Research as Praxis in ESL Teacher Education

RESEARCH AS PRAXIS IN ESL TEACHER EDUCATION

A Dissertation Presented

by

ELIZABETH A. ROBINSON

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Approved as to style and content by:

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Patrica C. Paugh, Chair

_____
Margaret Gebhard, Member

_____
Anne Herrington, Member

_____
Christine B. McCormick, Dean
School of Education

DEDICATION

To Ray

&

Henry

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I would like to thank my advisor and committee chairperson Pat Paugh for staying with me on this long journey. I am eternally grateful for her patience and mentoring. She believed in me and pushed me to my limits as only the best teachers and friends can do.

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ABSTRACT

RESEARCH AS PRAXIS IN ESL TEACHER EDUCATION

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ELIZABETH ROBINSON , B.A., LEHIGH UNIVERSITY

M.A., UNIVERSITY OF MASSACHUSETTS BOSTON

ED.D., UNIVERSITY OF MASSACHUSETTS AMHERST

Directed by: Professor Patricia C. Paugh

In July of 2011, the U.S. Department of Justice (DOJ) determined that Massachusetts had violated the civil rights of its English Language Learners (ELLs) by placing them in classes with inadequately prepared teachers. Massachusetts is the contextual background for this study but it also serves as an example of the challenges across the U.S. in preparing teachers to meet the diverse needs of the growing population of ELLs within a national context of increasingly standardized curriculum and testing. The U.S. Secretary of Education, the Massachusetts Commissioner of Education, policy makers, teacher educators, and academics are all looking to educational research for answers to the current challenges. There are many answers or approaches coming from multiple discourses of educational research. However, as has been demonstrated in Massachusetts, research-based approaches to educational challenges are not always successful. More needs to be understood about how these approaches are actually taken up in classrooms. Unfortunately, there is limited research about teachers' understandings and uses of different discourses of research.

In this dissertation I have explored how two urban ESL teachers engaged with research at different stages of their professional development. The questions that guide this study focused on how the teachers made meaning of research and enacted research during the three stages of the study: their master's program, their ESL practicum and a site visit two years after graduation. I conducted two longitudinal case studies drawing on constructivist grounded theory (Charmaz, 2006). Building on the findings from my literature review of ESL teachers' engagement with research I collected and analyzed data from the three stages mentioned above over a five-year period. Multiple phases of analysis included critical incident analysis (Angelides, 2001), and text analysis (Fairclough, 1992; 2003; Janks, 2005).

The findings of this study show that while the teachers engaged in multiple ways with research, certain types and discourses of research discouraged teachers from meeting the needs of their students. The teachers' engagement with research as praxis (Lather, 1986) was complex but entailed change-enhancing engagement with theory, practice, and action that not only met students' needs, but promoted socially just teaching.

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STUDY OVERVIEW

Introduction

Research questions are often born of frustration (Hubbard & Power, 1999).

There is currently great frustration in the United States that the public schools are not preparing students to compete in the global arena and, as is often reported in the media, that U.S. students are "falling behind." There is also frustration with the large and growing number of students who are not receiving an adequate education in general, as described in the literature on the achievement gap (Braun, Chapman, & Vezzu, 2010; Nieto, 2010; Rothstein, 2004). Teaching English as a second language (ESL) in an urban school in Massachusetts is where my own frustration began, which eventually gave birth to my research questions for this study (Hubbard & Power, 1999). That job was a daily struggle for me, as I not only had to help the students learn English but also to prepare them for the state exams that are a graduation requirement. Despite five years of teaching experience and the master's degree in applied linguistics I had just completed, I felt unprepared for the pedagogical and institutional challenges I faced. The state had just voted to do away with bilingual education and no one was sure how to proceed. I was told that, along with all teachers of English language learners (ELLs) in Massachusetts, I now had only one year to teach my students English—something we had all previously struggled to do in three or four years. Many of my students came from oral cultures and could not read or write, and now, in order to be able to survive in mainstream classes within just one year, they needed to learn basic literacy skills as well as academic

content. The mandated curricula didn't come close to meeting my students' needs—or my own. I wanted and needed more tools and skills, and both my students and I needed more support. Like many other dissatisfied teachers (Ingersoll & May, 2010), I stopped teaching in public schools because I believed I was failing my students.

Frustrated by the injustices of urban public school teaching, I sought guidance in academia, where I believed I could learn better approaches to working with diverse groups of English language learners. And yet, as I decided to pursue a doctoral degree and began the process of learning how to read and conduct research, I wondered where the connections were to the realities I had experienced in the schools. The issues I had struggled with in the classroom seemed far removed from the focus on research in my new context. Taking on the role of researcher felt hypocritical, as in my experience as a teacher educational research was the driving force behind the high-stakes tests and policy decisions that impeded the education of so many students from culturally and linguistically diverse backgrounds and from low-income families. Again, my experience is not unique; "teachers tend to resent researchers for positioning themselves as having answers to questions that are not the concern of practitioners" (Gitlin et al., 1999). As my frustration heightened, I questioned how conducting research could ever enable me to effect positive change in the lives and practices of teachers.

The questions that guide this study have evolved over time, but they were born out of the frustrations inherent in my position as a scholar/practitioner (Kress, 2011) and my struggle to define the relationship between research and practice. The deeper I got into learning how to conduct research and trying to determine which research paradigm I might claim as my intellectual home, the farther away I seemed to get from preparing

students for standardized exams and the realities of the classroom. My interactions with research in education, in all its different forms and means of implementation, became what Cynthia Ballenger (2009) calls the "puzzling moments" that drive one to explore more deeply. With education research itself as the object of this study, I investigate how teachers involved in the ACCELA master's program, which supports the academic language development of English language learners (Gebhard & Willett, 2008), engaged with research during the different stages of teacher education.[1]

Statement of the Problem

The gravest problem in U.S. public education today is that schools are not serving the needs of all students. There is a longstanding perception in the U.S. that students are failing and the schools are to blame. This line of thinking made headlines in 1983, when the National Commission on Excellence in Education published *A Nation at Risk: The Imperative for Educational Reform*. This report warned that "the educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people . . . [as] others are matching and surpassing our educational attainments" (A Nation at Risk, 1983, para.1).

The two previous U.S. presidents have made education reform a large piece of their political agendas. President Obama's approach to education policy starts from a premise similar to that in *A Nation at Risk*—that is, that students in the United States are not keeping up with the rest of the world and the schools are in need of serious reform.

[1] ACCELA (Access to Critical Content and English Language Acquisition) is a federally funded school-university program that an included an on-site, inquiry-based master's program, which is where this research was conducted.

President Obama addressed his concerns about U.S. schools and the country's educational status in the world in March 2009:

> Despite resources that are unmatched anywhere in the world, we've let our grades slip, our schools crumble, our teacher quality fall short, and other nations outpace us . . . It's time to expect more from our students. It's time to start rewarding good teachers [and] stop making excuses for bad ones. It's time to demand results from government at every level. It's time to prepare every child, everywhere in America, to out-compete any worker, anywhere in the world.

The No Child Left Behind Act of 2001 (NCLB) was passed during the administration of President George W. Bush, with the aim of eradicating the achievement gap between successful students and the "disadvantaged." Disadvantaged children were defined in NCLB as "low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance" (No Child Left Behind Act of 2001).

The disparities in standardized test scores, dropout rates, and college attendance between Black and White, Latina/o and White, and recent immigrant and White students are referred to as the achievement gap. These statistics have historically lead to deficit thinking, which is a form of "blaming the victim" that views the alleged deficiencies of poor and minority group students and their families as being predominantly responsible for these students' academic failure (Valencia, 1997). NCLB's labeling of these students as disadvantaged is troubling, as it reinforces negative stereotypes. As a result, the children who have the least economic, social, and political capital are viewed through the

lens of cultural deprivation (Ladson-Billings, 1999), and it is erroneously assumed that these children lack the cultural capital to succeed in school (Compton-Lilly 2003, 2007; Delpit, 1995; Nieto, 2004).

While the United States struggles to maintain its status in the world, it is increasingly imperative that U.S. schools find ways to educate struggling students, as this is the group whose numbers are increasing. In the postmodern era, globalized flows, movement around the globe, of discourse, capital, and people are making the cultural and ethnic makeup of the countries participating in globalization ever more diverse. Meanwhile, social services struggle to keep up with the growing demands of an ever-expanding multicultural society. The challenges facing U.S. schools are representative of these changes.

The number of students in the United States who are learning English as a second language has dramatically increased, from about 1.25 million in 1979 to approximately 4.1 million today (American Federation of Teachers, 2002). This means that about one in five students in the U.S. lives in a home where the primary spoken language is not English (Crawford, 2002). Meanwhile, the number of native English speakers in U.S. schools has stayed the same or decreased over the past ten years (Costa et al., 2005; Giambo & Szecsi, 2005; Ramirez, 2008).

For over a decade, one of the most pressing issues in education has been how to prepare teachers to work in this changing environment. The titles of works by prominent education scholars reflect this theme: *Changing Teachers, Changing Times* (Hargreaves, 1994) and *Preparing Teachers for a Changing World* (Darling-Hammond & Bransford, 2005). Unfortunately, the trend toward increasing diversity has not been replicated in the

teaching force; the National Education Association reports that the average U.S. teacher is a 43-year-old married White female (Pytel, 2006).

> Statistics on the racial composition of teachers in the U.S. are startling: 90 percent of the K-12 teaching force is White (National Collaborative on Diversity of the Teaching Force, 2004), and almost half of U.S. schools do not have a single teacher of color on staff, which means that many students will graduate from high school having been taught only by Whites (Jordon-Irvine 2003). The immediate future will not be very different, because 80 percent to 93 percent of all current teacher education students are White females (Cochran-Smith 2004), and they are being instructed by teacher education professionals who are themselves 88 percent White (Ladson-Billings 2001). (Picower, 2009, p.197)

The problem of having a predominantly White teaching force in the United States, from the teacher educators to the teachers in the classrooms, compounds the difficulties non-White students face in school, as they seldom have teachers who represent their experiences and realities.

Many ELLs are enrolled in mainstream classrooms with teachers who are unprepared to educate them; in fact, bilingual education has been altogether eliminated in California (1998), Arizona (2000), and Massachusetts (2002), all states with significant ELL populations. At present, the overwhelming majority of teacher education graduates do not have ESL licensure or any significant training in working with ELLs (Menken & Antunez, 2001; U.S. Department of Education, National Center for Education Statistics, 2002 in Costa et al., 2005).

In Massachusetts, English language learners are one of the fastest growing student groups; they are also the group that has generally posted the lowest scores on the state standardized test (MCAS) and suffered the highest dropout rates (Uriate & Tung, 2009). Meanwhile, the U.S. Department of Justice has found the Boston public schools guilty of violating the civil rights of its ELLs by failing to provide them with the necessary language services and instruction (Zehr, 2010).

There is clearly a need to produce teachers who are able to find solutions to the complex challenges of teaching today's diverse student body. U.S. Secretary of Education Arne Duncan has targeted schools of education for failing to prepare U.S. teachers for the "realities of the 21st century classroom" (Duncan, 2009, Para. 3). He points to two particular areas in which teachers claim they are not prepared: classroom management, and using data to improve instruction and boost student learning. To provide an incentive to remedy this situation, the Department of Education's Race to the Top initiative will reward states that publicly report and link student achievement data to the programs where teachers were credentialed (Duncan, 2009).

Exactly who should be held accountable for the current state of education in the United States is a critical question. Public opinion has been swayed by films such as *Waiting for Superman,* whose "central message is that public education is failing because of bad teachers and their unions and that charter schools are the solution" (Karp, 2010, p. 3). Cochran-Smith and Fries (2005) identify five major trends that they believe define teacher education in the 21st century:

> …heightened attention to teacher quality, the changing demographic profile of the nation's schoolchildren coupled with growing disparities in educational resources

> and outcomes, criticism of traditional teacher preparation coupled with pressure to demonstrate impact on pupil learning, multiple agendas for teacher education reform, and the ascendance of the science of education as the presumed solution to educational problems. (p. 39)

Given the complexity of the problem, it is not surprising that there are myriad approaches to resolving the challenges facing public education in the United States. What is surprising, however, as Cochran-Smith and Fries (2005) have pointed out, is that educational policy and politics have chosen just one research approach, "the science of education," also known as scientifically based research (SBR).

Because of the policy set forth in NCLB, scientifically based research is the dominant approach used in education today. Within this paradigm, it is assumed that researchers conduct research and teachers implement the results in their classrooms. It is further assumed that the research results are generalizable across contexts and student populations, and that once teachers are trained in effective methods or best practices, all students will receive the same educational approach (Ed.gov).

In its efforts to develop effective best practices in education, SBR does not address the issue of differences among students. In fact, students' social and cultural backgrounds are generally not attended to in SBR studies. The needs of English language learners and students with learning disabilities are not necessarily met by implementing a best practice or a scientifically proven instructional method. This brings me back to the assertion that U.S. public schools are not meeting the needs of all students, nor are they addressing the problem of teacher preparation programs and an education system in

general that fail to prepare teachers to meet the challenges of the contexts in which they must teach.

Research as "The Answer"

As I previously stated, various research discourses are part of the current educational debate. They not only address how to run our schools but also how to "fix" them. The work on discourses by Fairclough (2003) and Foucault (1980) explores how systems of thought and representation construct some parts of the physical, social, and psychological world. Each discourse of research contains different assumptions and ideas about the practices involved in conducting research, who conducts research, and who uses research for what purposes. Power works within and through discourses to shape contexts and practices, and not all discourses operate or are taken up in the same way. By paying close attention to the language of the various research discourses, it becomes clearer how understandings, assumptions, and meanings are constructed within each discourse (Foucault, 1982).

There is general consensus in the field of education that research holds solutions for schools. However, education researchers, like all researchers, have differing epistemologies, ontologies, and methodologies that shape and are shaped by the discourses of research they work with and produce. These differences are evident in the ongoing dialogue across perspectives on what constitutes quality in educational research (Moss et al., 2009). While education researchers conduct "paradigm wars" or debates about which discourses of research should drive the field, teachers are trying to figure out how and where research fits into their practice. Teachers engage with different discourses

of research through school and district policies, teacher education programs, professional development, and through their life experiences. I will share some of the research discourses from the field of education and describe how each of them attempts to solve the problem of meeting the needs of all students.

Scientifically based research is the dominant discourse of research that currently informs the field of education and drives the economic and financial interests in education. As discussed above, NCLB has dictated the most dominant discourse in education for the last ten years. NCLB policy mandates that research, specifically scientifically based research, lead the way in school reform. In NCLB, SBR is defined as "apply[ing] rigorous, systematic, and objective methodology to obtain reliable and valid knowledge appropriate to the research being conducted, employing systematic, empirical methods that draw on observation or experiment" (p. 116). There are some fairly clear notions in the language of NCLB about what paradigms or discourses of research are expected. Legislation, laws, and policies have the power to impose through jurisdiction what generally becomes conceptualized as "normal." In this case, NCLB most often establishes SBR as the norm in educational research through quantitative studies, especially for federally funded research (Lincoln & Cannella, 2004, p. 7).

While scientifically based research may be the norm for driving instruction in schools, from a critical sociocultural perspective, important issues and people are not being addressed or engaged through the SBR discourse. Many education researchers who do not subscribe to SBR vigorously criticize regulating educational research to fit one dominant paradigm. Many challenges to the narrow requirements that educational research be scientifically based come from other educational researchers. Some of these

academics remind us that there are different ways of knowing and different definitions of science and knowledge (Berliner, 2002; Lather, 2006; St. Pierre, 2006), and therefore that what counts as educational research can and should come from differing epistemologies. Moreover, differing discourses of research embody different values and beliefs about how research can provide answers for the challenges facing schools.

