:00

Tuesday   3:00-4:30

Wednesday   1:30-2:30

Thursday   3:00-4:00

Friday   By appointment only

I am not always able to keep my office hours due to student teacher observations, campus meetings, off-campus appointments, and other such endeavors. Please schedule appointments within office hours. Appointments can also be made at other times.

Required Texts

Cowhey, Mary. *Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades.* Portland, ME: Stenhouse, 2006.

Fritzer, Penelope and Brewer, Ernest. *Social Studies Content for Elementary and Middle School Teachers.* Boston: Allyn & Bacon, 2010.

Lester, Julius. *Day of Tears*. New York: Hyperion, 2005.

Parker, Walter C. *Social Studies in Elementary Education (14th edition).* Boston: Pearson, 2012.

Description of Course

In this course, students will learn to prepare interactive learning experiences for their future elementary students which integrate various subject concepts and processes focused on research questions appropriate

to the learning level of the diverse learners. They will learn to select, integrate, and translate knowledge and methodology from history, the social science disciplines, music, arts, and literature into learning activities appropriate for all learners. **8 hours of field observation are required for this course.**

<div align="center">

Portfolio Items Required from this Course

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*An interdisciplinary unit, with a social studies theme, incorporating music, art, and literature and including accommodations for learners from various cultures and for learners with exceptional needs and diverse learning styles; and utilizing authentic, performance-based assessment items.

*Reflection paper that describes your field experience/placement and teaching for this course.

*Please save electronic copies of these portfolio items, as you will upload them to Task Stream, which is an online assessment program that the education program has adopted to monitor documents required for state and national accreditation.

<div align="center">

How This Course Relates to Transylvania University's Liberal Arts Mission

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Transylvania University has the following mission statement**:** Through an engagement with the liberal arts, Transylvania University prepares its students for a humane and fulfilling personal and public life by cultivating independent thinking, open-mindedness, creative expression, and commitment to life-long learning and social responsibility in a diverse world.

This course cultivates independent thinking, open-mindedness, creative expression, and commitment to life-long learning, particularly in the area of social studies. This course helps candidates develop social responsibility in their role as a future classroom teacher and enables them to prepare to work effectively with diverse learners.

Big Ideas/Essential Questions

What should elementary students be learning about social studies?
What are the goals of social studies education?
Which approaches are best to help students engage in historical inquiry?
How do we teach diverse learners in the social studies classroom?
What are the principles of democratic citizenship?
How should elementary teachers address current events and controversial issues in the classroom?
How can social studies concepts be integrated with other disciplines, including the arts?

Teacher Education Program Model

Knowledge

Public Intellectuals who
Care

Reflection

Action

Teacher Education Program

Liberal Arts Foundation
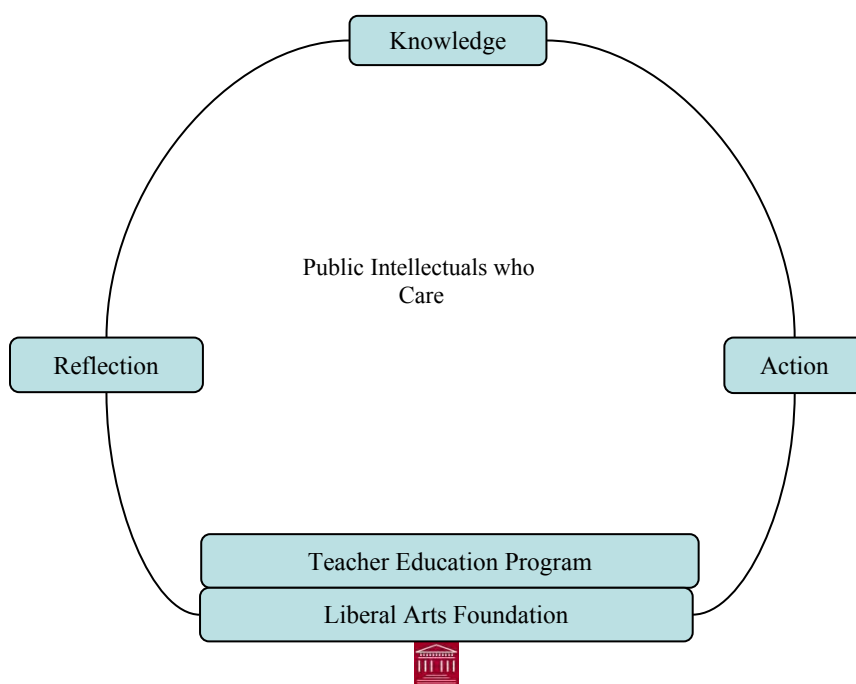
Transylvania University

**Student Learning Outcomes and Course Objectives as Related to Transylvania's Teacher
Education Program Model**

The education program has developed the following theme to describe teachers: *Public Intellectuals
who Care.* In order to be caring public intellectuals, future educators must develop their expertise in
three main areas which are identified in the program model. They must be knowledgeable and
capable of putting their knowledge into action so that they are caring facilitators of learning for every
learner. They must also reflect about their knowledge and actions, constantly evaluating and making
changes as needed. In order to achieve these program goals and purposes, the following dispositions,
objectives, and learning outcomes are fostered:

I. Program Objectives and Learning Outcomes/Disposition One: Knowing

 Future educators:

- demonstrate the theoretical knowledge, professional and pedagogical principles, and technology to
  design a caring and positive learning environment and plan developmentally appropriate integrated/
  interdisciplinary social studies instruction for primary learners.

- demonstrate the knowledge of individual differences in development and diversity (cultural, physical,
  social, ethnic, or cognitive) that is needed to plan and implement effective and inclusive
  integrated/interdisciplinary social studies instruction that ensures care and attention to every learner.

Key dispositional elements needed for these outcomes:

- The candidate has self-knowledge, realizing that she or he has a passion for learning and for teaching, and the ability to critique his/her own teaching/learning effectiveness.
- The candidate seeks to know "why."
- The candidate possesses sensitivity toward understanding and appreciating various dimensions of human development and diversity.

II.   Program Objectives and Learning Outcomes/Disposition Two: Reflection

Future educators:

- engage in continuous assessment of learning experiences in P-6 classrooms, as well as that of content knowledge pertaining to social studies, music, art, etc. by writing reflective papers and assessing the impact of their instruction on students' learning. They will be able to use that assessment to refine their teaching and design subsequent integrated/interdisciplinary social studies' lessons.

- explain the importance of students being involved in their own learning related to the social sciences and search for meaning in the texts, primary source documents, and other learning experiences that they encounter.

Key dispositional elements related to these outcomes:

- The candidate is interested in reflecting upon learners' progress and encouraging their learning.
- The candidate engages in self-reflection in numerous ways.
- The candidate is inclined to listen to and respect others, especially individuals from cultures and backgrounds different from his/her own.

III.   Program Objectives and Learning Outcomes/Disposition Three: Action

Future educators:

- design and implement a variety of learning situations by applying principles, concepts, and knowledge of social studies, music, arts, and literature content, professional concepts, and technology integration in the preparation of developmentally appropriate learning experiences for all learners.

- assess their students' learning and plan for further instruction based on those assessments.

- interact positively with students, teachers, and parents in their school and community settings.

Key dispositional elements required for these outcomes:

- The candidate has an interest in and an understanding of how to interact positively with others based upon reflection on diverse situations.
- The candidate exhibits problem-solving abilities and creativity, being able to analyze and change instruction as needed.
- The candidate values planning and organizing.
- The candidate appreciates the need to communicate well.

- The candidate has an interest in assessing students' work fairly and in preparing developmentally appropriate learning experiences based upon assessments.

Kentucky Teacher Standards

This course helps candidates to prepare for Kentucky Teacher Standard 1, as students acquire content knowledge related to social studies concepts and topics. The course also addresses Kentucky Teacher Standard 2, which emphasizes the designing and planning of instruction.   As well, this course supports Kentucky Teacher Standards 3 and 4, which focus on creating and maintaining a positive learning climate and implementing and managing instruction. Candidates will design integrated social studies' lessons and teach them in their field placements. Candidates also gain experience with Kentucky Teacher Standard 6, as they utilize technology in preparing their current events and history project presentations and evaluating websites from a multicultural perspective. This course also fosters Standard 7, which emphasizes reflecting on and evaluating specific teaching/learning situations. Students will reflect about their lesson planning and teaching experiences.

Kentucky Academic Standards

The **Kentucky Academic Standards (KAS)** were adopted by the Kentucky State Board of Education in June 2010. The KAS contains content formerly in the Program of Studies (2006) for all content areas, except in English Language Arts (ELA) and Mathematics. This course incorporates the Big Ideas for elementary social studies that are found in the KCAS: Government and Civics, Cultures and Societies, Economics, Geography, and Historical Perspective. This course also addresses how to integrate the arts (visual, drama, and music) into social studies instruction, so some aspects of the Arts and Humanities standards from KCAS are highlighted.

Interstate Teacher Assessment and Support Consortium (InTASC) Standards

This course addresses the following InTASC standards:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

 Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

ACEI Standards

This course also addresses the following Association for Childhood Education International (ACEI) standards:

1.0 Development, Learning, and Motivation- Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world; (This is the most salient ACEI standard for this course.)

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually

evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

National Council for the Social Studies (NCSS) Themes

In this course, candidates also become familiar with the National Council for Social Studies (NCSS) Themes that should be integrated into social studies instruction. The NCSS framework consists of ten themes incorporating fields of study that correspond with one or more relevant disciplines. The organization believes that effective social studies programs include experiences that provide for the study of:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

Assignments

Exam. [Knowing; KTS 1; ACEI 2.4] (100 points). There will be one exam covering major course concepts.

Fieldwork Reflection Paper . [Reflection; KTS 2, 4, 7; ACEI 3.1, 5.1] (30 points). You will be assigned a field placement where you will observe social studies teaching and teach one social studies lesson. Near the end of the semester, you will write a reflective paper about your experiences, as well as concepts addressed in class discussions and readings.

Unit. [Knowing, Action; KTS 2,4; ACEI 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 4.0] (125 total points). You will design an inquiry-based, interdisciplinary unit organized around a social studies topic/theme. You will need to integrate social studies concepts with the arts (visual, music, drama) and literature. It consists of two main parts: the unit summary and the instructional sequence. More details about the unit will be provided at a later time.

History Research Project. [Knowing, Action; KTS 1, 6; ACEI 2.4] (75 points). You will study a specific event or time period in history (e.g. Vietnam War, Civil Rights Movement, assassination of John F. Kennedy, Jr. etc.). Your project will include an oral history interview with a family member who lived during that event/time period and you will also examine primary sources (letters, photographs, newspaper articles, etc.) as part of your research. More details about this project will be shared at a later time.

Homework assignments. [Knowing, Action; KTS 1, 2, 6; ACEI 2.4, 3.1, 3.3) (40-60 points). There will be 2-3 additional assignments built into the course. Some of them may be completed with a partner or in a group. Each assignment will be worth 20 points. Sample assignments that may be included are listed below, and specific instructions for each will be provided later.

- Technology-Based Assignment
- Geography/Mapping lesson
- Current events presentation

REQUIRED KENAN LECTURE : You will be **required** to attend the Kenan Lecture on **February 16, 2017** in Transylvania's Haggin Auditorium. Renowned poet Claudia Rankine will be the featured speaker this year and is especially known for her poetry collection, *Citizen:An American Lyric* which was the only poetry book to make the non-fiction category of the New York Times bestseller list. At Transylvania, she will discuss making the book and the question of the creative imagination and race.

After you attend the event, you need to write an informal short summary (1-2 pages) of the main features or points of the lecture/event and discuss what you found most interesting or noteworthy.   This summary will count toward your professionalism/participation grade.

KACTE "Day on the Hill: Also, the Transylvania Education program will be participating in the Kentucky Association for Colleges of Teacher Education (KACTE) "Day on the Hill" at the State Capitol in Frankfort on **Wednesday, February 22.** This is a good opportunity for you to learn about the state legislative process and advocacy. We will talk more about the details of this event as they are determined by KACTE.

Professional Behavior (Dispositions), Attendance and Participation. (40 points).

Professionalism is a very important aspect of teaching. You need to be aware of your disposition and professional attitude at all times. You need to dress in a professional manner when you are in your field placements. You are expected to attend all classes and field placement sessions and to be **on time**. While there may be times when you have to be absent (due to serious illness or family emergency), please monitor your attendance carefully. **The instructor reserves the right to deduct points for each unexcused absence, and more than three absences (excused or unexcused) can result in the lowering of the final grade by one letter grade.** The instructor also reserves the right to deduct professional behavior/participation points and/or lower the final grade for excessive tardiness (more than three). As with any professional setting, **if you must be absent or late, please contact me before class to let me know your situation. If you cannot attend a field placement session, please contact your supervising teacher immediately and reschedule promptly.** *Students with extenuating circumstances must discuss this with the instructor.*

As well, please note that during class sessions or field observations, **cell phones must be turned off and no text messaging will be allowed. In the spirit of Transylvania's commitment to sustainability, laptops will be allowed on occasion when discussing PDF articles on Moodle.**

The education program has developed a dispositions and professional attributes development alert (or flag) system, which will be used to document education students' progress in developing the types of professional and caring dispositions required of classroom teachers and leaders. Exceptionally outstanding or exceptionally negative examples of education students' knowing, reflection, and action dispositions will be monitored. As well, professional information about education students' communication skills, academic preparation, personal behavior, professional behavior, attitudes, and behavior will be documented.

Participation and Class Blog. Participation in class is crucial to succeeding in this course. You are expected to be prepared and complete all readings and assignments **before** you come to class and actively

participate in class discussions and activities. **For part of your classroom participation grade, you will be responding to a class blog throughout the semester that relates to the class readings.** You will respond to instructor prompts, create some of your own entries of your initial thoughts, and comment on classmates' posts. You can comment about ideas/concepts in the readings that intrigue, surprise, or puzzle/concern you. Citations from the readings and/or other materials will be expected in your blog posts. More details will be provided in a separate handout.

Additionally, you will lead the class discussion for a designated class session. You will need to have a good understanding of the chapter concepts and plan for an activity that will reinforce and enhance the chapter content. More details will be provided later.

As a teacher, you will be expected to face many deadlines and you need to plan accordingly to meet them. This also applies for your assignments in this class. All assignments need to be turned in during class on the due date (unless otherwise noted by the instructor). Please manage your time carefully when completing assignments. **Late assignments will lose 20% of the total points per day.**

It is very important that you save all of your work from this course. **Save both an electronic copy and a clean paper copy of each major assignment.** Work submitted and evaluated with my comments must also be saved. Be sure to create back-up electronic copies to avoid having to recreate projects that have inadvertently become lost.

Total Points=410-430 (Please be aware that if a previously listed assignment is deleted for any reason, the total number of possible points will be reduced).

Grading Policy

Letter grades will be assigned according to the following percentage breakdown:

A	93-100	B	83-87	C	73-77	D	63-67
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	88-89	C+	78-79	D+	68-69	F	59 and below

Academic Integrity

Academic integrity is **central** to the mission of this institution and the education program. Cheating, plagiarism (i.e. submitting another person's material as one's own, not acknowledging sources, submitting work that the student has received credit for in another course), and any other forms of academic dishonesty will **NOT** be tolerated in my classes. Instances of academic dishonesty can result in failure of the assignment (s) in question and/or failure of the course. **I will enforce the Academic Integrity Policy in its entirety, so please refer to the complete policy at http://inside.transy.edu.dean.**

Americans with Disabilities Act

The Office of Disability Services (ODS) at Transylvania University serves students who have a disability that qualifies under the Americans with Disabilities Act (ADA) of 1990. Disabilities covered by ADA may include physical disabilities, learning differences, and psychiatric disorders. ODS also coordinates accommodations for those who receive an injury that temporarily impairs their ability to function in an otherwise normal capacity. Students who wish to find out if their specific medical condition/disability qualifies for accommodations should contact the ODS for a confidential appointment.

Contact Information:
Amber D. Morgan – Coordinator of Disability Services
Old Morrison, 111
admorgan@transy.edu or disabilityservices@transy.edu
(352)233-8502

Title IX

Transylvania University and its faculty are committed to assuring a safe and productive learning environment for all students. In compliance with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Exceptions are situations where the students are unlikely to expect that a disclosure would trigger reporting options (i.e. required class writing assignment, University-approved research project, and/or class discussions). For more information about Title IX, please refer to the Title IXPolicy or contact Ashley Hinton-Moncer, Title IX Coordinator.

A person who experiences sexual misconduct may respond to the experience in many different ways, including feeling confused, vulnerable, out of control, embarrassed, angry, or depressed. The University and community provide a variety of resources to assist individuals who have experienced sexual misconduct; both to address the effects of the incident, and to help them identify the options available to them for making a complaint about the incident and offer assistance if requested.

EDU 3074: <u>Tentative</u> Course Schedule
Winter 2017
(*Readings in italics will be made available in PDF files on Moodle*)

Note: Please be aware that this is a TENTATIVE schedule.   Changes may (will) be made at ANY time at the instructor's discretion.   Flexibility is a necessary part of teaching. Additional readings that were not anticipated but give important insight to a course topic may be added throughout the semester. You can check Moodle for course schedule revisions throughout the semester, but please bring your syllabus and course calendar to every class meeting so that you may record necessary changes.

Date	Topic	Readings/Assignments Due
January 10	Introduction to the Course Requirements	
January 12	Social Studies and Integrated Instruction	Parker, Chapter 1 *Zemelman et. al, Chapter 6*
January 17	Martin Luther King discussion; Teaching ideas for learning about Dr. King; Current Events Instruction in Social Studies	*West, "Martin Luther King," Letter from Birmingham Jail"* Parker, Chapter 6
January 19	Guest speaker: Kelly Norman Ellis	TBA
January 24	Teaching Diverse Children; Teaching Critically: Paulo Freire	**LAB: Blogging in the Classroom** Parker, Chapter 2 Cowhey, Prologue, Chapter 1 *Freire,* Excerpts from *Daring to Dream: Toward a Pedagogy of the Unfinished*
January 26	Race and Class Stereotypes in the Classroom; Multicultural Education	*Polite and Saenger, "A Pernicious Silence: Confronting Race in the Elementary Classroom"* *Gay, "The Importance of Multicultural Education"*

		Cowhey Chapter 2
January 31	Assessment in Social Studies	**LAB: Assessment Workshop** Parker, Chapter 7
February 2	Citizenship Education	Parker, Chapter 3 **Website Evaluation Due-Turn in as a hard copy on January 31 or February 2.**
February 7	Civic Education; Learning Through Activism	**LAB: Advocacy Workshop** Cowhey, Chapter 6 *Lindquist, Chapter 7* ***Begin reading Day of Tears***
February 9	Teaching History in the Elementary Classroom	Parker, Chap. 4 pages 116-138 *Levstik, Chap. 5, "Linking Children to the Past Through Family Histories"* Fritzer and Brewer pages 26-32
February 14	Historical Controversy	**LAB: Unit Planning and**

		Brainstorming *Loewen, "The True Importance of Christopher Columbus"* Cowhey, Chapter 8 and 11 Fritzer and Brewer, pages 23-26
February 16	Historical Fiction; Using Primary Sources in Historical Inquiry	Lester, *Day of Tears* *Loewen, "Teaching Slavery"* Fritzer and Brewer, pages 19-21 **Kenan Lecture- Claudia Rankine** **Haggin Auditorium** **7:00 p.m.**
February 21	Geography	**NO LAB Today (Replaced with Day on the Hill tomorrow)** Parker, Chapter 4, pages 138-145 Fritzer and Brewer, Chap. 3 *Sobel, Chapters 1-2* **Written Summary of Kenan Lecture (due as a hard copy in class)** **KACTE "Day on the Hill" at State Capitol in Frankfort on Wednesday, February 22**
February 23	Geography/Mapping	Parker, Chapter 5
February 28	**Exam**	
March 2	Literacy-Social Studies Connection	Parker, Chapter 10 Cowhey, Chapter 7
March 7	**History Project Presentations**	

March 9	**History Project Presentations**	**History Project Paper due at 5:00 p.m. (hard copy)**
March 14 & 16	**SPRING BREAK!!**	
March 21	Planning Units, Lessons, and Activities Five Great Teaching Strategies	**LAB: Lesson and Unit Planning** Parker, Chapters 8 and 9
March 23	Economics Education/Other Social Sciences	Parker, Chapter 4, pages 147-162 Fritzer and Brewer, Chap. 4 *Farris, pages 473-484* **Mapping/Geography Assignment Due- Friday, March 24 at 5:00 p.m. on Moodle**
March 28	Economics Education	**LAB: Trade Fair** Lindquist, Chapter 4 *Farris, pages 484-503*
March 30	Social Studies as the Integrating Core	Parker, Chapter 11
April 4	Social Studies and the Arts: Visual Arts and Music	**LAB: Arts Workshop** *Farris, Chapter 14*
April 6	Social Studies and the Arts: Drama	*Lindquist, Chapter 6* *Miller et al., "Integrating Drama into the Social Studies Class"*
April 11	Global Education	**LAB: Unit Planning Conferences** *Merryfield, "The Difference a Global Educator Can Make"* *Aristide, "Globalization: A View from Below"*
April 13	**Last Day of Class-Course Wrap-Up**	**Fieldwork Paper- Due on Friday, April 14 at 11:00 p.m. on Moodle**

	Instructional Unit due-Wednesday, April 19 at 5:00 p.m. on Moodle	

EDU 3414: RACE, ETHNICITY, AND SOCIAL CLASS IN AMERICAN EDUCATION
WINTER 2017

Dr. Tiffany R. Wheeler, Associate Professor of Education
219 Cowgill Center
Office Phone: 233-8186
Email: twheeler@transy.edu

Class meeting time and location: 1:30 to 2:45 Tuesday/Thursday   Cowgill 105

Office Hours

Monday   9:00-12:00; 1:30-3:00

Tuesday   3:00-4:30

Wednesday   1:30-2:30

Thursday   3:00-4:00

Friday   By appointment only

I am not always able to keep my office hours due to student teacher observations, campus meetings, off-campus appointments, and other such endeavors. Please schedule appointments within office hours. Appointments can also be made at other times.

Required Texts made available through the Transylvania University Bookstore:

Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap
Paul C. Gorski

Race in the Schoolyard: Negotiating the Color Line in Classrooms and Communities
Amanda E. Lewis

Young, Gifted, and Black: Promoting High Achievement Among African-American Students
Theresa Perry, Claude Steele, and Asa Hilliard III

Other texts/reading material will be added throughout the semester as needed and will made available as PDF files on Moodle.

Catalog Description of the Course

EDU 3414: Race, Ethnicity, and Social Class in American Education
Examines American education within the broader scope of race, ethnicity, and social class. Success in American society is influenced by racial, ethnic, and/or social class status. Students will examine how such status differences

manifest themselves within American public education – an institution purported to provide equal opportunity regardless of race, ethnicity, and/or social class. Other issues addressed are identity development of culturally diverse children, the impact of poverty on education, school funding, tracking, culturally relevant teaching, and how standard school practices influence students from historically underrepresented populations. Prerequisite: Completion of Area II Social Science and EDU 2014. Area IV, V

How This Course Relates to Transylvania's Liberal Arts Mission

Transylvania University has the following mission statement**:** Through an engagement with the liberal arts, Transylvania University prepares its students for a humane and fulfilling personal and public life by cultivating independent thinking, open-mindedness, creative expression, and commitment to life-long learning and social responsibility in a diverse world.

In particular, this course helps to cultivate independent thinking and open-mindedness. We will be discussing a variety of sensitive issues regarding race, ethnicity, and social class, and students will be encouraged to think deeply about course concepts and be open-minded about new ideas. This course also emphasizes the importance of developing social responsibility in working and interacting with a variety of diverse individuals.

Big Ideas/Essential Questions for the course:

In what ways do race, ethnicity, and social class impact students' educational experiences?
How do schools reproduce social inequalities?
How does a colorblind ideology affect the educational outcomes of culturally diverse children?
What are some ways that schools can provide more equitable instruction and learning environments?
How can teachers become more prepared to teach students from a variety of racial, ethnic, socioeconomic, and linguistic backgrounds?

Course Topics

♦   School experiences and educational outcomes of racially, culturally, and linguistically diverse students
♦   Micro-aggressions in educational settings
♦   Social class and its implications for schools
♦   Deficit theories regarding children of color
♦   Inequities of school funding
♦   Desegregation/integration
♦   Reproduction of social inequalities
♦   Implications of tracking and standardized assessment
♦   Economic, legal, and political issues involved in the education of underrepresented groups

Teacher Education Program Model

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                         ┌─────────────┐
                         │  Knowledge  │
                         └─────────────┘

                    Public Intellectuals who
                             Care

┌─────────────┐                              ┌─────────────┐
│ Reflection  │                              │   Action    │
└─────────────┘                              └─────────────┘

              ┌─────────────────────────────────────┐
              │ Teacher Education Program as part of the │
              ├─────────────────────────────────────┤
              │      Liberal Arts Foundation        │
              └─────────────────────────────────────┘
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The education program has developed the following theme to describe teachers: *Public Intellectuals Who Care.* In order to be caring facilitators of learning, future educators should aspire to become public intellectuals and develop their expertise in three main areas which are identified in the program model. They must be knowledgeable, capable of putting their knowledge into action so that they are caring facilitators of learning for every learner, and they must reflect about their knowledge and actions, constantly evaluating and making changes as needed. In order to achieve these program goals and purposes, the following dispositions, objectives, and learning outcomes are fostered:

Student Learning Outcomes for EDU 3414-Aligned with Education Program Objectives

Knowledge Outcomes
In this course, students:
- Develop an understanding of how race influences identity development.
- Explore several theoretical perspectives related to race, ethnicity, and social class.
- Analyze how race, ethnicity and social class influence success in American schools.
- Examine the interplay between social class and public school resources.
- Gain insights from an in-depth study of a topic related to race, ethnicity, or social class and American public education.

Key Dispositional Elements needed for these *knowledge* outcomes include:

- The candidate possesses sensitivity toward understanding and appreciating various dimensions of human development and diversity.
- The candidate seeks to know why.

Action Outcomes

In this course, students:

- Collaborate as a team.
- Conduct in-depth research on a given topic.
- Synthesize material from a variety of sources and write coherently on that topic.
- Provide peer support for writing.
- Communicate effectively in both written and oral discourse.

Key Dispositional Elements Needed for these *action* outcomes include:

- The candidate has an interest in an understanding of how to interact positively with others based upon respect for others and reflection on diverse situations.
- The candidate appreciates the need to communicate well.
- The candidate values planning and organizing.
- The candidate shows sensitivity to classmates.
- The candidate contributes effectively to class discussion and demonstrates that she/he listens carefully to her/his peers.
- The candidate demonstrates a strong work ethic.

Reflection Outcomes

In this course, students:
- Engage in reflective class discussion.
- Write a variety of responses related to readings and class discussion topics.
- Reflect on their writing.

Key Dispositional Elements Needed for these *reflection* outcomes include:

- The candidate engages in reflection in numerous ways.
- The candidate is inclined to listen to and respect others, especially individuals from cultures and backgrounds different from his/her own.

Kentucky Teacher Standards

The course also helps students prepare for Kentucky Teacher Standard 1 (Teacher Demonstrates Applied Content Knowledge) that asks for teachers to understand content from different perspectives as they prepare for their teaching. Standard 3 (Teacher Creates and Maintains Learning Climate) is accounted for by preparing teachers to address issues of diversity within the classroom.

InTASC Standards

The course helps candidates meet Interstate Teacher Assessment and Support Consortium (InTASC) Standard #2 (Learner Development) because it focuses on understanding diverse cultures in American schools and how to ensure inclusive learning environments. The course incorporates InTASC Standard #4 (Content Knowledge) because it allows candidates to learn the central concepts related to race, ethnicity, and social class and how these concepts relate to educational structures, policies, and practices.

Important Considerations and Policies of the Course

Writing Intensive Courses
This course has been designated as an Area V Writing Intensive course. As such, your growth as a writer is an important component of the course experience. Writing is very labor intensive, demands taking some risks, and being able to accept criticism.

Academic Integrity
Academic integrity is **central** to the mission of this institution and the education program. Cheating, plagiarism (i.e. submitting another person's material as one's own, not acknowledging sources, submitting work that the student has received credit for in another course), and any other forms of academic dishonesty will **NOT** be tolerated in my classes. Instances of academic dishonesty can result in the failure of the assignments in question and/or failure of this course. **Please refer to the Academic Integrity Policy at http://homepages.transy.edu/~dean/academic_integrity.doc, as it will be enforced in its entirety in this class.**

Classroom Etiquette
This is a seminar-style, discussion based course, and your preparation for each class session is imperative. We will be discussing important and sometimes sensitive issues related to race, ethnicity, and social class in this course. Students are expected to be respectful of others, especially those with different viewpoints, during classroom discussions and activities. Additionally, disrespectful and distracting behaviors (e.g. private or "side" conversations, eye rolling, huffing/sighing, packing up early to leave, etc.) are completely **unacceptable**.

Please make sure that cell phones/handheld devices are turned off during class. No text messaging will be allowed during class. In the spirit of Transylvania's sustainability commitment, laptops and other devices will be allowed on occasion to refer to assigned readings that are in PDF files on Moodle. However, students are required to use these devices in a responsible manner during class discussions.

Communicating with the Professor
I use email frequently to communicate with students. Please check your email several times a week for class updates. You also need to check Moodle regularly for updates throughout the semester. **Please note that I will try to respond to your emails in a timely manner. However, if you send emails after 6:00 p.m. in the evening, the earliest I will be able to respond will be the next morning. Also, please be aware that I check email on a limited basis on the weekends, so if you send an email during that time, do not expect a response until Monday morning.**

Also, please be mindful about how you approach the instructor about course assignments. I will make every effort to return graded assignments to you in a timely manner. However, professors have multiple responsibilities and obligations, and it takes a significant amount of time to grade assignments in a thoughtful manner. **Please do not make unreasonable demands of the instructor regarding graded assignments (e.g. turning in assignments one day and expecting them back during the next class period).**

Americans with Disabilities Act

The Office of Disability Services (ODS) at Transylvania University serves students who have a disability that qualifies under the Americans with Disabilities Act (ADA) of 1990. Disabilities covered by ADA may include physical disabilities, learning differences, and psychiatric disorders.

ODS also coordinates accommodations for those who receive an injury that temporarily impairs their ability to function in an otherwise normal capacity. Students who wish to find out if their specific medical condition/disability qualifies for accommodations should contact the ODS for a confidential appointment.

Contact Information:
Amber D. Morgan – Coordinator of Disability Services
Old Morrison, 111
admorgan@transy.edu or disabilityservices@transy.edu
(352)233-8502

Title IX

Transylvania University and its faculty are committed to assuring a safe and productive learning environment for all students. In compliance with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator. Exceptions are situations where the students are unlikely to expect that a disclosure would trigger reporting options (i.e. required class writing assignment, University-approved research project, and/or class discussions). For more information about Title IX, please refer to the Title IXPolicy or contact Ashley Hinton-Moncer, Title IX Coordinator.

A person who experiences sexual misconduct may respond to the experience in many different ways, including feeling confused, vulnerable, out of control, embarrassed, angry, or depressed. The University and community provide a variety of resources to assist individuals who have experienced sexual misconduct; both to address the effects of the incident, and to help them identify the options available to them for making a complaint about the incident and offer assistance if requested.

Grading Scale
I will use the following department grading scale for this course. Please note that your final grade is determined after all work has been graded. Exceptional work (beyond expectations) will receive As. Work that is very good (above average) will receive Bs. Work that is satisfactory for college requirements will receive Cs. Work that barely meets or does not meet expectations will be graded as D or F.

A   [93-100]   A- [90-92]   B+ [88-89]   B   [83-87]   B- [80-82]
C+ [78-79]   C   [73-77]   C-   [70-72]   D+ [68-69]   D   [63-67]
D-   [60-62]   F   [0- 59]

Professional polish is important. Review all written work carefully. Written work submitted that contains more than ten blatant style errors (spelling, grammar, syntax, or other such problems) will be returned and will automatically lose points on the final grade.

Overview of Class Assignments

REQUIRED LECTURE: KENAN LECTURE ON FEBRUARY 16
Class professionalism/participation
One Exam
Civil rights presentation/ project
Reflection papers
Community Event Activity/Reaction Paper
Research Paper

REQUIRED KENAN LECTURE: You will be **required** to attend the Kenan Lecture on **Thursday, February 16, 2017 (evening-time TBA)** in Transylvania's Haggin Auditorium. Renowned poet Claudia Rankine will be the featured speaker this year and is especially known for her poetry collection, *Citizen:An American Lyric* which was the only poetry book to make the non-fiction category of the New York Times bestseller list. At Transylvania, she will discuss making the book and the question of the creative imagination and race.

After you attend the Kenan Lecture, you need to write an informal short summary (1-2 pages) of the main features or points of the lecture/event and discuss what you found most interesting or noteworthy. This summary will count toward your professionalism/participation grade.

Class Professionalism and Participation (35 points)

This is a very important component of the course. Professionalism involves punctual and regular attendance, active contribution to class discussions, sincere effort on all assignments, effective communication with professor, and other such activities. **The instructor reserves the right to deduct points for each unexcused absence, and more than three absences (excused or unexcused) may result in the lowering of the final grade by one letter grade. The instructor also reserves the right to deduct professional behavior/participation points and/or lower the final grade for excessive tardiness (more than two). As with any professional setting, if you must be absent or late, please contact me before class to let me know about your situation. Students with extenuating circumstances must discuss this with the professor.**

In order to contribute to class discussion, you must read each assignment carefully. **Please bring your assigned readings with you to every class session.** For each class session I would like you to be prepared for any of the following activities: a) leading a class discussion (which you might do by yourself or with a partner), b) responding to a short essay prompt, c) providing a thoughtful question based on the reading, d) providing a one-page paper related to a particular reading. Some of these activities (i.e. the written material) will be evaluated using a system of checks (0, √-, √, √+).

Exams (100 points total)

I will give one in-class exam that will allow you to synthesize breadth and depth of information and content from the course.

Civil Rights Group Project/Presentation /Papers (100 points total)

You will work in a team to complete a project about some aspect of the civil rights movement. More details will be provided in a separate handout.

Reflection Papers (2 @ 30 points each; 60 points total)

Throughout the semester, you will write reflection papers about the readings in this course. Instructions for these papers will be provided at a later time.

Community Engagement in an After-School Program and Reaction Paper (30 points total)

You will spend some time (minimum of 5 hours) volunteering in a local after-school program at James Lane Allen Elementary, which is a P-12 partner with the Transylvania Education Program. We will discuss the details of the program and your involvement in it during the first week of class. You will write a reaction paper outlining your experiences with the program and how they relate to the course themes and concepts. Instructions for the reaction paper will be presented in a separate handout.

Research Paper (125 points)

This is an important piece of work that will involve your attention all semester. This project will cause you to conduct an in-depth search within the professional education literature of a topic related to the course themes.   You will submit your work on the paper in stages throughout the semester. More details about the research paper will be provided in a separate handout.

Total Number of Points= 450 (Please note that if an assignment is deleted, the total number of points will be reduced.)

EDU 3414: Winter 2017 <u>Tentative</u> Course Calendar
(Readings in italics will be provided in PDF files on Moodle)

Note: Please be aware that this is a <u>TENTATIVE</u> schedule. Changes may (will) be made at ANY time at the instructor's discretion. Flexibility is a necessary part of teaching. Additional readings and assignments that were not anticipated but give important insight to a course topic may be added throughout the semester. You may also be asked to attend lectures or events on or off campus that relate to the course but were not announced before the course calendar was created. Please bring your syllabus and course calendar to every class meeting so that you may record any necessary changes.

Date	Topic	Readings/Assignments Due
January 10	Introduction to the	

	Course Requirements	
January 12	Can We Talk About Race? Definitions of Racism	*Tatum,"Defining Racism,"* pages 3-14 *Coates, "Letter to My Son"* *Baldwin, "My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of the Emancipation"*
January 17	Race in the College Classroom; Microaggressions	*Helling article- "Allowing Race in the Classroom"* *McCabe article- "Racial and Gender Microaggressions on a Predominantly White Campus"* Excerpts from *Citizen: An American Lyric* by Claudia Rankine
January 19	Guest Speaker: Kelly Norman Ellis, Affrilachian Poets	TBA **"Black Bone" Exhibit Poetry Reading in Carrick Theater at 6:00 p.m. (optional)**
January 24	Power and Privilege	*Johnson Chapters 1-3*
January 26	Resegregation of Schools	*Tatum, Chapter 1 from Can We Talk About Race?* Additional Reading TBA

		Reflection 1 due in class
January 31	Civil Rights Project Discussion; Viewing of Eyes on the Prize video	
February 2	Examining the Color Line in Schools; No Race in the Schoolyard	Lewis, Chapters 1 and 2 **Phase 1: Preliminary Paper Topic Assignment Due (hard copy) in class**
February 7	Struggling with Dangerous Subjects: Breaking the Silence;	Lewis, Chapter 3 and 4
February 9	Racial Boundaries; The Social Reproduction of Inequality; Schools as Race-Making Institutions	Lewis, Chapter 5, 6 and 7
February 14	The History of African American Education; Philosophy of African American Education	Perry, *Young, Gifted, and Black,* pp. 1-51 *Johnson, "Septima Poinsette Clark's Literacy Teaching Approaches for Linguistic Acquisition and Literacy Development for Gullah Speaking Children, 1916-1919"*
February 16	Theories of African American Achievement;	Perry, pp. 52-86 Steele, pp. 109-130

	Culturally Responsive Pedagogy and Stereotype Threat	**Kenan Lecture-Claudia Rankine Haggin Auditorium 7:00 p.m.** **Reflection 2 due-Friday, February 17 at 5:00 p.m. on Moodle**
February 21	Counterhegemonic Communities in Segregated Schools; Increasing African American Achievement	Perry, pp. 87-108 *DuBois, "Does the Negro Need Separate Schools?"* **Kenan Lecture Written Summary due in class- February 21**
February 23	**Exam**	
February 28	Poverty and Class Inequality	Gorski Chapters 1-2 *Smiley and West chapter, "Portrait of Poverty"*
March 2	Culture of Poverty	Gorski, Chapters 3, 4, 6 *Starnes, "On Lilacs, Tap Dancing, and Children of Poverty"* **Phase 2 of Research Paper Due**
March 7	**Civil Rights Presentations**	
March 9	**Civil Rights Presentations**	**Civil Rights Group Papers- Due Friday, March 10 at Noon (hard copy)**

March 14 and 16	**SPRING BREAK!**	
March 21	Improving Educational Outcomes for Students in Poverty	Gorski, Chapters 8, 9, and 10
March 23	Latino and Hispanic Perspectives in Education	Ruiz article, "*Mendez v. Westminster*" Ochoa, *Learning from Latino Teachers Chapters 1 and 2* **Civil Rights Individual Reflection Papers due in class (hard copies)**
March 28	Latino and Hispanic Perspectives in Education	*Conchas, "Structuring Failure and Success: Understanding the Variability in Latino School Engagement"*
March 30	Improving Educational Outcomes for Latino Students	*Good, Masewicz, and Vogel, "Latino English Learners:Bridging Cultural and Achievement Gaps"* *Ochoa, "Supporting Latinas/os Throughout the Educational Pipeline"*
April 4	Asian American Perspectives on Education	*Wing, "Beyond Black and White: The Model Minority Myth and Invisibility of Asian American Students"* *Shah, "Asian Americans"* **Phase 3 Research Paper Due at 5:00 pm.**
April 6	Racial Identity Development	*Tatum, "Critical Issues in Latino,*

		American Indian, Asian Pacific Islander American Identity Development" *Howard, "Mapping the Journey of White Identity Development"*
April 11	Promising Practices in Education for Diverse Learners	*Gay, "Pedagogical Potential of Cultural Responsiveness"* *Ramirez and Jimenez-Silva, "The Intersectionality of Culturally Responsive Teaching and Performance Poetry"*
April 13	**Last Day of Class-Course Wrap-up**	**Community Engagement Reaction Paper- Friday, April 14 on Moodle at 11:00 p.m.**
	Final Version of Revised Research Papers- Due on April 20 at 5:00 p.m.	

EDU 3034

Literacy in Written and Spoken Language for Learners in Primary Schools
Fall 2016

Dr. Tiffany Wheeler, Associate Professor of Education
219 Cowgill Center
Office phone: 233-8186
E-mail: twheeler@transy.edu

Class meeting times: Tuesday, Thursday 9:30-10:45 Lab Tuesday 8:30-9:20 Cowgill 106

Office Hours

Monday   10:00-12:00; 3:00-4:00

Tuesday   3:00-4:30

Wednesday   9:30-12:00

Thursday   3:00-4:00

Friday   By appointment only

I am not always able to keep my office hours due to campus meetings, off-campus appointments, field observations, and other such endeavors.
Please schedule appointments within office hours. Appointments can also be made at other times.

Required Texts

Curtis, Christopher P. *The Watsons Go to Birmingham-1963.* Bantam Doubleday Dell Publishing, 1995.

Diller, Debbie. *Growing Independent Learners: From Literacy Standards to Stations, K-3* Portland, ME: Stenhouse Publishers, 2016

Temple, Charles, Ogle, Donna, Crawford, Alan, and Freppon, Penny. *All Children Read: Teaching for Literacy in Today's Diverse Classrooms.* Boston, MA: Pearson, 2014.

You will also complete several additional readings that will be posted to Moodle.

Catalog Description of Course

This course familiarizes the teacher education student with the cognitive and linguistic foundations of literacy development with an emphasis on the primary school child. Various programs of reading and language arts instruction are viewed, but the whole language method is emphasized. The teacher education student will construct integrated learning experiences that foster language development and

promote increased communication skill in reading, writing, and speaking. Students learn about integrating literacy activities with learning in specific subject areas such as mathematics, social studies, science, art, and other subject areas of the primary school classroom. Study of children's literary texts, both fiction and non-fiction, will be emphasized. **Lab required. 10 hours of field observation are required for this course.**

How This Course Relates to Transylvania's Liberal Arts Mission

Transylvania University has the following mission statement**:** Through an engagement with the liberal arts, Transylvania University prepares its students for a humane and fulfilling personal and public life by cultivating independent thinking, open-mindedness, creative expression, and commitment to life-long learning and social responsibility in a diverse world.

This course cultivates independent thinking, open-mindedness, creative expression, and commitment to life-long learning, particularly in the area of literacy. This course helps candidates develop social responsibility in their role as a future classroom teacher and enables them to prepare to work with diverse learners.

Big Ideas/Essential Questions for the Course

What are some of the major challenges for the literacy teacher in the 21st century?
How do social and cultural contexts influence children's literacy development?
How do teachers incorporate culturally responsive pedagogy in the literacy classroom?
What are the key concepts that must be addressed during literacy instruction?
How should parents and families be engaged in fostering their children's literacy learning?
What is the role of technology in literacy instruction?

Portfolio Items Required from this Course-Please Keep These Assignments!!

- Design a unit of study that integrates subject matter knowledge with strategies that support literacy learning (reading, writing, speaking, and listening). Within this unit, account for vocabulary development, comprehension, and a means for engaging students in thoughtful class discussion. The unit should include accommodations for struggling readers and writers.
- Develop a research paper/plan that outlines the importance of parental/family involvement in helping children to develop literacy, including strategies for reaching out to culturally and linguistically diverse parents and families.
- Write a reflection about your field experiences, documenting your teaching strengths, as well as areas for growth.
- **Please keep electronic copies of all of these assignments! Also, when you receive the assignments back after I've graded them, please keep them in an electronic file. You will be uploading them to Task Stream in your electronic portfolio.**

Teacher Education Program Model

Knowledge

Public Intellectuals who Care

Reflection

Action

Teacher Education Program as part of the

Liberal Arts Foundation

Student Learning Outcomes and Course Objectives as Related to Transylvania's
Teacher Education Program Model

The education program has developed the following theme to describe teachers: *Public Intellectuals Who Care.* In order to be caring facilitators of learning, future educators should aspire to become public intellectuals and develop their expertise in three main areas which are identified in the program model. They must be knowledgeable, capable of putting their knowledge into action so that they are caring facilitators of learning for every learner, and they must reflect about their knowledge and actions, constantly evaluating and making changes as needed. In order to achieve these program goals and purposes, the following dispositions, objectives, and learning outcomes are fostered:

I. Program Objectives and Student Learning Outcomes/Disposition One: Knowing

In this course, future educators:

- demonstrate the theoretical knowledge, professional and pedagogical principles, and technology to design a caring and positive learning environment and plan developmentally appropriate literacy instruction for primary learners.

- demonstrate the knowledge of individual differences in development and diversity (cultural, physical, social, ethnic, or cognitive) that is needed to plan and implement effective and inclusive literacy instruction that ensures care and attention to every learner.

Key dispositional elements needed for these outcomes:

- The candidate has self-knowledge, realizing that she or he has a passion for learning and for teaching, accompanied by the propensity to ask "why."
- The candidate possesses sensitivity toward understanding and appreciating various dimensions of human development and diversity.

IV.   Program Objectives and Student Learning Outcomes/Disposition Two: Reflection

In this course, future educators:

- engage in continuous assessment of learning experiences in P-6 classrooms, as well as that of literacy content knowledge by writing reflective papers and assessing the impact of their instruction on students' learning. They will be able to use that assessment to refine their teaching and design subsequent literacy lessons.

- explain the importance of students being involved in their own literacy learning and search for meaning in the texts that they read.

Key dispositional elements related to these outcomes:

- The candidate is reflective and interested in reflecting upon learners' progress and encouraging their learning.

V.   Program Objectives and Student Learning Outcomes/Disposition Three: Action

In this course, future educators:

- design and implement a variety of literacy learning situations by applying principles, concepts, and knowledge of literacy content, professional concepts, and technology integration in the preparation of developmentally appropriate literacy learning experiences for all learners.

- assess their students' learning and plan for further instruction based on those assessments.

- interact positively with students, teachers, and parents in their school and community settings.

Key dispositional elements required for these outcomes:

- The candidate exhibits a commitment to interact with children and youth, colleagues, and parents in respectful, caring, and honest ways to ensure the well-being of children in youth.
- The candidate exhibits problem-solving abilities and creativity, being able to analyze and change instruction as needed.
- The candidate values planning and organizing.
- The candidate has an interest in assessing students' work fairly and in preparing developmentally appropriate learning experiences based upon assessments.

Kentucky Teacher Standards

This course also addresses the following Kentucky Teacher Standards (KTS) :

KTS 1- The candidates will demonstrate current and sufficient academic knowledge of literacy content in class assignments and field teaching.

KTS 2 - The candidates will design a literacy unit and teach some literacy lessons in their field placement.

KTS 3- The candidates will focus on creating and maintaining a positive learning climate when they interact with students in their field placement.

KTS 4 - The candidates will implement and manage instruction as they teach literacy lessons in their field placement.

KTS 5 - The candidates will design appropriate assessments in their literacy unit and field placement lessons.

KTS 6- The candidates will use technology in a variety of ways to support instruction.

KTS 7- The candidates will reflect regularly about course topics and concepts and field experiences.

KTS 8- The candidates will collaborate with their cooperating teachers to design appropriate lessons in their field placements. Candidates will also write a paper and parental/family involvement plan to demonstrate how they will collaborate with parents and families to meet students' needs.

KTS 9- The candidates will engage in professional development activities, such as attending the Kentucky Reading Association Conference.

Interstate Teacher Assessment and Support Consortium (InTASC) Standards

This course addresses the following InTASC standards:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

 Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Kentucky Academic Standards (KAS)

The **Kentucky Academic Standards (KAS), formerly known as the Kentucky Core Academic Standards,** were adopted by the Kentucky State Board of Education in June 2010. In this course, candidates will review the English/Language Arts KAS regularly and use the standards as a basis for designing all lesson plans, instructional units, and assessment. This course will help candidates learn how to help their students to develop skills in reading literature and informational text. The course also helps candidates learn about foundational skills for reading such as phonics and word recognition and fluency and how to provide instruction to reinforce these skills with their students. Additionally, this course enables candidates to learn how to implement the writing, speaking, listening, and language standards into literacy instruction. The Kentucky Academic Standards for English/Language Arts can be found at the following website: http://education.ky.gov/curriculum/standards/Documents/Kentucky_Academic_Standards_ELA.pdf

Association for Childhood Education International Standards

This course also addresses the following Association for Childhood Education International (ACEI) standards:

1.0 Development, Learning, and Motivation- Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2.1 Reading, Writing, and Oral Language- Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas; (This is the most salient ACEI standard for this course.)

3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

International Literacy Association Standards

This course addresses the following International Literacy Association (ILA) Standards:

ILA Standard 1: Foundational Knowledge -Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

ILA Standard 2: Curriculum and Instruction Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.

ILA Standard 3: Assessment and Evaluation Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.
3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

ILA Standard 4: Diversity Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
4.2 Candidates use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. 4.3 Candidates develop and implement strategies to advocate for equity.

ILA Standard 5: Literate Environment Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

5.1 Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

ILA Standard 6: Professional Learning and Leadership Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.
6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

Assignments

REQUIRED LECTURE: Convocation, Friday, September 9, 2016

You will be **required** to attend the Transylvania University opening Convocation **on Friday, September 9, at 3:30 p.m. in Haggin Auditorium.** Silas House, a novelist, music journalist, environmental activist and columnist, will be the speaker, and several student awards will be presented.

After you attend the lecture, you need to write an informal short summary (1-2 pages) of the main points of the lecture and discuss what you found most interesting or noteworthy. **This summary will be due when you come to class on Tuesday, Sept. 13 and will be factored into your professional behavior/attendance/participation grade.**

Exams. [Knowledge] (100 points). There will be one exam covering major course concepts. The exam is worth 100 points.

Reflections about Fieldwork and Class Readings. [Reflection] (30 points each; 60 total). You will be assigned to a field placement where you will participate in literacy activities and teach at least two lessons. **Your field lessons will be aligned with the Kentucky Academic Standards for English/Language Arts (Common Core).** You will be expected to write reflections about your experiences, as well as concepts addressed in class discussions and readings. **The reflection about your field experiences is a required item for your Education program portfolio.**

Case study report. (75 points) **[Knowledge; Action; Reflection]** You will conduct a case study of an individual child in your field placement and write a report about the child's literacy strengths and needs.

Author Study/Technology Project. [Knowledge; Reflection] (60 points). You will work with a partner to select a well-known author and/or illustrator of children's literature and prepare a presentation (using technology) and paper highlighting his/her work.   You must also demonstrate how to incorporate some form of a new literacy technology in the classroom in order to present this author's work to your future students. More details will be provided later in a separate handout.

Parental Involvement Plan/Paper. [Knowledge]. (50 points total). You will create a parental involvement/collaboration plan to enhance your future students' literacy development. You will write in a scholarly style and need to include research about parental involvement and family literacy to support your plan. More details will be provided in a separate handout. **This is a requirement for your Education program portfolio for this class.**

Literacy Unit. [Action] (125 points). Your unit is to be organized around a central question related to a topic or theme. As you design the unit, you should stress the development of literacy skills.   You will present your unit to the class by discussing the highlights from your lessons. **Your lessons will be aligned with the Kentucky Academic Standards for English/Language Arts (Common Core).**

Additional guidelines for planning the unit will be provided later in the semester. **This is a requirement for your Education program portfolio for this class.**

Professional Behavior (Dispositions), Attendance and Participation. (30 points). Professionalism is a very important aspect of teaching. You need to be aware of your disposition and professional attitude at all times. You are expected to attend all classes and field placement sessions and to be **on time.** For field placements, you must dress **professionally** (no sweats, jeans, flip-flops, or revealing clothes) and be prepared ahead of time for teaching lessons. **Also, please make sure that all cell phones and handheld devices are turned off during class and your field placements. Text messaging during class or field observation lessons is absolutely not allowed. In the spirit of Transylvania's commitment to sustainability, laptops will be allowed in class on occasions when we are discussing articles that are in PDF files or using the Internet for other course assignments or activities.**

You are expected to be prepared for all class sessions by reading assignments ahead of time and actively participating in classroom discussions and activities. **Please bring your readings with you to every class session.** You may also be asked to complete some informal in-class and out of class writings, create learning stations in the model classroom, quizzes, etc.

The instructor reserves the right to deduct points for each unexcused absence, and more than three absences (excused or unexcused) can result in the lowering of the final grade by one letter grade. The instructor also reserves the right to deduct participation points for excessive tardiness (more than three). **Students with extenuating circumstances must discuss this with the instructor.**

Please note that the education program has developed a dispositions and professional attributes development alert form.   This form will be used to document education students' progress in developing the types of professional and caring dispositions required of classroom teachers and leaders. Only exceptionally outstanding or exceptionally negative examples of education students' knowing, reflection, and action dispositions will be documented on this form. As well, professional information about education students' communication skills, academic preparation, personal behavior, professional behavior, attitudes, and behavior will be documented. A copy of this alert form is attached to the syllabus, so please review it carefully.

As a teacher, you will be expected to face many deadlines and you need to plan accordingly to meet them. This is a necessary aspect of a teacher's disposition and professional behavior. This also applies for your assignments in this class. All assignments need to be turned in during class on the due date (unless otherwise noted by the instructor). Please manage your time carefully when completing assignments. **Late assignments will lose 20% of the total points per day.** However, if there are unforeseen circumstances that may prevent you from meeting a deadline, please talk to me to make other arrangements.

Total Points=500 (Please be aware that if a previously listed assignment is deleted for any reason, the total number of possible points will be reduced.)

It is very important that you save all of your work from this course. Save both an electronic copy and a clean paper copy of each major assignment. Work submitted and evaluated with my comments must be saved also. Be sure to create back-up electronic copies on a disk to avoid having to recreate projects that have inadvertently become lost.

Communicating with the Professor

I use email frequently to communicate with students. Please check your email several times a week for class updates. You also need to check Moodle regularly for updates throughout the semester. **Please note that I will try to respond to your emails in a timely manner. However, if you send emails after 6:00 p.m. in the evening, the earliest I will be able to respond will be the next morning. Also, please be aware that I check email on a limited basis on the weekends, so if you send an email during that time, do not expect a response until Monday morning.**

Also, please be mindful about how you approach the instructor about course assignments. I will make every effort to return graded assignments to you in a timely manner. However, professors have multiple responsibilities and obligations, and it takes a significant amount of time to grade assignments in a thoughtful manner. Please do not make unreasonable demands of the instructor regarding graded assignments (e.g. turning in assignments one day and expecting them back during the next class period.).

Grading Policy

Letter grades will be assigned according to following percentage breakdown:

A	93-100	B	83-87	C	73-77	D	63-67
A-	90-92	B-	80-82	C-	70-72	D-	60-62
B+	88-89	C+	78-79	D+	68-69	F	Below 60

Academic Integrity

Academic integrity is **central** to the mission of this institution and the education program. Cheating, plagiarism (i.e. submitting another person's material as one's own, not acknowledging sources, submitting work that the student has received credit for in another course), and any other forms of academic dishonesty will **NOT** be tolerated in my classes. Instances of academic dishonesty can result in the failure of the assignment(s) in question and/or failure of the course. **Please refer to the Academic Integrity Policy at http://homepages.transy.edu/~dean/academic_integrity.doc,as it will be enforced in its entirety in this class.**

Disability Services

Through policy and practice, Transylvania University is committed to providing equal access to campus programs, services and activities to all enrolled students. Students who qualify for accommodations in accordance with the American Disabilities Act (ADA) need to consult with me very early in the semester about the adjustments that need to be made based on individual disability needs. Please contact Amber Morgan, Disability Services Coordinator, at (859) 233-8502 or admorgan@transy.edu for additional information regarding disability accommodations.

EDU 3034: <u>Tentative</u> Semester Schedule
Fall 2016
(*Readings in italics are available in PDF files on Moodle*)

Note: Please be aware that this is a TENTATIVE schedule. Changes may (will) be made at ANY time at the instructor's discretion. Flexibility is a necessary part of teaching. Additional readings and assignments that were not anticipated but give important insight to a course topic may be added throughout the semester. Dates listed for observations in the schools may need to be changed due to schedule conflicts, field trips, assemblies, etc. Please bring your syllabus and course calendar to every class meeting so that you may record necessary changes.

Date	Topic	Readings/Assignments Due
September 6	Introduction to the Course Requirements	**No Lab today.**
September 8	Teaching from Within; Approaches to Teaching Literacy Overview of Literacy Learning in the 21st century	*Palmer, Introduction* Temple et. al Chapter 1 Barone "The Fluid Nature of Literacy" Nelson "Teaching in the #Age of Literacy" **Convocation Lecture: Silas House Friday, Sept. 9 in Haggin Auditorium at 3:30 p.m.**
September 13	Discuss Convocation Social and Cultural Contexts for Teaching All Children to Read; Culturally Responsive Literacy Instruction	**LAB: Will meet at 8:30 a.m. Standards-Based Literacy Instruction: Kentucky Core Academic Standards, ILA Standards, and ACEI Standards** Silas House readings- "*In My Own Country; Double-Creek Girl*" Temple et. al Chapter 2 *Diller, "Opening the Dialogue…"* **Submit informal summary about the convocation lecture when you come to class.**
September 15	Culturally Responsive Literacy Instruction CRIOP Framework	*Cantrell and Wheeler, "Pedagogy/Instruction: Beyond Best Practices"* *Gay, "Culturally Responsive Caring"*

		Ladson-Billings, Excerpt from *The Dreamkeepers*
September 20	Language and Literacy	**LAB: Where I'm From Writing Workshop** Temple et. al Chapter 3 Hernandez et. al "*Using Spanish Cognates…*" article
September 22	Emergent Literacy	Temple et. al Chapter 4 Cunningham, "*Early Reading and Writing Activities*" **Reflection 1 due today in class**
September 27	Emergent Literacy; Phonics and Word Knowledge	**LAB: Literacy Work Stations** **Read Diller, Chapters 2 and 3** Temple et. al Chapter 5 Cunningham, "*Phonological and Phonemic Awareness*" Diller, Chapter 7
September 29	**No Class-CAEP Conference**	**Assignment TBA**

October 4	Building Fluency and Vocabulary	**LAB: Lesson and Unit Planning** Diller Introduction, Chapters 1 and 4 Temple et. al, Chapter 6
October 6	Assessment; Case Study Introduction	Temple et. al, Chapter 11
October 11	Assessment	**LAB: Author Study Presentations; Lesson/Unit Planning** *Calfee et. al, "Formative Assessment for Common Core Literacy Standards"* *Powell, "Culturally Responsive Assessment: Creating a Culture of Learning"*
October 13	**Author Study Presentations**	**Author Study Project Due by 5:00 p.m. (Hard copy)**
October 18	**No Class! Fall Break.**	
October 20	Reading Comprehension: Literature	Temple et. al Chapter 7 Diller, Chapter 5
October 25	Reading Comprehension: Informational Text	**LAB: Lesson Planning Workshop** Temple et. al, Chapter 8 Diller, Chapter 6 **Unit Lesson Plan 1 Due**
October 27	Critical Thinking and Critical Literacy	Temple et. al, Chapter 9 Article about Paulo Freire http://infed.org/mobi/paulo-freire-

		dialogue-praxis-and-education/ *Freire, "Conversations with Students"*
November 1	**Exam**	
November 3	Writing Instruction	Temple et. al, Chapter 10 *Calkins chapter*
November 8	Writing Instruction	**LAB: Writing Workshop** *Culham* chapters
November 10	Working with English Language Learners	Temple et. al, Chapter 15 **Parental Involvement Plan Paper due Friday, November 11 at 11:00 p.m.**
November 15	****Tentative-Lesson Teaching in Field Placement**	
November 17	Working with English Language Learners	*Ogle, "Supporting English Language Learners and Struggling Readers in Content Literacy"* *Greenfader and Brouillette, "Boosting Language Skills of English Learners through Dramatization and Movement"* **Start reading *The Watsons Go to Birmingham by Christopher Paul Curtis***
November 22	Organizing and Managing the Literacy Classroom (K-2)	**LAB: Connecting Standards to Learning Stations** Diller, Revisit Chapters 2 and 3 Temple et. al, Chapter 12

November 24	**Happy Thanksgiving! No Class.**	
November 29	Organizing and Managing Literacy Instruction (3-5)	**LAB: Literacy and Technology** Temple et al., Chapter 13
December 1	Literature Circles in Action: *Discussion of The Watsons Go to Birmingham*	*Curtis, The Watsons Go to Birmingham*
December 6	Case Study and Unit Preparation	**Lesson Plans due by 5:00 p.m.**
December 8	**Last Day of Class-Course Wrap-Up**	**Case Study due on Friday, December 9 by 11:00 p.m. on Moodle**
December 14	**Units Due on Moodle by 5:00 p.m.**	

FEN 1004: First Engagements
"Reading the Story of Us: Histories of Entanglement"

Section 22, August 2015

Instructors

Faculty Instructor and Advisor: Dr. Tiffany R. Wheeler, Associate Professor of Education
Email: twheeler@transy.edu
Phone: (859) 233-8186 (office); (859) 351-6560 (cell)
Office: Cowgill Center 219
Class Meeting Location: Cowgill Center Room 111

Student Scholar: Shelby Auxier
Email: smauxier16@transy.edu
Cell phone: 812- 701-4549

Office Hours: We will make arrangements for individual conferences; either of us will meet with you at your request.

Course Description

The First Engagements seminar is the gateway to the academic community at Transylvania University and will model liberal education in a reflective seminar setting. Transylvania will ask a lot of you as members of our academic community. To help you become a part of Transylvania's academic community, the course will emphasize cultivating a spirit of inquiry; developing critical reading, listening, and discussion skills; making relevant connections; and engaging in collaborative learning.

The purpose of this course is not to teach a body of content, either of information or of opinion. We certainly will acquire new knowledge along the way and explore a range of differing opinions about complex questions, but we do not expect everyone to agree by the end term on the issues under discussion. Indeed, we will be disappointed if lively debates do not arise in and out of class. We do expect you to practice reading texts closely and critically, asking smart questions, developing your own reasoned understanding of issues. We also expect everyone to listen and respond respectfully to the positions of others, and to contribute actively to class discussions.

The First Engagements seminar is the first part of a multi-part first year experience. The three-week seminar in August term fits neatly with the First-Year Seminars, in which you will continue to develop your abilities as a critical reader of a wide range of different kind of texts. In

first year seminars much more attention will be given to developing your skills in formal writing and argumentation; the final seminar involves completion and presentation of a substantial research project. Alongside the first year seminars, everyone will participate in the Creative Engagements program during the upcoming school year, which gives students an opportunity to exercise our intellectual curiosity in a community of scholars outside of the classroom.

Course Goals

During First Engagements, we will develop and practice effective reading strategies in several genres through class discussions and collaborative learning. These encounters introduce you into a community of scholars who – among other things – engage in and contribute to careful consideration of a variety of texts.

More specifically, together we will:
● Analyze text structure and evaluate how the parts contribute to the whole of an author's meaning;
● Draw basic inferences about context, tone, and purpose of a text;
● Evaluate authors' arguments and our own reactions in order to form responsible responses;
● Collaborate in discussion with peers and faculty in working toward an understanding of texts.

In addition, we will work together to develop effective advising relationships, as outlined by Transylvania's advising guidelines. We will show you how to understand and navigate our curriculum, and give you opportunities to begin reflecting on your short- and long- term goals, including helping you register for the Fall term.

Participation

Time management: You should plan carefully to allow at least three (3) hours of study in preparing for each class session. There will be some required and many optional events and activities during August Term (as during the rest of the school year). In the next three weeks, start developing a sense of how best to manage your time to get the most out of your college experience, academically and socially.

Informal writing: This course is focused on sharpening your skills as critical readers, and so in this course writing is a tool to help us become better critical readers. Good readers write - annotating texts, jotting down notes to themselves as they read, exploring an idea they come across in what they're reading by writing down their own thoughts, and writing letters (emails, social media posts) about what they've been reading. We expect you to write daily over the next

three weeks in ways that help you prepare for class and that you find personally useful and meaningful.

Creating community: Good readers also talk with other readers. In order for this course to work well, we all need to consistently and thoughtfully read, reflect, and contribute. We are all responsible for creating a positive, relaxed, respectful, and focused learning environment. The success of a course often hinges on the kind of community that's created by the students, so keep in mind that your decisions and behavior related to this class affect everyone, not just you. We will talk about how to create such an environment in further detail, but as a starting point, think about those actions that we should all avoid, in order to create an atmosphere that will support those who want to be engaged: non-relevant and private discussions, note-writing, texting, and browsing; working on tasks unrelated to class; packing up to leave before the instructors end class.

Personal Responsibility: In addition, we'll have a great working relationship if each of us can take responsibility for our actions and our decision making, and if we communicate openly and honestly. We will strive to communicate our plans and assumptions clearly, openly, and completely. We expect you to do the same.

Course materials and schedule

Texts:
- Fowler, Karen Joy. *We Are All Completely Beside Ourselves.* New York: Penguin, 2013.
- Kolbert, Elizabeth. *The Sixth Extinction.* New York: Henry Holt, 2014.
- Various other shorter readings, to be assigned

NOTE: always bring your text(s) to class and be prepared to refer to the text(s) during discussions. You should regularly annotate all texts.

Tools: All readings that are not in the Fowler or Kolbert books will need to be accessed from Moodle.

Course Schedule:

Week of...	Meet...	From...
M, August 17	Monday through Friday	9:00 a.m. - 12:00 p.m.
M, August 24	Monday through Friday	9:30 a.m. - 12:00 p.m.

M, August 31	Monday through Thursday	9:30a.m. - 12:00p.m.

Tentative Course Calendar: Please note that changes can/will be made at the instructor's discretion at any time. Flexibility is a necessary part of teaching. Additional readings that were not anticipated but give important insight to a course topic may be added. You can check Moodle for course schedule revisions, but please bring your syllabus and course calendar to every class meeting so that you may record necessary changes.

Date	Topic/Events	Readings/Assignments
Monday, August 17	Introduction to the course Building a Classroom Community Moodle Introduction Pre-Assessment Writing	Before class: Read Nussbaum article
Tuesday, August 18	Community Building Handouts (passed out in class); Adler, "How to Mark a Book" Harvard handout: "Six Reading Habits to Develop in Your First Year at Harvard" Liberal Education	*Freyman, "What Is Liberal Education"* *Cronon, "Only Connect…"* *Kafka, "A Report for An Academy"* *Sanders, "The Most Human Art"*
Wednesday, August 19	9:00-10:00 a.m. Lecture: "The Vagaries of Memory" by Dr. Bethany Jurs Carrick Theater	Homework in Preparation: Re-read Prologue, Part One and Part Two (p.1-103) of the novel, *We are All Completely Beside Ourselves,* by Karen Joy Fowler. Annotate: mark

		passages that are compelling/moving, and themes you see recurring. Type a ~450 word response to the re-reading, using one of the prompts provided. E.g.- What themes, motifs, passages, events, characters, etc. struck/compelled you, and why? What was moving/interesting about this novel? **Choral Placement Hearings at 2:00-5:00 p.m. Sign up at https://doodle.com/57m6mnkcn7bnznfg**
Thursday, August 20	9:00-10:00 Lecture: "Animal Minds"-Dr. Ellen Furlong 10:00-10:45 Lecture and novel Discussion 10:45-12:00 TNET Tutorial Session	Homework in Preparation: Re-read Parts Three and Four of the novel. Read TU's mission statement, advising mission statement, and General Education requirements. 1:30 Meet group to go to Planet of the Apes at Kentucky Theatre 2:00 "Planet of the Apes" showing
Friday, August 21	9:00-10:00 Lecture: "Minding Primates"-Dr. Jack Furlong and Colin Mong Discussion of lecture and novel. Discuss weekend writing	Re-read Parts Five and Six of the novel. Parson article-go to http://www.counterpunch.org/2015/08/06/cecil-the-lion-white-supremacy-and-speciesm/

	assignment. Follow-up conversation about curriculum and registration.	Choose your favorite paragraph in this section. Type it out and annotate it to turn in as homework. Create a list of possible Fall courses on TNET. **Choral Placement Hearings at 2:00-5:00 p.m. Sign up at https://doodle.com/57m6mnkcn7bznzfg**
Sunday, August 23	**Required: Viewing of *Project Nim* 7:30-9:30 p.m**	
Monday, August 24	Small group activity to share papers. Discuss *Project Nim* Discuss reading	Paper due Read Prologue & Chapter 1 of *The Sixth Extinction*. Annotate: mark passages that you think set up her overarching themes/arguments/goals **1:00 Foreign Language Placement Exams**
Tuesday, August 25	Discuss the process of scientific knowledge construction	Read articles by *Kuhn ("The Historical Structure of Scientific Discovery") and by Bronowski ("The Nature of Scientific Reasoning")* Read Chapter II of *The Sixth Extinction* **1:30 p.m. Education Program Information Session** **Advising Meetings: 3:00-5:30**

		p.m.
Wednesday, August 26	9:30-10:30 Lecture: "Bringing Extinct Species Back to Life Via Cloning"- Dr. Belinda Sly Discuss lecture and readings.	Read Lupick article. Annotate: mark passages that describe the process of scientific thinking **Advising Meetings: 12:30-5:00 p.m.** **6:30 p.m. or 8:00 p.m. Quantitative Reasoning**
Thursday, August 27	Small group discussions **Walking Tour of Lexington with Dr. Paul Jones' class**	Read Chapters VI- VII of *The Sixth Extinction*. Annotate: descriptions of hypothesis testing. **1:00 p.m. Fall Registration**
Friday, August 28	Discuss reading. Discuss writing assignment for the weekend. 11:30-12:00 Library Session	Read Chapters VIII , IX, and XI of *The Sixth Extinction*.
Sunday, August 30	**Optional Trip to the Cincinnati Zoo**	
Monday, August 31	9:30-10:30 Community Panel: "Understanding Food Accessibility as a Social Justice Issue" Discuss reactions to panel discussion. Small group activity for the papers. Discuss reading.	**Paper due** Read Chapter X of *The Sixth Extinction.* Read excerpts from *Silent Spring* by Rachel Carson. Intro and Chapters 1 and 2 **Tonight: Watch "Chasing Ice" documentary**

Tuesday, September 1	Discussion of readings and documentary. Reflections about *The Sixth Extinction*	**Preparation for class:** Watch "Chasing Ice" documentary on 8/31 Read Chapter XIII of *The Sixth Extinction* Write a short in-class response: What are at least three important takeaways from *The Sixth Extinction*? Which topics/themes from the book most resonated with you?
Wednesday, September 2	Diversity at Transylvania Post Assessment	In class-Dereseiwicz article-post assessment *Skokos, "College Campuses are Full of Subtle Racism and Sexism"* *Coates, "Your Stories of Racism"*
Thursday, September 3	Wrap-up of the course	

Academic Integrity

Your responsibility to this (or any) class at Transylvania University is not only to yourself and your own development, but also to the community of our classroom and to the larger communities of which you are a part. At its most minimal level, the principles of academic integrity call for individuals to do their own work and be honest about that effort (e.g., don't plagiarize; don't depend on the work of others in the group settings to carry you, etc.). More important, and more to the specific requirements for this class, the principles of academic integrity call for individuals to put forth their best efforts in all aspects of the class: do the

reading when it is assigned, annotate it effectively, and be prepared to discuss it actively; be enthusiastic and engaged as both a speaker and a listener; give full energy to the written assignments; and use all the resources at your disposal (including the August Term Scholar, the library and librarians, your friends and colleagues, your professor, etc.).