The practice of teacher research provides another definition of research that is often seen as challenging the hegemony of an exclusively university-generated knowledge base for teaching (Bissex & Bullock, 1987; Cochran-Smith & Lytle, 1993; Murrell, 2006). The prevailing focus of teacher research is to expand the teacher's role to include inquiry into teaching and learning through systematic classroom research (Copper, 1990). The argument that teachers should be involved in their own professional development by conducting research builds on the notion that generating knowledge about one's own practice is the best way to effect positive change in teaching and learning (Darling-Hammond, 1994; Fecho, 2000; Hubbard & Power, 1999).

Each discipline or content area being taught in schools is also tied to discourses of research. In the case of this dissertation project, the discourse of research on English language acquisition that draws from sociocultural theories, which are built on the work of psychologist and psycholinguist Lev S. Vygotsky (1934/1986), is important to teachers and students because it moves beyond the notion of language development as an individual cognitive process to theorize language as a social practice. It is not uncommon for English language teachers to refer to students' basic interpersonal communication skills and cognitive academic language proficiency (Cummins, 1991) to explain where a student is in the process of learning English. Most teachers of English are also aware of

research that has shown that if a child has no prior schooling or has little or no support in their native language development, it can take them seven to ten years to catch up to their peers (Collier, 1989). This research is just one example of the systems of thought that comprise the assumed knowledge and understanding in the field of English language teaching.

Having highlighted three of the many discourses of research that constitute the field of education, I hope to make evident the broad meanings the term "research" can take on. For educational researchers, it is necessary to define research by such signifiers as "critical," "scientifically based," "qualitative," etc. Research is not teachers' main concern, however, and further exploration is needed to understand how discourses of research are enacted in teachers' practices. The questions we might ask include the following: What do different research discourses mean to teachers? In our quest to better prepare teachers to work with culturally and linguistically diverse students, what role does educational research play for teachers?

Purpose of the Study

Remembering my own frustrations and struggles with education research that spawned this study, I draw from the work of Tricia Kress (in press) on critical praxis research, which "aims not to bridge the gap between the practitioner and the scholar, but to find a path where there is no gap at all" (p. 9). My research was conducted with two ESL teachers during and after their master's program, which they pursued through the ACCELA Alliance (see note 1). All participants in the ACCELA Alliance engaged in research as praxis, in which "theory, practice, research and action are not separated but

engaged in by all participants simultaneously and directly" (ACCELA Website). Theoretically, this work highlights how practitioner/scholars engage in praxis.

This study contributes to the growing body of work on teacher education (Cochran-Smith & Zeichner, 2005), with a particular focus on second language teachers. The literature on ESL teacher education calls for teachers to engage with the intellectual tools of inquiry (Bell, 1997; Burton, 1998; Johnson, 2006) so they may function as transformative intellectuals (Giroux, 1988), engage with the disciplinary knowledge found in journals and academic texts (Ball, 2000; Sharkey & Johnson, 2003), and build on the resources of their students and the communities in which they work to create better learning environments (Dyson, 1993; Gebhard, 2005; Harman, 2008; Johnson, 1995). Scholars in the field of preparing teachers to work with linguistically and culturally diverse students promote teachers' engagement with research as means of developing praxis (Edge & Richards, 1998; Johnson, 2006; Sharkey, 2004; Willett & Rosenberger, 2005).

The benefits of teachers' engagement with research are evident in studies produced by university-based researchers, and in collaborative research between university- and classroom-based researchers (Ancess, Barnett, & Allen, 2007; Bickel & Hattrup,1995; Kamler & Comber, 2005; O'Donnell-Allen, 2004). However, there is a gap in the literature about preparing ESL teachers as to how ESL teachers make meaning of research, what types of research they draw from in their daily practices, and how they implement research in their teaching. DiPardo et al. (2006) recognize that more knowledge is needed in terms of how research can and does affect teachers' practices: "We need many more vignettes, case-studies, and narratives of teachers' uses of research,

the factors that shape such uses, and the sorts of preparation and ongoing support that can help" (p. 306).

Understanding how teachers engage with research and how this engagement affects their teaching practices is central to helping teachers work in the current school context of scientifically driven research. It is especially important that teachers who work with struggling students understand how research affects what happens in their classrooms. Maxine Greene (1978) urged us to challenge what is taken for granted; taking that one step further, inquiry should lead us to "analyze and criticize the ways things are done . . . to develop a *praxis*" (Lemke, 1995, p. 157).

The overarching goal of this study is to "question the complex relationships among power, politics, research methodology, and knowledge production" (AERA, 2009, p. 483). Through a focused study of two teachers making meaning of and enacting research across five years this inquiry calls for teachers, specifically ESL teachers, to be engaged with research. This dissertation examines what "research as praxis" (Lather, 1986)—that is, research that is explicitly committed to critiquing the status quo and building a more just society (p. 258)—means for the ways two ESL teachers construct research meanings and purposes.

Epistemological Orientation

> *It seems we have to keep on learning that philosophy and science are not individuated but always already entangled (St. Pierre, 2011, p. 623).*

St. Pierre's quote brings to mind the age-old debate over whether teaching is a science or an art. This is a question I always raise in my classes with current and future teachers. My response is that it is both. Philosophy and theory are the tools needed to

guide the thought process, whereas science provides tools for doing the work. All are fundamental to teaching. The theory that informs this research comes from feminist poststructuralism (for example, Gannon & Davies, 2007; Lather & Smithies, 1997; St. Pierre & Pillow, 2000). Below I explain briefly what has drawn me to feminism and what feminist theory and research bring to my dissertation project. I then address the same issues for poststructuralism.

Feminist Theory and Research

There are many forms of feminism and feminist research. It is through these diverse approaches that feminism is able to avoid becoming a hegemonic discourse. In this section of my dissertation, I present the understanding that has drawn me to feminism as part of my theoretical lens. I attend to Jerri Willett's (1996) question, "In what complex and multiple ways does gender (in accordance with racial, ethnic, sexual, social class identities) affect the kinds of theoretical lenses that we choose?" (p. 345).

It was more than ten years ago that I first read an article by Patti Lather (1992) and felt that she was writing about the very experiences I had had in teaching and research:

> I would have stayed forever if I had found enabling conditions to foster good teaching. Instead, I found small reward for hard work and a bureaucracy seemingly intent on thwarting my every attempt to teach creatively . . . Deciding to pursue a doctorate in education so that I could help make schools places where people like me could have lifetime careers as teachers . . . I knew I would have to do "research." (p. 87)

Patti Lather drew me in, and I have been struggling to find the language and understanding to write from a feminist poststructural perspective ever since.

As a fledgling academic and reluctant researcher, I was reassured by reading feminist theory and was told that it was acceptable for my research to stem from my own experiences. My frustration in conducting research and in looking for connections between research and practice seemed a good place to begin asking questions, and to join my experience and epistemology with theory and method. I was struggling to develop an understanding of the institutions that were central in both my life and my work: schools and the academy. Olesen (2003) writes about how feminist research centers on and makes problematic women's diverse situations, along with the institutions that frame those situations.

My questions focus on the knowledge generated through research, and on whether and how this knowledge makes its way into teachers' practices. Based on my own experiences as a teacher and researcher, I theorize that a complex and "messy" (Lather, 2010) relationship exists between research and practice:

> Feminist researchers call attention to the partiality, fluidity, and situatedness of knowledge and seek new ways to approach knowledge building. *Who* can know, *what* can be known, and *how* we can construct the most authentic view of the social world are at the center of feminist concerns. (Hesse-Biber & Piatelli, 2007, p. 144) [emphasis in original]

With the construction of knowledge being central to my work, theory is the tool I use to try to understand the nature of knowledge. "Most feminists assume an integral relationship between theory and practice" (Weedon, 1997, p. 5); however, some feminists

also have a deep-seated mistrust of theory and consider it a "male form of discourse . . . which denies the centrality of women's experience" (p. 6). It is precisely these tensions that push me to take a stance as a researcher and to declare theory central to my understanding and my experiences.

I must remember where my questions come from, what role gender had in those questions and in the larger institutions that spawned my questions, and then join my experiences with theory to make sense of how I am constructing knowledge in my work. Feminists ask new questions that expose the power dynamics of knowledge building. "'Subjugated' knowledge is unearthed, and issues of race, class, sexuality, nationality, and gender are taken into account . . . In asking new questions, feminist research maintains a close link between epistemology, methodology, and methods" (Hesse-Biber, 2007, p. 16).

Poststructural Theory and Research

> *"We have constructed the world as it is through language and cultural practice, and we can also deconstruct and reconstruct it." (St. Pierre, 2000, p. 483)*

Poststructuralist theory and research is the second body of work that informs my theoretical lens. Poststructuralism describes a theoretical shift generally referring to the academic theorizing and critiques of discourse, knowledge, truth, reality, rationality, and the subject of the last half of the twentieth century (St. Pierre & Pillow, 2000). Poststructuralist theory is central to understanding the relationships between knowledge, language, and power (Weedon, 1987). I am most interested in poststructuralist linguistic theory, which begins from the same starting point as language structuralists and maintains that our access to "reality" is always through language (Jorgensen & Phillips,

2002). Poststructuralism does not assume that humanism or structuralism is an error or that one paradigm must be replaced, but instead "offers critiques and methods for examining the functions and effects of any structure or grid of regularity that we put into place, including those poststructuralism itself might create" (St. Pierre & Pillow, 2000, p. 6). Because foundations and structures are not necessary or absolute and therefore open to change (Butler, 1995), we all become responsible for the construction, deconstruction, and reconstruction of harmful structures. Thus, research for social justice is a natural fit with poststructural theories. "Poststructuralism does not allow us to place the blame elsewhere, outside our own daily activities, but demands that we examine our own complicity in the maintenance of social justice" (St. Pierre, 2000, p. 484).

As much as the theories of poststructuralism fit with my worldview and excite my imagination, I have not found it to be an easy theoretical home. It is difficult to escape the humanist desire to define the essence of things or produce order in representations. My goal is to do justice to the complexity of research rather than to simplify the issues I am analyzing. Although I may understand the messy and complex nature of poststructuralist research, it continues to be a challenge not to get trapped within a humanist perspective and language when writing about theoretical concepts. I take some comfort in the work of other researchers who write about similar challenges: "This sort of structural mistake is difficult to avoid since we are always speaking within the language of humanism, our mother tongue, a discourse that spawns structure after structure after structure—binaries, categories, hierarchies, and other grids of regularity that are not only linguistic but also very material" (St. Pierre & Pillow, 2000, p. 4).

By grappling with feminist poststructuralism, I have come to acknowledge that it is through my life experiences, mixed with the reading of theory, that I am able to make sense of the world around me and to use theory as a tool for thinking, analysis, and writing. I understand that the position I take in researching and representing others' acts is "situated, partial, and perspectival" (Lather, 1999, p. 4). My research, for example, can never capture a "truth" about the meanings teachers make of research, as "meaning is 'radically plural, always open, and . . . there is politics in every account'"(Bruner, as cited in Denzin & Lincoln, 2003, p. 615). These theoretical understandings have guided me to choose methods of research that allow both my experiences and the situated, partial accounts of the meaning made by others to be woven into my data collection and analysis.

Research Questions

Responding to the need for more information on how teachers engage with different discourses of research, this longitudinal study borrows from both case study (Yin, 2009) and constructivist grounded theory methods (Charmaz, 2006). Working from poststructural feminist theory raises specific questions about the role of praxis in teacher education within a broader concern for how teachers negotiate the social, political, and professional research discourses of their institutional contexts to promote student learning.

This study draws on the texts of two ESL teachers, Sarah and Irina,[2] who work in the same urban school district. Both were master's students in education and members of

[2] Pseudonyms have been given to the schools and the teachers in this research.

a cohort of 23 in-service teachers enrolled in ACCELA's praxis-based teacher education program. The materials I analyzed include the teachers' written coursework, videos of them teaching, e-mail correspondence sent throughout the time of their master's program, their ESL licensure practicum, and interviews, observation notes, and videos collected two years after they graduated. The following questions helped me explore Sarah's and Irina's engagement with research over a five-year period:

1. Within the context of NCLB and an inquiry-based master's program, how do two urban ESL teachers make meaning of "research" during their master's work, their practicum, and two years after completing their degrees?
    a. What meanings do Sarah and Irina make when they engage with research in their ACCELA master's program?
    b. What meanings do Sarah and Irina make when they engage with research in the process of completing their practicum for ESL licensure?
    c. What meanings do Sarah and Irina make when they engage with research two years after having left the ACCELA program working in a school governed by PDI?
2. How are different discourses of research taken up in the meanings the teachers make of research?
3. How are the meanings teachers make of research implemented in their teaching practices?

Overview of the Chapters

The question at the heart of this dissertation is how ESL teachers engage with different discourses of research and what this means for their practices. The purpose of chapter 2 is to review what the literature in the field of teacher education says about ESL teacher's engagement with research. I explore the three categories of research—that produced for teachers, produced with teachers, and produced by teachers—to show the various ways teachers take up different discourses of research.

Chapter 3 describes the methodology I used to design and conduct the study. I conducted two longitudinal case studies drawing on methods of constructivist grounded theory (Charmaz, 2006). The subjects of each case study were ESL teachers who had gone through the same stages of professional development: completing a master's degree, conducting a practicum, and teaching in a "turn-around" school as part of a professional development initiative. I provide explanaitons of the main contextual factors framing the study, and describe the phases of analysis conducted to determine how the teachers engaged with research in the different professional spaces they negotiated.

Chapters 4 and 5 present the case studies of the two teacher subjects. The study findings show what professional factors are most important to the teachers and explore the implications of their engagement with research as praxis. Chapter 6 summarizes the findings and discusses the implications of the study for teachers, teacher educators, and researchers in the fields of teacher education and ESL teacher preparation.

Significance of the Study

This research makes a timely contribution to the current debates within education policy and teacher education on how to provide students with highly qualified teachers and how to serve the needs of ELLs most effectively. By examining the impact and sustainability of a praxis-based master's of education program, I hope to offer suggestions for how schools of education and teacher educators can prepare teachers to work more effectively with a diverse student body and use data and research to inform their teaching practices.

Another goal of this research is to add to the literature on teachers' understandings and uses of research. Teachers currently are being asked to implement research in their teaching practices at many levels. As Schoonmaker (2007) argues, teachers represent the "linchpin" in the connection between research and practice. Unfortunately, the voices of teachers are not currently represented in the discussion of how this connection can be or should be carried out.

This is a complex issue that encompasses demographic shifts in student populations, national mandates on what constitutes research, standardized views of student learning and progress, and unparalleled top-down pressure to improve students' test scores. With its theoretical and methodological approaches to the question of how teachers engage with research, this study is able to consider the multifaceted ways power is produced through discourses that shape the contexts within which teachers work and make meaning of research. A top priority for teacher education research should be "to further our knowledge about the connections between particular aspects of teacher education (e.g. curriculum, instruction, programs, and policies) and teacher learning, teacher practices and student learning under various conditions and in different contexts" (Zeichner, 2009, p. 746). Through this study, two teachers' learning and practices will be explored in the contexts of their master's program, their practicums, and after their graduation, with the aim of improving teacher education for teachers of diverse learners. Findings from this dissertation have immediate implications for current legislation concerning the instruction of ELLs in Massachusetts.