Specific University policies regarding academic integrity can be found in the [Student Handbook](http://inside.transy.edu/studenthandbook/academicpolicies.htm) and on Inside Transy[1] , and you are responsible for becoming familiar with both policies. Any violations of academic integrity will have serious consequences.

http://inside.transy.edu/studenthandbook/academicpolicies.htm

Accommodation

We are happy to work with any student to develop useful strategies to participate successfully in this course, including negotiation of an alternative assessment structure if needed. In addition, if you think that structured support will be helpful to you, please make use of TU's services through the Office of Health and Wellness.

http://inside.transy.edu/disability_services.htm

Earning Credit

You will earn either a CR (credit) or NC (no credit) grade. You will earn credit by attending class daily and thoroughly preparing for each class meeting; successfully participating in class discussions and required co-curricular activities; and satisfactorily completing written assignments on time. You will earn No Credit if you are absent without approval, or if you fail to demonstrate active engagement or to submit acceptable work on time. Apart from special cases approved by the First Engagements Director, you are expected to participate in every class session and required co-curricular event in order to receive course credit. If you fail to earn a CR (credit) grade, you will be placed on academic probation and be required to complete the Master Student Skills class during the Fall term.

EDU 2024

Children's Literature
Fall 2012

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Office phone: 233-8186
E-mail: twheeler@transy.edu

Class meeting times: Monday, Wednesday 1:30-2:45; Cowgill 106

Office Hours

Monday   9:00-12:00; 3:00-4:00

Tuesday   3:00-4:30

Wednesday   9:00-11:30

Thursday   By appointment only

Friday   By appointment only

I am not always able to keep my office hours due to campus meetings, off-campus appointments, field observations, and other such endeavors. Please schedule appointments within office hours. Appointments can also be made at other times.

Required Text

Lukens, Rebecca J. *A Critical Handbook of Children's Literature (9th Ed.).* Boston: Pearson, 2013.

Required Children's Books

Collins, Suzanne. *The Hunger Games.* New York: Scholastic, 2008.

Curtis, Christopher P. *Elijah of Buxton.* New York: Scholastic, 2007.

Hesse, Karen. *Out of the Dust.* New York: Scholastic, 1997.

Ryan, Pam M. *Esperanza Rising.* New York: Scholastic, 2000.

Schmidt, Gary D. *The Wednesday Wars.* New York: Clarion, 2007.

White, E. B. *Charlotte's Web.* New York: Harper, 1952.

Woodson, Jacqueline. *Feathers.* New York: Penguin, 2007.

Course Description

In this course, you will become acquainted with children's literature for young people from preschool

through the eighth grade. You will read and learn how to evaluate some of the most recent children's

literature. You will also study high-quality authors, illustrators, and their works; various literary genres;

and ways of introducing literature and integrating it into the entire curriculum. This is a reading-intensive

course: it demands a lot of reading, thinking, analyzing and writing.

How this course relates to Transylvania's Liberal Arts Mission

As noted in the course catalog, Transylvania "strives to empower students to develop lifelong habits of
learning and intelligent respectful discussion" (p. 4). This course will enable students to have thoughtful
discussions about children's literature. Additionally, this course helps to fulfill the following goals
outlined in Transylvania's mission: 1) To develop students' intellectual and creative abilities; 2) To
stimulate the search for knowledge; and 3) To promote open and fair-minded examination and discussion
of values in all forms of endeavor.

Course Objectives as Related to Transylvania's Teacher Education Model

The Education Program has developed the following theme to describe teachers: *Public Intellectuals*

Who Care. In order to be caring facilitators of learning, candidates must develop their expertise in each

of the three areas identified in the program model. They must be knowledgeable and capable of putting

their knowledge into action so that they are caring facilitators of learning for every learner. Furthermore,

they must be capable of reflecting on their knowledge and actions, constantly evaluating and making

changes as needed.

Teacher Education Program Model

Knowledge

Public Intellectuals who Care

Reflection

Action

Teacher Education Program

Liberal Arts Foundation
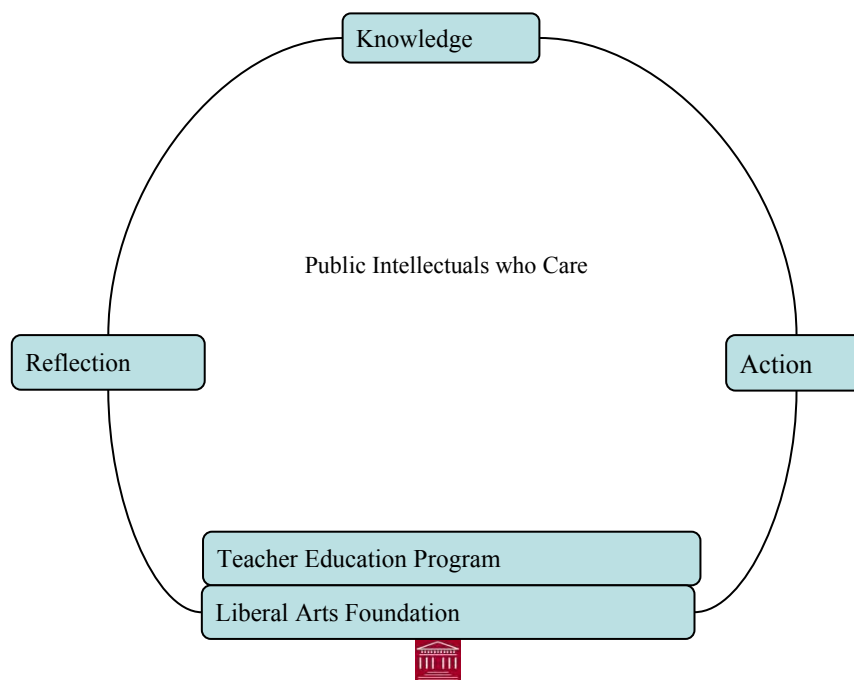
The Education Program has a dispositions and professional attributes development alert (or flag) system.

We designed this system to document candidates' progress in developing the types of professional

dispositions required of classroom teachers and leaders. We monitor exceptionally outstanding or

exceptionally negative examples of candidates' knowledge, action, and reflection dispositions. As well,

we document professional information about candidates' communication skills, academic preparation,

personal behavior, professional behavior, attitudes and behavior. In order to achieve these program goals

and purposes in this course, we aim to foster the following dispositions, objectives, and learning

outcomes:

Program Objectives and Learning Outcomes/Dispositions One: Knowing

Candidates will

- become acquainted with the work of major writers of the present and past who have influenced literature appropriate for children up to age 13.

- become acquainted with and read various literary genre including traditional literature, fantasy, poetry, realism, historical fiction, biography, information books, and picture books.

Key dispositional elements needed for these outcomes:

- The candidate has self-knowledge, realizing that she or he has a passion for learning and for teaching, accompanied by the propensity to ask, "Why?"

Program Objectives and Learning Outcomes/Dispositions Two: Reflection

Candidates will

- write reflections on children's literature

- reflect on field experiences

Key dispositional elements needed for these outcomes:

- The candidate is self-reflective.

Program Objectives and Learning Outcomes/Dispositions Three: Action:

Candidates will

- appraise and evaluate literary and artistic techniques of writers and illustrators of children's books

- examine children's books for the treatment of sexual, racial, ethnic and religious stereotypes

- use tools for selecting and learning about children's literature, including professional books, journals, and the Internet

Key dispositional elements needed for these outcomes:

- The candidate exhibits problem-solving abilities and creativity, being able to analyze and change instruction as needed.

- The candidate values planning and organizing.

Assignments

REQUIRED LECTURE: You will be **required** to attend the opening convocation **on Sunday, September 9, at 7:00 p.m. in Haggin Auditorium.** The convocation speaker will be award-winning poet Nikky Finney. A professor of English and creative writing at the University of Kentucky, Finney recently received the National Book Award for poetry for her fourth collection, *Head off & Split*. After you attend the lecture, you need to write an informal short summary (1-2 pages) of the main points of the lecture and discuss what you found most interesting or noteworthy. **This summary will be due when you come to class on Monday, Sept. 10 and will be factored into your professional behavior/attendance/participation grade.**

Literacy Autobiography (30 points). In a short essay, you will discuss the significance of books and literacy in your life. More details will be provided.

Analyses of Children's Literature. (30 points each, 300 total) You will complete ten 3-5 page analyses of children's books. For each analysis, I will give you a specific prompt related to the appropriate topic.

Author Study and Presentation. (100 points). You will write a paper and make a presentation about a well-known author or illustrator of children's literature. Specific instructions are provided separately.

"Read for the Record" Field Experience (20 points)**-** Jumpstart, in concert with the Pearson Foundation, is sponsoring a "Read for the Record" day on October 4, 2012. The goal is to get as many

people as possible in the nation (and parts of the world) to read the same book on the same day. This year's book is *Ladybug Girl and the Bug Squad* by David Soman and Jacky Davis. You will need to find a child or small group of children to read the book to on October 4 (or at some point during that week). You also need to plan a follow-up activity to the book. You will write a reflection about your experience.

Professional Behavior (Dispositions), Attendance and Participation. (50 points). Professionalism is a very important aspect of this course. Attendance and participation are crucial aspects of professionalism; therefore, I expect you to attend all classes and to be on time.   The instructor reserves the right to deduct points for each unexcused absence, and more than three absences (excused or unexcused) can result in the lowering of the final grade by one letter grade. The instructor also reserves the right to deduct participation points for excessive tardiness (more than three). **Students with extenuating circumstances must discuss this with the instructor.**

In order to contribute to class discussion, you must read each assignment carefully. For each class session I would like you to be prepared for any of the following activities: a) leading a class discussion (which you might do by yourself or with a partner), b) responding to a short quiz, c) responding to a short essay prompt, d) providing a thoughtful question based on the reading, e) providing a one-page paper related to a particular reading, f) sharing a book that relates to the topic for a given day.   Some of these activities (i.e. the written material) will be evaluated using a system of checks (0, √-, √, √+).

Also, please make sure that all cell phones and handheld devices are turned off during class. Text messaging during class is absolutely <u>not allowed.</u> In the spirit of Transylvania's commitment to sustainability, laptops or iPads will be allowed in class on occasions when we are discussing articles that are in PDF files or using the internet for other course assignments or activities.

Total Points=500 (Please be aware that if a previously listed assignment is deleted for any reason, the total number of possible points will be reduced.)

All assignments are due **at the beginning of the period** on the due date. I will deduct points for each day that an assignment is late. (Assignments turned in later on the due date are one day late. Non-class days and weekends also count as days.) Again, if there are extenuating circumstances or if unforeseen events conspire against you, please talk to me.

It is very important that you save all of your work from this course, both an electronic copy and a clean paper copy. You must save all work that you have submitted and that has been evaluated. Be sure to create back-up electronic copies on a disk to avoid having to recreate projects that have inadvertently become lost.

Communicating with the Professor

I use email frequently to communicate with students. Please check your email several times a week for class updates. You also need to check Moodle regularly for updates throughout the semester. **Please note that I will try to respond to your emails in a timely manner. However, if you send emails   after 6:00 p.m. in the evening, the earliest I will be able to respond will be the next morning. Also, please be aware that I check email on a limited basis on the weekends, so if you send an email during that time, do not expect a response until Monday morning.**

Grading Policy

Letter grades will be assigned according to following percentage breakdown:

A	95-100	B	83-87	C	73-76	D	63-66
A-	92-94	B-	80-82	C-	70-72	D-	60-62
B+	88-91	C+	77-79	D+	67-69	F	Below 60

Academic Integrity

Academic integrity is central to the mission of this institution. Without honest effort, a learning community has no substance or validity. I am strongly committed to assigning grades based on students' honest efforts on exams and other class assignments. I am strongly committed to ensuring that students who cheat do not disadvantage students who do honest work. Academic dishonesty in any form, therefore, will not be tolerated in my classes. If you are not sure what constitutes academic dishonesty, look at the Academic Integrity Policy at http://inside.transy.edu.dean . **I will enforce this policy in its entirety and you are responsible for knowing what is in it.**

Americans with Disabilities Act

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure that I can meet their needs in a timely and appropriate manner. For questions or concerns, call Marian Baker, the University's Coordinator of Disability Services at 233-8215.

EDU 2024 Tentative Course Calendar- Fall 2012
(Articles in italics are available in PDF files on Moodle)

Note: Please be aware that this is a TENTATIVE schedule. Changes may (will) be made at ANY time at the instructor's discretion. Flexibility is a necessary part of teaching. Additional readings and assignments that were not anticipated but give important insight to a course topic may be added throughout the semester.
Please bring your syllabus and course calendar to every class meeting so that you may record necessary changes.

Date	Topic	Readings/Assignments Due
September 5	Introduction to the Course Requirements	

September 10	Introduction to Children's Literature	Lukens Preface, To the Reader, Chapter 1 **Charlotte's Web, pp. 1-91**
September 12	**No Class-CAEP Conference**	Finish reading **Charlotte's Web;** Work on Literacy Autobiography Assignment
September 17	Picture Books	**Literacy Autobiography Due** Lukens, Chap. 3
September 19	Picture Books Postmodern Picture Books	Nodelman, *Picture Books* Goldstone, Betty. *The Postmodern Picture Book: A New Subgenre.*
September 24	Issues and Fundamental Change in Children's Literature; Postmodern Picture Books	Lukens, Chap. 2 Kaplan, *Read All Over: Postmodern Resolution in Macauley's "Black and White"* **Analysis 1 (Picture books) due**
September 26	Genre in Children's Literature	Lukens, Chap. 4
October 1	Character in Children's Literature	Lukens, Chap. 5 Curtis, Elijah of Buxton, *1-169* **Analysis 2 (Postmodern picture books) due**
October 3	Character in Children's Literature	Curtis, Elijah of Buxton, *170-341,* Author's Note
October 8	Plot in Children's Literature	Lukens, Chap. 6 The Wednesday Wars, *1-129*
October 10	Plot	The Wednesday Wars, *130-264* **Analysis 3 (Elijah of Buxton) due**
October 15	**NO CLASS-FALL BREAK**	

October 17	Setting	Lukens, Chap. 7 Hesse, <u>Out of the Dust</u>, *1-101* **Read for the Record Reflections Due on Moodle on Friday, October 19 by 11:00 p.m.**
October 22	Setting/Theme	Lukens, Chap. 10 Hesse, <u>Out of the Dust</u>, *102-227*
October 24	Diversity in Children's Literature	Travers, *"Diversity in Children's Literature"* (p. 120-133) Ryan<u>, Esperanza Rising</u>, *1-138* *Analysis 4 (Theme/setting) due*
October 29	Diversity in Children's Literature	Travers, *"Diversity in Children's Literature"* (p. 134-141) *Velasquez, "Toward a Home-Grown Kids' Lit"* Ryan, <u>Esperanza Rising</u>, *138-262*
October 31	Diversity in Children's Literature Point of View	Noll, *"Accuracy and Authenticity in American Indian Children's Literature"* Lukens, Chapter 8 *Analysis 5 (Esperanza Rising) due*
November 5	Style and Tone in Children's Literature	Lukens, Chapter 9 <u>Feathers</u> (whole book*)*
November 7	Informational Books	Lukens, Chapter 13 **Analysis 6 (*Feathers) due***
November 12	Biography in Children's Literature	Lukens, Chap. 12
November 14	**Author Presentations/Papers**	

November 19	**Author Presentations/Papers**	
November 21	**TBA**	**Analysis 7 (informational books) due**
November 26	Rhyme/ Poetry	Lukens, Chap. 11
November 28	Fairy Tale/Myth	Nodelman, "*Fairy Tales and Myths*" **Analysis 8 (Poetry or Biography) due**
December 3	Fantasy	Fuhler, "*The Infectious Nature of Fantasy*" *The Hunger Games (**whole book**)*
December 5	**Last Day of Class- Course Wrap-up**	**Analysis 9 (Fairy Tale/Myth) due**
		Analysis 10 (*The Hunger Games*) Due by Wednesday, December 12 at 5:00 p.m.

Dr. Tiffany R. Wheeler, Associate Professor of Education
Bingham Renewal Application
Pedagogical and Scholarly Materials

To the Bingham Selection Committee: I have included a sampling of the pedagogical and scholarly materials that illustrate some of the specific developments that I discuss in my Teaching Statement. A description of the materials is provided below and/or stated on the documents.

1. Culturally Responsive Instruction Observation Protocol (CRIOP) instrument (example of incorporation of research/scholarship in my courses).
2. My co-authored chapter from the *Literacy for All Students: An Instructional Framework for Closing the Gap,* edited by Rebecca Powell and Elizabeth Rightmyer (example of incorporation of research/scholarship in my courses)
3. Buzzfeed article by Tracy Clayton (related to one of my pedagogical challenges)
4. Karen Johnson book chapter about Septima Clark's literacy teaching approaches (example of incorporation of research/scholarship in my courses)
5. Samples of Primary Sources used in EDU 3414 during class discussions of Septima Clark and other African American teachers who taught in segregated schools (example of incorporation of research/scholarship in my courses)
6. EDU 3034 Field Lesson Guidelines/Reflection (reflection assignment refers to the CRIOP instrument discussed in the statement)
7. EDU 3414 *Race in the Schoolyard* class activity (assignment that relates to one of my pedagogical challenges)
8. EDU 3414 Examples of Reading Prompts and Guiding Questions (classroom activities that support English Language Learners and international students)
9. EDU 3414 Assignment Guidelines for Research Paper (example of multi-phase writing process to provide incremental feedback to students)

Culturally Responsive Instruction Observation Protocol
Third Revised Edition (March 2014)

Rebecca Powell, Susan Chambers Cantrell, Pamela K. Correll, and Victor Malo-Juvera

Originally Developed by: R. Powell, S. Cantrell, Y. Gallardo Carter, A. Cox,
S. Powers, E. C. Rightmyer, K. Seitz, and T. Wheeler

Revised 2012 by: R. Powell (Georgetown College), S. Cantrell (University of Kentucky), P. Correll (University of Kentucky),
V. Malo-juvera (UNC-Wilmington), D. Ross (University of Florida) and R. Bosch (James Madison University)

School (use assigned number):_____   Teacher (assigned number): _____

Observer:_____   Date of Observation: _____   # of Students in Classroom: _____

Academic Subject: _____   Grade Level(s): _____

Start Time of Observation: _____   End Time of Observation:_____   Total Time of Obs: _____

DIRECTIONS

After the classroom observation, review the field notes for evidence of each "pillar" of Culturally Responsive Instruction. If an example of the following descriptors was observed, place the field notes line number on which that example is found. If a "non-example" of the descriptors was observed, place the line number on which that non-example is found.

Then, make an overall/holistic judgment of the implementation of each component. To what extend and/or effect was the component present?

> **4 – To a great extent**
> **3 – Often**
> **2 – Occasionally**
> **1 – Not at all**

Transfer the holistic scores from pp. 2 through 9 to the table below.

CRI Pillar	Holistic Score
I. CLASS	
II. FAM	
III. ASMT	

CRI Pillar	Holistic Score
IV. INSTR	
V. DISC	
VI. SOCIO	

I. CLASS   CLASSROOM RELATIONSHIPS

Holistic score

4	3	2	1
To a great extent	Often	Occasionally	Not at all

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✔)	SCORE for Indicator
1. The teacher demonstrates an ethic of care (e.g., equitable relationships, bonding)	Generally Effective Practices: • Teacher refers to students by name, uses personalized language with students • Teacher conveys interest in students' lives and experiences Practices that are Culturally Responsive: • Teacher differentiates patterns of interaction and management techniques to be culturally congruent with the students and families s/he serves (e.g., using a more direct interactive style with students who require it)	• Teacher promotes negativity in the classroom, e.g., criticisms, negative comments, sarcasm, etc. • Teacher stays behind desk or across table from students; s/he does not get "on their level" • Teacher does not take interest in students' lives and experiences; is primarily concerned with conveying content • Teacher uses the same management techniques and interactive style with all students when it is clear that they do not work for some				
2. The teacher communicates high expectations for all students	Generally Effective Practices: • There is an emphasis on learning and higher-level thinking; challenging work is the norm Practices that are Culturally Responsive: • There is a "family-like" environment in the classroom and there are group goals for success as well as individual goals; every student is expected to achieve • Students are invested in their own and others' learning • Teacher expects every student to participate actively and establishes structures (e.g., frequent checks for understanding) so that no student "falls through the cracks" • Teacher bases feedback on established high standards and provides students with specific information on how they can meet those standards	• Teacher has low expectations (consistently gives work that is not challenging) • Teacher does not call on all students consistently • Teacher allows some students to remain unengaged, e.g., never asks them to respond to questions, allows them to sleep, places them in the "corners" of the room and does not bring them into the instructional conversation, etc. • Teacher does not establish high standards; evaluation criteria require lower-level thinking and will not challenge students • Teacher feedback is subjective and is not tied to targeted learning outcomes and standards • Teacher expresses a deficit model, suggesting through words or actions that some students are not as capable as others				

| 3. The teacher creates a learning atmosphere that engenders respect for one another and toward diverse populations | Generally Effective Practices:
• Teacher sets a tone for respectful classroom interaction and teaches respectful ways for having dialogue and being in community with one another
• Students do not hesitate to ask questions that further their learning
• Students interact in respectful ways and know how to work together effectively
• Teacher and students work to understand each other's perspectives
Practices that are Culturally Responsive:
• Positive and affirming messages and images about students' racial and ethnic identities are present throughout the classroom
• Teacher encourages students to share their stories with one another and to have pride in their history and cultural identity
• Classroom library and other available materials contain multicultural content that reflect the perspectives of and show appreciation for diverse groups | • Teacher shows impatience and intolerance for certain student behaviors
• Lack of respectful interaction amongst students may be an issue
• Teacher establishes a competitive environment whereby students try to out-perform one another
• Teacher does not encourage student questions or ridicules students when they ask for clarification
• Teacher does not address negative comments of one student towards another
• Posters and displays do not show an acknowledgement and affirmation of students' cultural and racial/ethnic identities
• Classroom library and other available materials promote ethnocentric positions and/or ignore human diversity | | | | |
| 4. Students work together productively | Generally Effective Practices:
• The teacher implements practices that teach collaboration and respect, e.g., class meetings, modeling effective discussion, etc.
• Students are continuously viewed as resources for one another and assist one another in learning new concepts
• Students are encouraged to have discussions with peers and to work collaboratively
• Students support one another in learning and applying new concepts to assure that every student succeeds
• Chairs/desks are arranged to facilitate group work and equal participation between teachers and students | • Students are not encouraged to assist their peers
• Students primarily work individually and are not expected to work collaboratively; and/or students have a difficult time collaborating
• Teacher dominates the decision-making and does not allow for student voice
• The emphasis is on individual achievement
• Classroom is arranged for quiet, solitary work, with the teacher being "center stage" | | | | |

II. FAM   FAMILY COLLABORATION   Holistic score   **4   3   2   1**

To a great extent   Often   Occasionally   Not at all

NOTE: When scoring this component of the CRIOP, the family collaboration interview should be used in addition to field observations. Observations alone will not provide adequate information for scoring.

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✔)	SCORE for Indicator
1. The teacher establishes genuine partnerships (equitable relationships) with parents/ caregivers	Generally Effective Practices: • Parents'/caregivers' ideas are solicited on how best to instruct the child; parents are viewed as partners in educating their child • There is evidence of conversations with parents/caregivers where it's clear that they are viewed as partners in educating the student Practices that are Culturally Responsive: • Teacher makes an effort to understand families and respects their cultural knowledge	• Parents'/caregivers' suggestions are not incorporated in instruction • No effort made to establish relationships with caregivers • There is evidence of a "deficit perspective" in which families and caregivers are viewed as inferior and/or as having limited resources that can be leveraged for instruction				
2. The teacher reaches out to meet parents in positive, non-traditional ways	Generally Effective Practices: • Teacher conducts home visit conferences • Teacher makes "good day" phone calls and establishes regular communication with parents Practices that are Culturally Responsive: • Teacher plans parent/family activities at locations within the home community • Teacher meets parents in parking lot or other locations that may be more comfortable for them	• Communication with parents/caregivers is through newsletters, where they are asked to respond passively (e.g., signing the newsletter, versus become actively involved in their child's learning) • Teacher conducts phone calls, conferences, personal notes to parents for negative reports only (e.g., discipline)				
3. The teacher uses parent expertise to support student learning and/or classroom instruction	Generally Effective Practices: • Parents are encouraged to be actively involved in school-related events and activities • Parents/caregivers are invited into the classroom to participate and share experiences Practices that are Culturally Responsive • Teacher makes reference to parents'/caregivers' careers, backgrounds, daily activities during instruction • Teacher identifies parents' "funds of knowledge" and incorporates into the curriculum and parents/caregivers are invited into the classroom to share their expertise	• Parents/caregivers are never involved in the instructional program • Parents'/caregivers' "funds of knowledge" are never utilized • There is no evidence of home/family connections in the classroom				

III. ASMT   ASSESSMENT PRACTICES

	Holistic score	4	3	2	1
		To a great extent	Often	Occasionally	Not at all

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✔)	SCORE for Indicator
1. Formative assessment practices are used that provide information throughout the lesson on individual student understanding; students are able to demonstrate their learning in a variety of ways, including authentic assessments	Generally Effective Practices • Teacher frequently assesses students' understanding throughout instruction • Students are able to voice their learning throughout the lesson • Informal assessment strategies are used continuously during instruction, while students are actively engaged in learning, and provide information on the learning of every student (e.g. "talking partners," whiteboards, journal responses to check continuously for understanding) Practices that are Culturally Responsive: • Teacher uses assessment to determine a student's potential for learning; teacher may implement "trial lessons" that use texts or require students to solve problems at a higher level than students' performance might indicate • Students with limited English proficiency and/or limited literacy can show their conceptual learning through visual or other forms of representation • Students can demonstrate competence in a variety of ways • Students' written and oral language proficiency is assessed while they are using oral and written language in purposeful ways	• Assessment occurs at the end of the lesson • Assessment is not embedded throughout instruction • Assessment is regarded as a set of evaluation "tools" that are used to determine what students have learned (e.g., exit slips, quizzes, etc. that are administered after instruction has occurred versus examining students' cognitive processing during instruction) • Teacher does not evaluate student understanding while engaged in challenging work in order to determine a student's potential • Most or all tests are written and require reading/writing proficiency in English • Teacher expects students to tell "the" answer • Students have a narrow range of options for demonstrating competence (e.g., multiple choice tests, matching, etc.) • Assessments measure discrete, isolated skills and/or use short, disconnected passages • Students' linguistic competence is evaluated solely through standardized measures				
2. Teacher uses formative assessment data throughout instruction to promote student learning	Generally Effective Practices: • Teacher modifies instruction or reteaches when it's clear that students are not meeting learning targets • The goal is student learning, and formative assessment data is used throughout the lesson to adjust instruction in order to assure that every student learns	• Teacher follows the lesson script even when it's clear that students are not meeting learning targets • The goal is to get through the lesson and cover the content versus assuring student understanding				

3. Students have opportunities for self-assessment	Generally Effective Practices: • Students are encouraged to evaluate their own work based upon a determined set of criteria • Students are involved in setting their own goals for learning Practices that are Culturally Responsive: • Students are involved in developing the criteria for their finished products (e.g., scoring rubrics)	• Assessment is always teacher-controlled				

IV. INSTR   INSTRUCTIONAL PRACTICES

Holistic score

4	3	2	1
To a great extent	Often	Occasionally	Not at all

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✔)	SCORE for Indicator
1. Instruction is contextualized in students' lives, experiences, and individual abilities	Generally Effective Practices: • Learning activities are meaningful to students and promote a high level of student engagement • Materials and real-world examples are used that help students make connections to their lives • Learning experiences build on prior student learning and invite students to make connections Practices that are Culturally Responsive: • Teacher builds on existing cultural knowledge and "cultural data sets" • Instruction is culturally congruent with students' culture and experiences • Materials and examples are used that reflect diverse experiences and views • Families' "funds of knowledge" are integrated in learning experiences when possible	• Learning tasks and texts reflect the values and experiences of dominant ethnic and cultural groups • No attempt is made to link students' realities to what is being studied; learning experiences are disconnected from students' knowledge and experiences • Skills and content are presented in isolation (never in application to authentic contexts) • Families' particular "funds of knowledge" are never called upon during learning experiences • Teacher follows the script of the adopted curriculum even when it conflicts with her own or the students' lived experiences • Learning experiences are derived almost exclusively from published textbooks and other materials that do not relate to the classroom community or the larger community being served				
2. Students engage in active, hands-on, meaningful learning tasks	• Learning tasks allow students to practice and apply concepts using hands-on activities and manipulatives • Learning activities promote a high level of student engagement • Exploratory learning is encouraged	• Students work passively at their seats on teacher-directed tasks • Passive student learning is the norm (e.g., listening to direct instruction and taking notes, reading the textbook, seatwork, worksheets, etc.) • Exploratory learning is discouraged				

3. The teacher focuses on developing students' academic vocabularies	• There is an emphasis on learning academic vocabulary in the particular content area • Students are taught independent strategies for learning new vocabulary • Specific academic vocabulary is introduced prior to a study or investigation • The teacher provides many opportunities for students to use academic language in meaningful contexts	• Little attention is paid to learning academic vocabulary in the content area • New words are taught outside of meaningful contexts • Students are not taught independent word learning strategies		
4. The teacher uses instructional techniques that scaffold student learning	• Teacher uses a variety of teaching strategies to assist students in learning content (e.g., demonstrations, visuals, graphic organizers, modeling, etc.) • Teacher models, explains and demonstrates skills and concepts and provides appropriate scaffolding • Students apply skills and new concepts in the context of meaningful and personally relevant learning activities	• Teacher primarily uses traditional methods for teaching content (e.g., lecture, reading from a textbook) with few scaffolding strategies • Teacher does not always model, explain and demonstrate new skills and concepts prior to asking students to apply them • Students practice skills and reinforce new concepts in ways that are not meaningful or personally relevant to them		
5. Students are engaged in inquiry and the teacher learns with students	• The teacher engages students in the inquiry process and learns from students' investigations (e.g., project-based learning) • Students are encouraged to pose questions and find answers to their questions using a variety of resources • Student-generated questions form the basis for further study and investigation	• The teacher is the authority • Students are not encouraged to challenge or question ideas or to engage in further inquiry • Students are not encouraged to pose their own questions • All knowledge/ideas are generated by those in authority (e.g., textbook writers, teachers)		
6. Students have choices based upon their experiences, interests and strengths	• Students have multiple opportunities to choose texts, writing topics, and modes of expression based on preferences and personal relevance • Students have some choice in assignments • Students have some choice and ownership in what they are learning	• The teacher selects texts, writing topics, and modes of expression for students • All assignments are teacher-initiated • Students have no choice or ownership in topic of study or questions that will be addressed		

V. DIS   **DISCOURSE**

	Holistic score	**4**	**3**	**2**	**1**
		To a great extent	Often	Occasionally	Not at all

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✔)	SCORE for Indicator
1. The teacher promotes active student engagement through discourse practices	• The teacher employs a variety of discourse protocols to promote student participation and engagement (e.g., call and response, talking circles, read-around, musical shares, etc.) • All students have the opportunity to participate in classroom discourse • The teacher uses various strategies throughout the lesson to promote student engagement through talk (e.g., partner share, small group conversation, interactive journals, etc.)	• The main form of classroom discourse is Initiate-Respond-Evaluate (IRE) where the teacher poses a question and individual students respond • The teacher controls classroom discourse by assigning speaking rights to students • Not all students have the opportunity to participate in classroom discussions • Some students are allowed to dominate discussions				
2. The teacher promotes equitable and culturally congruent discourse practices	Generally Effective Practices: • Students use collaborative, overlapping conversation and participate actively, supporting the speaker during the creation of story talk or discussion and commenting upon the ideas of others • The teacher uses techniques to support equitable participation, such as wait time, feedback, turn-taking, and scaffolding of ideas Practices that are Culturally Responsive: • Students speak in their home discourse when it is situationally appropriate to do so; there is an emphasis on developing proficiency in students' native language as well as in Standard English • Students are supported in their use of culturally-specific ways of communicating, such as topic-associative discourse, topic-chaining discourse, and overlapping discourse patterns • Classroom interaction patterns and communication structures match those found in students' homes and communities	• Discourse practices of various cultural groups are not used during instruction • Students are discouraged from using their home language or dialect • ELL students are discouraged from using their native language, both inside and outside of school • The teacher views topic-associative discourse, topic-chaining discourse, and overlapping discourse patterns as rambling talk • The teacher attempts to control and change student communication styles to match mainstream classroom discourse patterns				

3. The teacher provides structures that promote academic conversation	• Students engage in genuine discussions and have extended conversations • Students are engaged in authentic uses of language; structures are used that promote student talk • The teacher provides prompts that elicit extended conversations and dialogue • The teacher explicitly teaches and evaluates skills required for conducting effective academic conversations	• Students are discouraged from talking together, or conversations are limited to short responses • The teacher rarely asks questions or provides prompts that would elicit extended dialogue • The teacher does not teach skills required for academic conversations				
4. The teacher provides opportunities for students to develop linguistic competence	• The teacher develops language objectives in addition to content objectives, having specific goals in mind for students' linguistic performance • The teacher articulates expectations for language use (e.g "I want you to use these vocabulary words in your discussion; I expect you to reply in a complete sentence" etc.) • The teacher scaffolds students' language development as needed (sentence frames, sentence starters, etc.) • Students are engaged in frequent and authentic uses of language and content (drama, role play, discussion, purposeful writing and communication using ideas/concepts/vocabulary from the field of study) • Students are taught appropriate registers of language use for a variety of social contexts and are given opportunities to practice those registers in authentic ways	• The teacher does not articulate expectations for language use • The teacher does not establish language objectives for students; only content objectives are evident • Students' use of language is limited and they do not use language in authentic ways • The teacher does not scaffold students' language development • Students are not taught about the registers of language use; they are expected to use Standard English in all social contexts				

VI. SOCIO SOCIOPOLITICAL CONSCIOUSNESS

			Holistic score	4	3	2	1
				To a great extent	Often	Occasionally	Not at all

CRI Indicator	For example, in a responsive classroom:	For example, in a non-responsive classroom:	Field notes: Time or line(s) of example	Field notes: Time or line(s) of non-example	Field notes: No example (✔)	SCORE for Indicator
1. The curriculum and planned learning experiences provide opportunities for the inclusion of issues important to the classroom, school and community	Generally Effective Practices: • Students are engaged in experiences that develop awareness and provide opportunities to contribute, inform, persuade and have a voice in the classroom, school and beyond • Community-based issues and projects are included in the planned program and new skills and concepts are linked to real-world problems and events Practices that are Culturally Responsive: • Students explore important social issues (poverty, racism, etc.) • Teacher encourages students to investigate real-world issues related to a topic being studied and to become actively involved in solving problems at the local, state, national, and global levels	• The focus of literacy and content instruction is to teach the skills and information required to "pass the test"; learning occurs only as it relates to the standard curriculum • Teacher does not encourage critical thought or questioning of social issues • Teacher does not encourage application to real-world issues; accepts or endorses the status quo by ignoring or dismissing real life problems related to the topic being studied				
2. The curriculum and planned learning experiences incorporate opportunities to confront negative stereotypes and biases	Practices that are Culturally Responsive: • Teacher facilitates students' understanding of stereotypes • Teacher encourages students to examine biases in popular culture that students encounter in their daily lives (TV shows, advertising, popular songs, etc.) • Teacher helps students to think about biases in texts (e.g., "Who has the power in this book? Whose perspectives are represented, and whose are missing? Who benefits from the beliefs and practices represented in this text?" etc.) • Teacher challenges students to deconstruct their own cultural assumptions and biases	• Teacher does not encourage students to examine biases in instructional materials or popular texts; texts are considered to be "neutral" • Teacher makes prejudicial statements to students (e.g., girls are emotional; immigrants don't belong here; etc.), and/or fails to challenge prejudicial statements of students				

| 3. The curriculum and planned learning experiences integrate and provide opportunities for the expression of diverse perspectives | Generally Effective Practices:
• Students are encouraged to challenge the ideas in a text and to think at high levels
Practices that are Culturally Responsive:
• Texts include protagonists from diverse backgrounds and present ideas from multiple perspectives
• Opportunities are plentiful for students to present diverse perspectives through class discussions and other activities | • The conventional, dominant point of view is presented and remains unchallenged
• Few texts are available to represent diverse protagonists or multiple perspectives
• Biased units of study that show only the conventional point of view (e.g., Columbus discovered America) are presented
• No or very few texts are available with protagonists from diverse cultural, linguistic, and/or socioeconomic backgrounds
• No opportunities are provided for students to present diverse views | | | | |

LITERACY FOR ALL STUDENTS

An Instructional Framework for Closing the Gap

Edited by

Rebecca Powell
Elizabeth C. Rightmyer

Contents

Chapter 7

Pedagogy/Instruction: Beyond "Best Practices"

Susan Chambers Cantrell and Tiffany Wheeler

> We need to view all approaches and methods with a critical eye, even with skepticism, because no method will solve learning problems for all students. This is the problem with any pedagogical approach that is uncritically elevated to the level of "best practice" as if a particular practice is appropriate for all students in all contexts.
>
> (Nieto & Bode, 2008, p. 136)

Ms. Faith Brown and her kindergarten students are studying about African American leaders. Ms. Brown works diligently to help students apply the concept of leadership in their own lives. She emphasizes to the children that while the African American historical figures that we often study lived long ago and are now deceased, leaders do not have to be dead. She gives the children several examples of leaders in their own lives. She tells the children that she and her instructional assistant are leaders. She reminds children of the leaders who have come to their classroom throughout the school year, many of whom are African American. She knows that several children attend church and asks them to state the names of their pastors. When many of the children name their pastors quite easily, Ms. Brown enters into the following exchange with her class and one African American female student in particular:

Mrs. Brown: Your pastors are leaders. Many leaders are right here, not dead. You don't have to be dead to be a famous leader.

[Mrs. Brown asks Charity to name a leader that she knows.]

Charity: My Uncle Anthony's a leader.

Mrs. Brown: What does he do?

Charity: He helps me.

[Mrs. Brown validates Charity's response and also informs the children that they are leaders as well. As they are preparing to read a book about George Washington Carver, the conversation continues.]

Mrs. Brown: You're all leaders. Children, say, "I am a leader."

Class: I am a leader.

[Ms. Brown tells her class that being a leader "starts right here and right now."]

This scenario comes from the actual classroom of Faith Brown (pseudonym), an African American culturally responsive teacher highlighted in a study by Tiffany, one of the authors of this chapter, in her doctoral dissertation (Wheeler, 2007). Ms. Brown wanted her students to see leadership as related to their own lives, and she built on her students' knowledge and prior experiences with the concept of leadership.

SUPPORTING RESEARCH

In focusing on her students' own lives and relating instruction to their experiences, Ms. Brown exhibited key characteristics of culturally responsive instruction and pedagogy. Much is known about effective classroom literacy instruction. A rich body of research and practical applications of literacy theories point to a number of "best practices" for helping students reach proficiency in reading and writing (Biancarrosa & Snow, 2004; National Institute of Child Health and Development, 2000; Zemelman, Daniels, & Hyde, 2005). However, in spite of an extensive emphasis on improving literacy instruction over the years, many students from diverse cultural, linguistic, and socioeconomic backgrounds do not reach high levels of literacy achievement. These persistent achievement gaps suggest traditional literacy instruction is not sufficient for improving literacy in diverse classrooms and schools. To ensure all students achieve high levels of literacy, teachers must implement instruction that responds to the diverse backgrounds and learning styles of the students in their classrooms. While this entire book focuses on creating classrooms that support the learning of students from diverse cultural and linguistic backgrounds, this chapter focuses specifically on how teachers can best serve culturally diverse student populations through engaging literacy instruction.

What is missing from a discussion of "best practices" is the idea that literacy learning is a *social* process. Instruction is mediated within a "social space"—within a "zone of proximal development"—in which the teacher helps students to make connections from the known to the yet-to-be-learned (Vygotsky, 1978).

While literacy instructional methods provide specific ideas for scaffolding young learners within their "zone," they generally ignore the sociocultural context within which learning occurs. More specifically, a discussion that is limited solely to appropriate methodology fails to acknowledge the crucial importance of the student–teacher relationship in student learning, and the critical need to affirm students as learners by validating the cultural knowledge that they bring to learning.

Thus, we maintain that the national discussion on literacy instruction is limited, not only because "best practices" can never be appropriate for all students (as Nieto and Bode, 2008, suggest in the introductory quote), but also because this discussion fails to consider the social dimension of learning. Even the best of practices will fail us in our attempts to close the literacy achievement gap if we ignore the sociocultural and political dimensions of literacy and language acquisition.

In a culturally responsive classroom, the teacher's position is that of a learner who investigates her students' cultural backgrounds and accommodates instruction to students' learning styles and diverse perspectives (Montgomery, 2001). First, culturally responsive teachers learn *about* their students' cultures, communities, interests, and lives. They use this knowledge to contextualize instruction within the real-world concerns of students and to create relevant learning events for students (Gay, 2000). Next, culturally responsive teachers learn *with* their students. They engage their students in multi-perspective investigations that challenge the status quo and raise students' socio-political consciousness (Ladson-Billings, 1994). In this way, culturally responsive instruction (CRI) is not a collection of strategies, but is a consistent mindset that influences a teacher's planning and lesson implementation. CRI requires that teachers know and understand the cultural backgrounds of their students and that they possess openness to multiple perspectives and ways of knowing. Culturally responsive teachers value the knowledge and experiences that students bring to the classroom and build on students' strengths. In addition, they have a sociocultural consciousness that enables them to understand the inequities in society, including the ways in which schools perpetuate those inequalities, and engage their students in meaningful instruction that addresses those inequities (Villegas & Lucas, 2007).

Matching Instruction to Students

In planning and implementing instruction, culturally responsive teachers understand the cultures of their students and the ways in which those cultures influence students' learning styles or preferences. Children from many ethnic

groups are raised in cultural contexts that are very different from the contexts in which middle-class European American children are raised and in which most middle-class, White teachers raise their own children. These differences in behavioral norms and expectations between home and school can greatly influence the learning of students of color. For example, Shade's (1994) research indicates that the cultural contexts or behavioral norms that are accepted in homes of many African American children are in conflict with norms that are often associated with acceptable school behavior. Whereas interpersonal inter-actions are central to the learning process of many African American children, this often conflicts with the expectation of students' passive receptivity to teachers' transmission of knowledge that is often inherent in school contexts. In culturally responsive classrooms, teachers work to construct learning events which more closely match students' learning styles and cultural norms. By creating cultural congruity, teachers ensure that instruction capitalizes on the learning processes of diverse students (Gay, 2000). In addition, learning styles are multidimensional and dynamic tendencies do not apply equally to all members of an ethnic group; thus, while it is important to consider shared ethnic group characteristics when planning and implementing instruction, culturally responsive teachers recognize individual differences among students as they engage students in literacy instruction.

Cultural congruity is especially important in classroom interactional processes (Gay, 2000). Instructional interactions between teachers and students and among students can facilitate students' access to content and can improve the participation levels of students in diverse classrooms. Research conducted in the early 1980s at Kamehameha Early Education Program (KEEP), a demonstration school for native Hawaiian children, indicated that student achievement is positively influenced when classroom interaction patterns and participation structures are adapted to match the cultural patterns and structures of the students (Au, 1980; Au & Mason, 1983). Student engagement and literacy learning were increased when teachers at KEEP intentionally established discourse structures that utilized "talk story," a conversational practice that involves joint performance and turn-taking patterns with more than one speaker. Valuing and incorporating students' home and community interaction structures into the classroom support students' cultural identities and build on what students know and can do. (A more comprehensive discussion of effective classroom discourse practices can be found in Chapter 8.)

Not only are interactions between teachers and students central to effective instruction, but interactions among students facilitate learning, especially for students of color. Collaboration is an important instructional component in culturally responsive classrooms. While European Americans value individuality and competition, students from African American, Latino, and Native American

backgrounds value cooperation, interdependence, and "group-ness" (Gay, 2000; Shade, 1994). Thus, culturally responsive instruction includes many varied opportunities for students to work together. When students are assigned to work in heterogeneous groups on specific lessons, they can learn content and skills from each other and at the same time have the opportunity to identify with peers from different cultural backgrounds. In the KEEP program, students spend half of their day in learning centers, working with other students on similar assignments, with permission to help each other complete their work (Tharp & Gallimore, 1988). In Ladson-Billings' (1994) study of successful teachers of African American students, she found that effective teachers encouraged students to learn collaboratively and to take responsibility for one another. The teachers created a family-like culture, and provided opportunities for students to work together to achieve common goals.

A number of studies have documented the benefits of engaging students in cooperative tasks around text. Dill and Boykin (2000) compared the text recall and task engagement of African American students who participated in one of three learning contexts: individual, peer tutoring, and communal learning. Students in the communal learning context performed significantly better on the recall test and exhibited higher levels of task engagement than did students in the other two conditions. Other researchers have examined the use of small-group literature discussions in diverse classrooms and have found that such discussions, with teacher scaffolding, support the literacy learning of student participants (Fairbanks, Cooper, Masterson, & Webb, 2009; Kong & Fitch, 2002–2003; Maloch, 2005). In these studies, cooperative discussions enabled students to use their prior knowledge and background experiences to construct meaning.

Collaborative learning contexts are especially beneficial for students with limited English proficiency. Calderón, Hertz-Lazarowitz, and Slavin (1998) evaluated the impact of a cooperative learning program, Bilingual Cooperative Integrated Reading and Composition (BCIRC), on the literacy achievement of second- and third-grade English learners in bilingual programs and found positive outcomes in writing and reading when compared to students in a matched comparison group. Students who participated in BCIRC for two years significantly outperformed comparison students on measures of reading and language. While studies such as this illustrate the benefits of cooperative learning in helping students develop English proficiency, other research has pointed to complex contextual factors that influence the effectiveness of collaboration. Jacob and colleagues (1996) investigated the impact of cooperative learning on English learners in a sixth-grade social studies classroom. This observation study indicated that cooperative learning was beneficial in helping students learn the meaning of academic terms, but the researchers noted contextual features

(students' definitions of the task, features of the task, and participant structures) which resulted in missed opportunities for learning. Thus, while collaborative tasks are often associated with higher levels of learning for students, culturally responsive teachers pay attention to the contextual factors that can influence students' learning in cooperative learning events.

Teachers must use care to ensure that cooperative learning structures are effective. Johnson, Johnson, and Holubec (1993) assert that the essential components of cooperation are positive interdependence, face-to-face interaction, individual and group accountability, interpersonal and small group skills, and group processing or reflection. Students must know that their group's success is dependent on the success of the individuals in the group, and they must be taught to rely on and support one another in the task. Often, issues of social status and peer expectations can interfere with effective collaboration and can further marginalize students from diverse backgrounds. Thus, teachers must work to ensure that status differences among groups in society are not re-created in cooperative group structures and must attempt to equalize existing status differences among students (Slavin & Cook, 1999). This might be accomplished by identifying students' strengths and assigning them to specific roles that use those strengths, making lower-status students group "experts" in areas in which they have strengths, and publicly acknowledging the competencies of lower-status students (Cohen, 1994).

Another important aspect of culturally responsive instruction is the extent to which it supports students' cultural identities, builds on students' cultural knowledge and experiences, and is relevant to students' lives. Lee (1995, 2001, 2006, 2007) has identified a framework, called cultural modeling, for designing instruction which enables students to use everyday knowledge and "non-standard" language to learn content material. In a cultural modeling framework, teachers build on the cultural knowledge that students possess by structuring learning events that integrate students' existing knowledge with new academic content. New content is connected directly to students' prior knowledge and language use. For instance, Lee has documented the use of signifying, a form of talk in African American English that uses figurative language, to enhance students' interpretations of narrative texts in diverse classrooms. In Lee's studies, the use of signifying was associated with increases in students' reading comprehension and written production of narrative texts.

This and other research suggest that teachers can meet the needs of students in diverse classrooms by building on the cultural traditions of the students in those classrooms, thereby capitalizing on students' rich funds of knowledge (Moll, Amanti, Neff, & Gonzalez, 1992; Moll & González, 1994). Culturally responsive teachers create bridges between the cultures, traditions, and languages of school and the home and community (Gay, 2000). Some research has

explored ways in which teachers create learning events in which home and school discourses are combined to create "hybrid" classroom cultures in which a "third space" is created in the intersection of home- and school-based learning (Gutiérrez, 2008; Gutiérrez, Baquedano-Lopez, & Tejeda, 1999; Gutiérrez, Baquedano-Lopez, & Turner, 1997; Gutiérrez, Rymes, & Larson, 1995). In one such study, Gutiérrez and colleagues (1999) illustrated how a unit on human reproduction was initiated in a culturally and linguistically diverse second- and third-grade classroom when students engaged in sexuality-specific name calling. With the blessing of school administrators and parents, the teacher used school language and practices (the official script) and students' language and behaviors (the unofficial script) to create a third space where students constructed meaning through collaborative literacy events. In this example, the teacher used the knowledge and language that students brought to the learning situation and extended that learning through collaborative talk.

Other studies have pointed to the importance of using students' existing knowledge and experiences. Ladson-Billings (1994) identified teachers' perceptions about students' knowledge as central to instruction that is culturally relevant. She found that successful teachers viewed each student as knowledgeable and that those teachers valued students' knowledge and incorporated it into classroom instruction. The teachers legitimized students' out-of-school experiences and created lessons that used those experiences. Similarly, in Lynn's (2006) study of three African American male teachers who implemented culturally relevant practices, all three teachers were characterized as connecting instruction to students' lives and concerns. They used literature and materials that were relevant to students' lives and encouraged students to make personal connections to what they read.

Explicit Teaching

To effectively close the achievement gap between White students and students of color, instruction in diverse classrooms must include a rigorous focus on students' academic development. In addition to implementing instructional practices that build on students' cultural knowledge and experiences, culturally responsive teachers provide explicit instruction in the skills and strategies that students need to be successful in the classroom and in the dominant culture. Through modeling, explanation, and appropriate scaffolding to extend students' knowledge, culturally responsive instruction ensures that students develop the necessary competencies for multiple settings. While students maintain their cultural identities through instruction that connects to their funds of knowledge, they learn the strategies and discourses of the dominant culture as well (Delpit, 1995).

Some perspectives on diversity hold that students of color need direct instruction and extensive practice in basic literacy skills often delivered through scripted methods (Bereiter & Engelmann, 1966; Shade, 1994). These notions are grounded in the belief that students of color come to school with serious learning deficits that must be remedied before they can successfully engage in higher-level literacy activities. Such perspectives are not consistent with theories that undergird culturally responsive literacy instruction. In culturally responsive classrooms, teachers hold high expectations for students' thinking and learning [Ladson-Billings, 1995). In a study of effective teaching in schools serving students from high-poverty backgrounds, Taylor and colleagues (1993) documented the practices of the most effective teachers. In nine schools across the nation, the researchers found that teachers who emphasized higher-order thinking promoted the greatest gains on measures of students' reading achievement. The teachers who were most successful with students in this study asked higher-level questions and involved students in tasks that required high levels of cognitive engagement. Taylor and colleagues also found that routine practice exercises were not effective in helping students develop reading abilities. In their study, the more researchers observed these practice exercises, the less students exhibited growth on reading assessments. This study illustrates the importance of rigorous and engaging instruction for all students, regardless of their cultural or ethnic backgrounds.

The National Reading Panel (2000) identified five areas in which students must develop competence to learn to read effectively: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The panel acknowledged the importance of other aspects of reading as well, but their work was limited in terms of time and available research from which to draw conclusions. Other comprehensive examinations of reading implored attention to issues related to students' motivation and cultures in developing students' early reading proficiency (Snow, Burns, & Griffin, 1998). In culturally responsive classrooms, teachers develop students' competencies in meaningful and engaging contexts that bridge new learning with students' existing knowledge and experiences (Gay, 2000).

Explicit instruction in the processes of literacy is essential for all students, but may be particularly important for students from underrepresented groups. Effective literacy teachers directly teach the strategies that students need to be successful, and they do so through demonstrations, explanations, and applying appropriate scaffolds as students practice in meaningful contexts (Duffy, 1993; Morrow, Tracey, Woo, & Pressley, 1999; Wharton-McDonald, Pressley, Ranking, & Mistretta, 1997). For instance, certain strategy interventions have been shown to be effective in improving students' comprehension abilities. Strategy-training programs such as reciprocal teaching (Palinscar & Brown,

1984), Informed Strategies from Learning (Paris, Cross, & Lipson, 1984; Paris & Jacobs, 1984; Paris & Oka, 1986), and Transactional Strategies Instruction (Brown, Pressley, VanMeter, & Schuder, 1996; Pressley et al., 1992) have proven successful with readers at various age levels. In these approaches, teachers make their own thinking visible to students and provide extended opportunities over several weeks for students to integrate strategies on their own. These programs engage students in active processing of texts in which students are equipped to monitor and control their comprehension.

Extensive research reviews have indicated that English learners benefit from the same kinds of explicit skill and strategy instruction as monolingual students. Shanahan and Beck's (2006) meta-analysis of research on effective strategies for English learners indicates that these learners benefit from reciprocal teaching, explicit instruction of comprehension strategies, and paired reading for the improvement of students' fluency. However, the authors point out that successful teachers often use extensive scaffolding to support students' comprehension development. The research suggests that the teachers' scaffolding may be as important as the comprehension strategies themselves. Gersten and Jiménez (1994) have developed a model for effective instruction for language minority students which emphasizes the importance of teacher scaffolding of students' cognitive strategies. In this model, teachers scaffold students' thinking through: (1) thinking aloud, building on, and clarifying student input; (2) using visual organizers/story maps or other aids to help students' organize and relate information; and (3) providing background knowledge to students.

One of the most important aspects of children's literacy development is vocabulary acquisition, particularly for students with low socio-economic status and limited English language proficiency (Coyne, Simmons, & Kame'enui, 2004; Taffe, Blachowicz, & Fisher, 2009). Differences in exposure to vocabulary, depending on families' economic circumstances, are evident early in children's lives, and these differences tend to persist across the grades (Biemiller, 2001; Juel, Biancarosa, Coker, & Deffes, 2003). To ensure that children acquire rich vocabularies that enable them to access and construct meaning from a wide range of texts, teachers must provide strong vocabulary instruction. For students who are less familiar with academic discourses, instruction must be more extensive, must begin earlier, and must include the kinds of supports and scaffolds that ensure students will be successful in acquiring new vocabulary (Taffe, Blachowicz, & Fisher, 2009).

Taffe, Blachowicz, and Fisher (2009) reviewed the research on vocabulary instruction for economically disadvantaged students and for English Language Learners and found that exemplary vocabulary instruction includes three categories: (1) the classroom environment is concept rich, language-rich, and word rich; (2) instruction focuses on word meanings with "a focus on deep

understanding and lasting retention," (p. 322); and (3) students learn strategies for figuring out the meanings of words on their own. All students develop vocabulary knowledge from extensive text reading (Nagy, Anderson, & Herman, 1987), and this is true for English learners as well, particularly when reading is accompanied by appropriate teacher scaffolding and follow-up (Sénéchal, Thomas, & Monker, 1995). Research has demonstrated the effectiveness of such scaffolding as highlighting words in literature, manipulating, sorting, and writing words, and applying words in a variety of contexts (Beck & McKeown, 2007). For English Language Learners, it is important to create a language-rich environment in which students can first express themselves in their native language and then experiment with English vocabulary (Jiménez & Gersten, 1999; Martinez-Roldan, 2003).

In addition to creating a classroom environment in which students develop rich vocabularies, teachers need to provide explicit instruction in the meanings of words. This includes telling students the meanings of new words in student-friendly ways and teaching the spellings and pronunciations of the words in addition to the meanings (Beck & McKeown, 2007; Ehri & Rosenthal, 2007). For students to internalize new vocabulary words, they need to practice using targeted vocabulary repetitively and in a number of different contexts (Shanahan & Beck, 2006; Graves, 2006).

Not only should teachers help students learn new words through explicit instruction, but they should also develop students' independent word learning strategies. Students can learn to use morphology (word structure) and contextual information to learn new vocabulary on their own during independent reading (Graves, 2006; Taffe et al., 2009). For English Language Learners, using cognates, or words in the native language that are similar to English forms of the word, is an especially useful form of morphological analysis (Jiménez, García, & Pearson, 1996; Taffe et al., 2009). Equipped with strategies for word learning, students can learn many more words than a teacher might be able to teach through explicit instruction.

Balanced Instruction

Over the past decade, many authors have advocated for a balanced approach to literacy instruction (Farris, Fuhler, & Walther, 2004; Fitzgerald, 1999; McIntyre & Pressley, 1996; Tompkins, 2005; Zemelman, Daniels, & Hyde, 2005). A balanced literacy approach includes meaning-centered and literature-based instructional activities as well as explicit instruction in specific skills such as phonics (Farris, Fuhler, & Walther, 2004). Fitzgerald (1999) noted that in a balanced literacy perspective, three broad categories of children's knowledge

need to be considered as equally important: local knowledge about reading, global knowledge about reading, and love of reading or affective knowledge about reading. Local knowledge about reading includes areas such as phonological awareness, sight word vocabulary, phonics, and word identification strategies. Global knowledge refers to comprehension elements, such as understanding, interpretations, and response to reading. Affective knowledge involves feelings, positive attitude, motivation, and the desire to read. These forms of knowledge are interrelated, and teachers should arrange instruction and literacy opportunities so that children can acquire as many kinds of reading knowledge as possible in an integrated way. Specific instructional components that support this view of reading include: (1) a balance between student-centered and teacher-directed instruction; (2) flexible grouping practices (a combination of homogeneous and heterogeneous instructional groups); and (3) the use of a mixture of classic literature books, trade books, easy readers, and predictable books.

Classroom research has indicated that the most effective teachers emphasize both skills and meaning through balanced instruction (Cantrell, 1998; 1999; Morrow, Tracey, Woo, & Pressley, 1999; Wharton-McDonald, Pressley, & Hampston, 1998). These studies describe the characteristics of classrooms in which students reach high levels of literacy achievement:

1 Teachers focus on particular reading strategies and skills but do so to enhance the construction of meaning as part of meaningful reading and writing.
2 There is an emphasis on comprehension of text and children are provided multiple opportunities to respond to texts through discussion, writing, and art.
3 Teachers read aloud high-quality literature and students read literature independently.
4 Teachers model the use of reading and writing strategies and provide extensive scaffolding for students as they learn to use strategies on their own.
5 Teachers foster self-regulation and develop students' metacognitive abilities.

Although the effective practices described here are important for all children's literacy development, such practices alone are not sufficient for addressing the needs of students in diverse classrooms. To close achievement gaps, these best instructional practices must be extended to consider and respond to the social and cultural contexts in which classrooms are situated. Culturally responsive literacy instruction moves beyond standard definitions of literacy to emphasize the social worlds and cultural identities of students, and views literacy as the construction of meaning within a social context (Au, 1993; Cazden, 1988; Hammerberg, 2004; Pérez, 1998). In this sociocultural view, literacy is "not

always about reading in the traditional sense of decoding a text and extracting meaning from it" (Hammerberg, 2004, p. 649). Instead, literacy involves all that students bring to the reading or writing event and the context in which that event is situated. Thus, to ensure that students from diverse backgrounds achieve at high levels, teachers need to consider the social and cultural context in which instruction occurs (Villegas & Lucas, 2007). Explicit and balanced instruction is effective when it is contextualized within a framework that honors students' ways of learning and when literacy events are relevant to students' lives and concerns. In culturally responsive classrooms, students apply literacy skills and strategies in ways that are consistent with their cultural backgrounds and in work that is important to them.

Beyond Balanced Instruction

While challenging and explicit instruction in literacy skills and strategies is important for all learners, instruction must engage students from all cultural and linguistic backgrounds. Research suggests that student engagement in reading is strongly associated with reading achievement and that reading engagement is comprised of cognitive, social, and motivational dimensions (Guthrie & Wigfield, 2000). In addition to possessing the knowledge and strategies that facilitate successful literacy experiences, engaged students are motivated to read and write for a variety of purposes, and their literacy practices are socially interactive (Guthrie, McGough, Bennett, & Rice, 1996). When literacy tasks are not motivating and are completely removed from a social context, students may actively resist learning and even disrupt the learning of others (Powell, McIntyre, & Rightmyer, 2006). Thus, to promote students' engagement in literacy, teachers must attend to students' cognitive literacy processes, the social context in which literacy occurs, and students' motivations for fulfilling their personal literacy goals.

Students' motivations, or the reasons they do the things they do, are determined in large part by the histories, values, and worldviews of their cultural or ethnic groups. Because learners are socialized according to their cultural norms, the circumstances which elicit motivation for culturally and linguistically diverse students are often different from those which motivate students from dominant cultural backgrounds (Ginsberg & Wlodkowski, 2000). For instance, while students from dominant backgrounds have been socialized to pursue extrinsic rewards such as grades, prizes, or college entrance, many students of color do not see direct links from their efforts to these rewards, due to historical patterns of societal discrimination. Thus, it is essential that teachers' instructional practices match the norms, beliefs, and values of students from diverse

groups so as to elicit students' intrinsic motivation to succeed at academic literacy tasks.

Based on the notion that learning depends on the social context in which students are situated, Wlodkowski and Ginsberg (1995; Ginsberg and Wlodkowski, 2000) developed a motivational framework for instruction which includes four conditions. The first condition is *establishing inclusion*, or creating a learning atmosphere in which students and teachers feel respected by and connected to one another. In an inclusive environment, students feel safe to be themselves and to take risks with academic tasks. Students and teacher learn from one another and appreciate differences in values, points of views, and ways of interacting. A second condition for motivation is *developing a positive attitude* through personal relevance and choice. When students can relate to the content and can make decisions about what they learn and how they will be assessed, they develop positive dispositions toward their learning. The third condition is *enhancing meaning*, which involves creating challenging and engaging learning experiences that include students' cultural values and points of view. The fourth condition is *engendering competence*, or developing students' understanding that they are gaining competence toward a goal that they value and is valuable to the larger society. When teachers plan and implement instruction that considers the social and cultural aspects of motivated engagement, students from all cultural and linguistic backgrounds benefit in ways that promote higher levels of learning and achievement.

Meaningful instruction that supports intrinsic motivation and student engagement is instruction that actually *responds to* the topics and issues that concern students (Gay, 2000). Compton-Lilly (2004) provides examples by documenting her work as a first-grade teacher in a diverse, high-poverty school. She engaged her students in inquiry projects centered on topics that were drawn from students' lives and communities, including controversial or challenging issues such as gun violence and the dangers of lead in children's homes. To link instruction to students' home experiences and personal concerns, Compton-Lilly used familiar jump rope rhymes to develop students' early reading skills and engaged students in interviewing their family members about their own reading behaviors. While Compton-Lilly's young students were motivated by inquiry-based learning, using inquiry projects as the basis for instruction is important in engaging older students as well (Smith & Wilhelm, 2006). Through mutually respectful relationships that support students' developing competence toward shared goals, culturally responsive teachers support students' motivation to learn and engage in personally relevant and meaningful literacy tasks.

Researchers have focused on the types of tasks in which teachers engage students and the extent to which these influence motivation. Turner (1995) studied the effects of literacy tasks in first grade through extensive observations

in 12 elementary classrooms and interviews of 84 children. Results of her study indicate that the type of literacy tasks provided for first-grade students was the single best predictor of students' motivation. Turner found that "open" tasks which allow students to have control over their learning promoted higher levels of motivation than more "closed" tasks which are tightly controlled by the teacher. During open tasks, students engaged in more strategy use, persisted longer with the task, and paid better attention during literacy instruction. Students were motivated when they were permitted to make choices in the learning process and have control over their learning. An example of providing choice and control to students in vocabulary instruction is the Vocabulary Self-Collection Strategy (VSS), in which the class develops its own spelling and vocabulary word lists based on what words students find interesting and want to know. Ruddell and Shearer (2002) used this strategy with a group of struggling adolescent readers and demonstrated significant improvements in students' spelling and vocabulary test scores.

In addition to engaging students in tasks that enable students to control their own learning, culturally responsive teachers structure tasks that are active. They incorporate drama, rhythm, music, and movement into lesson formats and include performance-based ways for students to demonstrate what they know (Gay, 2000). Activities such as Readers' Theater, in which students practice and perform oral readings of texts, is one strategy that has shown to be successful in increasing students' reading fluency (Griffith & Rasinski, 2004; Martinez, Roser, & Strecker, 1999). Hands-on activities grounded in the dramatic and visual arts are effective in developing students' vocabularies as well. In her study of middle school English learners, Short (1994) identified several successful strategies for developing academic vocabulary that incorporated drama, drawing, graphic organizers, and collaborative work. These active learning strategies enabled students to make sense of the academic language in content area textbooks and acquire higher levels of content knowledge. Further, they allowed students to use language in purposeful ways, which is essential for language acquisition.

Purposeful Learning in Meaningful Contexts

For literacy instruction to be truly motivating for all students, they must be engaged in meaningful uses of oral and written language. In his book *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning*, Schmoker (2006) points to the importance of authentic literacy for all students, and particularly those students who are at risk of school failure. He laments the current lack of meaningful in-class reading, writing, and talking in favor of

"literature-based arts and crafts" in which students spend extensive time in activities such as cutting, pasting, and coloring:

Generous amounts of close, purposeful reading, rereading, writing, and talking as underemphasized as they are in K-12 education, are the essence of authentic literacy. These simple activities are the foundation for a trained, powerful mind—and a promising future. They are a way up and out—of boredom, poverty, and intellectual inadequacy. And they're the ticket to ensuring that record numbers of minority and disadvantaged youngsters attend and graduate from college. We have yet to realize how much is at stake here.

(p. 53)

Schmoker contends that students should be learning how to read deeply and strategically, analyze and interpret texts, frame an argument considering multiple perspectives, and write in powerful ways. Such high-level, meaningful literacy activity is central to a culturally responsive instructional program.

Teachers can make literacy instruction more meaningful to students by using an integrated approach to literacy instruction. Students from many cultural and linguistic backgrounds learn in ways that are holistic, intuitive, and integrative (Hale, 1982; Shade, 1994). Students with this learning style benefit from connected lessons that enable them to apply literacy to real situations (Hanna, 1988; Heath, 1983). Thematic instruction, inquiry learning and project-based activities provide opportunities for students to develop competence in more integrated and applicable ways. In these holistic approaches to literacy instruction, students read for authentic purposes, write for real audiences, and engage in the kinds of academic dialogue and social interaction that support the transfer of skills and strategies to other learning situations (Powell, Cantrell, & Adams, 2001; Smith & Wilhelm, 2006).

Meaningful literacy learning involves the development of students' critical thinking skills. Culturally responsive teachers help students view knowledge critically, and they often do so in ways that raise the socio-political consciousness of their students. While this aspect of culturally responsive instruction is addressed in depth in Chapter 9, it is useful to mention it here since culturally responsive teachers frame their pedagogical decision-making within a socio-political context. Culturally responsive teachers contextualize their literacy instruction to help their students understand the world and they challenge their students to become positive agents of change. Whether it is engaging students in a critical examination of views of beauty as did the teacher in Ladson-Billings' (2004) study of African American female teachers, or empowering students to confront the ways in which African Americans are disenfranchised in American

society as did the teacher in Lynn's (2006) study of African American male teachers, culturally responsive teachers teach their students to think about important issues.

PRACTICAL APPLICATIONS

In the pages that follow, we present suggestions for implementing instructional practices that are culturally responsive. At the outset, we believe it is important to reiterate the role of "best practices" within a culturally responsive framework. Recently, a former elementary school principal shared an illustrative story about a new, White, upper-middle class teacher working in a diverse classroom that included many students from low-income families. The teacher was exasperated that she had used "best practices" to teach her students to write a narrative about their summer break, but the quality of students' narratives was disappointing. Her students had not written much at all. The teacher had modeled for students by writing her own narrative on the overhead projector, thinking aloud as she wrote. She had shared photographs to help students visualize and had provided plenty of explanations about the characteristics of good writing she wanted her students to include in their narratives. She told the principal she just did not understand why the students did not respond positively to her efforts. When the principal inquired further, the teacher shared that the topic of her modeled narrative was her family's three-week vacation to Europe. The principal gently asked if he might give it a try with her students, and the teacher agreed.

When the principal first talked about his own summer break with students, he told them he had not done much over break but that in many ways, it was his best summer ever. He had gardened, spent time with his family, and relaxed. The principal then modeled and explained good writing strategies as he composed his narrative on the overhead projector. The students responded by writing high quality narratives about their own experiences on summer break. Why the difference? We have concluded that the students could not connect the teacher's model of world travel to their own lives and experiences, but they could relate well to spending relaxing time with family. As this example illustrates, explicit, balanced instruction is insufficient for many children if the texts and tasks are not relevant to their experiences. Applying principles of culturally responsive pedagogy to actual classroom practice involves using students' own lives and strengths as the focal point.

Creating a Culturally Responsive Environment for Instruction

In talking with teachers about culturally responsive instruction, many will ask, "What does culturally responsive teaching look like in the classroom?" While culturally responsive teaching cannot be reduced to a particular set of strategies, there are instructional practices and approaches that teachers can utilize to create a more culturally relevant classroom environment for their students. As noted in Chapter 2, culturally responsive teachers exhibit genuine caring for their students, get to know them as individuals, and respect their cultural differences (Gay, 2000; Ladson-Billings, 1994). Culturally responsive teachers demonstrate high expectations for their students' learning and create opportunities to acquire the necessary knowledge required for school success. Culturally responsive teachers communicate their expectations for their students to help them monitor their academic success. For example, teachers can begin the day by asking their students to set goals for success in instructional and non-instructional endeavors, and at the end of the day, students can reflect on their successes and areas for improvement (Ladson-Billings, 1994).

As noted previously in Chapter 3, one way that culturally responsive teachers display caring for their students is through the type of classroom environment that they create. Gay (2000) notes that culturally responsive environments can be created through the use of symbols and visual imagery. Culturally responsive classrooms often feature pictures and posters reflecting people from a variety of cultures, as well as ethnic cloths, art work, and artifacts (Gay, 2000; Perry, 2003; Shade, Kelly, & Oberg, 1997). They include bright reading corners that feature a wide range of reading materials that highlight a variety of cultures and ethnicities (Callins, 2006; Gay, 2000; Montgomery, 2001). Gay (2000) shares a description of this type of book area in a kindergarten classroom:

The room's "Reading Center" is a prototype of multicultural children's literature—a culturally responsive librarian's dream! Many different ethnic groups, topics, and literary types are included. Books, poems, comics, song lyrics, posters, magazines, and newspapers beckon the students to discover and read about the histories, families, myths, folktales, travels, troubles, triumphs, experiences, and daily lives of a wide variety of Asian, African, European, Middle Eastern, Latino, Native American, and Pacific Islander groups and individuals . . . These resources invite students to explore the past, to reflect on the present, and to imagine the future.