CHAPTER 2

REVIEW OF THE LITERATURE:

ESL TEACHERS' ENGAGMENT WITH RESEARCH

Introduction

> *The final reality of educational science is not found in books, nor in experimental laboratories, nor in the classrooms where it is taught, but in the minds of those engaged in directing educational activities.* (Dewey, 1929, p. 32)

Dewey (1929) argues that educational science, or research, is realized in "the minds of those engaged in directing educational activities": teachers. In the present U.S. educational context, how does Dewey's view of the "final reality" of educational research play out in the practices of teachers? What do we know about how teachers engage with and use research in their teaching?

In my collaboration with two ACCELA teachers (see chapter 1), which took place during their master's program, and during their practica as they worked toward a license in teaching English as a second language (ESL), I encountered many different instantiations of "research." The three following quotes demonstrate differences across various teacher education contexts in how teachers are asked to engage with research:

> Language Candidates know, understand and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement. (TESOL Standards for Teachers)

> [The teacher] maintains interest in current theory, research, and developments in the academic discipline and exercises judgment in accepting implications or findings as valid for application in classroom practice. (Massachusetts Professional Standards for Teachers)

> Research is central to the ACCELA [master's in education] mission of social change through and for education. The form of research we engage in is called Praxis. Praxis differs from traditional conceptions of research in that theory, practice, research and action are not separated but engaged in by all participants simultaneously and directly . . . Following a praxis model, ACCELA participants, however, engage in all phases of the research-practice continuum by systematically and critically examining their own practice, as defined by their role in their institution, but also by examining how their practice relates to the full institutional and cultural system in which it is embedded. (ACCELA)

These three quotes come from different organizations that oversee the preparation of ESL teachers. Each organization has a different conception of research, and thus different actions are asked of teachers in terms of research. Drawing on the work of Fairclough (2003) and Foucault (1980), I use the term "discourse" to address the different conceptions or paradigms of research, and the assumptions and meanings that are embedded in these discourses of research. Teachers of English to Speakers of other Languages (TESOL) asks that teachers "understand" the theories and research on

language acquisition and "use" their knowledge of this research to meet the needs of their students. The Massachusetts Department of Education requires teachers to "maintain interest" in current research and "accept implications" of the research to be applied in their practice. Both sets of standards come from organizations that view research as a construct that should be understood, used, and implemented by teachers but produced by others, such as educational researchers. The final quote comes from the ACCELA master's program, which is a collaboration between the school of education at the University of Massachusetts Amherst and large, urban school districts located near the university.

Research is embedded in ACCELA's educational mission of social change. All participants in the program—professors, doctoral students, and teachers—"engage" with research. For the teachers, this entails conducting research on their own practices. The different ways these organizations ask teachers to engage with research raises questions for the field of teacher education,[3] and it is important to understand the reasons for asking them to do so. As I argue throughout this literature review, there are different paradigms or discourses of research connected to the various organizations that oversee the preparation of teachers. Fenstermacher (2002) has asked, "What kind of research best serves teacher education?" (p. 242). Of primary interest to me is teachers' role in negotiating research. In keeping with this focus, Ellis (1998) has asked "to what extent and in what ways can the technical knowledge derived from research influence actual teaching? . . . Can practical knowledge contribute to technical knowledge?" (p. 41). This

[3] I have chosen the verb "engage" at this point in the paper to encompass a variety of actions, such as reading, discussing, reflecting on, implementing, and conducting, all in relation to what is being asked of teachers regarding research, not only within teacher education but also within the current context of U.S. education.

review summarizes the educational dialogue around these questions, but the broader question that guided my review of the literature is, in what ways do ESL teachers engage with research?

Organization of the Literature Review

The literature review I have compiled is informed by a poststructural feminist perspective. It comes out of my own questions about my position as a researcher and what the research I am conducting means to teachers. As a teacher turned researcher, I often wonder about the work I do now and if it can contribute anything to teachers' work with their students. In part to address this concern and in part to answer my broader question about the ways ESL teachers engage with research, I have categorized the research studies and some of the conceptual discussion articles in this literature review in sections defined by the action of the teacher in relationship to research. The categories I am using have been explored before (Cochran-Smith & Lytle, 1993; Ellis, 1998; Weiss, 1977) and denote different epistemological and political conceptions of knowledge generation and utilization. Despite the distinct categories, however, these conceptions of knowledge are far more complex and blurred than they may appear when defined and placed in categories (Hargreaves, 1996a). In the first section, Research for Teachers, I have included research studies produced by researchers for consumption by teachers. The second section, Research with Teachers, is a collection of research studies conducted collaboratively by researchers and teachers. The final section, Research by Teachers, reviews research studies conducted by teachers.

Regardless of the definition or discourse of research, all research is ultimately about knowledge generation, which is at the core of, or constitutes, the field of education. As I demonstrate through the literature reviewed in this paper, research is conceived of and constructed differently, depending on the context, the purpose, and the audience.

I acknowledge that my review of the literature is partial rather then exhaustive. In choosing the studies for this literature review according to their relevance, I drew from the work of Joseph Maxwell (2005, 2006). He claims that relevance is "the most essential characteristic of a good dissertation literature review" (2006, p. 28), rather than the extent of literature covered. "A relevant research report contributes an important concept, finding, or method to the study's conceptual framework or design, [or it] provides a necessary piece of the argument that explains and justifies this study[,] or both" (Locke, Spirduso, & Silverman, 1999, p. 69). This paper makes no claim of being a complete review of what has been written on teachers' use of research. The type of review I am writing to inform my own research need not be "exhaustive" (Lather, 1999; Locke, Spirduso, & Silverman, 1999; Maxwell, 2005), but it should explain the position from which I will begin my own research.

In choosing studies for this review, I searched for published work that examines ESL teachers' use of research during the past two decades in the United States. This timeframe relates to my interest in the current educational context in U.S. public schools. Because the body of research pertaining to ESL teachers and research is very small I expanded the search to include teachers more broadly. I decided not to include principals, or as some studies called them, "head teachers," because in the current US educational context, administration and teachers have very different charges regarding research.

There is a large body of work on English language teachers and research from Great Britain. I have included these studies, and some from Canada, because many of the global forces that influence the context of teacher education have a similar impact on the U.S. and those two countries. Finally, I broadened my use of the term "research" to include studies involving teachers, inquiry, and evidence.

I have looked for articles on the ERIC, JSTOR, Education Complete, and Web of Science databases. The descriptors I used for the searches from which I have drawn studies are TESOL, research, and teachers; ESL teachers and research; teachers' use and research; evidence-based and practice; research-based education; teacher research and ESL teachers; action research and ESL teachers. I also have used literature I collected from books, research journals, and course readings.

Much of the literature I found on ESL teachers' engagement with research was conceptual and written by educational researchers. As Lytle (2000) points out, the problem in her review of one type of educational research, teacher research, is that "there has emerged an extensive literature *about* teacher research written almost solely by university-based researchers. Relatively little of the scholarship about teacher research draws explicitly on the published texts of teacher researchers" (p. 691). While empirical studies on teachers' use of research exist, far more has been written by educational researchers and teacher educators about the importance of research for teachers. I analyzed and synthesized these conceptual pieces written by researchers and academics in order to answer the questions I raised earlier about the purposes and goals of asking teachers to engage with research. The conceptual articles help to highlight and frame the

different paradigms or discourses of research teachers are asked to negotiate, and also informed my choice of studies to include in this literature review.

The research studies included in this review all address teachers' engagement with research. I categorize and synthesize these studies by looking for themes that are generated in the three categories I have created.

Research for Teachers

> *There is much to gain and little to lose in moving as soon as possible to an evidence-based profession*. (Hargreaves, 1996b, p. 209)

In the late 1990s, Hargreaves (1996 b) made the argument that teaching is not an evidence-based practice, and that the best and most effective way to improve the field would be to move education research to practices more comparable to the medical field. Talk about fixing or improving public education is fairly common in the world of education (*A Nation at Risk*, 1983; No Child Left Behind Act, 2001; Race to the Top, 2010), and policymakers and politicians have generally turned to educational research to find remedies for the perceived crisis in education (Berliner & Biddle, 1996; Lankshear & Knobel, 2003). In these changing times, the genre of scientifically based research has risen to prominence within the sphere of public education. Shavelson and Towne (2002) report in *Scientific Research in Education* that "one cannot expect reform efforts in education to have significant effects without research-based knowledge to guide them" (p. 1). Reliance on scientifically based research is also found in the policies of No Child Left Behind.

What counts as evidence for teachers' practice has been determined through a series of studies and reports (Foorman, Fletcher, Francis, Schatschneider, & Mehta, 1998;

National Reading Panel, 2000) that have helped to construct the prominent educational discourse of scientifically based research. With the passage of the No Child Left Behind Act in 2001, great emphasis was placed on randomized controlled experimentation as the "gold standard" of research methodologies (Alexander, 2006, p. 207) in determining what educational programs and practices have been proven effective through rigorous scientific research (U.S. Department of Education, 2003).

More than a decade after Hargreaves's (1996) call for the teaching profession to become evidence based, the U.S. educational context is governed by scientifically based research mandates put forth in NCLB, which was a reaction to the impact of globalization and technology and the struggle to combat the growing socioeconomic achievement gap (National Center for Education Statistics, 2008). There is much debate within the field of education about the prevalence of scientifically based practice and, consequently, about what has been gained and what has been lost:

> The attractiveness of science-based educational research is as powerful now as it was three decades ago, and as it probably will be three or so decades from now. The science-based approach, so it seems, offers no less than the prospect of objectivity, even the certainty of knowledge, and thus brings truth into the picture as an attainable ideal. This stands in contrast with the supposed subjectivity and uncertainty, and consequently arbitrariness and relativism, of non-scientific approaches. Of course, secure foundations for belief are very appealing in uncertain times. (Ramaekers, 2006, pp. 242-243)

Within the paradigm of scientifically based research, it has become the norm for teachers to be positioned as both the researched and the beneficiaries of research. "In the scientific research paradigm, research is an activity for professional researchers. Depending on the nature of the study, their research may exclude collaboration with the researched, such as teachers" (Burton, 1998, pp. 420-421). Some of the language used by researchers in this scientifically based paradigm defines teachers as "informed consumers of research" and positions them as "transforming themselves into effective, evidence-based practitioners" (Chatterji, 2008; Slavin, 2008). The notion that teachers need to use other peoples' research is central to the literature about evidence-based instruction (Coburn & Talbert, 2006; Cording, Hemsley-Brown, & Sharp, 2003).

The studies that explore teachers' engagement with research do not all fall into the scientifically based research paradigm, but they do all share the belief that teachers' practices should be informed by research. The studies I have included in my review in which research has been produced for teachers to consume and implement in their practice fall into two general categories: teachers' conceptions of research produced by others for reasons of professional development (Bartels, 2003; Kennedy, 1999; Zeuli, 1994), and teachers' implementation of the evidence or findings from others' research into their practices (Coburn & Talbert, 2006; Correti & Rowan, 2007; Ellis, 1998; Gitlin et al., 1999; Williams & Coles, 2007).

Teachers' Conceptions of Research

I have chosen to include studies that look at teachers' conceptions of research, because these conceptions have been shown to affect the ways they engage with research

(Gitlin et al., 1999). “Individual conceptions of evidence are situated in and constituted by organizational and institutional contexts” (Coburn & Talbert, 2006, p. 470). The notion that teachers’ conceptions of evidence are tied to their context supports Sharkey’s (2004) construct of contextualizing. In order to develop a conceptual framework for their teaching, teachers consider a range of contextual factors. Thus, their concepts of research have been found to be closely tied to the contexts in which they work (Borg, 2010; Coburn & Talbert, 2006; Williams & Coles, 2007).

Coburn and Talbert’s (2006) two-year research study found that individuals’ conceptions of valid evidence, evidence use, and research-based practice vary greatly, depending on the nature of their work and their differing involvement in various district reform efforts. Furthermore, teachers’ responsibilities and positions were found to tie in significantly with their perceptions of research. When compared to principals, frontline district administrators, and top-level district administrators, the teachers in Coburn and Talbert’s study had the “least developed” conceptions of research. “These individuals tended to talk about good research in vague terms linked to stereotypical notions of ‘science’ or had the single criterion that the research was done in localities that were similar in student population” (p. 480).

Williams and Coles (2007) conducted surveys of 312 British K-12 teachers in a two-year study of teachers’ “information literacy,” including their strategies and confidence in finding, evaluating, and using research information. Findings from this study corroborated findings by Coburn and Talbert (2006) regarding teachers’ positions having an influence on their conception and use of research. It was found that teachers in senior and more managerial positions tended to be more positive (69%) toward research.

This statistic is linked to their greater responsibilities and decision-making. While 48.8% of the teachers they interviewed had positive attitudes toward research, 51.1% had either a neutral or a negative attitude. The factors affecting their attitudes were research experience, age, gender, position, and subject taught. Younger teachers who had more interactions with research and teachers of all ages who taught science and technology were more favorable toward research.

The D/discourse (Gee, 1990) of academic research has been found to be another factor contributing to teachers' conceptions of research (Bartels, 2003; Ellis, 1998; Hemsley-Brown & Sharp, 2003; Kennedy, 1999; MacDonald et al., 2001). Bartels (2003), who investigated the consumption and use of research by three American second language teachers and three L2 researchers, explored whether each group understood and accepted the others' D/discourse of research. All participants read journal articles oriented toward teachers and journal articles oriented toward researchers. This study is a strong example of how discourses can determine perceptions and even actions. Bartels found that the teachers and researchers in his study not only had a lack of understanding of the others' D/discourse but also rejected each others' discourse features. Both groups criticized and raised opposition to the journal articles not oriented toward them. The language of academic research has been found to create a barrier to teachers' understanding, and therefore to their conceptions of research (Hemsley-Brown & Sharp, 2003; Kennedy, 1999).

Academics involved in research and teacher education need to be aware of differing discourses. "Teacher education programs run the risk of 'colonizing' teachers with their academic Discourse . . . Colonization leads to a situation where 'Individuals

who spend their days teaching are viewed as less knowledgeable [about language teaching] than individuals who have only infrequent contact with, or observational status in, classrooms'" (Bartels, 2003, p. 750). The oft-noted tensions between researchers and teachers can be attributed to differences in discourses, which are manifested in different professional goals. "Practitioners are identified as seeking new solutions to operational matters whilst the researchers are characterized as seeking new knowledge" (Hemsley-Brown & Sharp, 2003, p. 460).

Studies have shown that in teachers' conceptions of research, they value experiential evidence over empirical evidence (Bartels, 2003; Borg, 2009; Coburn & Talbert, 2006; Correnti & Rowan, 2007; Gitlin et al., 1999; Zueli, 1994). Both teachers and principals, due to their proximity to student learning, considered evidence that reflected students' thinking and reasoning more valid than the results of standardized tests (Coburn & Talbert, 2006). Teachers in Zeuli's (1994) study did not want to evaluate empirical evidence and primarily found evidence credible when "it meshes with their experience" (p. 52). Gitlin et al. (1999) found that while researchers prefer empirical evidence, teachers are persuaded by and use experiential knowledge.