(pp. 39–40)

In Tiffany's research conducted in culturally responsive classrooms, she noted that teachers communicated high expectations through visual imagery by featur-

ing motivational signs and posters in their classroom, such as "You are above average," "You never know what you can do until you TRY," and "Believe you can" (Wheeler, 2007).

Because social activity and collaboration are essential elements of instruction that is culturally responsive, teachers need to help students develop respect for one another (Cartledge & Kourea, 2008; Ford, Howard, Harris, & Tyson, 2000; Haley & Capraro, 2001; Ladson-Billings, 1994; Montgomery, 2001). Many culturally responsive teachers take time at the beginning of the school year to create communal experiences where students can learn to appreciate each other's differences and similarities. One strategy that we have found effective for helping students learn to appreciate their classmates' cultural diversity and personal experiences is by asking them to create "Me Museums." Students bring items from home to represent themselves in a variety of categories (e.g. family, clothing, hobbies, food, housing, art, music) and tell the class why they chose the items and how they reflect their interests and personality. Students then might write an autobiography, memoir, or personal narrative. This activity enables students to learn more about each other and become more connected to one another, as well as strengthening students' verbal and written communication skills.

Incorporating Students' Prior Knowledge into Instruction

Culturally responsive teachers find ways to connect instruction to students' prior knowledge and experiences to make learning more relevant for them (Gay, 2000; Ladson-Billings, 1994; Villegas & Lucas, 2007; Wheeler, 2007). Villegas and Lucas (2007) describe teachers who use students' experiences as the basis for curricular units and topics. For instance, one group of teachers taught a unit based on the topic of immigration and used the students' personal experiences with immigration to guide the unit. Another example included an African American male teacher who used hip-hop songs to help students interpret the meaning of lyrics and then asked students to apply similar principles when analyzing more "traditional" literary texts, such as poems by Robert Frost. In the Introduction to this chapter, the African American kindergarten teacher used her students' prior knowledge and experiences to help students relate to the concept of leadership. She regularly invited community leaders, parents, and family members to her classroom to serve as guest speakers and role models.

An effective way to use students' existing knowledge to motivate their learning and enhance literacy skills is to introduce students to texts that relate to their lives and experiences. Tatum (2009) urges teachers to use "enabling" texts in their literacy instruction, particularly for African American male

students. Enabling texts are those that allow African American male students to identify with their particular social contexts and help them form positive relationships. In his study of African male adolescent students, Tatum found that enabling texts were texts that the students found significant and meaningful and generally contained the following four characteristics:

1 The texts promoted a healthy psyche.
2 They reflected an awareness of the real world.
3 They focused on the collective struggle of African Americans.
4 They served as a road map for being, doing, thinking, and acting. (p. 76)

Tatum also recommends asking students to map out their "textual lineage" to help them make connections between their lives and what they're reading. When he asked African American male middle and high-school students to identify books that they would always remember and write about why these texts resonated with them, the students identified texts that have been influential across several decades such as *The Autobiography of Malcolm X* (Haley, 1965), *Black Boy* (Wright, 1945), *A Raisin in the Sun* (Hansberry, 1958), *The Bible*, and *Up from Slavery* (Washington, 1919). These texts were powerful for students because they provided guidance for living life, reflected real-life family situations, and depicted African American challenges to which students could relate. Tatum noted that books African American males find meaningful and significant are often not included in the canonical texts that students are required to read. Culturally responsive teachers need to take time to identify books that will advance students' literacy skills and help them make connections to their own lives.

Exposing Students to Multiple Language Varieties

In addition to building on students' prior experiences, culturally responsive teachers incorporate children's language and culturally influenced communication styles into instruction. Culturally responsive teachers recognize that some students use language variations that may differ from Standard English, but they find ways to allow students to have opportunities to speak using their home discourse *and* learn standard conventions of English that will be expected in mainstream settings such as school and the workplace. This approach also helps students to know when to "codeswitch" and use language in ways that are appropriate in different contexts.

Many culturally responsive teachers use instructional materials that feature a variety of dialects and languages. An instructional approach called "contrastive

analysis" helps students make connections between different types of language varieties (Heath, 1983; Hollie, 2005; Wheeler & Swords, 2004). Contrastive analysis involves the close examination of the similarities and differences of Standard English and other language varieties. One way a teacher might engage students in contrastive analysis is by using a poem or text that features a dialect other than Standard English to help students analyze and appreciate the dialect. A poem such as "Harriet Tubman" by Eloise Greenfield (Hudson & Hudson, 1993) might be used to help students explore differences in language varieties. With the teacher's guidance, students could translate a poem such as this into Standard English and discuss how the translation changes the mood, voice, or emphasis of the poem.

Another way that teachers can conduct contrastive analysis is to allow students to analyze the variations in their own vernacular, as well as to compare their vernacular with standard linguistic forms (Hollie, 2005; Rickford, 1999; Wheeler & Swords, 2004). For instance, teachers can encourage children to explore how language differs between formal and informal situations, and help them to realize that they need to "codeswitch" accordingly. In their study of a third-grade classroom, Wheeler and Swords (2004) found that contrastive analysis helped children to become more aware of rules across language varieties. For example, the teacher noticed that her students, who spoke African American Vernacular English (AAVE), did not follow conventional Standard English patterns to show possession. Students would say things like "Taylor cat is black" and "The boy coat is torn" (Wheeler & Swords, 2004). The teacher demonstrated a lesson on possessive patterns and compared the differences in the AAVE and Standard English forms. In so doing, the teacher affirmed the students' language while helping them to have a greater command of language variation so they would learn how to use language appropriately in different social contexts. The researchers found that teachers who conducted explicit lessons like these helped African American students who had previously scored lower on standardized tests, to improve their achievement and score at the same benchmark levels as White students.

In her ethnographic study, Heath (1983) provides examples of teachers who employ contrastive analysis during their instruction. One of the teachers, Mrs. Pat, asked her students to become language "detectives" in their school and community. During the first week of school, Mrs. Pat asked parents, community members, and school personnel to come to the class to talk about their ways of talking, as well as to explain what they read and wrote and how they used reading and writing. The students also listened to the speech used on radio and television broadcasts. The students discussed the linguistic diversity displayed by their classroom guests and the broadcast announcers. Also, Mrs. Pat introduced terms such as *dialect, casual, formal, conversational,* and *standard* to discuss the different

varieties of speech that people use in various situations. Mrs. Pat allowed students to learn about and value their own home language while introducing them to other language forms to help them appreciate linguistic diversity and develop communicative competence (Diller, 1999; Hymes, 1972). Helping students to develop linguistic competence is discussed in greater detail in the next chapter.

Providing Explicit Instruction

Culturally responsive teachers recognize that students of color, students who live in poverty, and English Learners benefit from explicit instruction of literacy skills and processes. As noted earlier, culturally responsive teachers help students understand when certain types of linguistic forms are expected. Another aspect of literacy instruction where explicit instruction is valuable is through vocabulary development. Many culturally responsive teachers explicitly address academic vocabulary development during instruction to enhance their students' understanding of key concepts and terms. Faith Brown, who was highlighted in the Introduction to this chapter, was a culturally responsive teacher who did this routinely during instruction. As a kindergarten teacher, Ms. Brown explicitly discussed vocabulary words and concepts during literacy instruction. For instance, during one lesson, Ms. Brown was reading the book, Look for the Wheels. She showed the students a picture of a steering wheel in the text, and one of the students called it a driving wheel. Ms. Brown went on to explain that "a driving wheel in a car or vehicle is called a steering wheel. A steering wheel. And what a steering wheel does is it determines the direction that the car is going in and whether it will go straight or to the left, to the right." Ms. Brown believed that emphasizing vocabulary development would help her students, especially her African American male students, develop more knowledge about Standard English and function better in middle-class, mainstream settings like school. She felt that this emphasis in her instruction was "raising the bar and exposing them to rich vocabulary because we need to be able to speak in that language."

An excellent example of how to expand students' vocabularies through culturally responsive teaching is found in the Teachers' Voices vignette included in this chapter. The teacher, Mr. Malo-juvera, uses many creative strategies to expand students' word knowledge. Despite the fact that he teaches in a middle school that is in a high poverty neighborhood, his students scored fourth on the Florida state assessment—a powerful testament to the use of culturally relevant vocabulary instruction.

TEACHERS' VOICES

Vocabulary Instruction in Diverse Classrooms

Victor Malo-juvera

EIGHTH GRADE LANGUAGE ARTS TEACHER, REDLAND MIDDLE SCHOOL, MIAMI, FL

These students can't learn this. Where do you think you are teaching?

These are the kinds of statements I heard as I started teaching language arts at a Title I middle school in Miami in 2004. My school was rated a "D" school by the state of Florida. Our student demographics are 60% Hispanic and 30% African-American; 84% of the school receives free/reduced lunch. When I looked around at some classes, I was stunned. They looked nothing like the English classes I had during my time in middle school, not because of the students, but because of the curriculum. The most glaring differences were the lack of novels and the complete absence of weekly vocabulary words. Vocabulary words formed the cornerstone of all of the English classes I had as a student, and I decided that in the classes I taught, vocabulary would play a pivotal role.

I was faced with a group of students who yearned to learn, but who essentially had been trained to hate school. The curriculum that a majority of teachers followed was geared toward practice for the state-administered standardized tests, and students had become accustomed to withholding their assent to learn. Therefore, I needed to do two things to get my students interested in learning vocabulary: (1) I had to choose vocabulary words that they could use regularly during each day; and (2) I had to get them excited about learning and using the vocabulary words.

The first step was to pick words. I decided to teach two different sets of words each week. The first 20 words were groups of synonyms for four words students were already familiar with. For example, the first week of school I start out with a *lot* as it relates to quantity (myriad, cornucopia, plethora, copious, profuse), a *lot* as it relates to frequency (perpetually, relentlessly, interminably, constantly, eternally), *good* (priceless, precious, splendid, outstanding, celestial) and *bad* (vile, vicious, pathetic, atrocious, disastrous). Because not all of the words are exact synonyms, students are shown the nuances between the definitions.

In addition to what I call the synonyms (sometimes cinnamons), I give my students what I call my Funky Fly Fresh words. These are words that many people would consider high level, and I get my kids excited by telling them that they are going to get to learn some words some that adults might not know. For the first

week, the words are *halcyon days, draconian, diatribe, vituperative* and *lambaste*. I always try to choose words that my students can easily use or identify in school or at home. For example, most of my students on the first day of school realize their *halcyon days* of summer are over when they are *lambasted* with a *vituperative diatribe* by a *draconian* teacher for not paying attention. I also teach the etymology of words, such as the tale of Ceyx and Alcyone for *halcyon days*, the story of Alexander the Great for *Gordian knot*, or even connecting Morpheus from *The Matrix* to his Greek father, Somnus, to teach *somniferous*.

Students promptly started to fail my tests. After discussions with students, I realized that most of them did not have adequate study skills to achieve in secondary school, so instead of lecturing them, I decided to teach the skills to them. I showed students how to make double-sided index cards for studying, and any student who brought their study cards on test day would get extra credit on the test. I also showed students how to use acronyms to memorize word lists. I gave them some acronyms and they came up with some on their own, some of them too creative for publication.

I also started doing cumulative reviews in different formats to engage students. One of my favorites is to let students pick teams. Team captains are based on vocabulary grade point average, and then the teams compete against each other in contests. Teams can also be rows of boys versus girls. The contests can be in "hockey style shootout" format, where one student shoots a word at another, or in team "horse race" reviews, where teams get points based on the difficulty of the words and move their horse around a track. The first to reach the finish line is the winner and gets a 10% bonus on the test, the second gets 5%, and third 2.5%. No matter what the contest, I always give the winners extra credit toward the cumulative exam. This works well as it motivates the students to study for the review and creates active learning.

Infusing the vocabulary into the culture of my class is equally critical. If students want to use the bathroom, their request must contain at least one vocabulary word for each week in the semester. (Yes, that means around the winter holidays students need to put about 14 words into a request.) Students are allowed to use their notebooks and sometimes to get help from classmates. Needless to say, students who have mastered vocabulary become immensely popular. It also makes for some hilarious requests. Because I have a supportive administration, I also give students extra credit if they can "teach" visitors a word they do not know. This means every time an administrator or visitor from the district or state comes by, my students literally leap at the opportunity to teach them words. Many times educators will sit and "spar" with my students on vocabulary, and my administrators love that my students are so aggressive about their learning.

My favorite assignment with vocabulary is for students to make a 40-line poem, song, or rap (their favorite), using at least one vocabulary word per line. Students

read their poem or perform their rap in front of the class, and this is always one the best days of the year. Students will regularly challenge me to rap with them, and I have been schooled on more than one occasion by students who are deemed failures by others.

Here's one example of a student's rap:

I'm **loquacious** with my bros,
intimidate my foes,
I usually look tight
augmented by my fro
I'm the new Santana, **cherished** by the pros
If you want my story, here is how it goes
Haters **abhor** me
Ladies **adore** me
If you mess with me
get ready to pay the fee
I'll bust my **arcane** knowledge of geometry.

Juan J. Rodriguez, 8th Grade, Redland Middle School

Explicit instruction in literacy skills and strategies supported by teacher scaffolding is particularly important for English Language Learners (Shanahan & Beck, 2006). Avalos, Plasencia, Chavez, and Rascon (2007–2008) recommend an approach called modified guided reading (MGR) to support English Language Learners' literacy development. Guided reading is an important part of a balanced literacy program that helps to provide differentiated instruction to small groups of students several times a week (Fountas & Pinnell, 1996). During guided reading instruction, teachers provide explicit instruction about reading strategies and skills, often using leveled readers that are appropriate for students' instructional levels. In traditional guided reading instruction, the teacher leads a guided discussion about the features of the text, encouraging the students to use strategies such as taking "picture walks" and predicting before they read a text. Students usually read the text on their own silently, and teachers prompt students to use problem solving strategies when they come to words that they don't know. MGR builds upon these guided reading components and provides additional scaffolding for English Language Learners by incorporating culturally relevant texts that relate to students' lives (Avalos et al., 2007–2008). MGR differs from typical guided reading lessons in that the teacher reads the text aloud to students to generate discussions to support comprehension and vocabulary, and vocabulary journals and writing assignments are connected to the guided reading text. Teachers use the text to provide explicit demonstrations of reading

strategies and engage students in "word work" that focuses on morphological awareness, phonemic awareness, or phonics.

Promoting Collaborative Learning

In addition to explicit instruction that is contextualized in students' lives and experiences, students from diverse backgrounds also benefit from opportunities to engage in collaborative and inquiry-based learning. Collaborative learning is particularly beneficial for English Language Learners because it gives them an opportunity to learn from their peers and feel more comfortable as they adapt to an English-speaking classroom environment (Gersten et al., 2007). Christian (2001) suggests that teachers engage students in instructional units that allow them to interact as a community of learners. For instance, Christian documents how middle school students involved in an inquiry-based, interdisciplinary unit learned about their own community of Nikiski, Alaska. The unit integrated math, science, social studies, and language arts, and students acted as "historians, scientists, statisticians, and writers" (p. 60). Students chronicled their community by writing poetry, conducting oral history interviews, and analyzing statistics and worked collaboratively in many aspects of the project. Projects like these allow students to learn how to compromise and work together as a community and acquire higher-level thinking skills.

Tatum (2009) highlighted the importance of collaborative writing for African American male adolescents. He designed a five-week African American Adolescent Male Summer Literacy Institute (AAAMSLI) for the reading clinic at the University of Illinois in Chicago in which African American males from various public schools in the Chicago area worked collaboratively to write poetry, short stories, children's literature and other texts to become more aware of social justice issues. Tatum found consistently that young African American males at various ages learned more by working together and thought that the institute should be extended, because they wanted more time to read and write together. Examples like this indicate that teachers should provide opportunities in the classroom for students to critique and analyze texts collaboratively and write together so that they can see the relevance of literacy in their lives.

The Power of Inquiry-Based Learning

Collaborative and inquiry-oriented instruction can raise students' socio-political consciousness in addition to supporting students' literacy skills and competencies. Inquiry-based learning reflects Wlodkowski and Ginsberg's (1995)

framework for motivation, as this type of learning helps to establish inclusion, develop positive attitudes about learning, enhance meaning for students and engender student competence. Powell, Cantrell, and Adams (2001) documented a year-long inquiry project in which fourth-grade students examined the issue of strip mining, a controversial topic in the state in which they lived, and considered the issue from multiple perspectives. Students conducted research using books, articles, newspapers and the internet to investigate the advantages and disadvantages of strip mining. They invited coal advocates to the classroom to discuss the importance of strip mining to communities and the economy. They wrote letters to the editor of their newspaper to express their views about the issue. They even visited a community in another part of the state in which the highest peak in the state was slated to be strip mined and visited with members of the local community. When the students decided to join forces with children in that community to stop strip mining of that mountain, they learned that they could use literacy to effect powerful change in the world. Their efforts, which included testimony before the state legislature, contributed to an agreement by coal operators to preserve a significant portion of the mountain. In this inquiry project, even students who were typically disengaged in literacy found motivation for strengthening their skills for acquiring knowledge and communicating to others.

The current emphasis on standards and accountability for teaching specific and sometimes discrete knowledge and skills does not preclude providing students with choice and engaging them in project-based inquiry learning. Through a "backward planning" process, teachers can identify what students need to know and be able to do, provide explicit instruction in those concepts and processes, and scaffold students' competence in the context of authentic and meaningful literacy activities (Smith & Wilhelm, 2006). In the strip mining project described above, teachers mapped potential project activities on to the state standards for accountability to ensure that all standards were addressed through the project. This ensured that students learned the content they were expected to learn, and students performed well on the state assessment.

Inquiry projects do not have to include such lofty goals, however. For instance, Powell and Davidson (2005) describe a project with kindergarteners that used literacy that was situated in children's play. The project began with a "field study" to the local donut shop. During their visit, the children took notes and recorded the steps in making donuts. They subsequently created books and charts and used what they learned to create their own "Donut House" in the classroom. The project included visits from local bankers to acquire a loan, personal letters from shareholders, and an inspection of their enterprise by the city's building inspector. Children were engaged in numerous literacy experiences, including reading signs, experience charts, materials lists, letters from

shareholders, picture charts, and labels; and writing thank-you letters; lists, stock certificates, building permit forms, loan applications, invitations, signs, and labels. Children acquired sophisticated vocabulary and grew in their development of print concepts, and many were able to read words such as "building inspector" and "vice president" when they were presented within a meaningful context.

In their book *Ladybugs, Tornadoes, and Swirling Galaxies: English Language Learners Discover Their World through Inquiry* (2006), Buhrow and García provide detailed accounts of how they guide their young students in the inquiry process. For instance, a study of insects begins with reading numerous texts about the topic, such as information books, big books, and posters. The children then go outside to collect their own insects, which are placed in jars for a classroom "insect museum." Together, they begin to generate questions about insects, which are written on sticky notes and organized according to topics. They also develop a word wall of academic vocabulary related to their study. Once the class has studied about and observed insects, the children come up with individual topics for further research. The authors write that: "Some of [the students] might start by taking notes, and others start with their illustrations and art—it's all good. It is a cyclical process, and each of them will work in his or her own way" (p. 83). During this time of individual research, the teachers confer with the children and carefully observe their use of language and skills. The insect study culminates with a "mind map," which begins with a main idea ("insects") and has various "stems" that represent important connections ("insects that fly, and ones that don't"). Together, they fill in the mind map with important details that they have acquired through their inquiry.

Inquiry-based methods can be used with virtually any subject area. The main difference between inquiry and more traditional learning is that an inquiry study begins with students' questions. Reading, writing, and research skills are taught as students are engaged in purposeful learning. Publication can take a variety of forms, from posters and student-created books, to PowerPoint presentations, museum displays, and drama productions.

Inquiry-based learning projects allow students to enhance their literacy skills *and* help teachers get a sense of their students' social contexts. McGinnis (2007) found that inquiry-based learning projects are particularly beneficial in that they foster a caring and supportive classroom environment and draw upon "the multilingual and multimodal nature of students' literacy and language practices" (p. 571). During a summer program in an urban community of the northeastern United States, the middle-school students, who had recently come from China, Vietnam, and Cambodia, came up with questions that they wanted to study, such as exploring the origins of rap music in the United States and learning more about fruit from their native countries. They used different modes of learning,

including visual images, written text, and music, to investigate their topics and share their research findings. The students were at varying levels of English acquisition, but the inquiry-based projects allowed them space to use their understandings of literacy in their native languages to connect to new understandings of English. These projects also allowed the students in this program to investigate their own interests, collaborate with their peers to form a bond, and reflect on their cultural identities. Further resources for inquiry learning are given on p. 189.

Inquiry-based learning can be an integral part of pedagogical reform for teachers in urban settings. Peck (2010) found that a school called "Quest" (a pseudonym), with a low-achieving and diverse student population located in a large northeast city, experienced much success when it implemented more inquiry-based learning in its instructional program. Before it began using inquiry-based learning, the school had used traditional types of materials such as basal readers and textbooks during instruction, but the students had low levels of achievement. When the school began utilizing more innovative approaches such as inquiry-based learning to reform its instructional program, student achievement soared and teachers worked more collaboratively to create an engaging curriculum to help their students achieve academic success. Teachers and students worked together to select problems to study based on interests and curriculum standards, and teachers in this school began to use a wide variety of resources to engage students' learning, such as children's literature, online resources, magazines, museum displays, podcasts, and videos. In one sixth-grade class at Quest, students participated in a study of leaders in which they compared contemporary leaders, including President Obama, to those in early Greece. During the study, the students read a variety of texts, including online resources, and interacted with various leaders in their community. Culminating projects included letters on the nature of leadership and comic books that focused on heroes. Through inquiry-based learning, the teachers at Quest learned what made students passionate and developed instruction that was interesting and relevant. This example of school-wide pedagogical change certainly fits well with the principles of culturally responsive teaching that we present in this chapter and that are presented throughout this book.

CONCLUSION

Classrooms in the United States are becoming increasingly more diverse, and this provides both challenges and opportunities for teachers to implement engaging, rigorous, and meaningful literacy instruction. Culturally responsive teachers possess a sociocultural consciousness that enables them to make

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thoughtful instructional decisions to maximize students' learning. They begin with solid instructional practices, understanding that explicit instruction of literacy strategies is especially beneficial to culturally and linguistically diverse students, who are often navigating both a new culture and a new language. While what researchers have deemed "best practices" for literacy instruction provide an important foundation for increasing students' literacy achievement, closing the gap requires that we extend these practices and consider the sociocultural parameters for literacy teaching and learning. Culturally responsive teachers embrace the varied backgrounds of their students by building upon their students' prior knowledge and incorporating texts that relate to students' lives. They work diligently to provide culturally congruent instruction to make learning more relevant and meaningful. Teachers who utilize culturally responsive instructional practices create classroom settings that allow for rich collaborative learning experiences and rigorous inquiry-based approaches. Culturally responsive teachers also understand the role of language in students' literacy development, and help students to make connections between their home language and the standard discourse and to acquire academic vocabulary.

Implementing culturally responsive literacy instruction can be challenging, but it can also be extremely rewarding work. We have found that culturally responsive classrooms are invigorating. Students are excited about learning and are confident in their ability to learn. It is important to note, however, that such classrooms are often characterized by a much higher activity level than in more traditional classrooms. As discussed throughout this chapter, social activity and collaboration are essential elements in culturally responsive instruction. Thus, students are often "in motion"; they are actively engaged in inquiry; they are having regular conversations with peers. Conceptualizing literacy as a *social* construct requires that we acknowledge that authentic uses of literacy are communal; that is, they always involve communication or the active sharing of ideas.

While teaching in a culturally responsive way may take many of us "outside of our comfort zones," we argue that teachers and schools need to begin adapting instructional practices to make them more culturally appropriate for the students we serve. Becoming culturally responsive is an achievable goal for teachers from all backgrounds, and we hope that this chapter has provided some insights about how teachers can enhance their literacy instruction to make literacy learning a reality for all students.

Table 7.1 Summary of CRIOP Component: Pedagogy/Instruction

Element	What you would expect to see in a classroom where CRI practices are occurring	What you would expect to see in a classroom where CRI practices are not occurring
Instruction is contextualized in students' lives and experiences.	Literacy tasks and texts relate directly to students' lives outside of school; classroom interaction patterns and communication structures match those found in students' homes and communities; the teacher builds on students' existing cultural knowledge in literacy lessons and activities.	Literacy tasks and texts reflect the values and experiences of dominant ethnic and cultural groups; only interaction patterns and communication structures of the dominant group are deemed acceptable.
The teacher learns with students.	The teacher learns about diverse perspectives along with students; s/he engages students in the inquiry process and learns from students' investigations.	The teacher is the authority; students are not encouraged to challenge or question ideas presented or to engage in further inquiry.
The teacher allows students to collaborate with one another.	Students work in pairs and small groups to read, write, and discuss texts; the teacher works to equalize existing status differences among students.	Students read and write in isolation; students are not permitted to help one another or to work together in pairs or groups.
Students engage in active, hands-on literacy tasks.	Literacy tasks allow students to be physically active.	Students work passively at their seats on teacher-directed tasks.
The teacher gives students choices based on their experiences, values, needs and strengths.	Students have multiple opportunities to choose texts, topics, and modes of expression based on preferences and personal relevance.	The teacher selects reading texts, writing topics, and modes of expression for students.
The teacher balances instruction using both explicit skill instruction and reading/writing for meaning.	Instruction is rigorous and cognitively challenging for students from all ethnic, linguistic, and socio-economic backgrounds; the teacher models and explains skills and strategies and provides appropriate scaffolding for students; students apply skills and strategies in the context of meaningful and personally relevant literacy activities.	Instruction focuses on low-level skills; students engage in isolated and repetitive tasks that are disconnected from each other; students practice skills in ways that are not meaningful or personally relevant to students.

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Table 7.1 Continued

Element	What you would expect to see in a classroom where CRI practices are occurring	What you would expect to see in a classroom where CRI practices are not occurring
The teacher focuses on developing students' vocabularies.	The teacher provides explicit instruction in the meaning of words and students practice using new words in a variety of meaningful contexts; students learn independent word learning strategies such as morphology, contextual analysis, and cognates.	Little attention is paid to vocabulary instruction or new words are taught outside of meaningful contexts; students are not taught independent word learning strategies.

REFLECTIVE ACTIVITIES

1 Think of the various cultural, linguistic, and socio-economic groups that are represented by the students in your classroom. Research the cultural norms of those groups that might be different from your own. Consider how cultural norms might influence students' learning styles, and list some ways that you might adapt your instruction to accommodate the learning styles of all of the students in your classroom.

2 Take an inventory of your classroom library. How many of the books reflect the lives reflect diverse cultural experiences? How do the books reflect the lives of your students?

3 List examples of culturally responsive instructional practices that you currently utilize. How can you incorporate more culturally responsive practices into your instruction?

4 Make a list of topics that you currently teach that could incorporate inquiry-based learning. How do you (or will you) integrate students' interests into your curriculum planning?

5 What opportunities do students currently have to collaborate with their peers in your classroom? What are some additional ways that your students could work collaboratively?

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FURTHER RESOURCES FOR INQUIRY LEARNING

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A Black Girl's History With Southern Frat Racism

I was one of few black students at a small college in Kentucky in the early 2000s. Every day I was reminded just how unwelcome I was there.

posted on Mar. 19, 2015, at 5:01 p.m.

Tracy Clayton
BuzzFeed Staff

When footage of the University of Oklahoma's SAE fraternity singing a disgustingly racist chant — which included the phrase "there will never be a nigger in SAE" — emerged a couple weeks ago, I felt many things, but surprised wasn't one of them. The video may have been taken at a private fraternity event on a bus, but I know firsthand that pervasive racism in white Greek organizations is not a new thing. I spent four years at a mostly white college in Kentucky, where daily acts of racism occurred in front of my face. So after seeing the way that some Southern white college students act in the *presence* of black people, it did not surprise me at all that they'd sing a fun little song about lynching niggers when they think we can't hear them.

Transylvania University is a small college (yes, it really exists; yes, that's really what it's called; no, I didn't major in bloodsucking) in Lexington, Kentucky. The school was a handful of blocks away from the better-known University of Kentucky and an hour and some change away from Louisville, where I'm from. That's why I chose the school, in part; I was an anxious kid who wanted to start over with a new group of classmates, and nearly every high school student in Louisville enrolls in either the University of Kentucky or the University of Louisville. Transy was far enough away from home yet still close enough for regular visits, had a great academic reputation, and a really cool name. And they gave me a scholarship. I decided to commit to Transy without visiting the campus; I felt like I knew enough about it, and again, they gave me the biggest scholarship of any other school I'd been accepted to (I was also really into vampire lore at the time). But on move-in day, my already rioting heart nearly stopped beating altogether as my mother and I turned into the dorm parking lot to find a Confederate flag in every window on the second floor of one of the boys' dorms.

When I enrolled at Transylvania in 2000, there were about 1,100 students, and about 20 of them were black — which, as I understand it, was a school record (Transylvania was founded in 1780). A quick Google image search of the school name yields acres and acres of smiling white faces, except for the occasional basketball player. The college itself is about two blocks of bright green grass and rich brown brick buildings punctuated with trees that explode white in the spring. The apex of the campus, the building proudly displayed in their marketing materials, is a stark white building with big, stately columns called Old Morrison. There's no sweet way to say that Old Morrison looked like the Big House on an antebellum plantation, so I won't try to be poetic about it. So: It looks like massa's house, and paired with all the heavy limbed trees and the blazing pink blooming trees and the bluest sky you've ever seen in your life arching forever overhead and all the melodic country accents traveling along with you as you walk through the courtyard, it sometimes feels like you're walking through a scene in *Gone With the Wind*. And we all know what that was like for black folks. (Spoiler: slaves. We were slaves.)

The back of the school, known as "back circle," is anchored by a large oval lawn punctuated with trees here and there. Transy's student dormitories are situated around this circle; the flow of traffic, once you enter the circle's entrance on the right-hand side, moves right, past the two boys' dormitories collectively known as Clay/Davis. You first come to Davis Hall, home of upperclassmen and fraternity members — this is the building that housed the row of Confederate flags that greeted my mother and me. After that is Clay Hall, where Transy's freshman boys live. Davis Hall was named for Jefferson Davis, president of the Confederacy, while Clay Hall was named after early 19th century Kentucky politician Henry Clay, who owned slaves (but magnanimously freed them after he died). Davis attended Transylvania, and Clay was once a faculty member there. Forrer Hall, the girls'

dorm, rounds the circle. (Another man with the last name of Clay — Cassius, who was an abolitionist — is also a Transylvania alum. There aren't any buildings named after him.)

Here's why there was a Confederate flag in each of those windows on the second floor in Davis Hall. The school, being as small as it was, had Greek organizations, but rather than having separate Greek housing, they had Greek floors in the dorms where all members lived. The floor with the Confederate flags in the windows was inhabited by the men of Kappa Alpha Order, known as the KAs. Every black person on campus (and those who were attuned to racial insensitivity) knew to stay away from the KAs. They were the good ol' Southern boys, and the organization itself was founded on loaded terms like "chivalry," "modern knighthood" (gee, why does that sound familiar?), and the "ideal Christian gentleman." They list Confederate commander Robert E. Lee as their "spiritual founder," which still doesn't really make much sense to me, and though it wasn't their official emblem, they were very, very fond of the Confederate flag. Those windows and the flags in them belonged to the KAs.

When I saw the row of flags in the building I instantly told my mother that I wanted to go back home. She told me, of course, that wasn't an option, and so I dealt with it as best I could. I went to class, tried to be open and sociable, and vented to my handful of black friends when we were alone. But those flags never let me forget that I was not wanted at any point in history, not then and not now, not in my temporary home, the place where I slept, the place my mother was spending her hard-earned money to send me.

Growing up in the hood, you assume that living where white folks live means safer streets and unlocked doors. But I never feared for my safety more than I did at Transylvania

University. Those flags were often the first things I saw in the morning and the last things I saw at night, smugly watching me scurry to class, snickering, mocking. *Well, I do declare! Look at that uppity coon, making like she belongs here, like she's one of us. This is what happens when you teach 'em to read. Hope that nigger makes it home before the sun goes down.*

I couldn't understand why we had to work so hard to get the KAs and their supporters to understand that those flags were unwelcoming to nonwhites, that they meant something totally different to us, descendants of people who were enslaved and murdered and disenfranchised on the turf that those flags flew over. I didn't understand why they pushed back so hard against us. We do not feel safe, said black kids in campus forums and anonymous discussions and newspaper articles. This is painful. This hurts us. This distracts us from learning. And the fact that you don't care for our happiness or well-being hurts us even more.

Their rebuttal was, "It's heritage, not hate." The flag was just a symbol of Southernness and Southern pride, not racism, not slavery. The cognitive dissonance makes me laugh even today.

Another incident: During my freshman year, I remember going to my dorm room window, which faced a big green lawn across the street, after hearing chanting outside. It was dark and raining, and through the streetlights I could see a bunch of shirtless KAs, at least one draped in the Confederate flag, singing "Dixie" beneath the trees ("Dixie" is listed as one of the "Songs of Old KA" and members are reportedly to stand facing the South when it plays).

I don't think we changed any minds, but the Confederate flags were eventually taken out of the KA windows. At the time I thought that it was because of the fuss we made, but according to these KA laws, displaying the flag was banned in KA chapters everywhere in 2001. The flag business was just the tip of the iceberg. Long after the flags were removed their whispers still clung to the air and became screams inside my head whenever I saw someone I knew to be a KA.

Some time after the flags had been taken from the KA windows, I went to my first and only frat party. I had a natural mistrust of fraternities — they aren't exactly known for being pro-woman — and my time at Transy gave me motivation to mistrust white men in particular. Throw liquor in the mix and it seemed like an all-around bad idea for a black woman to wander right into the heart of the cesspool. But I was curious, so I went with two of my best friends on campus, both black women, to check out the scene. We may have moved through the halls of Phi Kappa Tau, Delta Sigma Phi, and Pi Kappa Alpha, but I'm not certain. All I remember is the KA Hall, my heart in my throat, my eyes wide as spotlights trying to keep an eye simultaneously on my friends, all the drunk men, and the nearest exits.

I remember the stares, people silently but obviously wondering why we were there. In a sea of skinny white girls and burly blond boys, three thick black women definitely stuck out like flies in buttermilk. I was instantly uncomfortable — the flags had been removed from the windows, out of public view, but many of the KA brothers still had their flags displayed in their rooms. The flags seemed oddly glad to see me and the fear on my face. *You scared, nigger? You should be scared. Somebody oughta put you in your place. Maybe tonight.*

We did not stay long. We made our grand exit after seeing a mountainous white boy walking toward us, cheeks flushed raspberry red, blond hair aflame, full-size Confederate flag draped around his shoulders. His face and eyes were blank; he seemed asleep on his feet, stare transfixed, walking a slow, deliberate pace. We moved out of the way as he approached and he moved past us, continuing his trek. We left immediately after and I felt like I'd just survived something, like I'd escaped rather than walked calmly out the front door. As we walked back to our dorm, the sound of rap music snaked through their open windows behind us, barely concealing the taunting of the flags on the walls. *Look like we got ourselves some runaways! Don't stop walkin' till you get to Africa, nigger!*

As if Confederate flags and singing Dixie in the moonlight and terrifying parties weren't enough, there was Old South Week, a weeklong celebration leading up to the KA spring formal. It includes a parade wherein the men dress as Confederate soldiers and the women in attendance (nearly always white) dress in hoop skirts, high-piled curls, and other Southern belle regalia (just look at how much fun these Texas Old South partygoers were having back in the '70s, complete with a guy in blackface with "slave" written on his chest just in case someone didn't get it).

The first and only time I saw one of my schoolmates dressed as a Confederate, I was alone, walking the paths through the impossibly green courtyard lawn. I saw him in the distance, wearing pale blue from head to toe, and I chuckled and shook my head thinking about how crazy it would be if he were dressed as an actual Confederate soldier. The closer I got, the deeper my heart sank until my sadness was interrupted by a cackle that started at my toes and bubbled up and around my teeth before thudding heavily into the ground. What else

can you do but laugh when you see someone in this century dressed as a Confederate soldier? What does anyone do in the face of absurdity? You laugh. But it wasn't funny.

KAs celebrate Old South Week at many colleges and universities in the South. KAs at the University of Alabama issued a formal apology to the historically black Alpha Kappa Alpha sorority after their Old South parade — in which they were decked out in full uniforms — "happened" to pause in front of an anniversary event they were having.

Kappa Alpha issued a national ban on the donning of the Confederate uniforms the following year. But, like the moving of the flags from the windows, nothing really changed at Transy. I still felt unsafe and unwelcome. Could've had something to do with the huge portrait of Jefferson Davis hanging in the lobby of the hall that the KAs called home.
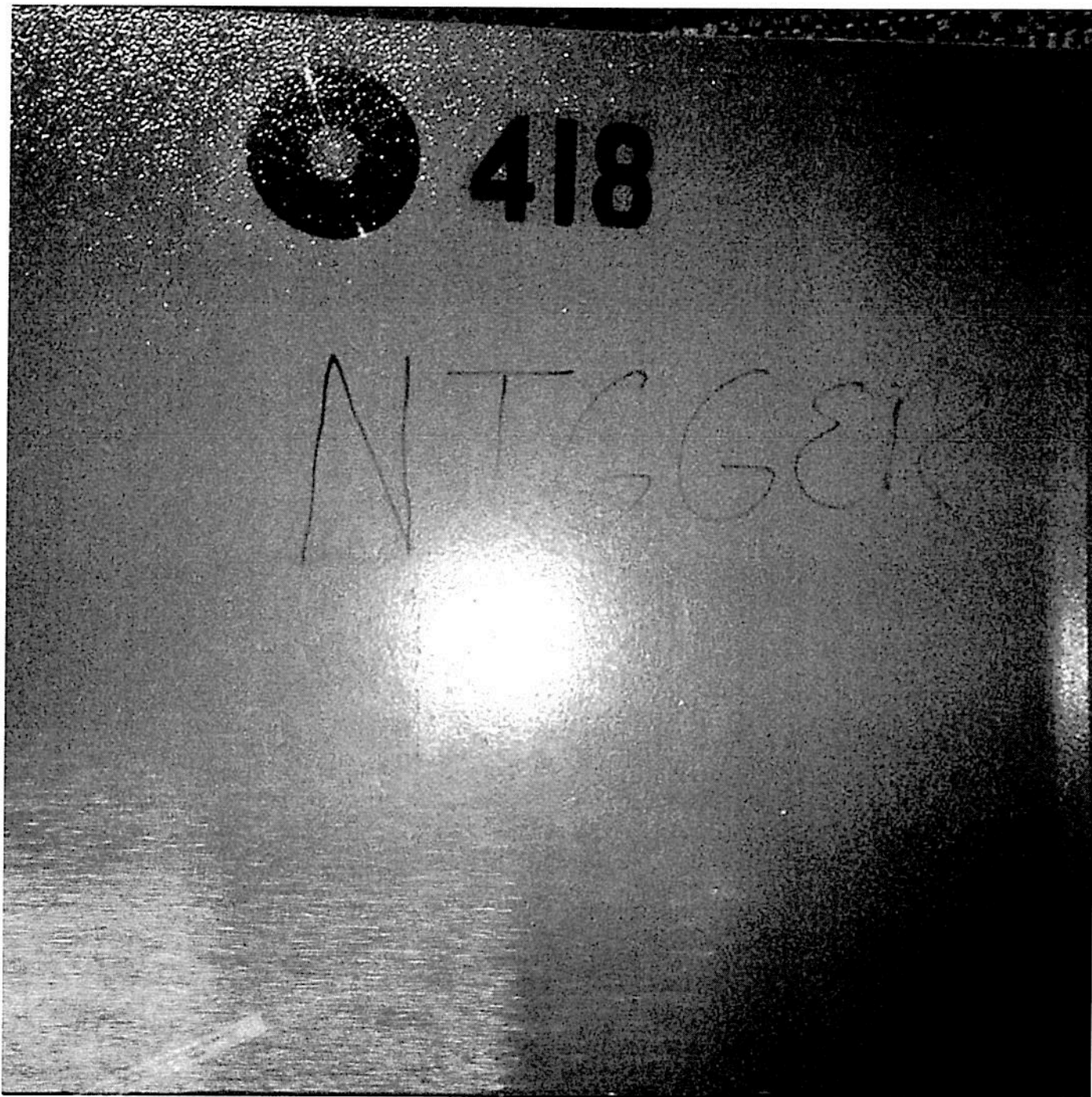
My friend's dorm room door. *Tracy Clayton*

The boys' dorms may have been named after both Davis and Clay, but Davis received the most fanfare. A 9-foot statue of Davis hung in the lobby of his namesake residence hall, and a huge bust of him lived in the campus library. In April 2001 (April also happens to be "Confederate History Month" in the states of Alabama, Florida, Georgia, Louisiana, Mississippi, Texas, and Virginia and in spots of other Southern states), someone vandalized the door of a black male friend of mine by scrawling "nigger" on it in black marker. My friends and I hurried over to take pictures of the graffiti before the administration painted over it, which we knew they would do quickly. Newspapers reported that someone scratched another slur into the same door later, but I don't remember that.

The incident spurred another round of "important conversations" on campus that typically lead nowhere, but this time did lead to the removal of the portrait of Jefferson Davis, which I definitely saw as a good-faith effort to at least pretend to care about whether or not students of color felt safe and welcome on campus. I hoped that we were finally chipping away at what really was a modern-day Confederate fort housing men who actually thought of themselves as Confederate soldiers, who flew the stars and bars and faced the south to sing "Dixie." Then-university president Charles Shearer said of the incident and the portrait, "If you have African-American students who live in that hall ... I can understand how that would make them feel."

His understanding apparently ran out four months later when the portrait was rehung in a different part of campus ("A portrait of Confederate president Jefferson Davis has risen again at Transylvania University," reported the Associated Press), its removal now positioned not as an attempt to ease worried brown hearts and minds as it was before, but

as a preplanned maintenance removal. The same article contained praise for Shearer's decision to rehang the picture from the Sons of Confederate Veterans and a nod to the United Daughters of the Confederacy.

And so Davis Hall remained Davis Hall, home to Confederate sympathizers of all ages. I often wrote articles for the school paper complaining about the racial climate on campus (the newspaper staff was amazing and allowed me to run some pretty sharp-tongued pieces), and at least one was ripped out and taped to a wall in Davis with the words "A FINE EXAMPLE OF IGNORANCE" scrawled across it with a marker that looked a lot like the one used on my friend's door.

The day before my graduation day, I walked about the lawn of Old Morrison, strewn with lawn chairs placed for the commencement ceremony. We'd already gotten our seating assignments and I wanted to check mine out. Mine was near some scaffolding on the side of the stage, and hanging loosely from the scaffolding, within eyeshot, was a tiny black noose. I don't know if someone put it there knowing that I would see it. But it sure felt like it.

I don't mean to suggest, of course, that everybody living in the dorm or on campus was racially insensitive and addicted to Confederate insignia — I met some truly wonderful and beautiful people of all races at Transy. Nor am I positing that members of KA were the only racially insensitive people on campus. But I do mean to paint a picture of why that SAE video, while jarring, did not surprise me. For a black girl fighting to get an education in the South, fraternities were an early introduction to privilege. I learned then that certain

people could essentially do and say what they wanted with little more than a slap on the wrist or a moved portrait as punishment.

White fraternities seem to attract the most privileged of already privileged men and boys, and they become breeding grounds for all the "isms" that white exclusiveness can create — sexism, classism, racism. And their offenses are often explained away as mistakes. Someone wrote "nigger" on a black kid's door? A prank gone wrong. A girl is raped at a frat party? Boys will be boys. A group of white frat boys sings a song about hanging niggers on a bus? Everyone makes mistakes.

This week, as I clicked through my alma mater's website to jog my memory to write this essay, I noticed that all references to Jefferson Davis seem to have been quietly removed, even from the short list of notable alumni that ends the brief telling of Transy's history. Davis is slated to be torn down and rebuilt soon. I wonder if they'll quietly drop his name from that too.

More ▾

NEXT ON READER›

1999 Was The Last Time Everything Was Fine

African American Women Educators

A Critical Examination of Their Pedagogies, Educational Ideas, and Activism from the Nineteenth to Mid-Twentieth Century

edited by Karen A. Johnson, Abul Pitre,
and Kenneth L. Johnson

Foreword by Ceola Ross Baber

(2014)

FOUR

Septima Poinsette Clark's Literacy Teaching Approaches for Linguistic Acquisition and Literacy Development for Gullah-Speaking Children, 1916–1919

Karen A. Johnson

Scholarship examining language and literacy issues and the African American experience has been greatly explored in a myriad of studies and reports. This scholarship reveals that African American students experience low levels of literacy achievement.[1] The reasons for the high failure rates amongst African American students are numerous and complex, including factors such as racist and classist school practices that suspend African American students at high rates; high placement in special classes and low track classes; low teacher expectations; lack of culturally relevant teaching; deplorable school conditions, and limited resources at predominately African American schools, just to name a few structural issues that black students experience in U.S. schools.[2]

One indicator shows that African American students bring to the school context very rich and varied linguistic oral traditions—be it African American Vernacular English (AAVE) or Gullah—which are unfortunately viewed as "different" and "unworthy" languages in the school milieu.[3] Additionally, there has been only a minor or no attempt to incorporate AAVE or Gullah into the core curriculum to "create bridges to American Standard English."[4]

This in turn, has resulted in black children not receiving equal educational opportunities in classrooms in which Standard English is the ac-

cepted medium of instruction.[5] This factor is very unfortunate and detrimental to the black students' school success particularly given the fact that "the [culture and] language of African American students play some role in the level of success they achieve in school," argues linguistic scholar, John Rickford.[6] As explained by Rickford, without a doubt, language is "closely connected with cognitive abilities and with performance in other school subjects."[7] In other words, students who acquire high achievement in American Standard English are inclined to perform well in other subject areas; and those who perform poorly in American Standard English are apt to perform poorly in most other subject areas as well.[8] In a similar argument by linguistic practitioner Noma R. LeMoine,

Language is one of the most widely acknowledged differences between African Americans and mainstream White Americans. Yet school curricula . . . routinely fail to acknowledge this difference and thereby fail to meet the instructional needs of many African American [or Gullah-speaking] students.[9]

Linguistic literacy acquisition provides the black student with the ability to read, write, and speak in [Standard American] English as well as "the ability to compute and solve problems at levels of proficiency necessary to function on the job and in society . . . [as well as] . . . develop one's knowledge and potential."[10] It not only assists in improving the employment prospects of the African American student, it also empowers them.

Although there has been extensive research that has unpacked the linguistic and literacy development of African Americans, there has not been an abundance of research that has examined the effective literacy teaching practices and educational ideas of African American educators, who teach or have taught Gullah-speaking children. Indeed, African American educators have a long legacy of being involved in literacy education in the United States and their teaching ideas, practices, and advocacies have yielded remarkable rewards for the African American community.[11] Their educational views and pedagogies have presented keen perspectives into the theory and praxis in a variety of areas in the field of education. However, early twentieth-century black educators' ideas and pedagogies have not been adequately considered in the area of their literacy teaching methods for students who speak one of the American English language varieties, such as African American Vernacular English, Gullah, or Louisiana French Creole.

This is certainly the case with regards to Septima Poinsette Clark (1898–1987), an African American educator and political activist. Although Clark is better known for her adult literacy work via the citizenship training schools, which taught a multitude of politically disenfranchised blacks to read and write so that they could pass the literacy voting requirements, during the Jim Crow era; her ideas and teaching methods as a public school literacy expert has not been thoroughly explored. Clark

engaged in effective instructional strategies for her Gullah-speaking students, which contributed to the successful support of American Standard English acquisition and literacy development.

When Clark took a position as a public school teacher of Gullah-speaking children in 1916, in "Jim Crow" rural South Carolina, she understood the importance of her task—utilizing effective instructional methods, which supported student learning and literacy acquisition. Hence, the purpose of this chapter is to examine Septima Poinsette Clark's ideas and teaching practices about teaching American Standard English linguistic acquisition and literacy development to African American Gullah-speaking students, during 1916–1919. Specifically, the questions I attempt to address are as follows:

1. What was Clark's prior knowledge and attitude about her Gullah-speaking students' language?
2. How did Clark's prior knowledge break down barriers and cultivate home/community relationships? And
3. How did Clark incorporate the linguistic features of Gullah into her teaching?

This chapter identifies and analyzes the themes that reveal Clark's ideas and instructional strategies for teaching Gullah-speaking students, during her 1916–1919 teaching time-frame in the Low Country of South Carolina.

Prior to examining of Clark's teaching strategies for linguistic acquisition and literacy development in her Gullah-speaking students, I briefly discuss Standard American English language variation and a description of the Gullah culture and language. The purpose is to provide for the reader an awareness of the differences regarding variations within the English language, in particular the creolized English language of Gullah. As sociolinguists Charles A. Ferguson and Shirley Brice Heath note,

language differences are a major source of communication problems, whether the differences are variations within a language, such as in American English, or the use of different languages in communication events.[12]

One of the many ongoing dilemmas in education focuses on language and the evident failure of many students in this nation "to read English with comprehension and write effectively"; and language differences, such as American Standard English variation as well as languages other than English are constantly targeted as the major offender in this dilemma.[13] Hence, the goal in this section is to illustrate these problematic issues, in efforts to fully comprehend the significance of Clark's work as a literacy educator.

Afterward, I provide a very brief introduction to Clark so that readers who are unfamiliar with her background will become acquainted with her life and work; and for those who are knowledgeable of Clark, they will be reintroduced to her. In the section following the brief overview of Clark's biography, I provide the sociocultural context in which Clark worked and then examine Clark's teaching strategies for language and literacy development. The chapter concludes by examining the contemporary implications of Clark's educational ideas and teaching practices, especially as they relate to providing equal educational literacy access and overall educational opportunities for African American children.

WHAT IS AMERICAN STANDARD ENGLISH LANGUAGE VARIETY?

Diversity in Language

Linguist, Geoffrey Nunberg, makes the following point:

> [A]ll human language systems—spoken, signed, and written—are fundamentally regular and . . . characterizations of socially disfavored varieties as slang, mutant, defective, ungrammatical, or broken English are incorrect and demeaning.[14]

Indeed, there are a number of American English variations that are spoken in the United States, which include American Indian languages, Hawaiian Creole, Louisiana French Creole, Appalachian English, African American Vernacular English (also known as Black English and Ebonics) and Gullah, just to name a few.[15] Without a doubt, the United States is truly an incredible language laboratory. As explained by bilingual and multicultural scholar Carlos Ovando, there are over "175 Native American languages [that] have survived the overwhelming assimilative powers of the English language in the United States."[16]

In addition, there is a long legacy of Spanish-speakers of the Southwest and the French-speakers of Louisiana, whose languages not only continue to "survive," but also serve as lively communicative and cultural instruments in various regions of the country."[17] Also, linguistic research reveals that American Standard English has "notable regional and class differences" and there are some varieties in this language, such as African American Vernacular English (AAVE) and Gullah, "depart[s] substantially from the [American Standard] English pattern."[18]

With that said, no doubt, school-age children from these above-mentioned language backgrounds bring to the school milieu their own linguistic, cultural, and literacy practices, which are dissimilar from the mainstream school culture and practices. As a result, there is a great deal of problematic issues that have impacted the literacy acquisition of students from one of these linguistic varieties. Although, school districts in this nation are at present, legally required to provide equal educational

access to all students who speak a language other than English, this, unfortunately, is not the case, when it comes to students who speak one of the American English Language varieties, such as the Gullah-speaking creolized English.

The Gullah language, unfortunately, is a "stigmatized" language. The misunderstanding and disregard for this creolized language, on the part of educators and this overall society, have negatively impacted the opportunity for Gullah-speaking children to have access to a quality education. This was particularly the case for Gullah-speaking students, during the early to mid-nineteenth century, when Septima Poinsette Clark began teaching.

Hence, it was crucial for educators, like Clark, to be aware of the linguistic and cultural characteristics, and level of literacy that their students brought to the classroom milieu, in order to use their enriched experiences as a link to improve their literacy acquisition and overall academic success. In order to fully comprehend Gullah (the homeland, people and language), I provide a discussion below.

Gullah: The Homeland, People, and Language

The Gullah homeland consists of the coastal regions of Georgia and South Carolina as well as the Sea Islands off the coast of Georgia and South Carolina, known as the "Low Country." However, a few centuries ago, the Gullah homeland once encompassed the lower portions of the coastal area of North Carolina and the northern coastal region of Florida.

The Gullah people are associated with African Americans who were brought during the 1700s as enslaved people from Sierra Leone, Liberia, Senegal, and Gambia, to labor on the rice plantations.[19]

Although the United States outlawed the transatlantic slave trade in 1808, enslaved Africans were persistently being illegally brought directly from West Africa to the islands off the coast of South Carolina and Georgia, as late as 1858. The continued addition of the newly arrived enslaved Africans to the isolated Sea Islands of Georgia and South Carolina made possible the perpetuation and sustainability of cultural West African traditions, in these regions of the United States.[20] As a result, the Gullah people are known for maintaining much of their African linguistic and cultural customs and traditions, more than any other African American community in the United States, thereby giving rise to a distinctively unique cultural group in this nation.

The Gullah language is a creolized form of English language that also contains words found in several West African languages, such as the Krio language of Sierra Leone, Mandinka and Malinke of Mali, the Wolof language of Senegal and Gambia, the Twi language of Ghana, the Fon language of Niger, and the Ibo language of Nigeria, just to name a few.[21] In addition to the African linguistic features of Gullah, it also contains eigh-

eenth-century archaic British English features as well as the creolized English that the enslaved brought to South Carolina, from Barbados and Jamaica, for example.[22] According to sociolinguist Patricia Jones Jackson's research, the Gullah language developed and thrived due to "the geographical isolation [of the Sea Islands], the marginal contact with speakers outside the Sea Island communities, and the social and [the relative] economic independence," of the Gullah community.[23]

Lorenzo Dow Turner, one of the earliest African American linguists to study the Gullah language and culture, conducted an intensive fifteen-year research on the relationship between the Gullah language and several West African languages. His research has revealed that there are key phonological, grammatical, morphological, and syntactical features in the Gullah language that is strongly linked to various West African languages.

In his 1949 research, Turner noted that he found approximately 4,000 West African words as well as evidence of syntax, inflections, sounds, and intonation of West African linguistic features. He also discovered West African words and expressions "heard . . . in stories, songs, and prayers."[24] Subsequent research conducted by sociolinguist Patricia Nichols, revealed that "in phonology, there are similarities between the vowels of Gullah and those of certain West African languages . . . [and] there is a smaller vowel inventory than exists [in the] English [language]."[25]

Additionally, key connections between Gullah and its various West African languages consists of analogous vowel sounds and some vocabulary terms such as *guber* or *goober* for peanut, *cooter* for turtle, *tote* for carry; *nana*, for elderly woman or grandmother, and *buckra* for outsider or "white man."[26] Jones-Jackson argues that despite the common West African ancestry of speakers of [African American Vernacular English], and Gullah, isolation [during the early 1700s and the Jim Crow era] protected the Africanisms in the islanders' speech.[27]

During the time that Clark began teaching in a rural Gullah region of South Carolina, in 1916, there was very little appreciation or understanding of the Gullah customs, traditions, and language, neither within the overall society of South Carolina, nor within the public policy of the dual black and white segregated school system. At that time, there was little official recognition of the basic language differences between Gullah and American Standard English, which was one of many issues that contributed to the widespread literacy problems, among the youth and adult Gullah-speaking population.[28]

Many of the young, single African American teachers, such as Clark, who were assigned to teach in the Gullah regions of South Carolina, during the early 1900s, had a minimal amount of knowledge about the rural and Gullah people they were required to teach.[29] The limited amount of materials and other educational resources that were provided

for the Gullah-speaking students did not provide for the infusion of the linguistic and cultural experiences of the students who spoke Gullah. As a result of the aforementioned problems, many of the Gullah-speaking children did not receive equal educational opportunities when Clark began teaching in 1916. Many of the rural schools perhaps became inadvertently agents of cultural destruction of the Gullah culture.[30] Still, Clark was eager and ready to make a difference in the lives of her students.

SEPTIMA POINSETTE CLARK: A BRIEF OVERVIEW OF HER LIFE

Septima Poinsette Clark (1898–1987) was born in Charleston, South Carolina, on May 3, 1898, to Peter Porcher Poinsette and Victoria Warren Anderson Poinsette. Her father was enslaved by the well-known botanist Joel Poinsette, "who gave his name to the flaming red [poinsettia] plant."[31] Her mother, who was a free woman of color, was born in Charleston, South Carolina but reared in Haiti.[32]

Clark attended the prestigious Avery Normal Institute in Charleston, South Carolina, from 1913 to 1916. Avery, a private African American college preparatory and normal school that was established by the American Missionary Association in 1865, "emphasized training [that would] produce a liberally educated, politically active, socially responsible black leadership,"[33] which would in turn "eradicate racism and transform the South through education."[34] Clark's formative schooling experiences at Avery influenced her social theories on race, class, and education and, thus, in turn played a key part in her commitment to a fight for social justice. While studying at the Avery's Normal Institute, Clark was exposed to the philosophies and pedagogies of Johann Heinrich Pestalozzi and John Dewey.[35]

Thus, from the social uplift theory taught at Avery to the romanticism of Pestalozzi and the pragmatism of Dewey's educational philosophies, each had an impact on Clark's teaching beliefs and practices. Later in life, Clark completed her Bachelor of Arts degree from Benedict College, with a focus in Elementary Education, in 1942; and she earned her Master of Arts degree from Hampton Institute (now Hampton University), in 1946.[36]

Clark was nationally known as a civil and human rights activist. From the 1940s until her death in the 1980s, Clark became involved in numerous social and civic advocacies that she believed would lead to improving the overall life of African Americans in the South. She was well-known for her adult literacy projects at Highlander Folk School and also the Citizenship Schools she established throughout the South, during the 1950s and 1960s.

For over sixty years, the "echo" in Clark's "soul," inspired her to work tirelessly to ensure that unlettered disfranchised African Americans were

granted their rights to full citizenship, via her pioneering citizenship projects, in the racially segregated South. Literacy training and the battle against the systemic repressive and oppressive southern societal structures, during the "Jim Crow" era were the goals of the Citizenship Schools. In these schools, thousands of southern, rural, poor African Americans learned to read, write, and balance their checkbooks, as well as citizenship lessons.37 As a result of their training in the citizenship programs, many African Americans registered to vote. Their voting power facilitated the transformation of southern political structure by striking a near fatal blow to state sanctioned segregation voting laws.38

Clark received numerous awards in her life. In 1976, she received the H. Council Trenholm Memorial Award for leadership in the advancement of inter-group understanding in the education profession.39 She also received an honorary doctorate degree of Humane Letters from the College of Charleston in 1978, a Living Legacy Award from President Jimmy Carter in 1979, and the Order of the Palmetto, South Carolina's highest award, in 1982, just to name a few. In Clark's honor, the city of Charleston named a section of the Charleston Highway.

There have been several scholarly examinations of Clark's adult literacy work with the citizenship schools over the decades. And yet, scholarship on Clark's important adult literacy work has deflected attention from her ideas about teaching South Carolina's rural elementary Gullah-speaking students. Research reveals that Clark provided the best possible education for her students. Based on Clark's descriptions of her classroom teaching practices, it is revealed that she understood the significance of compassion for her students in that she understood the significance of becoming familiar with their cultural traditions and lived experiences.

THE CONTEXT OF SEPTIMA POINSETTE CLARK'S TEACHING EXPERIENCE

During Clark's last year at the Avery Normal Institute in 1916, she passed a teacher's examination and was granted a *licentiate* of instruction, which she states was equivalent to two years of college course work.40 Eighteen-year old Clark accepted a teaching position at the *Promise-Land School* on Johns Island, South Carolina in 1916, because "the public schools of Charleston . . . did not hire Black teachers," explains Clark.41 As clarified by historian Edmund Drago, African Americans were "banned from teaching in the [Charleston's] public schools" before the 1920s, due to South Carolina's racial-caste dictums. They were only permitted to teach in the surrounding rural counties and on the islands, off the coast of South Carolina.

However, many of the young and single African American teachers "were relatively ignorant of the rural people," and of the linguistic and

cultural traditions of the Gullah people, who resided on the Sea Islands.42 Despite this fact, in analyzing Clark's early teaching experiences in rural South Carolina, from 1916 to 1919, her pedagogy in the early twentieth century provided her with the tools she needed to better comprehend and build upon the strengths of her students.

JOHNS ISLAND

Johns Island, which is one of the Sea Islands located directly off the coast of Charleston, is isolated by an intracoastal waterway of the Atlantic Ocean, wide and deep rivers, and a creek. There were not any bridges that connected it to the mainland of South Carolina until the mid-1940s. So that greatly impacted the relative isolation that the islanders experienced.43 Johns Island's islanders were somewhat independently sufficient, due to their work as sharecrop farmers or fishermen and fisherwomen.

Yet, the entrenched racial and class exploitation of the island's predominately African American, poor, and unlettered residents rendered them into a state of high poverty and despair. Historian Newby explains "the black experience in South Carolina . . . is not a record of progress . . . or the rise of democracy."44 It is an experience that "revolves around the central themes of repression and powerlessness" due to the "racism of white [South] Carolina."45 It is also a history, however, of "African Americans' "effort to overcome or adapt to [their repressive] conditions.46

Clark painfully observed that Johns Island black residents lived in "leaky shacks" [that were plastered] with newspaper [on the] walls . . ."47 The sharecroppers' children "had very little milk . . . [or other] dairy products" to consume.48 Poor sanitation conditions and malnutrition contributed to health problems, such as "hookworm," and high mortality rates among the young on Johns Island. The islanders' did not have indoor plumbing and did not have toilets. Their "water came from surface wells . . . and when it rained all the water drained into the wells," thus effectively contaminating the water.49 In addition, the sharecropper's families' were abused in that the entire family, including the children, were contracted to work in the agricultural fields, thereby effectively leaving very little time for the children to attend school.

Clark's teaching conditions were just as horrific. Clark, who worked as a "teaching principal" at the *Promise Land School*, collaboratively taught 132 students (ranging in ages from five years old to eighteen), in a poorly constructed two-room shanty-style log cabin school, for $60 a month.50 Clark taught students from the fourth to eighth grade range and her co-teacher taught grades 1 through 4. Clark's log cabin school was a "creo-soled black" shack with no glass window panes. The school did have

blackboards, but the "chalk and erasers," explains Clark, "had to be furnished by the teacher."51 As explained by Clark,

> We had shutters to keep the wind out. And whenever it was very windy, we closed that side off and got the light from the other side.... We had a great big chimney... and those children who could sit near... the fireplace... were warm.... But all of those who couldn't sit right.... up.... were cold.52

Moreover, Clark had extremely limited resources. As Clark's biographer, Katherine Mellen Charron notes, the school equipment consisted of "a water bucket and dipper, one table, one chair, and an ax with which the teacher or older students could chop firewood."53

As mentioned previously, Clark's students were forced into the sharecropping labor system. Thus, their school attendance was sporadic in that it revolved around the crop and planting season. Clark notes, that "many of her students had to come [to school] in the springtime [because] they worked in the fields and so they couldn't come to the school until . . . [the] planting [season]."54 Charron states,

> older children began appearing at the school regularly after the last cotton had been picked, usually just before Thanksgiving. [And] They stopped going in the early spring, when the agricultural clock signaled that it was time to begin preparing the fields. Rainy days were the most crowded, at least until the sun came out and a plantation overseer arrived to call tenant children back to work.55

Clark's younger students attended school more regularly, but the older one did not because their "parents signed contracts obligating older children to labor in the fields."56

In spite of Clark's multiple race, class, and cultural challenges to teaching her students, she recognized her students' "multiple worlds" and their life experiences and thus was motivated to bridge these worlds and experiences, from the home and community to the school experience, in attempts to make these transitions accessible, meaningful, and "easier for her students."57

In the next sections, I identify and analyze the themes in Clark's ideas and instructional strategies as they pertain to linguistic acquisition and literacy development for her students.

CLARK'S PRIOR KNOWLEDGE AND ATTITUDE TOWARD THE GULLAH LANGUAGE

When Clark, arrived on Johns Island, she already had some knowledge of the creolized Gullah English and its culture. Although Clark was not of the Gullah culture, she proudly states that she was familiar with the

language and aspects of its traditions. Explaining how she picked up the creolized Gullah English, Clark states,

> in Charleston, we had [Gullah island people]... selling shrimp... fish, and vegetables. I can't forget my mother sitting down on a doorstep and wanting to get the shrimp and she had to learn to say it like [the Gullah peddlers] said it.58

It was through observing her mother as well as her own interactions with the Gullah seafood peddlers, during the early years of her youth, in Charleston, that Clark picked up the Gullah language. Later in life, Clark became cognizant that the Gullah language was structurally different from mainstream American English. She learned that it was a language that has a complex, rule-governed and functional system for communication.59

In her autobiographies and interviews, Clark shares her knowledge and understanding of the Gullah language by explaining its linguistic origins and the key phonological, grammatical, morphological, and syntactical features.60 She further notes that "one of the distinctions Charleston [people, like herself] and the Low Country [Gullah people] have [in common] . . . is a unique manner of speaking," which is "generally understood by Charlestonians and Low Country people."61

Even though Gullah was not her language, Clark explains that she was easily understood by the people because she "spoke very much like them," with regards to her speech patterns, intonations, and inflections, but from a Charlestonian combined with a Gullah style of communicating.62 Clark also affectionately notes that this creolized language "ha[d] great charm," and a "smooth and . . . melodious flow."63 Clark further explains that in addition to the speech patterns and intonations, the Gullah people used certain types of expressions or words to communicate their sentiments, such as the usage of "Py God," as a form of swearing or the use of the word "air" to refer to a musical tune.64

Clark's awareness and positive attitude toward the Gullah-language and cultural traditions were one of the key elements in her effectiveness as a teacher of Gullah-speaking students. This is important to note because, many of the difficulties that Gullah-speaking students experienced in becoming literate or academically successful, during Clark's era was the result of the misunderstandings that occurred when the communicative styles of her students varied from those expected and valued in the school setting.

Research in linguistics helps us understand that when a teacher harbors negative assumptions about Nonstandard American English, such as Gullah or African American Vernacular English, or when her communicative style or interactional style is divergent from that of the home community of her students, then "cultural and linguistic discontinuities between the home and community and the schooling experiences of chil-

dren of color" arises.[65] As linguist Rickford explains "teacher expectations [of Black English or Gullah] are closely tied to student achievement."[66] Thus, teachers' negative attitudes toward a student's Nonstandard American English language may contribute to their low expectations of students, which can result in impeding their academic growth as well as can negatively impact student engagement with school.[67]

Language in this nation negatively or positively socially classifies people and bolsters their dominant or subordinate social location, depending on whether or not they speak so-called American Standard English or one of the English varieties. Without a doubt, American Standard English is valued over Nonstandard American English; and Gullah-speaking children during Clark's time of racial segregation were subjected to levels of linguicism intersected with racism, due to their language being considered of little value.[68]

With regards to the negative perceptions toward Black English, similar to the negative attitudes toward Gullah, linguist Smitherman argues that this negativity is attributed to the "Blackness of Black English [or Gullah]," which is the "consequences of the historical operation of racism in the United States."[69] "Language," explains, Smitherman, "is the foundation stone of education and the medium of instruction in all subjects and disciplines throughout schooling."[70] Language, particularly the Gullah language, is a significant aspect of a student's identity; and as multiculturalist James A. Banks posits,

When teachers reject students' languages, they reject an important part of their identities; recognition, and cultural democracy; and prevent them from attaining cultural [and academic] empowerment.[71]

Unfortunately, for the Gullah-speaking students of Clark's era, linguistic and cultural oppression, among other things, often stunted their chances for educational parity to the degree that these students were not afforded an education in a language they understood; nor one that valued their identities and backgrounds. As Drago notes, too often the teachers from Avery Normal Institute, who were sent to work in the African American schools on the Sea Islands of South Carolina, during the late nineteenth or early twentieth century, lacked intimate knowledge of the Gullah language and culture.

Consequently, some of these teachers imparted cultural values that manifested Anglo-Saxon Protestant missionary ethos that delineated assumptions of white superiority and African American inferiority, due to the Gullah students' linguistic and cultural differences and low socioeconomic status.[72] While reflecting on her early teaching experiences on John's Island, Clark later embarrassingly admitted that her middle-class attitude interfered with her "teaching poor people."[73]

Certainly, the Gullah language and cultural traditions imparted a source of identity, pride, and ways of knowing and being. However, it

also alienated many of the students from their "teachers—whose education enhanced "social mobility and acculturation."[74] Charron argues that for a lot of the Sea Island teachers, "life in rural communities challenged educated, middle-class preconceptions of poverty and ignorance," and the Gullah's people's way of living and interacting in their isolated communities.[75] Undeniably, such teachers' beliefs in the so-called superiority of mainstream language and cultural practices juxtaposed against the Gullah traditions are prevalent today as they were when Clark started teaching. Regrettably, such attitudes during Clark's era no doubt had profound effects on the attitudes, beliefs, and expectations that were held toward Gullah-speaking students,

Still, it is important to note that there were some early Sea Island teachers, like Clark, who passionately believed in making connections between their middle-class values and uplift philosophy with the Gullah folk culture community—teachers such as Mamie Fields, who worked tirelessly to improve the lives of her Gullah students on James Island, South Carolina.[76]

Clark, who modified her middle-class classist ideas, in sincere attempts to identify with her "poverty-stricken students," was ranked just as exemplary as was Fields.[77] From Clark's perspective, the Gullah language was not an inferior form of communication. It was a distinctive quality that her students brought to the classroom milieu.[78] She states, "to me [the Gullah language is] delightful . . . just as . . . our beloved Low Country," which constitutes for me the garden spot of the world."[79] This statement reveals that Clark comprehended that the Gullah language of her students represented the soul of who they were as young people and learners. Clark recognized and validated the linguistic features of her students as strengths and not deficits, and this contributed to a key step in Clark providing culturally relevant equitable opportunities for the academic success for her students.[80]

It was crucial for Clark to take into account the personal assumptions and experiences that she brought to teaching. Her attitudes about her own Charlestonian linguistic background and those of her students' home-community were vital resources for teaching her Gullah-speaking students. Certainly, Clark's cultural awareness allowed her to have an open mind to her students' identities as she drew upon their backgrounds for the sake of using them as critical pedagogical tools that in turn, gave rise to her implementing innovative ways of teaching and creating an optimal learning environment.[81]

In such fields as cultural diversity, sociolinguistics, and so on, there seems to be an agreed upon consensus that educators have "daily opportunities to affirm that their students' lives and language are unique and important."[82] Research in the area of linguistics tells us that educators of students of Nonstandard American English should understand and value Gullah and African American Vernacular English, "because [they are] the

home and community language of many African American students'; and because these English language varieties are "indigenous American language[s] that enrich American culture and language discourse."[83] The fact that Clark had prior knowledge and an appreciation of the Gullah language of her students is a very relevant finding. As an educator several decades prior to current research on multicultural education, culturally relevant pedagogy, and sociolinguistic research, Clark was ahead of her time because her pedagogy was in keeping with research in these contemporary fields of study.[84]

CLARK'S HOME-COMMUNITY CROSS-CULTURAL CONNECTION

Equally important to Clark's prior knowledge of her students' language and culture was the fact that she understood the importance of cross-cultural communication and home/community partnerships with her students' family and community members. Clark notes that her ability to communicate with her students worked in her favor because it allowed her to gain entry into the overall Gullah community. Clark recalls, "Although I was . . . on Johns Island teaching under many and mounting handicaps, I did have "one big thing" in my favor, I spoke their language. I could communicate with them."[85]

Accordingly, Clark's cultural insights of Gullah proved to be an important element in her effectiveness as a teacher; particularly since the Gullah people during that time were "often insecure" about their [language] as well as "tended to regard strangers warily."[86] Her knowledge of the language, interactional styles, and overall culture not only enabled Clark to be more readily accepted by the local people, but also alleviated a potential obstacle in her teaching experience on Johns Island.