In the field of second language acquisition (SLA) research, Markee (1997) concluded similarly that "SLA theory and research do little to promote change in language education because they do not address the real-life concerns of teachers and policy-makers" (p. 81). MacDonald, Badger, and White (2001) conducted a study on student teachers' perceptions of SLA research and theory courses they were required to take in their undergraduate and postgraduate teacher preparation programs. Their findings showed that student teachers' perceptions of language learning were altered by their

participation in SLA courses. The general trend noted was that "there appeared to be a movement away from the behaviorist views of learning which subjects had previously held" (p. 954). Behaviorist views were represented by statements such as, "Languages are learned mainly through imitation" and "Learners' errors should be corrected as soon as they are made in order to prevent the formation of bad habits" (p. 955). MacDonald et al. theorized that teachers' beliefs and attitudes are linked with classroom practice but suggested that more research be conducted to correlate changes in beliefs, assumptions, and knowledge with changes in classroom routines and practices.

To extend the empirical understandings of how English language teachers conceive of research, Borg (2009) conducted a study of over 500 English language teachers from 13 countries. He employed a multi-method strategy to collect quantitative data through surveys, and then chose a subset of the participants to follow up with qualitatively. Borg's findings corroborated the knowledge produced in the earlier studies I have included thus far in this section on teachers' conceptions of research.

Overall, the teachers in Borg's (2009) study conceived of research as aligned with conventional scientific notions of inquiry, speaking to the notion that research belongs to a discourse different from teaching. "Key ideas which resonated with teachers' notions of research were statistics, objectivity, hypotheses, large samples, and variables" (p. 374). Borg asked specifically how often teachers read and conducted research. While 67% reported they read research "at least sometimes," when the data is further analyzed it is clear that university-based teachers read research significantly more often than non-university-based teachers. The primary reasons teachers didn't read research were a lack of time, a lack of knowledge, and a lack of access to materials. Borg concluded:

> The conceptions of research highlighted here contribute to an understanding of why research for many teachers can seem to be an irrelevant and unfeasible activity. That is, if teachers feel that research needs to involve large samples and statistics, be objective and lead to a formal written publication, then it will necessarily not represent an activity they can feasibly aspire to engage in. (p. 375)

Borg argued that in his field, English language teaching, to make teacher research engagement a more feasible activity, teachers' attitudes toward research must first be addressed. The barriers or limitations teachers have regarding their knowledge and skills and their contextual constraints, he said, must be met with "organizational, collegial, emotional, intellectual and practical support structures" to initiate and sustain teachers' engagement with research. I would argue that this is the very "colonization" of teachers by researchers that Bartels (2003) warned against.

Teachers Implementing Research

The studies looked at so far within this category of research produced *for* teachers indicate that researchers and teachers have differing responsibilities, differing discourses, and differing conceptions of what constitutes evidence. All of these factors affect how teachers then take up and implement research in their classroom practice. How teachers put research into practice is a major question in the field of teacher education (DiPardo et al., 2006; Fenstermacher, 2002; Hargreaves, 1996; Korthagen, 2007). There has been significantly more research done by researchers in the UK on teachers' engagement with research within the framework of evidence-based practice than there has been in the United States. While these studies are extremely helpful in understanding the issues

teachers face in implementing research, I am aware that the context, while similar in terms of a neoliberal approach to education and a turn toward evidence-based practice, vary when dealing with issues of policy, many of the historical and contextual factors, and the cultural disposition of teachers.

Hemsley-Brown and Sharp (2003) found from their systematic review of the literature on teachers' use of research, which prioritized empirical studies, that emerging themes highlighted research design issues, training and professional development, collaboration and partnerships, and a need for cultural and institutional change. I have found these themes replicated in my own search of the literature and will use them as a template to discuss my findings.

Research design has been shown to be an impediment to teachers' use of research findings. "Teachers perceive educational research to be quantitative in nature and frequently challenge the validity of the research, arguing that their unique situations invalidate the application of its findings"(Hemsley-Brown &Sharp, 2003, p. 460). Hargreaves (1996) also criticized current educational research as being either too esoteric or irrelevant to teachers' concerns.

Kennedy's (1999) study of teachers' reactions to different genres of research contested these findings and the general assumptions that teachers find research to be irrelevant to their practice. Kennedy found that teachers made connections to all different genres of research studies and the most compelling issue was one of substance rather than design. "The studies that teachers found to be most persuasive, most relevant and most influential to their thinking were all studies that addressed the relationship between teaching and learning" (p. 536). Everton, Galton, and Pell (2000, 2002) also conducted

surveys of British teachers, 96% of whom acknowledged the positive impact research had on various aspects of their professional practice.

The second theme found by Hemsley-Brown and Sharp (2003) was how research is presented to teachers through training and professional development. The research studies in this area showed that teachers, who most often bridge the gap between research and practice by implementing research findings in their teaching, generally do so in conjunction with academic course requirements, rather than for the sole purpose of supporting their teaching (Everton et al., 2000; Hemsley-Brown & Sharp, 2003).

There were few relevant studies on in-school professional development. However, a study by Correti and Rowan (2007) of three different comprehensive school reform (CSR) programs in the U.S. discussed what is necessary for the most successful implementation of research by teachers within the evidence-based educational model. According to the authors, CSR programs can produce changes in literacy instruction in schools, provided they have the following core characteristics: "They need to be clearly targeted at delimited curricular areas, built around clear and highly specified designs for instructional practice, and backed by leaders who work assiduously in local setting to promote implementation fidelity"(p. 328). The one CSR program Correti and Rowan found to be effective, as measured by an increase in high-stakes test scores, was Success for All, a program that used "procedural controls" and provided the clearest and most specific plan for instructional improvement. It also provided teachers with scripted curricula and required them to receive training from qualified coaches in skills-based direct instruction.

The final related themes in Hemsley-Brown and Sharp's (2003) literature review were issues of collaboration or partnership between researchers and teachers and the need for institutional change to occur in order for teachers to be more successful in implementing research. There is a bit of controversy in the findings on the benefits of research collaboration, and this topic will be more fully examined in the following section of this paper, Research with Teachers. However, "empirical researchers conclude that research findings should be shared and practitioners should be involved in the design, focus, delivery, and follow-up activities" (p. 461). It has been noted that school improvement is an organizational change process, and for it to occur, more of a cultural change is needed than just teachers' involvement in research. Ultimately, the success of teachers' use or implementation of research depends on the research culture of the institutions in which they work (Borg, 2007; Hemsley-Brown & Sharp, 2003; Williams & Coles, 2007).

Research with Teachers

> *Many theorists and researchers have recommended the development of collaborative and close research relationships that depend on participant voice and closeness between research participants, as opposed to distanced and ostensibly objective stances taken in more traditional perspectives on research.* (Burowoy et al., 1992; Fine, 1992, 1994a; Schensul & Schensul, 1992; Reason, 1994, as cited in Moje, 2000, p. 25)

In this second section of my literature review, I explore the genre of research created when teachers' engagement with research is facilitated by researchers and is described as collaborative or participatory. Throughout this section, the terms "teachers" and "researchers" refer to professional responsibilities. I fully acknowledge the possible overlap in these labels, but for purposes of clarity, "teachers" refers to people teaching

students in K-12 settings and "researchers" refers to people who conduct research as their job, generally university researchers. Many different labels are applied to research conducted jointly by researchers and teachers; participatory research, participatory action research, collaborative research, and transformative research are just a few. Regardless of the name, one of the main themes running through this type of work is opposition to traditional methods and theories of research (Hansen et al., 2001, p. 301). What is considered traditional and thus how to oppose traditional research is approached in a variety of ways, depending on particular epistemologies.

Many who promote the collaboration of researchers and teachers cited the potential of this research paradigm to redistribute the "traditional" hierarchical power structures between researchers and teachers (Bicket & Hattrup, 1995; Clark et al., 1996; Cochran-Smith & Lytle, 1999; Smagorinsky et al., 2006; Toohey & Waterstone, 2004). It has been argued that this repositioning of teachers and researchers moves teachers from being consumers of research to being participants in knowledge production about their professional contexts (Pappas, 1997; Willinsky, 2001). Lieberman (1992) called for "a departure from the traditional theory-into-practice model that historically had relied on university-based researchers to generate knowledge for teachers viewed primarily as 'technicians who must somehow absorb the results of this research and introduce it' into the schools" (p. 11). The research explored in the previous section of this literature review, Research for Teachers, could be said to typify the more traditional roles of researchers as knowledge generators and teachers as implementers of the findings of that research.

Another "traditional" element of research is exemplified by the distant relationships between universities and society. There is often the sense that universities are institutions belonging to the intellectual elite and schools are institutions serving the masses. Greenwood and Levin (2003) proposed action research "as a way to enhance the relationships between academic social researchers and their broader constituencies beyond the university" (pp. 131-132). These authors saw action research as a collaborative process with the potential to break down the conventional boundaries between academics who produce theory and research within universities and teachers who are working to implement successful educational practices in schools.

Collaborative research also provides an alternative to traditional top-down models of professional development for teachers. A strong argument has been made for engaging teachers in their own knowledge generation for their own classrooms. "In the long run, teachers conducting research are more likely to act on research outcomes in the classroom" (Burton, 1998, p. 419). Proponents of collaborative research believe that successful professional development involves the sustained field-based inquiry that occurs in collaborative communities, which helps to integrate theory and practice and bring about positive changes in teaching practices (Mitchell et al., 2009; O'Connor & Sharkey, 2004; Parsad, Lewis, & Farris, 2001). "Collaborative approaches have shown great promise to bridge the 'great divide' between academics and teachers, between universities and schools, and between theory and practice; however, issues related to control, power, and authenticity persist" (Christianakis, 2010, p. 119).

While much has been written about the transformative practice of collaboration between university-based researchers and school-based researchers (Smagorinsky et al.,

2006), there is also a substantial body critiquing this collaborative research methodology. Negotiating the tensions that arise while striving for equitable collaboration includes looking at contextual factors, interpersonal factors, and issues of power. O'Connor and Sharkey (2004) reflected on how contextual issues ranging from snow days to politicians' unannounced school visits interrupted and limited the time allotted for collaborative research. The ideal of repositioning teachers and researchers to create equitable relationships through collaborative research is challenged by reflective accounts of collaborative research projects in which the role of expert and student remain intact, despite the great efforts made to erase the traditional divides (Evans, 1999; Moje, 2000). The romantic and simplistic view of power redistribution through collaborative research is problematized in articles by Johnston and Kerper (1996), who came to the realization that it is not about giving up their power as researchers but about recognizing the inherent differences in the roles and responsibilities of researchers and teachers, and the need to do more than just create similarities and equity. Stewart (2008) made the point that the need to differentiate between teachers and researchers in research studies reflects the different value placed on their different roles. The ten-year difference in the publication of the two previous articles demonstrates the length of the ongoing debate around the positioning and power of researchers and teachers.

In a literature review exploring the nature of the researcher-practitioner relationship in research publications, Yu (2011) found that despite the rise in collaborative research partnerships there is only limited description in published research of the relationships between researchers and practitioners. She also reported that while the claim in collaborative researcher-practitioner research is for two-way interaction, a

large proportion of the reported interaction in research studies remains one-way. “Not only are participants’ voices often mute in the research reports, but also their voices in research decisions” (p. 17).

Reviewing the collaborative studies of teachers and researchers from my situated, partial, and perspectival position (Lather, 1999), the relevant themes I have found are positioning; the negotiation and re-negotiation of roles in collaborative research; cross-“cultural” research, or how university and school cultures affect the research process, which is closely related to the positions of people working in those cultures; and the creation of alternative spaces that did not exist before collaborative endeavors.

Positioning

Much has been written about research partnerships being formed between professionals who call themselves researchers and professionals who call themselves teachers. Given the different roles or positions of these two professions, what happens when they collaborate? Ancess, Barnett, and Allen (2007) are all researchers working for the National Center for Restructuring Education, Schools and Teaching (NCREST) at Teachers College, Columbia University. “NCREST works collaboratively with practitioners to use research methodologies and a shared analysis process to address the issues they confront” (p. 326). They wrote about two case studies that demonstrate successful researcher-practitioner collaboration. NCREST promotes the ideals of partnership between researchers and teachers by valuing the contributions of both and recognizing the need for mutual ownership of the work being done. Thus there was no

attempt in Ancess, Barnett, and Allen's work to renegotiate positions; the emphasis was, rather, on the unique contributions researchers and teachers can bring to a partnership. "Equal partners, each with a voice, each with a valued perspective, collaborate to produce new knowledge and new practices, customized to each setting. Researchers do not know better, they know differently" (p. 332). The distinct positions of researchers and teachers were not being questioned but being recognized as valid in their own rights.

Bickel and Hattrup (1995) conducted research on a 54-month collaboration between the American Federation of Teachers, which was comprised of teams of "expert" teachers selected annually and expected to disseminate and translate the research results to other teachers, and six researchers from the Learning Research and Development Center of the University of Pittsburgh. At the beginning of the project, "the researchers assumed the responsibility of empowering teachers by building capacities for reading and interpreting educational mathematics research" (p. 47). This statement points out the researchers' assumed power differential and the expectation that they should have to teach elements of research to the teachers. The authors recognized that this process placed teachers at a disadvantage in the partnership by positioning them as students and therefore restricted meaningful dialogue. Bickel and Hattrup (1995) claimed that "equity in status between the research and practitioner communities is an essential ingredient to sound collaboration" (p. 47). To achieve this equity, it is necessary to break out of the traditional roles and relationships, especially in knowledge production, and realize the contributions of both professions.

Hansen, Ramstead, Richer, Smith, and Stratton (2001) put a similar emphasis on nontraditional research approaches. They analyzed three elements they claimed were

traditionally ascribed to nontraditional research: “A social action focus, a transformative objective, and a participatory process” (p. 295), with particular emphasis on participation. In what they labeled a “trap of pseudo-democracy,” the authors highlighted dangerous assumptions of egalitarian participation as the goal of participatory research. As an example of breeching this standard for equal participation, Hansen et al. cited multiple cases of the “academics” drafting proposals for conferences and papers without input from the teachers with whom they were collaborating. The authors concluded with a list of seven pseudo-democratic traps to avoid in conducting participatory research. They recommended that researchers not abandon attempts at participatory research because of the inherent difficulties, and that they instead empower teachers to generate their own research agendas and eliminate the need for the expert researcher. A similar thread runs throughout the studies included so far, which reflects the need to acknowledge the different positions of those who come together to conduct research.

Moje (2000) joined these studies with her own research on how power is embodied in collaborative research relations. Her research showcased her very honest reflection on the production of power through her actions, and her body matters: what she and others did with their bodies, which led to her positioning herself as researcher and the teacher she collaborated with as the researched. She drew on Foucault (1977; Rabinow, 1984) and his perspectives on power, as well as feminist theories, to examine the ways in which people’s focus on weight, health, fitness, dress, and style might influence research and teaching relationships (Moje, 2000, p. 28). Moje included excerpts from her field notes to show how, through her embodied practices, she was engaging in surveillance of her research partner, the teacher, “positioning her as one to be watched, to be classified,

and to be corrected and regulated" (p. 33). She suggested that in order for researchers and teachers to collaborate for educational change, which is the transformative objective of this nontraditional research (Hansen et al., 2001), researchers need to examine their positions and find multiple ways to collaborate, rather than trying to fit their collaborative research into a standard representation that normalizes and regulates research practices and relationships (p. 40).