Thus, part of Clark's effectiveness as a teacher depended on mutually respectful and trusting relationships with her students and their home community. Certainly, one aspect of good effective teaching begins with the formation of the relationships between the teachers, their students, and the students' families.[87] Good teaching also requires teachers to develop a level of "wholeness," which includes cultural self-awareness, tolerance, cross-cultural communication, and sensitivity toward their students and families.[88] Among many essential components to the wholeness of effective teaching, Irvine notes that "teachers of diverse . . . students must reach out to the home community of their students" and this includes "visiting homes, exploring communities of diverse students, interviewing residents and community leaders, and researching the community's history."[89]

In Clark's effort to become an effective culturally sensitive teacher, she reached out and established a cohesive relationship with the home community of her students by becoming actively involved in the social, cultu-

ral, and civic activities of the Gullah community. Although the "life and the school work [on Johns Island] were . . . very hard," for Clark during the "first few months" of her teaching, she notes that she "got [very] interested in the children and their parents."[90] As explained by Clark "Life on Johns Island was never [boring]" because "it was so different from what I had been accustom to."[91] Clark's interest in the community led her to teach afterschool sewing classes to the women, twice a week at the schoolhouse or in their homes. She states that "soon I was called on to make christening dresses for the babies and to help the young women make their wedding dresses."[92]

Clark also helped her neighbors' plant seeds in their gardens; established a Parent-Teacher Association; conducted health education classes on hygiene, nutrition, and "disease prevention in [an] effort to instill an ethic of self-care in the islanders." She also organized and "zealously taught adult literacy classes, during her evenings, because she wanted to "combat adult illiteracy," on Johns Island.[93]

Clark's ability to communicate with her students and their families provided access to the Gullah community. Her active involvement in the students' home community rapidly "dissolved the boundaries between the school and the home,"[94] thereby enabling Clark to develop very strong collaborative bonds with her students' families and overall community. In this sense, Clark's students and their home community were seen as a part of what Ladson-Billings calls, her "extended family," and as such, she developed a sense of connectedness to her students as well as a sense of an obligation to ensure that her students did well in school.[95] As Epstein explains,

If educators view students as children [interconnected to a home community], they are likely to see both the family and the community as partners with the school in children's education and development. Partners recognize their shared interests in and responsibilities for children, and they work together to create better programs and opportunities for students.[96]

For Clark, working together within a partnership with her students' parents and the home community was crucial because she believed that it assisted in the quality of her teaching and in her students' learning.[97]

Clark's awareness of her students' lived experiences outside of the schools as well as her understanding of the community norms' enabled her to identify her students' strengths and consequently teach to them.[98] As Delpit explains, "educators must have knowledge of children's lives outside of school so as to recognize their strengths."[99] She argues,

If we do not have some knowledge of children's lives outside of the realm of paper-and-pencil work, and even outside of their classrooms, then we cannot know their strengths. Not knowing students' strengths

leads to our "teaching down" to children from communities that is culturally different from that of the teachers in the school.[100]

Clark's involvement in the community, particularly with founding the community-based programs, brings to light that the interconnection between the school, family and community can, as Taylor and Whittaker suggest, provide "needed support and family services, increase [adult literacy skills], parent and family skills, and leadership" and "serve as school-community liaisons."[101] Clark's school, family, and community bond clearly unpacks the notion of a "community as a web of relationships connecting individual and institutions who[se] focus is [not] only ensuring that every child has a substantial opportunity" to do well academically, but also contributing to the "revitalization of the [entire home] community," via community-based program.[102]

Such concept connects to the African proverb "It takes a village to raise a child," but in Clark's case the raising of the village also included the uplift of the entire community. Adhering to a social uplift philosophy, from which she was taught at Avery and from her parents,[103] Clark seemed to have believed that the interlink between the school and community-based programs and relationships she forged would work as a tool for racial and economic empowerment not only for the overall Gullah community, but also for the state of South Carolina and this nation. As explained by Clark,

in teaching . . . and helping [the Gullah community] raise themselves to a better status in life, I felt that I would not only be serving them but serving my state and nation too. . . . For in my later years, I am more convinced than ever that in lifting the lowly we lift likewise the entire citizenship.[104]

In addition to Clark's work in the community, the parents of her students provided assistance within the school setting. She recalls that her students' parents were very supportive, which "made the difficult task of teaching a large group of boys and girls of varying ages and abilities much less difficult."[105] Clark's recollection reveals that the parent involvement was not only a beneficial asset to her as an educator but it also had a positive impact on student discipline, achievement, and attitudes toward school.

For Clark, it was important to understand that the Gullah family and community brought to the school setting cultural resources and insider knowledge about their children, on which she could draw upon to assist her in teaching. By incorporating their knowledge, perspectives, and experiences in the teaching and learning, Clark perhaps allowed for genuine teaching and learning to take place in the classroom. As Taylor and Whittaker explain, "Within the families and community, educators can . . . find support for assistance in learning about the cultures of know-students" as it relates to the lived experiences and cultural ways of know-

ing, belief systems, behaviors, and interactional styles of their students,[106] Such knowledge assists teachers in providing "relevant content" for instruction as well as "support for families and students," among other things.[107]

Additionally, the home and community relationship that Clark established, seemed to have enabled her to become cognizant of the fact that each of her students entered into the classroom setting as a whole person, who was interconnected to a family and a community that viewed education as a key to a better life for their children—particularly one that was not saddled with race and class repressive barriers. Clark's closeness to her students' parents and community, allowed her to become aware of the dreams and desires for a better life that her students' parents and overall community held onto.[108]

Indeed, Clark learned that for children of sharecroppers as well as for the sharecropper parents themselves community education (including adult education) was "a matter of personal and community liberation and a necessary function of a [democratic] society."[109] Clark also seemed to have recognized that she, along with these families were "hopeful about the strength of their children to rise above obstacles to achieving access, literacy competence, and educational opportunity."[110] She believed that racial empowerment and a socially just society could be realized via adequate educational opportunity for all. Clark writes,

Even though I was . . . a child [a teenage teacher] . . . I was not discouraged despite the sea of faces that confronted me every day I walked into our crude and uncomfortable classroom. I saw many bright faces among them, eager faces, and I knew that somehow, by some means, in some unforeseen way, these were the faces of children who someday would enjoy a better lot than their parents . . . and who in turn would contribute to their community far more than these parents were able to contribute.[111]

Finally, Clark's relationship with her students and their families reveals how critical it is for teachers to build collaborative partnerships with the students' family and home community because it can assist in "bring[ing] about change in a school or classroom setting."[112] As explained by Tayl[or] and Whittaker "students benefit when schools, families and communit[ies] develop partnerships"; "communities can provide support and resourc[es] to help schools [or] classrooms to perform their missions; and most importantly, "communities can benefit from the availability of school fac[il]ities and programs."[113]

The next section of this chapter illustrates, how Clark's knowledge her students' strengths, outside of the school milieu allowed her to bu[ild] her lessons around the knowledge they brought to the classroom.

INCORPORATING THE LINGUISTIC FEATURES OF GULLAH INTO THE TEACHING

Clark astutely saw the necessity of teaching her students to spell, read, and write in Gullah and American Standard English simultaneously.[114] Many of her lessons centered on what her students brought to the classroom setting—that being their overall cultural knowledge, lived experiences, and their linguistic codes. As explained by Clark, it was important to "use the words they use[d] in their community," in efforts to construct the curriculum and teach.[115] She explains, "For reading . . . we used quite a few African words because on Johns Island a number of [Gullah] words . . . was [sic] exactly the same as . . . the early blacks who had . . . come from Africa."[116]

Undaunted by the lack of educational supplies at the *Promise Land School*, such as chalkboards, spelling and reading books, and similar items, Clark "took dry cleaners bags and put them on the wall and put the [spelling] words on [the] . . . bags," she notes.[117] In her spelling lessons, Clark wrote the Gullah "words use[d] in their community," such as "*goober* for peanut," and *cooter* for turtle," as well as "*de*" for "*the*" because that's the way they said "the," explains.[118] Further explaining her teaching strategies, Clark notes, "then I told them, now when you look in a book, you're going to see "the." You say "de" but in the book it's printed "the.""[119] "When they speak about the silverware, Clark points out, "they always say," "give me the oars." So, "when they say, give me the oars," she clarifies, "I [see] the knife, fork, and spoon [down] and then I'd write give me the oars and they know what I am talking about. Otherwise, I [and they] wouldn't know [what each was referring to]."[120]

For Clark, Gullah was not perceived as an obstacle for gaining linguistic American Standard English literacy, therefore it was integrated into the curriculum as a resource that could be used as a learning scaffold. Perhaps, she had some understanding that her students' language communicated cultural meaning and significance to them in that it served in the development of their ideas, attitudes, and beliefs about their "physical and social environments; which is fundamental to cultural growth."[121] Language is intimately linked with cognitive aptitude and with academic performance.[122] As sociolinguistic scholar Garcia explicates, "An individual's dialect [or creolized English-language] reflects his or her views and perceptions of reality."[123] And as such, black children should be taught to spell, read, and write with instructional strategies that complement their linguistic and cultural background because language and culture "entails the way a particular group codifies reality."[124]

Still, research reveals that educators in Clark's time frame, similar to educators today, have attempted to teach American Standard English via efforts of purging the linguistic features of their non-Standard English speaking students. Banks notes that, historically, "the school often taught

students contempt for their family's cultures and languages,"[125] "African American students," Banks maintain, "were discouraged or prohibited from speaking their home language during instruction."[126]

Yet, the literature on language and literacy acquisition reveals that the best way to teach non-standard English-speaking students or nonnative speakers of American Standard English is to use their home language or dialect as a foundation for English language acquisition as oppose to eradicating their home language.[127] In the aforementioned teaching scenario, that Clark described, she provided language acquisition activities that seemed to signify what linguist Steve Krashen calls "comprehensive input"—that is, language that is communicative in its aim and that allows nonstandard English-speakers or second language learners to make sense of and use.[128] Hence, in this sense, Clark was right on target with her pedagogical perspective and practice. Her concern was that her students needed to be fluent and knowledgeable in the reading, spelling, and writing aspect of American Standard English, but without losing their own linguistic richness. Thus, for Clark, her students needed to develop a bidialectal level of competency, in order for them to hold on to their own language.

The teaching strategy, that Clark implemented was a type of pedagogy that is today called a *contrastive analysis* to literacy acquisition. With this type of strategy, Clark focused her students' attention to the similarities and differences between the Gullah English and American Standard English. In doing this, she provided for a greater level of "metalinguistic understanding" and recognition of the two language varieties, which in turn enabled her "students to negotiate the line between the two [linguistic features] more effectively."[129]

In other words, Clark's students discovered that there were a variety of ways of saying a similar word or making a similar point, and that certain situations indicated certain styles or types of linguistic performances and narratives.[130] With this type of pedagogy, Clark provided an opportunity for her students to become aware of the "subtle differences between the way their language is used in their home and the way it is used in the school."[131] She explains that with this instructional strategy, her students were "able to take those [American Standard English] words . . .and learn how to spell them and . . . put them into sentences."[132] As a result of this type of teaching and learning, Clark believed that her students became more competent and proficient in American Standard English, with regards to their oral and written forms.[133]

Ladson-Billings argues that when teachers use the linguistic codes and performance narratives of black students' language in the school setting, "it allows the teachers into the students' world and provides the students with easy access to standard forms of English."[134] She further notes that "vocabulary words, word definitions, story plots, and themes can be translated easily so that students understand what something

means while they appreciate that their own language has meaning and is not merely a corruption."[135] Banks maintains that students should be allowed to "maintain aspects of their home and community cultures" in the school setting because doing so allows linguistically diverse learners to not only succeed in school, but also allow them to "function effectively in their cultural community" hence, "providing] them with a sense of kinship and belonging."[136]

The type of pedagogical approach that Clark utilized, allowed her "students to experience the usefulness and appropriateness of the [Gullah] linguistic style as they learned about the standard form of English."[137] In this sense, it appears that she provided effective teaching and learning experiences, for her students, in her attempts to ensure high levels of linguistic acquisition and literacy achievement; thereby creating a climate of respect for her students' Gullah language. In present day research, the type of linguistic and literacy acquisition approach that Clark used has shown to be very successful for AAVE-speaking children.[138]

CLARK'S TEACHING STRATEGIES FOR LITERACY DEVELOPMENT

The Gullah language and culture represented the soul of Clark's students as learners and cultural beings. Her students learned the essence of their racial, cultural, and linguistic identities "through the medium of their parents' dialect" or creolized English, consequently, making it "intimately connected with loved ones."[139] Through her interactions with her students, in her class and in their home community, Clark learned that they were raised to communicate in a way that revealed their level of literacy in profoundly different ways, from the dominant school culture. Her Sea Island students' vibrant literacy was manifested in their oral storytelling and folklore, which provided meaningful living traditions and ways of understanding their world, which in turn, contributed to the preservation of their ancestral legacy.[140]

For example, the Sea Island youth and the adult members of their home community learned the creative skill of telling stories that revolved around animal folktales, which imparted wit and logic, for life lesson learning. These oral storytelling traditions evoked "lifelike images in a listener's mind and created suspense and drama through the interactions of character."[141] In this creative skill, the storyteller use repetitive, words, phrases or other forms of verbal expressions at deliberate places in the Gullah oral storytelling custom as well as "mimicry" and "voice modulation" all of which allowed the Sea Island youth to "try out the various forms of talk [or storytelling] used in their community," in imaginative ways.[142]

Additionally, Clark also became exposed to her students' and families' rich body of games, work and religious songs; their Sweetgrass basket weaving and quilting craft skills; their specialty cuisine, and folk medicine; their naming practices; and their folklore beliefs concerning childbirth, and unique burial practices. She also learned that the Sea Islanders related "intimately" to the soil, water, and other natural phenomena of their island and overall environment because such connection was their life sustenance, and thus this connection provided a specialized knowledge of environmental science.[143]

These types of specialized knowledge that the Sea Islanders harbored, may have enabled Clark to become aware that her Gullah-speaking students were immersed in a "rich and stimulating language environments," which contributed to alternative types of non-Eurocentric literacies."[144] Consequently, Clark no doubt learned that her students' "different language [and literacies] practices carried implications for their academic success."[145]

Thus, for Clark, it appeared that it was important for her to implement instructional strategies that allowed for a level of continuity from her students' background and home community to the world of the school. From Clark's viewpoint, teaching and learning was a process that entailed child-centered and culturally and linguistically specific pedagogical activities, particularly when it came to literacy development. It appears that she believed her students needed to be engage in their own learning process in a meaningful way, when it came to their reading and writing activities. As explained by Clark, one of her instructional strategies was to encourage her students to create or "make up stories about the things around them," on Johns Island, such as the "trees, foliage, [and] animals," or where they walked to . . . school, and the things that grew around them," and other cultural traditions and practices.[146] She states that the students learned to read the stories they created, prior to reading stories that were unrelated to their lives.[147] Clark strongly believed that as a teacher, it is "your creative ability . . . to pull out of these children their natural creative ability," as a resource for teaching.[148]

Hence, from the lesson that Clark described, we can see that the teaching and learning experiences she provided for her Sea Island students began "with meaningful units that engage students in the full process of reading and writing."[149] For Clark, learning transpires when students are actively engaged in creating their own educational experiences, particularly from cultural ways of being.

The previously described teaching activity that Clark implemented suggests that she believed literacy development derived from her students' actual observations of their natural surroundings as opposed to textbooks or worksheets. Apparently for Clark, the object lessons, such as "trees; foliage, animals," and the other Gullah cultural traditions were

important curriculum topics, particularly when such topics were an extension of the learner's language and the natural surroundings that the learner encountered on a daily basis. Thus, Clark's teaching strategy allows (for what linguistic scholars observe) the learning process for literacy development of non-standard-English-speaking learners to extract from their personal lived experiences, an array of topics that could be incorporated in the curriculum, in efforts to "render learning relevant and meaningful."150

Apparently, Clark believed that teaching students to bring forth their own creative talents should be looked upon as an innovative endeavor that makes connections with the students rather than a disconnected perfunctory approach to teaching. She maintained that teachers need to facilitate the learning process of their students by allowing the students to critically reflect on that process so that they will begin to make connections and comprehend the circumstances of their day-to-day lives. She states,

That's the way I taught [spelling and reading] all the time.... You can't say, get a book and open it. You have to [facilitate their learning], for example, you have to say look at this picture. Does it look like people are living here? If it's a house with smoke coming out of the chimney, then you know that some people are living there or smoke wouldn't be coming out of the chimney. This is the way you build up [their] story.151

From Clark's pedagogical standpoint, when her students are given lessons that stimulates them to reflect on real experiences as opposed to abstract meaningless tasks, it gives rise to them becoming analytical thinkers and competent readers, particularly with regards to reading comprehension.

It appears that Clark was opposed to lessons that were meaningless or were not organized around the learner's social conditions or interests. She frowned upon instructional practices that viewed students as passive receptors of knowledge, who were waiting to receive knowledge by "all-knowing teachers." She was also very critical of traditional teaching methods as well as teachers who "rely . . . on the [textbook or prescriptive] materials" because these methods and materials stifled the teachers' capacity "to use their own creative ability . . . to *pull out* [emphasis mine] of the children their creative abilities."152 In other words, apparently, the key issue for Clark was how to link and ground her students' reading, writing, and overall literacy development to their daily lived experiences in a more meaningful way.153

Cooperative instructional method was an approach that Clark utilized to help her students develop literacy skills and overall academic success. Implementing this teaching strategy supported Clark's educational belief that teaching and learning is a co-creation of knowledge that takes place

between the teacher and students as well as between students and students. In addition, the cooperative instructional method also contributed to reduced discipline problems, especially since she cotaught one hundred thirty-two students in a two-room school shack.154

With regards to schooling and education overall, Clark believed that teaching and learning were a mutual endeavor by the student and the teacher, which gave rise to the overall learning process.155 It also seems as though Clark believed that the "fullest self-development and self-expression [of individual students] are the proper ends of education."156

For that reason, Clark felt that there was an "urgent need . . . for . . . schools to reexamine their relationship to the children who pour in . . . their doors," particularly with their individual difference regarding their "capacity to learn" as well as their cultural and social class differences.157 Clark believed that educators need to develop a "positive attitude" and "respect" toward the individual differences that students bring to the classroom milieu and that educators and "schools should serve to cultivate" the various "talents, interests, [and] aptitudes" of the students "rather than to level [or make same their] differences and talents."158 And most importantly for Clark, she felt that education and schooling must develop the "individual . . . [to] become a more effective social being."159

At the end of Clark's first fall semester at the *Promise Land School*, she observed that she was beginning to make a lot of progress in facilitating her students' academic successes. Reflecting back on her teaching experiences on Johns Island several decades later, Clark proudly boasted the successes of her former *Promise Land School* students by noting their accomplishments.

It's surprising that I had so many children who became very competent. Some of them came to Charleston and made excellent teachers. One was the first black . . . who worked at the Navy Yard in engineering. [Another], from Kaiwah Island, who had to paddle over to our school every morning because there was no bridge . . . is now one of the highest paid lawyers in the country.160

In sum, Clark was the consummate educator who exuded exemplary effective and culturally and linguistically competent teaching ideas and strategies for her Gullah-speaking students. To begin with, Clark entered the classroom setting having prior knowledge of the Gullah language. She honored and respected the linguistic knowledge of her students. Clark certainly understood the enormity of her students maintaining their language and its proper place within the Gullah community. From her perspective, this language satisfied the need for a cultural link to the world. As explained by Delpit, "our home language is as viscerally tied to our being as existence itself. . . . Our first language becomes intimately connected to our identity."161

Clark viewed the linguistic features of Gullah as an attribute and asset that could be built into the curricula. She strongly believed that it was important to incorporate the language of her students' in the classroom setting. For Clark, the *contrastive analysis* teaching strategy she implemented gave rise to her students not only acquiring American Standard English acquisition, but also maintaining their unique and rich Gullah language. As explained by Au and Kawakami (1994), speakers of non-mainstream variety of English "have better learning opportunities if classroom instruction is conducted in a manner congruent with the culture of the home."[162] As a result, Clark's pedagogical methods for linguistic acquisition would later lead to student academic achievement. In this way, Clark's literacy pedagogy for nonmainstream American English speakers predates culturally relevant or linguistically responsive teaching.

Second, Clark's knowledge of the language gave rise to her being quickly embraced by the community. As a teacher within the Gullah community, Clark became involved in community projects such as teaching the adults literacy skills, among other things. Clark's pedagogical methods and community advocacies were all-embracing in that it reached beyond the clay and logged shanty structure of her two room schoolhouse in 1916, in rural South Carolina, and beyond the evaluative assessment of the educational needs of her students to the high illiteracy rates and other social problems that plagued the adult Sea Island community.

In becoming partners with the community and assisting with their improvement, Clark believed that she would contribute to the economic and political empowerment of the overall community.[163] The Gullah community on Johns Island became Clark's "extended family," and partners who proved to be valuable resources for the teaching and learning process in her classroom setting. They provided valuable knowledge about their children and also assisted with discipline problems. For Clark, the home community of her students was vital to their overall education.[164]

Finally, literacy development—spelling, reading, and writing—were very important skills her students needed to acquire. But for Clark, teaching these skills had to be a meaningful endeavor, one that was connected to the social, cultural context of her students' daily lives. In this way, meaningful acquisition would evolve. Clark strongly believed in teachers as the facilitator of knowledge and students learned best in a cooperative co-creator pedagogical style.

Clark was extremely proud of the work that she accomplished on Johns Island, during her novice years of teaching. She believed that teaching linguistic acquisition and literacy development skills to her students, as well as the work that she had done for the adults in the community, would contribute to the overall advancement of the Sea Island commu-

nity. It was on Johns Island that Clark witnessed the "injustices that . . . made [her want] . . . to strike a blow against" the oppression and exploitation that the Gullah community experienced.[165] For that reason, Clark believed that teaching was a "highly honorable and important [profession]"—a profession that was crucial in her battle for social transformation in a racist repressive Jim Crow South.[166] Hine and Reed argue that Clark used "education to arouse and sustain social reform and academic achievement."[167]

Without a doubt Clark strongly believed that it was through education that the interlocking structures of race and class inequities would be dismantled. In fact, it was Clark's work on Johns Island that later set her on her "course" of fighting for freedom for the poor and disenfranchised African American men, women, and children in the South, when she became involved in the Civil Rights freedom movement for justice and social reform.[168]

CONCLUSION

Septima Poinsette Clark's educational beliefs and instructional strategies for language and literacy development are consistent with contemporary theories in cultural diversity studies and sociolinguistic theories that focus on Nonstandard American English language acquisition. Clark provided appropriate linguistically responsive and culturally relevant pedagogical approaches to assist Gullah-speaking students in learning to spell, read, and write more efficiently, in American Standard English. It is important to note that it is in this manner, Clark's stance on using the Gullah-linguistic expressions and words to teach mainstream English skills literacy, makes a connection with the Oakland School Board's 1996 Ebonics Resolution, which was "aimed at improving the school performance of [Ebonically speaking] African American students" eighty years later.[169]

During the 1916–1919 school period, in rural South Carolina, Clark *got it!* Several decades later, and many research projects later on effective teaching of culturally and linguistically diverse student populations, educators are *still* grappling with how to effectively work with the aforementioned student population. Many sociolinguistic and multicultural scholars argue that if teachers are going to become linguistically and culturally competent educators, they *must* have both theoretical and practical familiarity of how to employ cultural, sociolinguistic, language-literacy skills that would assist them in creating sophisticated ways of teaching that value diversity as well as guarantee academic success in literacy development.[170]

Clark indeed demonstrated a clear understanding of the importance of maintaining significant aspects of her students' language into her

teaching practices; and thus, she legitimated them "as individuals and as members of a specific culture."[171] When this type of theory and teaching is put into practiced in the classroom setting, Nonstandard English-speaking learners can become empowered through affirming educational experiences and exchanges with educators, such as Clark, who are able to successfully infuse the cultural and language experiences they bring to the school setting. Without having this understanding of culturally and linguistically responsive pedagogical approaches, then one wonders how teachers can teach those whom they don't know, don't understand or don't value?

Clark's efficacy as an educator offers a constructive resource to the literature on education in the rural and urban school setting today. The themes are evident throughout Clark's thoughts and practices. Even though she lived before the study of language, literacy and its link to academic achievement or before the study of culturally relevant pedagogy and multicultural education, her ideas and teaching practices reveal the importance that teachers need to be culturally and linguistically competent and need to embrace the racially and ethnically diverse student population they will serve; in order for successful academic achievement to emerge.

In addition, Clark's social advocacy work in the community of her students suggests the significance of breaking the artificial boundaries that exist between the school and the community, so that "families and communities can benefit from the educational progress of their members" as they transition back into the community as socially responsible adults.[172] These previously mentioned themes are significant in that they shed light on the fact that for many low-income, Gullah-speaking or African American Vernacular English-speaking students, the promise of equitable educational experiences continues to be a dream deferred.

Still, this chapter provides evidence that African American educators of the past, such as Clark, have produced valuable educational paradigms that could inform educational research on how to effectively educate learners who speak one of the non-standard English language varieties in contemporary society. Without a doubt, we need educators, such as Clark, who will not only impart the prerequisites under which all students can convey their full human potential, but also, like Clark, tear down the walls of race and class oppression and in its place build institutions that support educational equities and justice for culturally and linguistically diverse public school youth, in this country. In 1986, one year before she died, Clark articulated the following concerns,

Education is my big priority right now. I want people to see children as human beings and not to think of the money that it costs nor to think of the amount of time that it will take, but to think of the lives that can be

developed into Americans who will redeem, will really make America a great country.[173]

Indeed, there is a need for researchers, educators, policy...ers, and other stakeholders to comprehend the educational thoughts and teaching practices that contributed to the success of African American teachers, such as Clark, adhered—teaching practices that African American teachers, such as Clark, adhered—teaching practices... as well as offered a vision of a more just redeemed American social order. I strongly argue that Clark's ideas and teaching practices for Nonstandard American English-speaking children need to be included in the educational cannon of thought.

NOTES

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Mifflin, 2000); Patricia C. Nichols, "Creole Languages: Forging New Identities," in *Language in the USA: Themes for the Twenty-First Century*, eds. Edward Finegan and J. Rickford (London: Cambridge University Press, 2004).

5. Patricia Jones-Jackson, *When Roots Die: Endangered Traditions on the Sea Island,* (Athens: University of Georgia Press, 1987); Ovando, "Language Diversity; Nichols, "Creole Languages,".

6. John Rickford, "Teaching the Vernacular," in *Ebonics: The Urban Education Debate,* ed. David Ramirez (Hants, England, 2005), 23. See also Hale-Benson, *Black Children;* See Gloria Ladson-Billings, "Reading Between the Lines and Beyond the Pages: A Culturally Relevant Approach in Literacy Teaching," *Theory into Practice,* 4 (1992): 312–20.

7. Rickford, "Teaching the Vernacular," 23.

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10. LeMoine, "Language Variation," 169.

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23. Jones-Jackson, *When Roots Die,* 133.

24. Turner, *Africanism,* 205–8.

25. Patricia Nichols, "Creole of the USA," in *Language in the USA,* 75.

26. Turner, *Africanism;* Nichols, "Creole of the USA"; Jones-Jackson, *When Roots Die.*

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137. Ladson-Billings, "Reading between the Lines and Beyond the Pages," 317.

138. Rickford, African American Vernacular English, 339-40.

139. Delpit, "What Should Teachers Do?," 19; Garcia, "Language, Culture, and Education," 278.

140. Jones-Jackson, When Roots Die; Twining and Baird, Sea Island Roots.

141. Jones-Jackson, When Roots Die, 46.

142. Ibid.; G. Carawan and C. Carawan, Ain't You Got a Right to the Tree of Life?: The People of Johns Island, South Carolina, Their Faces, Their Words and Their Songs (Athens: University of Georgia Press, 1989). For a better understanding of connecting students to their oral cultural tradition, see Ellen McIntyre, Ann Rosebery, and Norma Gonzalez, "Connecting Students' Culture to Instruction," in Classroom Diversity: Connecting Curriculum to Students' Lives, eds. Ellen McIntyre, Ann Rosebery, and Norma Gonzalez (Portsmouth, NH: Heinemann, 2001), 3.

143. Clark, Echo in My Soul; For an understanding of Sea Island cultural ways of knowing, see Mary Twining, "Baskets and Quilts: Women in Sea Island Arts and Crafts," in Sea Island Roots: African Presence in the Carolinas and Georgia; see also Mary Twining, "Time Is Like a River: The World View of Sea Island People," in Sea Island Roots.

144. McIntyre, Rosebery, and Gonzalez, "Connecting Students' Culture to Instruction," 3.

145. Ibid., 3; Clark, Echo in My Soul; Oldendorf, "Interview with Septima Clark," HRCE Archives, p. 9.

146. Stokes-Brown, Ready from Within, 106.

147. Ibid.

148. Ibid.

149. LeMoine, "Language Variation," 181. For another understanding of Clark's teaching reading and literacy perspectives, see Septima P. Clark, "An Experiment in Individualizing Instruction in Reading in a Sixth Grade Class" (Master of Arts Thesis, Hampton Institute, 1946).

150. LeMoine, "Language Variation," 181.

151. Stokes-Brown, Ready from Within, 107.

152. Ibid.

153. Ibid.

154. Oldendorf, "Interview with Septima Clark," HRCE Archives, 10.

155. Ibid.; Stokes-Brown, Ready from Within.

156. Clark, "An Experiment in Individualizing Instruction in Reading in a Sixth Grade Class," 2.

157. Ibid., 1.

158. Ibid.

159. Ibid., 2.

160. Stokes-Brown, Ready from Within, 107–8.

161. Delpit and Dowdy, The Skin That We Speak, xvii.

162. Kathryn Au and Alice J. Kawakami, "Cultural Congruence in Instruction," in Teaching Diverse Populations: Formulating a Knowledge Base, eds. Etta R. Hollins, Joyce E. King, and Warren Hayman (Albany: SUNY Press), 6.

163. Clark, Echo in My Soul, 52.

164. Jacqueline Hall, "Septima Poinsette Clark," Clark, Echo in My Soul, 52.

165. Barton, "Septima Poinsette Clark," ARC Archives, p. 5.

166. Clark, Echo in My Soul, 53.

167. Mack T. Hine and Dianne Reed "Educating for Social Justice: The Life and Times of Septima Clark in Review," Advancing Women in Leadership Online Journal, 22 (2007): 7.

168. Clark, Echo in My Soul, 52; Eugene Walker, "Interview with Septima Poinsette Clark," Southern Oral History Project Interview, 1976, Box 1, Folder 9, ARC Archives"; Hall, "Septima Poinsette Clark," ARC Archives.

169. Theresa Perry and Lisa Delpit, "Introduction," in The Real Ebonics Debate: Power, Language, and the Education of African-American Children, eds. Theresa Perry and Lisa Delpit (Boston: Beacon Press, 1998), xii.

170. Rickford, African American Vernacular English; Alim and Baugh, Talkin Black Talk; Smitherman, Talkin That Talk.

171. Ladson-Billings, "Reading between the Lines and Beyond the Pages," 316–17.

172. Taylor and Whittaker, Bridging Multiple Worlds, 49.

173. Stokes-Brown, Ready from Within, 121.

SEPTIMA CLARK INTERVIEW

Transportation

When I had to go over on the Island there weren't any bridges. I had to take a boat, one of those gasoline launches. (we boarded) down at the Battery there, right up toward the Battery, and we came through Wappoo Cut, wound all around. We caught that boat about 3:00 in the afternoon and it would be 12:00 midnight before we got down to Promise Land. You know where Promise Land is? You know where Muller Hall is? Well, we landed at Muller Hall and rode on out. But when I was going over there to teach for the first time, I took the boat there and Jerry Blake, Queen's husband, chartered the boat and we got way out in the river somewhere and something happened to the engine, so we stayed there all night long and the next morning we got into a wharf that's near Queen Blake's. Do all of you know where that is? And she was the first person I met of the Island when I went to teach.

But I wasn't going to teach in that section. You know she was way down in what you called Humbert Wood. And I was going to teach way down Promise Land. She took me out in a gig. Do you know what a gig is, anybody? It's a little buggy and it didn't have any top. A horse pulled it and two persons could ride in it. So we went down the Island and that's the kind of travel we had in that time. Naturally, we didn't get to come to the city but when you had a holiday, (like) Thanksgiving or Christmas. We didn't come for Easter, we didn't come again until school closed.

Difficulties in Being a Black Teacher

Well, living in Charleston, all of the schools were segregated. There was a Memminger High School and sort of a two year college for a white girl and when they finished Memminger they taught all of the kids- both black and white. Now any of the black girls who finish a normal institute can teach any of the children in the City of Charleston. (But then) we had to go over to the islands. All of us had to go

on the islands until 1919, when we started going door-to-door to get signatures to
say that black girls should be teaching in the City of Charleston as well as right
here (on the islands). In 1920, we were able to get that law passed and in 1921 we
got black principals, but all before that time black girls could teach only on the
islands and there were ten schools because there were lots of black people over
there- more than whites.

The Conditions of the Schools

The schools were six months when I first went over there. And then later on
we had nine- month schools. I stayed over there from 1916-1918 the first time (at
the Promise Land School) and then I got a job teaching in the city in April. I went
back in 1926 and stayed until 1929, then I went up to Columbia to teach there.
But the schools were all those boarded schools. Have you seen the schools at Legare-
ville? It's just like Promise Land's. One thing I think at Legareville they have
green (paint), ours had a black tar thing that they used for paint- it preserved the
boards. They weren't anything as fabulous as the things we have today. We didn't
know anything about the bricks and the light. Our schools didn't even have stoves,
they had chimneys. There were two chimneys, one on either side because this was a
two-room school with lots of children - 132 we had. There were only two teachers.
One teacher taught from the 1st-4th and the other from the 4th-7th. The bigger
children didn't get in until December, they had to wait until the crops were all
taken in, so we had to help with the little ones. But in the cold weather, of course,
when the crops were laid by and the mothers were at home, then all the children came
to school - and it was a cold school.

because those boards, I don't know whether you noticed, they were chinked with clay.
Did you look at it? You know the boards didn't come together and whereever there were
holes they just put some clay in there and of course when the wind blew it was very
cold in the school. And there were no glass sashes whatsoever, you just had to keep

I never had been so cold in all my life and my feet got so cold they were swollen and red, chilblain *Chilblain or frost bite* they called it. Just the children in the front of the room would be warm and all of 'em in the back of the room would stay cold all day long. It was pathetic in those schools. Then the second time I went Back they had those pot-bellied stoves, you know those big stoves that sit up, and they throw out heat. That was much better, that was real progress. When you could go in the classroom and you could feel the heat. But they still had those doors - you know what we did? Take some glue and *paste* paper bags to the doors so we can keep that wind from coming in, so we could keep the heat on the inside and it worked real well.

And they had benches without backs and this is how they learned to write: Get on their knees and put the pad or the paper on that bench without a back and that's how they managed to write. But they *did* learn.

We had a bucket and a dipper. Somebody had to go get the water. We had a big ball for a piece of chalk. We did have a piece of blackboard that we could tack up on the side of the wall. The children, the boys, had to go and get wood because no wood was furnished when I first went over there. When I went back in '29, the trustees started furnishing wood for the school, but before that time the boys had to spend their time cutting down trees and bringing it to put into those chimneys. By the time you could get that green wood burning and heat coming to the front, it was about time to go home. It was very uncomfortable teaching at that time.

But numbers of those children learned well, left the Island and went to high school. There weren't any high schools over there at the time. (Some) left high school and went to college. You have one young fellow who was on KiawahIsland and he is the highest paid judge in the U.S. today and that's Judge Harold Stevens.

Sharecropping and the Effects of Cotton

All of the children wanted to come to school and sharecropping was a big thing on the Island. Most of the men could not read or write, both black and white. They signed a contract and when they signed an "X" it meant that the whole family would

Most of the children hated it. They didn't want it - they wanted to go to school, but they couldn't, they had to go into the field or they would be whipped, soundly whipped by their fathers because this was the way he got that house he had to live in. t that time cotton was king and everybody was picking cotton, even until November. What they did, when they (harvested) the crop and left their fields, whatever was left in (the fields) the children could have and they did what they called gleaning, pick out the gleaning, and they sold that so they could have money. And the children made $.15 a pound scrapping the cotton and selling it in the stores.

The cotton, um, it was really king, it was the big cash crop at that time. It was the big cash crop at that time. It was a long Sea Island crop. It grew about as tall as this - the top of this place here. And when they bailed it up, they got a dollar and a quarter a pound. Now this was very high - it was good money at that time. We wondered about could anybody learn in the days that we taught school because the children, the big kids, had to work in the field and we had to let the very small ones come so that the children who were six to eight years of age who had to stay at home to mind the child, they could come to school and bring the babies along with them. This is the kind of things we did.

Around 1929, '26 to be exact, the cotton crop failed. Boll weevel came through and they couldn't fight with it - couldn't cope with it. So they couldn't grow a crop and that was the time they started changing to potatoes and tomatoes, the string bean and the cucumber. And I feel that it was very good for the whole island and why because a lot of the people on the island paid so much attention to the growing of cotton that they did not plant vegetables for themselves and they ate a lot of corn, the grits and the rice they had, what you call it?.... highland rice - rice that you could grow on high land. And they did, they ate this and very little green food - so they could develop the kind of disease that was called.... I can't think of the name of it now. It took all of the color, the pigment, out of the skin around the mouth

It travelled to the face and then the hands and it killed a number of them. And the Doctor said – we had one doctor on the island, a Doctor Barnwell on Wadmalaw Island, and everybody had to go to him. And he said that it was due to the fact that they didn't eat enough green food, and so this was when I guess at that time that the Clemson experiment started coming in. They sent home economists. The first one was a Mrs. Deveaux, came to teach the people how to fix the greens and the other kinds of vegetables so that they would eat them themselves. They used to feed turnips to the hogs and never fixed them for themselves.

I think on John's Island at that time, $360.00 was the average amount of money that people had, especially those who were working on the plantations, that's about all the cash money that they had a year. In '56, the men started loading ships. They made good money, $2.50 an hour. Women started working in tobacco factories too and they got lots more money, but money was very scarce.

Religion

During that time everybody was very religious, and when I say religious I mean they thought everything was a sin. Boredom to me is a real sin and I think young women and all were bored and because of that the biggest thing was the gossip, so everything was a sin. If I, a teacher, would sit on that porch without stockings on then they'll say that teacher ain't no Christian, sitting out on that porch with a bare leg out. So that would be a sin you know. Then sometimes you would go down to a meeting at the church and if you wouldn't say anything they'll still say you're not a Christian 'cause you couldn't talk when they give you this testimony. They were very, very, religious, but when I say religious I mean they adhered to what they had heard and what they had been taught about religion. I couldn't see the humanitarian spirit with neither white nor black, but they all went to

church and listened to the preacher and had these big Irish wakes so when
anybody died the body was brought and put in the church and everybody was
singin' and shoutin' with a pot full of coffee, or frying of fish, or the
selling of moonshine, all going along at one time outside of that church.
So that was the big religion. Christianity itself was not widespread.
The reason why I couldn't see them being great humanitarians was because
the children had to be kept out of school to tend the crops and the
women had to go to the fields regardless of how recently they had had a
baby. You see, I felt that these were the things they didn't pay attention
to, but this had to be done and I think the men who were the overseers on
the plantation and those who owned the land and worked the families to
my mind they was not Christians.

Health Problems

Now another thing that I found why there wasn't much religion was the
health factor. There was one doctor over there, that Doctor Barnwell from
Wadmalaw. The fever was great-mosquitoes were very bad-there weren't any
screens anywhere so poor little babies were eaten up by flies and mos-
quitoes. They really had a war against that in 1926. Mrs. Holtsey *Hatsey, a health worker*
came over to John's Island and found that very few babies could live through
the second summer and it was due to the fact that parents took these chil-
dren to the edge of the field and put them in a little box. Did you ever see
that? And put a little sugar tit in their mouth. Put some lard and sugar
in a cloth and put it in their mouths and the flies would almost take that
child. Flies and mosquitoes too, and so numbers of 'em didn't live. The
mother was hoeing the cotton or the corn one, and she couldn't stay home.
She didn't have any of the small ones to look after the baby. The bigger
ones were all in the field with her. So many children died, just large

numbers of 'em. The city had to do something about the health education

over on John's Island. Then in 1956, I think it was '56, diptheria was

a terrible threat to the children on John's Island. When the parents started

coming over to the city bringing that germ then this Doctor Banov (Dir-

ector of County Health Dept.) called together lots of people to see what

could be done. As he started working, four children died in one family

with diptheria. The Shick Test had already been perfected so they had

to do something. Now you have clinics over there and of course you have

a Comprehensive Health Center now, but before they didn't have it and lots

of people had to bring their children all the way over to the city to

the clinic over here. It was way down at that Citadel Square at the

time and they'd have to pay to come over a dollar or a dollar and a half.

Lots of times they didn't have money and so kids just died. In the

summer, malaria fever was another thing caused by mosquitoes. Then a

group of women gave their services free, they worked under a tree to convince

the planters that this chill and fever was caused by mosquitoes and if they would

do something about screening places where these people had to live, they

would have more work hours. They could get more work hours because when

the chill took 'em they just shook on a porch, it was nothing they could do

and they finally got to the place where they felt they would have to do

somethi-g, they wouldn't use the screens like they have today. They had

some kind of a cloth looking thing that they put to the windows and fixed to

the bassinets so they could sleep at night without mosquitoes. Now there

were lots of people who lived and died within the plantation gate - never

got out of it. Especially down on Ardell's Plantation, it's so large. I

forgot how many acres - it must be a thousand or more. And lots of 'em

never got out of that big gate of the plantation - stayed there all there

lives, got married and started their families and started working right there.

And at Christmas time they (the planters) would bring up a bolt of cloth

homespun

underclothes ~~out of that~~. In the summer time if the planter didn't bring
up any oil, they didn't have any light. When the moon was shining most of
'em sit outside or burn a light wood knot some distance from the house to
give 'em light - this is the way they lived in that day.

Septima Poinsette Clark (Avery, 1916) was a member of the
Highlander Folk School staff, instrumental in the establishment
of citizenship schools throughout the South, a member of the
Southern Christian Leadership Conference, and a trusted friend
of Martin Luther King, Jr. (Courtesy Special Collections,
Robert Scott Small Library, College of Charleston, Charleston,
S.C.)

Septima Clark Seeks Settlement Of $15,000 *1-15-81*

COLUMBIA (AP) — Septima Clark's 26-year battle to win full teacher retirement benefits from the state could come to an end soon.

The 83-year-old Mrs. Clark, a black teacher who was fired from a Charleston school in 1956 because of her civil rights activities, has asked the state for a $15,000 one-time cash retirement settlement.

The state in 1978 began paying Mrs. Clark $3,600 a year and in 1980 increased the annual benefit to $5,000.

Mrs. Clark said if she had been paid full benefits upon retirement, she would have received $36,912. She said if she receives the $15,000 one-time payment, it would settle her accounts with the state.

Mrs. Clark was fired in June 1956, eight years before she would have retired. School officials dismissed her for her activities in the National Association for the Advancement of Colored People. *Thun. Post*

She said she needs the $15,000 to pay her taxes, insurance and heating bills.

"I'm 83 years of age and I'd rather have it come to me now and pay my debts," she said.

Her plight was mentioned Wednesday during a meeting of the House Ways and Means Committee.

Rep. Robert Woods, D-Charleston, said Mrs. Clark had "fallen on extremely hard times and is willing to accept a lump sum."

The committee asked Rep. Ernest Nunnery, D-Lancaster, to discuss with the attorney general the possibility of a legal agreement releasing the state from further financial obligation to Mrs. Clark.

The committee decided to consider the matter again next week after Nunnery has met with the attorney general.

Clark file

(HPR)

Mourners recall 'extraordinary life' of Septima Clark

By BARNEY BLAKENEY
Post-Courier Reporter

There were tears at the funeral Saturday of Septima Poinsette Clark — tears of appreciation as well as tears of mourning.

Mrs. Clark, born May 3, 1898, the daughter of a former slave, was a teacher who attended Avery Institute in Charleston, Benedict College and later earned a master's degree from Hampton Institute in Virginia. She spent most of her life teaching others.

Her contribution to the civil rights movement was literacy, said C.T. Vivian, director of the Center for Democratic Renewal in Atlanta. A police honor guard and the large number of dignitaries at her Centenary United Methodist Church funeral signaled the esteem in which she was held in Charleston.

Among those attending were Charleston Mayor Joseph P. Riley Jr.; Rosa Parks, who was arrested in 1955 after refusing to give up her seat on a Montgomery Ala., bus; Joseph E. Lowery, president of the Southern Christian Leadership Conference; and a host of local and state elected officials.

A number of speakers spoke of Mrs. Clark's lifetime of contribution.

"Seppy, as she was known to those close to her, always felt she had to do what she could to help people," said J. Arthur Brown, a former S.C. chapter president for the National Association for the Advancement of Colored People.

That theme was reiterated by others of the speakers, who included Brown, Alpha Kappa Alpha sorority's Gamma Xi Omega chapter president Ruby Martin, Lowery, Riley, Vivian and Mrs. Parks. The eulogy was delivered by Frank Portee III, pastor of the Old Bethel United Methodist Church.

"Today we celebrate the wonderful and extraordinary life of Septima Clark," Riley said. "a life which has changed our community and our country." The civil rights movement brought about changes that previously had only been made on the battlefield, he said. Mrs. Clark tried to bring those changes about peacefully.

Anger and bitterness could reasonably have motivated Mrs. Clark, Riley said. "In the state where she lost her job for her participation in the NAACP, our police chief is black, our chief of Municipal Court is black and the head of our tourism office is black. Her purity is everlasting and universal. Her legacy is everywhere," Riley said.

Mrs. Parks, who met Mrs. Clark at the High

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lander Folk School in Tennessee two months before Mrs. Parks' Montgomery arrest in 1955, said she always wanted to be like Mrs. Clark. Mrs. Clark was only 10 years younger than Mrs. Parks' mother.

"It's hard to pick out any one thing that I remember most about Septima," Mrs. Parks said, "except that she had tremendous patience and endurance. In spite of the obstacles she was confronted with, she never wavered."

Rosa Parks

Mrs. Parks and Mrs. Clark didn't stay in touch closely over the years, but shared a sisterhood that was heartfelt.

Vivian, a former SCLC leader who worked with Mrs. Clark and Martin Luther King, said Mrs. Clark was a thinker and an actor who, like the title of her last book, was Ready From Within. "She was ready from within in 1918 when she was instrumental in getting some 20,000 signatures on a petition to hire black teachers in the Charleston County School District," Vivian said.

"Can you imagine what it must have been like to be black in 1918 and to fight back. She was a black educator at a time when black educators could take it easy and enjoy the freedoms extended them because of their class. But she chose to fight because she was ready from within.

"I remember she would laugh sometimes when I pointed out something I thought was profound about the things we were doing during the movement. She didn't laugh outwardly with her mouth, but the laugh seemed to come from deep inside, a silent chuckle that said 'You may think that's something, but I know.'"

Mrs. Clark's contribution to the civil rights movement was her strategy of teaching blacks to read, Vivian said. "She understood that if we could break through the illiteracy we could break into mainstream America. Martin understood the soul and ideas of Septima. He understood that she loved us more than we could imagine."

Lowery said Mrs. Clark was considered the "queen mother" of the movement for civil rights. Her courageous and pioneering efforts in the area of citizenship education and interracial cooperation won her SCLC's highest award, the Drum Major for Justice award.

"Her commitment to use her training and intelligence on behalf of the poor, the unlettered and the oppressed, has established a place in history that calls forth names such as Mary McLeod Bethune, Sojourner Truth and Harriet Tubman. Like Harriet Tubman, who led her people to freedom through territorial pilgrimage, Septima Clark led her people to freedom through journeys from the darkness of illiteracy to the shining light of literacy."

Saturday's bright sunshine radiated as did the light of the great humanitarian, Mrs. Martin said.

EDU 3034 Field Lesson Guidelines/Reflection- Fall 2016

For this course, you will teach two literacy lessons toward the later part of the semester. You must consult with your teacher to determine the focus area for your lessons (e.g. phonics, vocabulary, comprehension, writing). You may teach the lessons to a whole group or small group- it will be up to you and your teacher to decide. I will observe you teaching **one** of these lessons. You will be dismissed from class on November 15 so that you may be in the field to teach your lessons.

You will need to follow the lesson plan format that will be provided to you in class. In your lessons, you should strive to incorporate some of the strategies and ideas from your class texts and discussions. As you plan your lessons, you should think about activities that you can do before, during, and after reading. For example, if you're doing a comprehension lesson, your "before" activity might include asking students to make predictions about a book you're planning to read to them. As you read the story, you might pause in various places to ask questions and confirm/revise predictions. After you read the story, you might ask students to respond by completing a story map, drawing/writing about their favorite character in the story, making a poster of what they learned in the story, etc.

On the days that you teach, you need to have copies of your lesson plan for your cooperating teacher and for me if I'm observing you that day. After each lesson, you need to complete a Post-Observation Reflection (see template for this format). Also, attach at least three student work samples to each of the lesson plans. One of the samples should reflect a student who performed below the assessment criteria, one sample should represent a student who met the assessment criteria, and one sample should reflect a student who exceeded the assessment criteria.

Field Reflection: After you teach both lessons, you will write a reflection (up to 4 pages) about your **overall** teaching experience. **This reflection is a required education formative portfolio item for this course.** Please address at least **3** of the bullets below in your reflection:

- What were the strengths of your teaching?
- **This bullet is required for you to include in your reflection.** Consider the overall instruction. How well did the students seem to be engaged? Did your instruction appear to be developmentally appropriate? How can you tell? Which elements of culturally responsive teaching were reflected in your instruction? Make specific references to the Culturally Responsive Instruction Observation Protocol (CRIOP) instrument that we have discussed throughout the semester.
- Analyze your classroom management. Which strategies did you use to create a positive learning climate? How were your transitions? How did you handle inappropriate pupil behaviors?
- Which aspects of your teaching could use some improvement? What do you plan to do in the future to improve in these areas?

You need to submit hard copies of your two completed lesson plans on **Tuesday, December 6, by 5:00 p.m.** However, you will need to submit an **electronic copy** of your reflection to Moodle

on **December 6 by 11:00 p.m.** Your reflection will be worth 30 points and will be graded according to the reflection rubric that you were given earlier in the semester.

Note: In EDU 3414, one of the course texts is *Race in the Schoolyard* by Amanda Lewis. This text is an ethnographic study of how racial issues influence the educational experiences of students at three different schools with very distinct demographics. Each school is described in thick detail in three separate chapters. After we discuss each chapter related to one of the schools, students work in pairs to debrief about the key issues, themes, and challenges that were presented in each school setting. After the chart has been completed, students compare and contrast the racial issues and challenges presented at the schools and share their overall insights about the impact of racialization in U.S. schools. This has been an effective activity, particularly for English Language Learners, because it helps students to process the key points from the chapter by using a graphic organizer and allows them to share ideas about the text with a peer.

School Name	Demographics/Type of School	2-3 Key Themes/Issues Related to Race at This School	2 -3 Specific Examples of Racial Issues/ Challenges at This School

Note: This is a handout that I developed for students, particularly English Language Learners and international students, who need additional scaffolding related to the course readings and materials. This is a helpful guide to use when I have individual conferences with students throughout the semester.

Summary of Reading Assignment
EDU 3414

1. Summarize the reading in your own words. What were at least three main ideas that you got from the reading?

2. List any words that you had difficulty understanding in the reading. How did you go about trying to figure out the meanings and concepts related to these words?

3. What questions do you have about the reading? What information would be helpful to you to better understand the key points in the text?

4. How does this reading relate to previous readings and class discussions?

Note: This is an example of a reading guide that I have given to students before they read an assigned text.   Reading guides can be useful for many students, but they are especially beneficial to English Language Learners and international students.

EDU 3414- Guiding Questions for Johnson Chapters 1 and 2 from *Privilege, Power, and Difference*

1. How does Johnson define privilege? How does it compare to the definitions provided by Beverly Tatum and Peggy McIntosh in previous readings?

2. How would you describe yourself according to the Diversity Wheel on page 15? Which areas of the wheel indicate privilege in your life? In which areas of the wheel do you feel that you lack privilege?

3. What did you think about the specific everyday privileges that Johnson outlines for race, gender, physical ability, and sexual orientation? Which ones did you find particularly surprising or noteworthy?

4. What does Johnson mean when he discusses "privilege as paradox"?

5. What do you consider to be the most important points or "takeaways" of this reading? How did the author help you to better understand the concept of privilege?

Note: This document includes the assignment guidelines and evaluation rubric for the EDU 3414 Research Paper assignment. Students submit their work in phases so that I can offer incremental feedback about their research and writing throughout the process. Struggling writers, English Language Learners, and international students have especially benefited from the guidance and support provided in this approach.

EDU 3414- Race, Ethnicity, and Social Class in American Education

Phase One of the Research Paper- Preliminary Paper Topic

For this assignment, you need to discuss a preliminary topic for your research paper, which will be due toward the end of this semester. The research paper needs to address some aspect of how issues of race, class, and/or ethnicity influence the American educational system. You will submit a brief prospectus about an idea/topic that you will address in your research paper. The prospectus must be typed, double-spaced, and approximately 2 pages in length. The following questions should guide your thinking for your prospectus:

1. What research problem or question do you intend to address? How does it relate to the course concepts?
2. Why is this an interesting question? Why is it problematic? Why is it significant?
3. How far along are you in your thinking and research? What do you expect to discover?

You need to list and discuss at least **three** sources (using MLA or APA style) that you have used to guide your thinking at this point. The main goal is to articulate a thoughtful preliminary idea for your research paper. You need to submit this prospectus as a hard copy in class on **October 4.**

EDU 3414- Race, Ethnicity, and Social Class in American Education

Research Paper Guidelines-Fall 2016

Your major paper for this course is a research paper that addresses some aspect of how issues of race, class, and/or ethnicity influence the American educational system. You have already completed **Phase One** of the paper with the **Preliminary Paper Topic assignment**, and you need to continue conducting research to refine your focus. The final paper should be 10-12 typed, double-spaced pages (excluding the Reference pages). Follow MLA or APA guidelines for formatting and citations accordingly. Your paper needs to have a clear thesis statement, which captures the reader and orients the paper. In evaluating your paper, I will be considering the following:

a) Your writing (i.e. organization, clarity, word choice, transitions between paragraphs)
b) Writing mechanics and MLA style (you may also use APA or Chicago Style; regardless of the style you choose, please use it consistently)
c) The substance of your writing and how well you support your claims from what you've researched
d) Your research effort in terms of the quantity and quality of your sources and how well they are used in your paper
e) The overall professionalism/impact of your paper and how it represents your overall effort.

For this paper, I expect you to use between eight (minimum) and fifteen sources, where the majority of your sources are from peer reviewed journals and/or books or book chapters that have substance. Some suggested journals that relate to this course include:

Harvard Educational Review

Teachers College Record

American Educational Research Journal

Urban Education

High School Journal

History of Education

Journal of Latinos and Education

Journal of Negro Education

Review of Educational Research

Educational Leadership

Anthropology and Education Quarterly

Too many short articles will not help in terms of the overall quality of your sources. Reputable websites and articles from the popular press may have a place in your effort provided that they are credible and well recognized by a related professional field. However, choose such sources judiciously since the majority of your sources should represent reputable scholarship. Please make every effort to obtain materials with substance. Above all, the sources should make a genuine contribution to your paper. **You may use up to two class texts as sources.** If you have any doubts about a source, please see me and/or visit with a librarian. **I encourage you to schedule at least one conference with me to discuss your research and writing of the paper.**

Please note the following due dates related to the research paper:

Phase Two- Beginning Pages of Your Research Paper- Due by November 5 at 11:00 p.m. on Moodle.

For this phase, you need to write at least the first 3 pages of your research paper, which should include a strong introduction and working thesis statement. After writing these initial pages, you also need to include an outline of the structure of the rest of your paper, which should list headings, main ideas, etc. Please use proper in-text citations according to MLA or APA style in the beginning pages of your paper. Also, please include a properly formatted Works Cited (or References) page at the end of your paper.

Thursday, December 1- Phase Three- Research paper due

Your final paper will be due by 5:00 p.m. on this day. **You will need to provide an electronic copy and a hard copy of this paper.** This paper will be worth 125 points. A detailed scoring rubric is attached. If you would like the chance to improve your grade on this paper, you will have the option of revising. See details below.

December 15- Revised paper due (Optional)

If you choose to revise your paper, it must be turned in by **5:00 p.m.** on this day. Please note that in order to improve your grade, you will need to show evidence of **substantive** revisions in the organization and content of your paper. Simply correcting mechanical issues will **not** improve your grade. **You must submit your original paper (with my comments) and the original graded rubric along with a hard copy of your revised paper.** Without these three documents, your paper will **<u>NOT</u>** receive consideration for an improved grade.

Evaluation Criteria- EDU 3414 Research Paper	Target Range- Exemplary Effort	Acceptable Range- High Acceptable	Acceptable Range- Adequate Effort	Unacceptable Range
Overall Quality, Professionalism, and Research Effort	**24-25 points** The overall work shows a great deal of professionalism and leaves a lasting impression upon the reader. The work is extremely high quality and demonstrates an exceptional scholarly effort. Numerous sources have been used and the author exceeded expectations in acquiring scholarly sources from credible authors.	**21-23 points** The overall work shows a good deal of professional polish and has a positive impact on the reader. All of the guidelines of the assignment have been followed, with the exception of a few minor details. The author met expectations for each phase of the overall assignment in an above average manner. Lack of substance in a few places and minor flaws detract from the overall professionalism. The paper substance represents an above average effort.	**18-20 points** The overall work shows that basic expectations have been met in an average manner. The assignment guidelines were followed for the most part, but could have been better attended to with more careful attention to detail. The author met most of the expectations for each phase of the assignment, but some key elements were left out. The work could show more depth and professionalism. Some sources lack credibility.	**0-17 points** The work does not meet expectations in overall quality. It is clear that the assignment guidelines were not attended to carefully. The research effort lacks substance. Major pieces of the assignment are not fully addressed and/or missing. 6 or fewer sources are used.
Quality of Ideas	**24-25 points** Outstanding, in-depth analysis and synthesis of researched ideas. The writer does	**21-23 points** The paper holds together reasonably well and shows good range and depth	**18-20 points** The paper represents an adequate effort. The author shows some range and	**0-17 points** The author demonstrates very little in-depth thinking and poor logic in

	an excellent job of showing the complexity of the topic. The main argument in the paper is presented in a highly effective and logical manner and is consistently supported with convincing evidence.	to the argument. Good overall analysis and synthesis of researched ideas. The argument is presented in a good, logical manner with supporting evidence.	depth in the argument, but some lapses in the logic of the argument are evident.	constructing the main argument of the paper. The research quality of the paper is poor. The ideas presented are incomplete and/or inappropriate for the paper topic.
Organization and Development	**24-25 points** The thesis statement is extremely clear and guides the reader in an exemplary manner. The organization is complex and well connected to the thesis. Outstanding development of ideas. Exemplary use of transitions and strong paragraphs. Claims are supported well with excellent sources and connections. The title is highly effective and well suited for the paper.	**21-23 points** The paper provides a good thesis statement. The organization shows some complexity, although not as strong as a target paper. Good development of ideas. Good use of transitions and coherent paragraphs. A few claims could use some additional support. The title of the paper is effective.	**18-20 points** The thesis statement may be somewhat vague. The organization could be stronger and demonstrate more complexity. The author develops some ideas well, but others lack depth and details. The author's use of transitions and coherent paragraphs could be improved. Several claims presented in the paper need additional support.	**0-17 points** No apparent thesis statement, or if one is provided, it is confusing or unfocused. Organization is severely lacking in the paper. The ideas are not well developed and/or are presented in a highly disjointed manner.
Clarity and Style	**24-25 points** The paper demonstrates wonderful clarity and reads easily. The author uses a highly appropriate voice, tone, and style for a	**21-23 points** The paper demonstrates good clarity overall and reads well. The author uses an appropriate voice, tone, and style for a	**18-20 points** The paper demonstrates some clarity, but some ideas are presented in an unclear manner. The author still needs to work on using an	**0-17 points** The author does not use an appropriate voice, tone, or style for the paper. The sentences are highly unclear, confusing, and/or

	research paper. Sentences are written with excellent clarity and gracefulness. The author uses a mature sentence structure and a variety of sentence structures.	research paper, although in a less effective manner than a target paper. Sentences are mostly clear. The author uses good sentence structures, although the maturity and variety is less apparent than in a target paper.	appropriate voice, tone, and style for a research paper. Some conversational prose may be evident in the paper. The author uses basic sentence structures.	immature. Numerous errors in style detract from the quality of the paper.
Sentence Structure, Mechanics, and MLA or APA style	**24-25 points** The author uses grammatically correct sentences flawlessly throughout the paper. There is an absence of comma splices, fragments, run-ons and other mechanical errors. The author demonstrates an excellent understanding of word usage and spelling. It is obvious that the reader has proofread the paper carefully. MLA or APA format is used in a highly accurate manner.	**21-23 points** The author uses mostly grammatically correct sentences, although there are a few errors that do not detract from the overall meaning of the paper. There are a few comma splices, run-ons, and fragments. There is evidence of proofreading. MLA or APA Style format is used in a mostly accurate manner.	**18-20 points** The paper shows several mechanical errors that detract from the meaning of the paper. There is evidence of many lapses of MLA or APA style. The author needs to spend more time proofreading the paper.	**0-17 points** The paper contains numerous errors in grammar, wording, and spelling that strongly interfere with the content of the paper. MLA or APA style format is not observed and/or used inappropriately.

Total Points Received: _____/125 points possible

To: Bingham Board of Trust
                Dr. Michael Bell, Assistant to the President for Special Projects
From: Jack Girard, Director Art and Art History Program
Subject: Dr. Tiffany Wheeler Candidacy for a Bingham Award for Teaching
                Excellence Renewal
Date: January 14, 2017
_____

It is with pleasure that I write this letter in support of Dr. Tiffany Wheeler's petition for a Bingham Award for Teaching Excellence renewal. I have known Tiffany since she first arrived at Transylvania (first as a student and now as a teaching colleague), and have had many occasions to observe not only her teaching, but also her instructive approaches to both committee work and public presentations and lectures. I currently sit on our Professional Standards Committee with Dr. Wheeler and have nothing but praise for her studied and judicious contributions to that committee's deliberations.

I recently (Fall, 2016) visited Dr. Wheeler's EDU 3414 "Race, Ethnicity, and Social Class" seminar class. This was an upper-level course that served both the Education Program's major track and Areas IV and V of the general curriculum. Apart from the fact that I was completely engaged with the material presented/discussed, I was most impressed by Dr. Wheeler's orchestration of the class as well as her masterful navigation of the sometimes contentious, edgy material one might expect with this subject. It was clear that Dr. Wheeler had fostered an open and trusting environment, and students were most comfortable discussing issues that challenged preconceptions. Students were well prepared and demonstrated admirable respect for and trust in each other even when viewpoints differed significantly. Dr. Wheeler masterfully guided her students without ever taking over. The energy level for the class was consistently high with students continuing their animated conversations when leaving the room. Clearly the material and the forum provided students a safe and nurturing learning environment. With a number of minority students among the class membership, I was most impressed with the directness and confidence Dr. Wheeler's students demonstrated when advancing their own points of view.

As noted above, I currently serve with Dr. Wheeler on our Personnel Committee. This is a critical committee for the faculty and for the institution and representatives are chosen very carefully by their constituents to represent interests that govern the long-term health of Transylvania. Given the weight and volume of work, this is not a committee one volunteers for. To date we have reviewed candidates (and policies) for tenure and promotion, which is a long and labored process involving the review of faculty dossiers, course evaluations, and letters of support from peers, outside evaluators, and past students. It also entails interviewing appropriate supervisors and associates. While this is Dr. Wheeler's first year sitting on this committee, she has embraced the process fully. Her background in education has contributed significantly to the review process. Additionally, our committee was saddled with the late summer 2016 task of replacing our SUMMA course evaluation instrument. Dr. Wheeler's

contributions in this area have been significant. She is extremely well-versed in assessment practices and instruments (as evidenced also by her active and long-standing role in teacher accreditation), and has brought clarity to our conversations involving current assessment literature.

As I mentioned earlier, I have known Dr. Wheeler since she first arrived at Transylvania, and have had many occasions to observe her professional and personal personas. She has frequently contributed standing committee and accreditation reports at regular and special faculty meetings, and has been either a primary speaker or group panelist at a number of Academic Affairs events or special meetings concerned with curricular reform and institutional diversity. In these settings, she has been consistently instructive, and has served us extremely well in shaping our current institutional attitudes and actions regarding diversity. She is seasoned, studied, and reasoned and brings a strong, yet compassionate voice to matters that are often contentious. In this light she has served to guide the faculty with reason and infinite patience—a gentle, tempered, and informed approach that has resulted in many critical changes not only in institutional policy, but also in the hearts of her constituency.

I am certain you have carefully reviewed Dr. Wheeler's impressive dossier, so I see no need to detail the vibrancy of her professional involvement. What is distinctive is the fact that she is clearly in demand—in local, regional, and national arenas. She has been a regular presenter at professional meetings, with a publication record that confirms her active involvement in current disciplinary conversations. Given the never-ending demands of Education Program certification (and assessment) imposed by the state, Dr. Wheeler's scholarly activity is outstanding.

I firmly believe Dr. Wheeler meets every measure for what we consider an excellent teacher. She is one of Transylvania's finest—self-less in her teaching and in her long-term commitment to the good health of this institution. She is deeply invested in Transylvania and will continue to excel in the years ahead.

If I can provide you with additional support/clarification, please do not hesitate to contact me.

January 15, 2017

Dear Members of the Bingham Selection Committee,

It is with *great* enthusiasm that I write this letter of recommendation in support of Dr. Tiffany Wheeler's application for the renewal of her Bingham Award for Teaching Excellence. I have been a member of Dr. Wheeler's academic division for 10 years (prior to the restructuring of our current new divisional structure), and I have observed her teaching on many occasions throughout the years.

Most recently, I observed Dr. Wheeler's teaching last semester in her *Race, Ethnicity, and Social Justice in American Education* course. The course syllabus was clearly and carefully prepared and extremely well-designed. Two qualities of the syllabus stood out: the intentional way in which Dr. Wheeler communicated how the course contributes to the goals of Transylvania's Liberal Arts mission and the organization and clarity of the selected student learning objectives and outcomes. Her syllabus serves as an excellent example for her colleagues.

The class of 12 students was set up as a small seminar class with all the students circling around one large table with their books and readings. After several organizing comments about the day's class session, Dr. Wheeler began to ask the students questions to challenge them to identify ways in which their time observing at a local school (a requirement for the course) linked to the day's reading assignments. When students presented their ideas, Dr. Wheeler listened carefully and either asked an additional question to the individual student or to the group or highlighted why or how the connections given were important examples. It was clear she was helping the students integrate their experiences in the educational setting and with the theory and ideas of studied the course.

Dr. Wheeler led her class by posing questions throughout the class period. It was easy to observe that trust was established in the classroom because the students were reflective, open, and interactive -- not only with Dr. Wheeler but with each other as well. Not only did students participate throughout the 75-minute class, it was notable when students responded, the quality of those responses indicated they were thinking deeply about the topics. Students were able to make connections with previous readings with the current readings and also gave examples of connections from other courses and experiences. For example, one student in class who had studied bioethics at Yale the previous summer learned about the serious flaws in the research methodologies used in the literature about the relationship of genetics, race, and intelligence. When answering discussion questions, the students often refereed back to their readings to quote the authors in the texts – always a sign students had read closely and carefully and also a sign of

the quality of academic rigor the professor expected of them. It was clear that the students were actively engaged and that the readings challenged them!

At one point Dr. Wheeler shared some observations she learned from her previous semester's sabbatical research on how segregated schools fought to combat the dominate groups narrative on education how the black teachers during that time period claimed "racial uplift is up to us." She also explained how she went about the process of researching the original texts, which she had found in a history library in South Carolina.

The topics of race, ethnicity, and social class stereotypes are essential for both future educators and liberally educated students to examine and challenge, but as we all know, they are inherently sensitive. A master teacher like Dr. Wheeler made teaching this topic look graceful. Dr. Wheeler divided the students into groups to discuss stereotypes of different groups such as Hispanic, Muslim, African American, and American Indian. The students then created lists on the board. She asked them to reflect on where those stereotypes came from and how they may impact on each group's abilities to learn and also how these stereotypes can influence decisions teachers make in the classrooms. One student commented, "This is difficult to grapple with." At times, Dr. Wheeler communicated with the students how difficult it is for all us to become more conscious of our stereotypes, and she told her students: "Thank you for your honesty." It is no surprise Dr. Wheeler's student feel safe and are able to be honest and take intellectual risks in her classrooms.

Later that day, I walked into my office; I passed a work study student at the front desk of my office building and who had been a student in Dr. Wheeler's class earlier in the afternoon. We said hello, and she raised her book and told me she was already reading for her next class with Dr. Wheeler. How many of us can energize students to begin their reading assignments for the next class right after their last class was over! This interaction highlights Dr. Wheeler contagious enthusiasm for learning!

Dr. Wheeler is a creative, inspiring, and deeply caring professor. She is a dynamic academic leader within the education program and our academic community. Dr. Wheeler's commitment to scholarship in her field of research is equally as admirable. Dr. Wheeler is a model teacher-scholar! It is a great privilege to call her a colleague.

If I can be of any further assistance, please do not hesitate to contact me at sbrown@transy.edu or 859-233-8205.

Sincerely yours,

Sharon C. Brown

Sharon C. Brown, PhD.
Professor of Exercise Science
Division of Math and Natural Sciences