Thus, the positioning that occurs in collaborative research studies, despite attempts to erase hierarchical power differentials between researchers and teachers, is a problem that is acknowledged in almost all of the studies I have included in this section. The consensus is that the different positions held by researchers and teachers cannot be eradicated merely by claims of conducting collaborative, participatory, or transformative research. An honest assessment is needed of the responsibilities and goals of the different professional positions that are brought together in research projects. These differences come in large part from the contexts in which researchers and teachers conduct their work. As Clarke (1994) looked at how theory is related to practice in the world of TESOL, he made the point that "although researchers seek to generalize knowledge, teachers seek to particularize it to their own context" (p. 16). I next take a look at how the culture of universities and schools affects those who work there and the collaborations between the two cultural institutions.

Cross-"Cultural" Concerns

As predicted in the problematic positioning of researchers and teachers in collaborative research, assumptions about the process lead to inevitable stumbling blocks.

"Groups of partners in the participatory project can erroneously assume a generally shared culture and understanding of language and other social symbols" (Hansen et al., 2001, p. 318). The differences between universities and schools is evident in their cultures, the language used, the goals, the responsibilities, and the expectations. I have already pointed out these cultural differences in the studies included in the section on Research for Teachers as deterrents to teachers' engagement with research. In collaborative research between universities and schools, these cultural differences must not only be recognized but negotiated in order to produce successful research. The very notion of research varies in each context. At universities, research and scholarship must be prioritized in order for people to keep their jobs. In schools, however, the situation is just the opposite. Teaching is the top priority, and research must be done on teachers' own time (Allen & Shockley, 1996).

In a study that reverses the common research focus on school activities—teachers, students, learning, etc.—Huberman (1999) examined how interactivity with practitioners affects educational researchers. This shift positioned the school context as having a powerful influence on the research world. Huberman referred to the differing cultures and practices of schools and universities as separate micro-worlds of research and practice that are made up of different "rules, norms, roles, and constraints, set in a background of situational features" (p. 307). Other studies also explored these specific elements of the two micro-worlds.

Publication and dissemination of research findings often highlight the differences in the cultures of the two micro-worlds. For Bickel and Hattrup (1995), the researchers at the University of Pittsburgh who authored their article (1995) for the *American*

Educational Research Journal, dissemination of their collaborative work highlighted one of the biggest conflicts in sustained and substantive collaboration. The American Federation of Teachers pushed for widespread dissemination in order to meet their mission of being responsive to the interests and needs of their member teachers. "In contrast, the research community is cautious in its instinctive approach to dissemination—typically wanting much in place and testing effects each step of the way before moving on" (p. 54).

Hansen et al. (2001) also ran into problems stemming from the different expectations in the school and university cultures about publishing. Given the expectation of universities that research be published, the researchers, or academics as they call themselves, in the group of collaborators wanted their names to appear on publications. The authors explained: "Our hesitation in discussing the issue of how authorship would be distributed was . . . due in large part to the reluctance of the academics to forcibly express their preference, which was that their names appear prominently on these publications" (p. 314). The only explanation given for how the list of five authors was arrived at was that those who produced the paper put their names on the article, although all members did contribute. I presume that both academics and teachers are among those listed as authors. In discussing the authorship of her article chronicling the difficulties of collaboration, Moje (2000) asked, "Does a collaborative agenda require collaborative writing? Does collaboration require consensus?" (p. 29).

Other cultural differences were touched on in the literature. One was participation in presentations at academic conferences. Hansen et al. (2001) noted that the organizational structure of the university values, promotes, and often funds conference

participation, while teachers not only generally lack the funding to attend conferences, it also is not culturally acceptable to take the time off from their jobs to attend conferences. Time thus limits teachers' ability to attend conferences and marks a big cultural difference between universities and schools. Moje (2000) wrote about the differing time constraints on her and her collaborating teacher: "On several occasions Diane commented that she envied my being able to leave the school and go to a different space" (p. 35). Bickel and Hattrup (1995) wrote about yet another cultural difference: the differing reward and incentive systems in the university and school systems. Some examples of this are the university's merit system, including promotion and tenure, versus a more egalitarian work ethic in schools (p. 44). In a look at collaboration in labor as leading toward equalizing power issues between researchers and teachers, Zigo (2001) found testing to be an issue that caused tension in collaborations. The teacher with whom Zigo co-taught urban special education classes resented Zigo's ability to ignore the pressures of the testing she was held accountable for:

> Maureen, therefore, felt great pressure to cover the material that she knew would be tested in June. Even though she held strong beliefs in the superiority of constructivist, student-centered approaches to teaching, her long experience within this district told her that these students' efforts would not be taken seriously by the district unless they produced satisfactory exam scores. (p. 362)

As promising as collaborative research is, many factors must be taken into account in order for a collaboration to be successful. One final consideration addressed in

collaborative research studies is the possibilities for this type of research to create alternative spaces.

Creating Spaces

As Huberman (1999) wrote, it is the interaction of the two micro-worlds of teachers and researchers that determines the flow of knowledge (p. 291). In the collaborative research studies I have included in this review, many authors referred to this interaction between two cultures or micro-worlds as creating new or alternative spaces.

In her study of interactions that occurred in a collaborative teacher research group, O'Donnell-Allen (2004) argued against the predominant top-down model of professional development for teachers and for the need to create alternative "brave spaces" for teachers to further their knowledge of their practice. She drew a strong connection between the "professional development spaces that foster dialogic inquiry (Wells, 1999) among teachers and thus function similarly as zones of proximal development" (p. 69) and the physical spaces of collaborative inquiry groups. The teacher research group she studied chose to meet at members' houses and began each meeting with a snack or food, thus creating a more personal and comfortable space in which to pursue their research. "The intellectual questions that inevitably challenged us somehow seemed solvable in this context" (p. 59). O'Donnell-Allen insisted on the need for further investigation into how to create and sustain these alternative "brave spaces" to promote knowledge generation for teaching.

Paugh (2004) has written about the use of "conversational space" (Hollingsworth, 1994) to explore research questions. She examined data collected from a research project

on which she collaborated with four novice teachers. In looking at the tensions involved in the collaborative process, Paugh (2004) found that knowledge-producing spaces were formed through the negotiation of these tensions. The lack of structured guidelines for how to research struggling students initially caused tension within the group. The teachers were unsure what their expectations were for their research, which ultimately helped to "make room" for them to think differently. "A flexible research process offered the teachers a space where they were willing to share the frustrations of their work within a positive environment and use those frustrations to interrogate their practices" (p. 221).

In their study of teacher/researcher relationships, British authors Frankham and Howes (2006) also examined the negotiation of tensions that arise during the collaborative process and create spaces or gaps that are marked by misunderstandings, disagreements, conversations relayed through third parties, etc. (p. 619). They provided accounts of these spaces to illuminate what usually is not shared in published research and to point out that there is no "blueprint" for conducting action research. They drew from the model of "communities of practice" (Lave & Wenger, 1991) to help analyze the learning and commitment that colleagues can reach through their collaborative negotiation of interpersonal and professional tensions.

Whether alternative spaces are created through the interaction of two cultures or through dealing with tensions that arise, it seems that what Soja (1996) called a "thirdspace," an-Other way of understanding and acting to change the "spaciality" of human life (p. 10), must be considered in collaborative work. Collaboration between members of two distinctly different micro-worlds requires the construction of a third way of seeing and engaging with research. It is not surprising that creating this other way of

understanding and acting might be fraught with tension. As has been shown in the studies presented, the path toward the successful creation of this thirdspace lies in the navigation and negotiation of the tensions.

Toohey and Waterstone (2004) wrote about the new possibilities and spaces that can be produced in collaborative work:

> By attempting to keep the flow of multiple kinds of expertise sparking between us, we hope to open up to a playful and dynamic interaction where "internally persuasive" discourse "enters into interanimating relationships with new contexts . . . [revealing] ever newer *ways to mean* (Bakhtin, 1981, pp. 345-6) that draw out the "brilliance" each of us brings to the table from our diverse backgrounds. (p. 308)

Research by Teachers

> *A few steps beyond collaborative research involving teachers and academic researchers is for the classroom teacher to become the researcher in his or her own right.* (Erickson, 1986, p. 157)

As I come to my third and final category of teachers' engagement with research, the inherent flaws in the attempt to classify a social interaction such as research are screaming to be addressed—thus my attempt to "tame the wild profusion of existing things" (Foucault, 1970, p. xv). While the general categories of research *for, with, and by* teachers are helpful in writing this review and illuminating the various epistemologies that drive the research, the boundaries I have drawn are far more permeable than I have been able to show. Lather (2006) wrote of encountering the same issue in paradigm mapping: "The sides of inside and outside that so characterize the contemporary hybridity

of positionalities and consequent knowledge forms are tidied over" (p. 36). It is the "tidiness" of my categories that raises issues about where to place the hybrid studies and how to rationalize what gets included and excluded.

This third category focuses on a research paradigm often called teacher research, practitioner inquiry, or action research (Lytle, 2000). In an attempt to maintain my categories, I differentiate between collaborative research, which is research done *with* teachers, and teacher research, which is research done *by* teachers. The language I have employed makes the difference seem obvious, but many of the studies claiming the genre of teacher research are a collaboration between academic researchers and school-based researchers. In this section of my review, I draw on Lankshear and Knobel's (2004) definition of teacher research as "classroom practitioners at any level, from preschool to tertiary, who are involved individually or collaboratively in self-motivated and self-generated systematic and informed inquiry undertaken with a view to enhancing their vocation as professional educators" (p. 9). Still problematic in this is a definition of the term "practitioner."

Some have called for academics to identify as practitioners: "Practitioners are not just those in elementary and secondary schools, but they are all of us. Many of us, after all, are educational practitioners in addition to being researchers" (Richardson, 1994, p. 9). In the field of teacher education, the movement toward researching one's practice or university teaching is often referred to as self-study (Cochran-Smith & Lytle, 1999; Korthagen, Loughran, & Russell, 2006; Russell & Korthagan, 1995; Zeichner & Noffke, 2001). While my original research question focuses on how public school K-12 teachers engage with research, in this section I have included some studies of teacher research as a

tool for teacher education that were written by teacher educators or university-based researchers. I refer to the category of research conducted by university-based researchers as practitioner research. I have included these studies based on their relevance to my own interest in teacher research and in how teacher educators might best use research in preparing teachers for their work in the classroom.

The ultimate goal of teacher research is to gain insight into teaching and learning so as to improve the lives of children (Cochran-Smith & Lytle, 1993, 1999; Stremmel, 2007). This naturalistic approach uses participant-observation techniques of ethnographic research, is generally collaborative, and includes characteristics of case study methodology (Belager, 1992). The process not only requires systematic data collection and analysis (Halsall et al., 1998; Hubbard & Power, 1999), it also involves teachers' intentional inquiry into their own school and classroom work (Cochran-Smith & Lytle, 1993, p. 23). This emic perspective on the research process that stems from their daily involvement in the classroom gives teachers a unique participant role in the research. Theory and practice are also considered to be interrelated in praxis, which is a combination of reflection and practice. Another important characteristic of teacher research is that it is pragmatic, as it asks the researcher not only to reflect on his or her practice but also to take action as a result of the research (Baumann & Duffy-Hester, 2000).

Much like the research methods employed in the previous selection of collaborative studies, teacher research is often seen as challenging the hegemony of an exclusively university-generated knowledge base for teaching (Bissex & Bullock, 1987; Cochran-Smith & Lytle, 1993; Murrell, 2006). However, due to the emphasis on

teachers' creation of knowledge for their own professional use, it is common to encounter debates as to whether teacher research qualifies at all as research epistemologically and methodologically (Anderson et al., 1994; Cochran-Smith & Lytle, 1993; Fenstermacher, 1994; Huberman, 1996; Ray, 1993, as cited in Lytle, 2000, p. 694).

In the field of TESOL, special attention has been paid to the standards and agendas of teacher research. The argument has been made by Nunan (1997) that "teacher research should first and foremost, be evaluated against the same standards that are applied to any other kind of research" (p. 366). In order to promote this genre of research as viable, criteria and standards of rigor are needed against which to evaluate teacher research (Freeman et al., 2007; Zeichner & Noffke, 2001). Allwright (1997), however, made the argument that this emphasis on quality and high standards for the evaluation of teacher research tends to push many teachers out of research all together. Allwright promoted the concept of exploratory practice, which allows teachers to adopt a sustainable research perspective, rather than rigorous research that must measure up to academic standards. Exploratory practice has evolved over the last decade and most recently prioritizes pedagogy over research (Allwright, 2005). "Exploratory Practice is an indefinitely sustainable way for classroom language teachers and learners, while getting on with their learning and teaching, to develop their own understandings of life in the language classroom" (The Exploratory Practice Center, 2003).

Ethical considerations are also a contested issue in teacher research. Questions of where the line gets drawn between teaching and research, accountability for the research created by teachers, and the understanding of participants' rights and protections are important ethical concerns that rarely get attention in the literature about teacher research

(Nolen & Vander Putten, 2007). Issues such as confidentiality become complex when research collected in a classroom is disseminated to the school and community and people are likely to be able to identify participants (Zeni, 2001). As Lytle (2000) pointed out, "There is little disagreement that teacher researchers have complicated relationships to their teaching and research" (p. 696). However, to move this paradigm of research forward, questions need to be asked about the use and value of teacher research, rather than about "what counts as teacher research and to whom" (p. 710).

In this final section, Research by Teachers, I have classified the studies by working from the notion that teacher research studies are investigations of teacher-generated questions, and thus are relevant to teachers' concerns and contexts. In reviewing these studies, I have decided to include two categories: practitioner research, which are research studies authored by teacher educators/university researchers, and teacher research, which are studies authored by classroom teachers. I have had to narrow down the studies included to those most relevant to my future work. It is encouraging to find published teacher research studies, although those written by teacher educators are much more prominent than studies authored by K-12 teachers. While there are several online journals for teacher research sponsored by universities, *Language Arts* and *Voices from the Middle* are open to publishing studies conducted by classroom teachers. Borg's (2010) review of the literature on the research engagement of language teachers is a global review of language teacher research. Borg pointed out that several journals devote space fairly regularly to language teacher research, including *Language Teaching Research, English Teaching Forum,* and *ELT Journal,* and the electronic version of *TESOL Journal* (pp. 398-399).

I compare four themes across the two categories of practitioner research and teacher research studies. The first theme I explore is the role of the researcher and the reasons for conducting each study. The second theme looks at how conducting research changed practitioners' and teachers' relationships to research. I then examine what is gained through conducting practitioner or teacher research, and, finally, I investigate the issues or problems encountered when conducting practitioner or teacher research. I begin by looking at the practitioner research studies authored by teacher educators, and then do the same for the teacher research studies conducted by classroom teachers.

Practitioner Research

The Role of the Researcher and the Reasons for Conducting a Study

MacLean (2004) addressed the importance of the relationship between teacher researchers and teacher educators or professional developers. She argued that teacher educators must make a shift in their traditional roles of bringing knowledge to teachers. When teacher educators conduct research on teachers engaged in research, they need to allow the teachers to make choices about the research focus, participation, selection of data, etc. I look at how teacher educators or practitioners in the following studies negotiate their roles when working with and researching teacher researchers.

In a three-year longitudinal study aimed at improving the education of Australian at-risk students (Kamler & Comber, 2005), two literacy researchers/teacher educators designed the project and created a teacher research network. The researchers, Kamler and Comber, recruited five teachers in the early stages of their careers to join the teacher research network from two Australian states. They then had those teachers invite

experienced teachers with more than 25 years of teaching experience to join the network and act as mentors. They ended up working with 20 new and experienced teachers. Kamler and Comber's aims in this study were ambitious. In bringing together these groups of teachers, they set out to document the knowledge of experienced teachers before they left the field; to shape new and better practices for inducting teachers into the profession; and to provide professional renewal for teachers with many years of teaching behind them. They also aimed to make teachers real partners in researching strategies for working with at-risk students and to create sufficient support for them to conduct research in their classrooms. While Kamler and Comber took credit for designing their study, they attributed the findings and the work done to the teacher researchers.

Blumenreich and Falk (2006) are teacher educators in an urban public university who took on the role of participant observer in their year-long classroom-based inquiry research class. They collected data on the 50 "teacher learners" in their course and conducted case studies on two of their master's students. Their reasons for conducting this research on their classroom-based research students were to explore how "classroom-based research helps urban teachers to construct understandings about teaching and learning that are uniquely applicable to their own settings" (p. 864). The authors noted the changes in the teacher learners' understanding and how they developed new knowledge through their experiences of conducting research:

> Educating teachers to find questions in their practice and to systematically collect evidence that will help them better understand and improve their teaching is one of the best tools we can offer urban teacher-learners for a career in which they feel empowered to make change. (p. 872)

McDonough (2006) became aware that her graduate student teaching assistants (TAs) were more interested in second language pedagogy that they could use in their teaching than in second language acquisition theory. To investigate this issue and to raise her students' awareness of different research traditions and methods they might adopt when exploring their teaching practices, McDonough designed an elective action research seminar. She conducted her own action research study on the course that was guided by the question, "How does participation in an action research seminar affect the professional development of graduate TAs?" (p. 36). McDonough felt it was necessary to conduct a study, as it was the first time she offered the course and doing research would allow her to investigate the effectiveness of her seminar, and to gain experience in action research. McDonough pointed out the reciprocal nature of learning as she explained how her TAs gained a framework for systematically observing, evaluating, and reflecting on their L2 teaching practices. She also gained insight into the process through which the TAs became reflective practitioners.

In a case study of a teacher research group that had been ongoing for four years, Chandler-Olcott (2002) examined how the role of the university-based member could benefit a school-based research group. Due to her ties to the school district and her knowledge of teacher research, Chandler-Olcott was invited to act as the university-based facilitator by the three teachers who obtained a grant for the research group. She described her role in the project as "active membership": "Since I am a university professor, my experiences in the group were clearly different from the experiences of the other members who taught at Mapleton . . . For example, I had to balance my desire to study the group with the members' need for me to lead it" (p. 27). Chandler-Olcott found

that teachers need help in developing control over their research strategies. This assistance need not come only from university-based researchers, but it is important to have "an experienced coach who can provide feedback and suggest alternatives" (p. 35). This is the role Chandler-Olcott played in her study.

Teacher educators Johnson and Button (2000) studied a graduate course they gave on teaching language arts. They developed the course in collaboration with the 11 teachers from the school district that had asked them to collaborate in offering professional development to their teaching staff. As the course instructors, Johnson and Button were able to observe all seminar sessions, to monitor the teachers' action research projects as they developed, and to attend the conference given by the teachers at the end of the course (p. 112). Although Johnson and Button were the course instructors, they placed great value on the collegiality they developed with the teachers. The experience of studying this course led the two to "seek new ways of collaborating with our students on inquiries of mutual interest" (p. 124).

Three education professors from different universities (Gilles, Wilson, & Elias, 2010) conducted a study on a school-university partnership that had resulted in a seven-year professional learning community in which classroom research was the norm. Their purpose was to investigate the teachers' perceptions of action research and the factors that led to the growth and sustainability of the teacher action research group. Teachers in the study were from one school and were involved in the teaching fellows program that was the result of a partnership between the University of Missouri-Columbia and selected Missouri schools. The program offered a free 15-month master's degree to first-year teachers and a reduced teaching salary. University faculty members supported mentor

teachers in teaching a year-long classroom research course. Findings of the study showed that the teachers involvement in action research increased communication among school colleagues, provided a new lens for authentic school renewal, and illustrated the impact prolonged action research can have on professional learning communities (p. 103).

In the above studies, teacher educators took on the role of either teaching a practitioner inquiry course or facilitating the work of practitioner researchers. In order to even engage in this type of work, one must believe in the importance to teachers' practice of context-specific knowledge generation. All the authors discussed the benefits of teachers generating knowledge that fits individual needs, which is not the type of knowledge that can be transferred from instructor to students. While the teacher educators in these studies still held the position of expert researcher and the power that goes along with writing and publishing the studies, they all attributed the task of knowledge generation to the teachers with whom they worked.

Research Changing Teachers' Relationships to Research

Within these studies of teacher research, many authors reported that teachers' initial perceptions of research were less than positive. Some teachers felt that education research was not related to their work (Ballenger & Rosebury, 2003; Johnson & Button, 2000) or was not relevant to their situation, such as working in an urban school (Blumenreich & Falk, 2006). Many teachers in the studies believed research to be "positivistic, hypothesis-testing, quantitative studies" (McDonough, 2006, p. 40).

The process of carrying out their own research projects shifted the teachers' notions of research, which eventually expanded to include small-scale, context-specific

studies (McDonough, 2006) that were both pertinent to their own teaching worlds and accessible (Johnson & Button, 2000). One teacher described research as being like a pair of leather shoes that are painful when new but that grow more comfortable with use (Blumenreich & Falk, 2006, p. 864). For the teachers involved with the teaching fellows program (Gilles et al., 2010), research became a tool to figure out what was going on in their own classrooms.

Teachers' ideas about educational research by academics was also shown to change. The teachers that Ballenger and Rosebury (2003) wrote about began to view academic research not so much as an authoritative voice but as another perspective (p. 311). The teachers in the study conducted by Johnson and Button (2000) explained that "the world of educational research now seemed to them to be a club they had been invited to join" (p. 117).

The patterns of teachers' changing perceptions of research demonstrated in these studies are common across the literature on teacher research, and in my own experiences with teacher research. While it is exciting to see that teachers' notions of research and its value to them can be altered, what happens next? How does or can this shift affect what happens in these teachers' classrooms?

What Is Gained through Teacher Research?

Zeichner and Noffke (2001), in their review of the current field of practitioner research, noted that not much attention has been given to the impact of practitioner research on teachers' beliefs and concepts of self. The practitioner research studies by teacher educators that I have included in this review, all of which have been published

since 2001, made much of the transformative experience of conducting teacher research. Blumenreich and Falk (2006) demonstrated how 50 teachers, two of them in specific case studies, experienced change in their thinking and practices through conducting context-specific research. Studies by Ballenger and Rosebury (2003) and Kamler and Comber (2005) showed how close observation and research on children assumed to be challenged or at-risk can challenge assumptions about what ability looks like and how to best teach to it, and ultimately transform teaching. Kamler and Comber (2005) wrote that "we have seen how much difference practitioner inquiry can make to teachers' ability to articulate their beliefs and practice and to become catalysts for school and policy change" (p. 130). Another finding from the studies is that giving teachers the tools to research their own classrooms can be professionally exciting, motivating, and "empowering" (Blumenreich & Falk, 2006; Gilles et al., 2010; Kamler & Comber, 2005). "Rather than think of themselves as technicians who turn to others for direction, they began to talk about taking fuller responsibility for the success of their students" (Johnson & Button, 2000, p. 117). By experiencing themselves as learners, teachers gained an understanding of how to facilitate student learning more effectively (Ballenger & Rosebury, 2003; Blumenreich & Falk, 2006).

An important aspect of many of these studies was teachers' ability to generate knowledge relative to their concerns. Drawing on the literature of L2 teacher education, McDonough (2006) investigated how teacher research can help prepare reflective practitioners by providing a framework for systematically observing, evaluating, and reflecting on their L2 teaching practice (p. 45). Inquiry offers teachers a flexible, context-specific approach to problem-solving and implementing necessary changes in their

practice (Blumenreich & Falk, 2006; Chandler-Olcott, 2002). There seems to be great promise in the power of practitioner inquiry to provide transformative, engaging, context-specific professional development for teachers. Why then is it not employed across teacher education and professional development settings?

Challenges in Conducting Teacher Research

The majority of teacher educators promoted the use of practitioner research in their studies. While a few of the studies discussed teachers' initial skepticism about research, only two out of the six studies I included raised concerns about teacher inquiry. McDonough (2006) noted in her study of L2 TAs that teachers generally do not view research as one of their many responsibilities. She also pointed out that by making a teacher inquiry course a mandatory component of a master's program in education, students would most likely view it as just another course requirement. This would compromise the notion that a teacher research project should focus on a topic of interest voluntarily generated by the practitioner.

One of Chandler-Olcott's (2002) findings in her case study of a teacher research group was that teachers need sustained time for inquiry on a regular basis. "Official" time for professional development in schools is generally not nearly enough in which to sustain or complete inquiry. The teachers Chandler-Olcott worked with had secured grant money to attend conferences and support the work they were doing, "but such grants are difficult to obtain, and initiatives that depend on them tend to be tenuous at best" (p. 34). Unless this type of professional development becomes recognized and supported by

school districts, it is unlikely that teachers will find the time or the support systems to carry out inquiry on top of their teaching responsibilities.

Teacher Research

The Role of the Researcher and the Reasons for Conducting the Study

A large part of university-based teacher educators' professional responsibilities is to produce research. Their motivation to conduct research is commensurate with their job. Teachers' professional responsibilities include many things, but generally not to conduct research. The following studies have been included because they were conducted and published by teachers. I investigate both these teachers' reasons for conducting research and their roles as researchers.

Before conducting their study, Alvarez and Corn (2008) had been involved in a schoolwide professional development model of collaborative inquiry. In compliance with the Reading First Initiative under No Child Left Behind, the authors' school district replaced all professional development with Open Court training sessions. Caught up in the tension between needing to prepare students for Open Court tests and not believing in the "one size fits all" approach to literacy teaching that their school was implementing, Alvarez and Corn decided to conduct teacher inquiry. "In the midst of our daily struggles with mandated curriculum and high-stakes tests, we decided to take charge of our own teaching lives by identifying questions that we could research in our classrooms" (p. 356). They were able to sustain their work because they were members of a university-based group of teacher researchers. Thus they not only were accustomed to conducting research, they also were supported by an organization outside their school. From previous

experience they knew the power of teacher research to generate knowledge out of tensions or problems.

The Literacy for Social Justice Teacher Research Group was initiated by Rogers and Kramer in 2001. The group was comprised of elementary, secondary, and adult education teachers and college professors who differed in terms of race, religion, and socioeconomic level. The goals of the group were to learn from one another, to study their own teaching practices, and to build a socially just community with the ability to fundamentally change society. Like Alvarez and Corn, Rogers et al. (2005) questioned the purposes of professional development and believed teacher networks or inquiry communities can provide professional development that accounts for the needs of individual teachers.

Autrey et al. (2005) are a group of seven teachers and one university-based outreach coordinator from the University of Michigan. Having just completed a summer institute with the National Writing Project (NWP), and with funding from a Teacher Inquiry Communities Grant from the NWP, these teachers were looking at the intersection of technology and their teaching through digital portfolios. The group explored how a community of teacher researchers might integrate digital portfolios into their inquiry process and the potential influence of engaging with this technology on the teachers, personally and pedagogically.

Smiles (2008), a middle school teacher, questioned her students' enthusiasm for literature circles in her writing and literature classes, which was the impetus for her collaborative research study with her students. Smiles wondered whether literature circles were productive and fostered literacy development, or if they were just fun for her

students because they allowed them to talk with each other. Smiles works for the Center for Expansion of Learning and Thinking in Bloomington, Indiana, which is associated with the School of Education at Indiana University. There is no discussion in her study of her role outside of teaching, other than her bio. She used practitioner inquiry to address a question about her teaching and her students' learning.

Fecho (2000) and his high school students conducted a year-long inquiry project within their literacy classroom to answer the question, "How does learning about language connect you to your world?" (p. 34). At the time he conducted his inquiry, Fecho was teaching in a small learning community he and two other teachers had founded within a large urban high school in Philadelphia. This small learning community fostered inquiry-based learning, performance-based assessment, and meaning-making across the curriculum. At the time the study was published, Fecho was a professor at the University of Georgia.

Soares (2008) was a teacher of English in a language school in Rio de Janeiro, Brazil. Hers is the only non-American study I have included, that follows a framework of Exploratory Practice. After enrolling in an online workshop showing language teachers how to use technology, Soares decided to add blogging to her teaching practice. When her pre-intermediate teenage students were not as involved with the blog as she had anticipated, Soares engaged in exploratory practice (Allwright, 1996, 2003) in her classroom to understand if her students saw the blog as a learning tool and what blogging was like in other language teaching contexts. She explained how she moved from questioning to understanding through exploratory practice.

In all of the teacher research studies in this section that were conducted in U.S. contexts, there is some connection between the teacher researcher and a university. The Soares study was conducted in Brazil, where British teacher educator and L2 researcher Allwright (1997, 2003, 2005) spent a great deal of time and effort setting up a culture of exploratory practice. Some teacher researchers in the U.S.-based studies were supported by a university-based inquiry group (Alvarez & Corn, 2008), and other inquiry groups included university-based members (Autrey et al., 2005; Rogers et al., 2005). These studies were generally conducted as professional development, and two cases (Fecho, 2000; Smiles, 2008) were a means of engaging students in learning. Allwright (2003, 2005) raised questions about whether or not the benefits of research can be sustained by classroom teachers, and about the role of the university researcher in practitioner research.

Research Changing Teachers' Relationships to Research

Interestingly, the issue of teachers' perceptions of research being changed through their engagement with practitioner inquiry is not addressed in any of the teacher research studies included in this section. All the teacher researchers in these studies were using teacher research as a tool for professional development, to answer questions, or to bring about social change. This use of teacher research implies that the teachers had previous knowledge of inquiry and its potential. It is therefore not surprising that teachers who chose to conduct inquiry and publish their findings did not change their opinions on the value of research to their practice.

What Is Gained through Teacher Research?

Many of the benefits teacher educators found in teacher research are mirrored in the teachers' studies. The idea of transforming practice begins with teacher researchers discussing how assumptions are challenged through the inquiry process. Including students as co-researchers forced Smiles (2008) to think about her own language, literacy, and value systems and how those systems affected not only her teaching but her students as well (p. 38). Similarly, the diverse "stances" taken by the Literacy for Social Justice Teacher Research Group (Rogers et al., 2005) led to questioning that "caused us intellectual unrest because some of our long-held assumptions about teaching and learning are challenged" (p. 356).

The actual transformation of practice does not happen by challenging assumptions alone. Some type of action must take place as a result of changing assumptions or of learning that occurs through practitioner research. In the studies conducted by Autrey et al. (2005) and Soares (2008), what was learned about including technology in practice was applied to teaching practices and the teachers' own professional development. Fecho (2000) also discussed how he used inquiry as a tool that altered not only how he saw his teaching but how he conducted his practice.

All of the studies included in this section claimed that teacher research benefits teachers' professional development, deepens their professional knowledge, or enhances student learning. One teacher in Autrey et al.'s (2005) study on the use of digital portfolios explained: " Participating in this project has presented the perfect opportunity to model a concept of professional development as teacher-driven research" (p. 66). The ability to raise questions specific to individual classrooms and then have the tools to

investigate that question positions the teachers as the drivers of their own learning (Alvarez & Corn, 2008; Autrey et al., 2005; Soares, 2008; Rogers et al., 2005).

Teachers' increased understanding often leads directly to improved student learning. "Through careful inquiry into our students' reading processes, we can deepen knowledge about language and literacy development and create assessment strategies that provide teachers with more useful information and, ultimately, lead to improved student achievement" (Alvarez & Corn, 2008, p. 364). In the studies by Fecho (2000) and Smiles (2008), engaging students as researchers heightened their metacognitive awareness of language and literacy practices. Ultimately, student learning must be the focus of all educational research.

Challenges in Conducting Teacher Research

As with the teacher research studies conducted by teacher educators, there is an overwhelming trend toward promoting this genre of research. However, there are problematic issues in the teacher research studies in this literature review. The current environment in schools, particularly U.S. schools serving diverse and poor populations, tends to favor scientifically based research as the gold standard:

> Since the passage of NCLB there is a pervasive belief "that knowledge related to teaching is universal and generalizable and that the teacher's job is to know that knowledge and apply it with fidelity . . . [T]he idea that teachers and other practitioners have the capacity to generate local knowledge of practice through their own classroom and school inquiries are antithetical to the premises of

NCLB." (Cochran-Smith & Lytle, 2006, p. 675-676, as cited in Alvarez & Corn, 2008, p. 364)

Schools' tendency to view teachers as implementers rather than generators of research is a constant battle being waged by proponents of teacher research. It is as if the teacher research movement is moving against the tide of educational research. "Taking inquiry stances in secondary classrooms will only be pervasive when prescribed curricula, short periods, departmental exams based on content, and other such limiting structures are rethought at the district and not only the classroom level" (Fecho, 2000, p. 391).

Another challenging issue raised by Autrey et al. (2005) was making students' and teachers' work public by posting it on blogs or websites. For teachers, participating in this new public forum raises issues of accountability. The teachers in Autrey et al.'s study discussed how by sharing their work on the Internet, they were making themselves highly accountable to the curricular goals of the school and district and vulnerable to critique from anyone. "Displaying students' writing thorough the DP [digital portfolio] is like blasting the hinges off my door during writers workshop and inviting the world to come in and see the raw insides of a vulnerable practice" (p. 67).

The final challenge addressed in these teacher research studies was funding. The Literacy for Social Justice Teacher Research Group (Rogers et al., 2005) reflected on the difficult nature of obtaining funding for their work. They asserted that teacher research is not a well-established form of professional development. It is also possible that their critical focus on social justice would be seen as controversial in this era of NCLB and scientific notions about how research should be conducted and implemented. Both teacher educators and teacher researchers are aware of the benefits teacher research can

bring to classroom practices, and of the challenges this genre of research faces in becoming recognized and validated in schools.

The Relevance of the Research Literature to My Work

A return to the original question asked in this literature review may help to focus this final discussion. I am seeking the final reality of what Dewey (1929) refers to as "educational science," what I have been calling research, in teachers' practices. To begin looking at this question, the term "research" must be defined, as the crux of the matter is sorting out what counts as research and to whom. These power dynamics and relationships to research directly affect teachers' engagement with "research."

In this chapter, I constructed three categories based on teachers' engagement with research that loosely correspond with differing discourses of research. As research is about the generation of knowledge, the three categories highlight how the language used (Foucault, 1980, 1982) makes evident the assumptions and meanings of research in each discourse.

The studies I have included from the genre of scientifically based research generally show research as being created by academics for teachers to ultimately implement in their classrooms. As Hammersley (2001) pointed out, the dangers of the scientifically based research movement lie in the privileging of evidence from one paradigm of research studies over evidence from other sources, such as the knowledge generated by teachers through their experiences and research. Collaborative research studies argue that knowledge for practice is best generated by both academics and

teachers. The third category of studies assumes that knowledge for teaching practices should be generated by teachers.

The positioning and power related to the professional responsibilities of academics and teachers is a theme addressed in each of the three categories. When research is created by researchers or academics *for* teachers, there is automatically an unequal power and knowledge distribution:

> The assumption that research can provide a knowledge base for making pedagogical decisions is also dangerous because it commonly implies a particular power relationship between researcher and teacher. It places researchers at the top of a social hierarchy, giving them the responsibility for making decisions, and teachers at the bottom consigned to implementing research-driven curricula. (Ellis, 1998, p. 54)

In the research studies produced *with* teachers, the traditional assumptions and beliefs about power and knowledge are questioned and an attempt is made to reposition researchers and teachers. "When university researchers engage the teachers they study as collaborators and coauthors, researchers potentially act in what Deluze and Guttari (1987) term a rhizomatic manner—that is, one in which authority and power are redistributed and shared, rather than centralized" (Smagorinsky et al., 2006, p. 87).

Research studies produced *by* teachers are not so easily found, due to the traditional assumptions held by professional education journals about what counts as research and who produces research. Furthermore, the focus of teachers' research tends to be specific to their individual context and not necessarily relevant for publication.

However, the different positioning of teachers as knowledge generators and professionals is evident in throughout the genre of practitioner research:

> Other conceptual and empirical literatures (written by variously situated teacher researchers and university-based scholars) position teacher researchers as both insiders *and* outsiders who need to renegotiate traditional relationships between schools and universities and rethink assumptions about the relationships of research and practice. (Cochran-Smith & Lytle, 1993; Freedman, Simons, Kalnin, & Casareno, 1999; Hollingsworth, 1994; Noffke & Stevenson, 1995, as cited in Lytle, 2000)

The varied positioning of teachers in the different discourses of research makes it evident where the power lies in research discourses. When knowledge production is labeled "research," the producer of the research controls the knowledge. My concern in each discourse is with how teachers are positioned. If teachers are not involved in research or knowledge production, they have little power to control or change what happens in their teaching contexts. However, when teachers conduct research for the purpose of driving their instruction, they are generating knowledge that is context-specific for their practice.

The other trend across the three categories of research is the necessary involvement of universities in research. Findings from studies of research created *for* teachers revealed that teachers' use of research in their classrooms is done generally in conjunction with academic course requirements (Everton et al., 2000; Hemsley-Brown & Sharp, 2003). Research conducted *with* teachers, the collaborative studies, are by definition produced by researchers in conjunction with teachers. Even the research

produced *by* teachers in teacher research studies involves some type of university support (Alvarez & Corn, 2008; Autrey et al., 2005; Rogers et al., 2005). This raises an important question about whose responsibility it is to conduct research.

If we alter our language to talk about generating knowledge the assumptions tied up in the discourses of "research" might be avoided. Allwright (1997, 2003, 2005) has made the decision not to name research in his approach to understanding the quality of language in classroom life and he instead employs the term "exploratory practice." He has been described as "an academic researcher who has undergone true transformation, and who, after letting go of his old identity, currently feels more accountable to teachers than to other researchers" (Ortega, 2005, p. 320). Interestingly, Allwright is not referenced in any of the cumulative works on teacher research (Cochran-Smith & Lytle, 1999; Lytle, 2000; Zeichner & Noffke, 2001). As research is central to my study and my questions, I will not abandon the term. However, I have become aware of the futility of trying to place research in categories, as I have done in this paper, or into paradigms. While creating this framework was helpful in organizing the literature and writing this paper, trying to maintain strict categories in thinking about research does not hold much promise moving forward. "Facing the problems of doing research in this historical time, between the no longer and the not yet, the task is to produce different knowledge and produce knowledge differently" (Lather, 2006, p. 52).

What I have learned from reviewing the literature on teachers' engagement with research will help me to produce different types of knowledge in different ways. In order for teacher educators and educational researchers to better understand the potential uses of research for classroom teachers, the realities of classrooms and the differing

professional priorities of teachers must be understood. Zeichner and Noffke (2001) have called for further investigation into the organizational contexts needed to support practitioner research. "Questions about the importance of research groups and external facilitators to the research process, and of ways in which to lessen the inevitable tensions between teaching and researching are but a few examples of the kinds of issues in need of further study" (p. 324). DiPardo et al. (2006) wrote about the factors that affect teachers and what it might take for researchers to understand them:

> We understand from our own experiences as teachers and teacher-educators that insights from research are but one influence in the day-to-day flux of classroom life, and that other pressures-school initiatives, accountability measures, the human dynamics of a particular class, and so on- often compete with research-based understandings in guiding moment-by-moment instructional decisions. We need many more vignettes, case-studies, and narratives of teachers' uses of research, the factors that shape such uses, and the sorts of preparation and ongoing support that can help. (p. 306)

I see my next steps as working to create the narratives and case studies of classroom contexts and classroom practices that involve research that can inform teacher education. The following chapters lay out my research study of two urban ESL teachers meanings and enactments of research over a five year period.

CHAPTER 3

METHODOLOGY

Overview

This chapter provides an explanation of the role of theory in conducting research, gives definitions of the guiding theoretical constructs in the study, and lays out the qualitative design of the study. I provide explanations for why and how the "approaches" of case study and grounded theory are used as "systemic yet dynamic (i.e., changeable and changing) social scientific formations that provide loosely defined structures for conceiving, designing, and carrying out research projects" (Kamberelis & Dimitriadis, 2005, p. 17).

This qualitative study creates two case studies (Yin, 2009) through a systematic process of building theory drawing on methods of constructivist ground theory (Charmaz, 2006). In keeping with the importance of context and the recognition of the researcher's impact on qualitative research (Creswell, 1998; Denzin & Lincoln, 1994) I explore the questions through a systematic analysis of data collected from the participants, including the researcher and through their participation in the Professional Spaces in which the study was conducted. To organize the data, the process included methods of critical incident analysis (Angelides, 2001; Tripp, 1993, 1994) and text analysis (Fairclough, 2003). After defining Discourses and Professional Spaces below, both which contribute to the theoretical frame of the coding and analysis, this chapter explains the theoretical and methodological pieces of the design. A discussion of issues of validity and credibility ends this chapter.

Integration of Theory and Method

The purpose of this study is to explore how two urban ESL teachers engage with research across critical stages in their teaching preparation and practice. I look at how these teachers make meaning of different discourses of research, what types or discourses of research they draw on in their daily practices, and how research is enacted in their teaching. Inspired by the work of Jean Anyon (2009) my goal is for this project to be a "theoretically informed empiricism" as neither data nor theory alone are adequate to the task of social explanation (p.2). This chapter provides an overview of my methodology. I draw on Harding's (1987) explanation of methodology as: "the theory of knowledge and the interpretive framework that guides a particular research project" (p.2). Methodology can be thought of as a bridge between epistemology (how we know what we know) and method (how we do what we do) that shapes how we approach and conduct research. The connection between theory and method runs throughout this study.

I approach this account of the ways in which ESL teachers engage with research from a feminist poststructural perspective. My feminist lens allows me to construct meaning from women's lived experiences including my own and the two teachers I worked with. I also acknowledge through poststructuralism that all meanings and thus all practices are socially constructed through discourses, which requires me to look at not just the words and actions of the teachers, but also their negotiation of the contexts and discourses in which they taught. Central to feminist poststurcturalism is the theorizing and critiquing of discourse, knowledge, truth, reality, rationality and the subject (St.Pierre & Pillow, 2000). Within the current US educational context of continuing standardization of knowledge it is essential to theorize and critique the role of these constructs within

research. An understanding of these relationships helps me to answer my research questions about how teachers make meaning of research, the different discourses they draw on, and what this means for their practices and teaching methods. My epistemological framework also necessitates a constant awareness of the role of theory in research as well as a continual critiquing or deconstruction of my own production of research. I discuss the role of theory in each of the methodological approaches I drew from in the Research Design Approaches section of this chapter.

While I am distinctly aware that research is a term that needs to be defined, doing so is, in essence, the work of this project. Therefore, throughout the study I use the term "research" in the broadest sense to refer to the construction of knowledge, the investigation into a certain topic for the purpose of gaining or discovering facts or information. The question of who conducts the investigation is also integral to the findings of this study.

Guiding Constructs

> *Poststructuralism suggests that life is the way it is because of accidental and unintended convergences in history; because of the arbitrary desires and passions of individuals; because certain discourses, for no particular reason perhaps, became more important than others; and because anonymous and contingent forms of knowledge have produced practices that can be contested and changed. Thus, the space of freedom available to us is not at all insignificant, and we have the ability to analyze, contest, and change practices that are being used to*

construct ourselves and the world, as well as the practices we ourselves are using in this work of praxis. (St. Pierre, 2000, p.493)

I use the constructs of praxis, discourse and power for the purpose of understanding how two individual ESL teachers have negotiated their practices regarding research within certain contexts so that I might offer alternatives.

Praxis

> *Praxis is a somewhat technical term for practice, for action that stands in a dialectical relation to theory; what we do should lead us to change our basic theories about our role in the world, and our theories should lead us to change the roles we play. (Lemke, 1995 p.131)*

At the heart of this study is the question of how the meanings we make, our theories, can lead us to change our practices, and how research factors into this process. The guiding construct of praxis is key to looking at how teachers might challenge existing approaches to teaching ELLs through their complex participation with research in their social worlds. While praxis as a theoretical construct is central to my dissertation, it is also important in my research methods and as an implication of my study. From my initial questions about the purpose for conducting education research to examining how meanings of research are enacted in practice the construct of praxis runs throughout my work.

Praxis is a much used and seldom defined construct in critical research. In critical pedagogy the term is often linked to the work and writings of Karl Marx and Paulo Freire.

Marx envisioned a world in which people were no longer divided by class and no longer alienated from one another or their own labor due to the

> capitalist mode of production. He envisioned an unalienated world through the idea of *praxis* (Marx, 1976, 1983). Praxis is the creation of alternative ways of being and courageous engagement with the world in order to change it. (Madison, 2005, p.54)

For Marx the purpose of philosophy was not to merely reflect on the world and its workings but rather to change the world. The notion of change is also central to Paulo Freire's writings on praxis. As McLaren says:

> According to Freire, knowing is action-reflexive. It entails an active transformation on and through the world, not an accommodation to it. Dialogical knowing always views an individual or group's existential predicament in relation to a sociopolitical context… Critical reflection -- what Freire calls "critical transitivity" -- is a form of social empowerment. It cannot be achieved in isolation, for this merely valorizes personal transformation at the expense of making and remaking history with and for others. Personal history is always embedded in social forms that are part of our collective cultural present and that owe an ideological debt -- whether good or bad -- to the past. (McLaren, 1992, p.9)

McLaren points out that Frerian praxis is dialogic, collective and collaborative as well as embedded in sociopolitical historical contexts. Transformation of the world as it currently exists is the goal of praxis. Freire himself defines praxis as "reflection and action upon the world in order to transform it" (Freire, 1993, p.51).

Across the research on teacher learning and knowledge the call has been made for

teachers' engagement in praxis either through action research (Carr & Kemmis, 1986; Edge & Richards, 1998a) or through inquiry (Johnson, 2006). Challenging assumptions and the way things are is the beginning of the cycle of praxis that leads through critical ways of analyzing, doing, and creating (Lemke, 1995).

Throughout my project I draw on the definition of research as praxis provided by the ACCELA mission statement as well as Patti Lather's (1986) writing about *Research as Praxis* in defining and understanding praxis as:

- engaging in theory, practice, research and action simultaneously and directly to bring about social change through and for education (ACCELA mission statement);
- "the dialectical tension, the interactive, reciprocal shaping of theory and practice" (Lather, 1986, p.258);
- " a change-enhancing , interactive, contextualized approach to knowledge building" (p.260);
- "grounded in respect for human capacity" (p.269).

These quotes shaped my line of questioning throughout the process of data analysis in considering whether or not teachers' engagement with research constituted praxis.

Discourse

> *Discourses exert power because they transport knowledge on which collective and individual consciousness feeds. This knowledge is the basis for individual and collective, discursive and non-discursive action, which in turn shapes reality (Jager & Maier, 2009,p.39).*

I begin my definition of discourse with a reminder that definitions confine and limit possible meanings. However, in order to be able to use theoretical constructs as

tools with which to think and analyze I must define the way in which I understand and use “discourse”.

In a broad sense discourse can be tied to Foucault’s (1972) term *episteme*- how one views the world. People do not control discourse; they are within a discourse which precedes them, although they may contribute to changing a discourse. All people operate in a world shaped by discourse and act as the "torch bearers" of discourse. Discourses construct constraints and imperatives, which manifest as rules, norms and ways of interacting. It is possible and common for people to operate within multiple discourses. For example, the discourses that shape a person’s professional actions and context are generally different from those that shape the same person’s private and home life.

Fariclough (1995) (drawing on Foucault) maintains that discourse varies from abstract to concrete. First, discourse refers to language use as social practice. Secondly, discourse is understood as the kind of language used within a specific field, such as economics or education. Finally, discourse refers to a way of speaking which gives meaning to experiences from a particular perspective. Fairclough’s uses of “discourse”, as well as his Foucauldian notion of power in producing and changing discourses, inform how I use discourses of research throughout this study.

I argue that discourses of research constitute varying specific fields or contexts. For example, the policies that are implemented in schools targeted for reform tend to grow out of the discourse of scientifically-based research. Teachers are asked by administrators, who are under pressure to produce results, to implement scientifically-based curriculum and use data to drive instruction. Teachers then use language and

actions in their teaching that promote the discourse of scientifically-based research. As such the very language that is used to represent particular perspectives, beliefs and practices changes depending on the driving or dominant discourse within each of the contexts being explored.

Discourses are constitutive but also constituted. This dialectic helps explain the relationship between discourses and social practices. Discourses form individual and mass consciousness.

> Since consciousness determines action, discourses determine action. This human action creates materializations. Discourses thus guide the individual and collective creation of reality (Jager & Maier, 2009, p.37).

Having a theory of language and discourse allows a researcher to develop an understanding, albeit partial, of the meanings being made in specific contexts and the actions taken as a result of these meanings. "Poststructural theories of discourse, like poststructural theories of language, allow us to understand how knowledge, truth, and subjects are produced in language and cultural practice as well as how they might be reconfigured" (St.Pierre, 2000, p.486). I am interested in what discourses of research the teachers take up in the social practices of their teaching and what this might mean for challenging the status quo of knowledge generation in classrooms.

Power

Power in my study focuses primarily on the relationship between discourses and power and what this means for how the teachers negotiate the different discourses of research. Foucault's theorizing helps make evident the ways in which different discourses

produce and have power. He argues that power is not only "repressive" as many assume, but rather acts in productive ways as well:

> If power were never anything but repressive, if it never did anything but say no, do you really think one would be brought to obey it? What makes power hold good, what makes it accepted, is simply the fact that it doesn't only weigh on us as a force that says no, but that it traverses and produces things, it induces pleasure, forms knowledge, produces discourse. It needs to be considered as a productive network which runs through the whole social body. (1984, p.61)

In a broad sense Foucault's notion of discourse is tied to his theorizing about power as productive. Power produces discourse just as discourse has the power to construct contexts. Ideas about power as being held by the dominant or the oppressor, and revolution as the primary way to overthrow power are questioned in poststructural approaches. "Poststructural theories of power and resistance doubt that this [revolution] is possible and believe instead that the analysis of and resistance within power relations must proceed on a case-by-case basis" (St. Pierre, 2000, p.492).

In order to analyze the workings of power in contexts I use the tools of constraints and affordances (Fairclough, 2001; Tanner & Jones, 2000). An examination of the contextual factors that constrained and afforded the teachers' engagement with research helped explain how power operated in the discourses explored in this study. When what was said or done, people's social relationships, or the subject positions people were able to occupy were constrained or afforded a window was provided into how conventions within discourses may constrain social practices and the reproduction of social structures

(Fairclough, 2001, p.61). Contextual factors may also promote the creation of new structures.

Grounded in a feminist poststructural approach this study strives to not only understand how knowledge and power interact through discourses but also to challenge traditional and hegemonic structures of power to help create a more just world. An understanding of how power operates allowed me to question how knowledge was generated through research, by whom and for what purposes in specific contexts through various discourses for the purpose of providing alternatives.

Research Design

Qualitative inquiry is generally born out of questions emerging from the researcher's professional and social commitments (Ely, et. al.1991). My own questions and my own shifting position from a teacher to a researcher engendered the histories I have chosen to explore in my work. Coming from a feminist poststructural stance the questions I ask and the data I collected are related to my own interests as a former ESL teacher and current teacher educator and provide a situated and partial account of events.

This is a qualitative study of how teachers make meaning of research and engage with research, which draws on methods of case study and constructivist grounded theory. Each case focused on an urban ESL teacher with whom I worked closely over a period of five years. I was a doctoral research assistant and practicum supervisor for both teachers throughout their master's program, practicum, and during follow up visits two years after they had graduated. I follow Kamberelis and Dimitriadis (2005) who prefer the term "approaches" to " 'methods' which often falsely connote rigid templates of sets of

techniques for the proper conduct of research" (p.17). Each of these approaches acknowledges the context in which the data is collected and analyzed as well as the need for flexibility in constructing studies to answer researchers' questions (Charmaz, 2006; Lather, 1986; Stake, 1995). The following sections of this chapter explain how I drew on case study, and grounded theory to explore my questions about how the teachers made meaning of and use of research.

Case Study

According to Yin (2009) case study research is the best approach when "how" or "why" questions are being posed, the researcher has little control over events, and the focus is on contemporary phenomenon within a real-life context (p.2). These criteria fit the questions I ask about how teachers make meaning of research within their real-life teaching contexts. Some strategies or techniques consistent across the case study approach are reliance on multiple sources of evidence and extensive description of the context as integral to the analysis (Cresswell, 1998). Following Cresswell's strategies my own study consists of data, or multiple sources of evidence, that were collected over a five-year time period, each in a specific context. These multiple sources of data allow me to work toward understanding the complexity and messiness of the context in which I was working. I also approach the task of describing the context with the caveat that my extensive description will nevertheless, be partial and written solely from my perspective.

A case is an instance of a phenomenon chosen for study that is bounded in time and place (Ragin & Becker, 1992). This study consists of two case studies of Irina and Sarah, bounded by time (January of 2005- January of 2010), place (Midtown School

District), program (the ACCELA master's program) and position (ESL teachers). Through the study I conceptualized these time and place boundaries as three distinct stages. I will briefly describe the three stages of the study below, yet they will be expanded on further in the sections on data collection and data analysis.

Stages of the Study

I worked with the two teachers in the study over the period of five years through three different stages. In stage one I worked with them as their project assistant while they completed the ACCELA master's program. This stage began in January, 2005 and ended in April, 2007. I will provide more information about the ACCELA master's program in the context section. In stage two I was the supervisor for each teacher while they completed their practicum leading to ESL licensure. The time frame for this stage differed for each teacher as they completed their practicums at different times. In stage three of the study I visited the school where both teachers were working two years after completing their master's program. I observed the teachers in stage three for two weeks in January of 2010 while they were preparing for a district wide professional development conference.

Grounded Theory

In order to understand how teachers made meaning of research and how they used research I employed grounded theory as conceptualized by Charmaz (1995; 2006). Charmaz describes her constructivist approach to grounded theory in relation to interpretive analysis as:

- attempting to describe, explain and understand the lived experiences of a group of people (Denzin, 1989, Giorgi, 1995),
- relying on knowledge from the 'inside',
- aiming to capture the world of people by describing their situations, thoughts, feelings and actions, and
- relying on portraying the research participants' lives and voices (Charmaz, 1995, p. 30).

The guiding questions for my study about the meanings the teachers made of research and how those meanings played out in action fit with the above criteria and also required a fairly comprehensive understanding of the contexts in which the teachers operated. Across the three stages of the study I was an active participant in the contexts of the ACCELA master's program and the teachers' classrooms as a project assistant. During the practicum I supervised the teachers work through conducting visits to their schools and classrooms. In the final stage of the study I spent two weeks in the teachers' schools observing, helping out in their classrooms and attending district and school meetings. I also conducted interviews with the teachers to understand their beliefs, attitudes, and interpretations of their context.

Constructivist grounded theory enabled me to keep the centrality of theory as I worked toward an understanding of the social process the two teachers engaged in to make meaning of research and then how they enacted those meanings in their practices. "Interpretive theory calls for the imaginative understanding of the studied phenomenon. This type of theory assumes emergent, multiple realities, indeterminacy, facts and values as linked; truth as provisional; and social life as processual" (Charmaz, 2006, p.126). In

other words, I was not seeking causality or linear reasoning about the teachers' actions, nor was I trying to prove a certain theory. Rather, I prioritized emergent themes and patterns in the data and the connections between them. "The hallmark of grounded theory studies consists of the researcher deriving his or her analytic categories directly from the data, not from preconceived concepts or hypotheses"(Charmaz, 1995, p. 32). My stages of data collection along with my phases of analytic coding and categorization allowed for a fluid process of analysis, which moved back and forth between data and findings. Dialectical Theory Building (Lather, 1986) was part of that iterative process that included threading existing theories into the analysis of the data.

Dialectical Theory Building

So as not to confuse the theoretical construct of praxis with my research approach I use Lather's (1986) term "dialectical theory building" to refer to "the dialectical tension, the interactive, reciprocal shaping of theory and practice" (p.258) that informed my research design. While the purpose of constructivist grounded theory is to produce a theory out of analyzing data, I must also acknowledge the role of a priori theory in my study. Both the teachers and I used theory as a tool to think and act with in our practices. "Theorizing is a *practice"* (Charmaz, 2006, p.128). This study aims to contribute theoretically to the literature on praxis, yet also recognizes the importance of studying, reading, and learning theory to help make sense of the world.

> Building empirically grounded theory requires a reciprocal relationship between data and theory. Data must be allowed to generate propositions in a dialectical manner that permits use of a priori theoretical frameworks, but which keeps a

> particular framework from becoming the container into which the data must be poured. The search is for theory which grows out of context-embedded data, not in a way that automatically rejects a priori theory, but in a way that keeps preconceptions from distorting the logic of evidence. (Lather, 1986, p.267)

Dialectical theory building was part of the comparative and contrastive process of constant analyzing of codes and categories called for in grounded theory. In other words the design of my study required the constant interactive and reciprocal shaping of theory and practice (Charmaz, 2006; Lather, 1986).

The other contribution of dialectical theory building was an open commitment to critiquing the status quo and the working of power to build a more just society. A constant reflexivity in regard to the role and positioning of both the researcher and the researched is inherent in this approach. I will further address the role of reciprocity in the final section of this chapter on issues of validity and credibility.

Context

In order to help readers understand the meanings I am making and trying to portray in describing the context of the study, I begin with the central focus: two ESL teachers. I then address my roles in the study. Widening my lens I next explain the different professional spaces in which the teachers were engaged. Finally I describe the frame I am constructing for my picture/study. It is a woven frame consisting of the various discourses of research that have constituted the field of education and school reform in this country during the past decade.

Participants

> *A lot is "at stake when you stand in as the transmitter of information and the skilled interpreter in both presenting and representing the lives and stories of others whom you have come to know and who have given you permission to reveal their stories." (Madison, 2005, p.4)*

The feminist ethic of care provides moral justification for concern for the relationships between researcher and researched (Preissle, 2007). I want to be sure that my representations of Sarah and Irina are fair, and will not put either of them at risk. I have gone through the IRB process and provided pseudonyms for Sarah and Irina. It is important to me as a teacher educator and a friend to maintain good relationships with both teachers. I asked both Sarah and Irina to read and contribute to my representations of them. No matter the form or format of our accounts of those we work with, "we must still be accountable for the consequences of our representations and the implications of our message-because they matter" (Madison, 2005, p.5).

Irina Morales

Irina enrolled in the ACCELA master's program in January of 2005 which was also her first year teaching ESL in the Barrett Elementary School. Midway through the spring and her first master's course Irina was transferred to a different position in her school. She was moved out of the combined 1st and 2nd grade classroom and into the mobile trailer where she took on the responsibility of teaching ESL students who had been diagnosed with learning disabilities. This position was cut in 2007 and Irina moved to the Jefferson school in September of 2007 to teach second grade. A few months into the school year Irina was once again transferred to a new position as the ESL support teacher for the fourth grade. This meant she traveled with the group of fourth grade ESL

students to all their classes to support them in their different subjects. The following fall Irina was on maternity leave for the first few months of school. In 2010 she returned from maternity leave to teach in the same 4th grade ELL position.

Irina was born in Puerto Rico but completed most of her schooling in the United States. Her Latina heritage and bilingualism enabled her to relate well to her students and develop close relationships with them. She was familiar with the ways in which "ELL students can use their native language to interpret a text or a situation" (Irina reading response February 09, 2005). Bilingualism and attention to language were both fundamental constructs in Irina's teaching.

Irina had a strong background in art and often incorporated drama, music and art into her lessons. The research she conducted throughout her master's was focused on helping individual students learn. Irina looked for strategies and methods that would motivate her students. All of her research involved elements of art and drama and focused on the resources her students brought with them to school. Twice during the five years I worked with her she organized cultural events during the school day where students' family and relatives were invited as well as other members of the school community to share food and music from all children's background. The highlight of both of these events was children sharing their work with an interested audience. These events positioned Irina's ESL students within their classrooms and school communities as having important information and knowledge to share.

Sarah Matteson

Before entering the teaching profession Sarah worked for several years in marketing for an advertising agency in Boston. I first met Sarah in January of 2005, as she was beginning her Master's in Education through the ACCELA program. She was the inclusion ESL teacher in a co-taught fifth grade classroom with 17 English language learners at the Parker Elementary School. She explains how her classroom was set up:

> My co-teacher and I constructed lessons (within the confines of Read First and using Harcourt) for all students, but our centers and guided practice sessions were small group and broken out by phases and reading levels. Because there were 17 ELL students, we took great care in partnering students appropriately for any whole group lessons, i.e., pairing a phase 1 student with a phase 3 to help facilitate the translation while I monitored and adjusted work accordingly. (e-mail correspondence, November 15, 2009)

Sarah moved to a Lake View Middle School the following year where she taught 6th grade ESL. She had a small classroom in what used to be a utility closet and also worked with mainstream teachers to support the ELLs in their classes. The third year Sarah moved back to the Parker school but this time she was co-teaching in first grade. The following year she was recruited to work at the Jefferson Elementary School as the 5th grade ESL teacher. Sarah left the Jefferson School to work for the Professional Development Initiative in 2011.

As a native English speaker Sarah often questioned the best methods for teaching her primarily Latino students. "Some native Spanish speaking teachers believe that students should try to only speak English while in the classroom. I'm not sure if this is

the best way for me to instruct, as sometimes there are lapses in communication. I usually try my best to explain things in Spanish (like math concepts) and have students help me translate. Although I encourage students to speak in English I do not require them to do so" (Sarah's memo April 13,2005).

Sarah's research during ACCELA focused on how she could build on her students' resources to further their learning. She began with questions about her students' comprehension during read aloud versus guided reading sessions. Throughout the master's program she continued to investigate instructional methods that would allow her to support her students as they worked to meet the demands of school such as: answering open response questions on standardized tests, identifying the themes of geography and presenting the plant life cycle.

In a phone conversation toward the end of the study with Sarah (personal communication, October 25, 2009) she discussed her position in the Jefferson school and how "exciting" it was to work in a school where the approach to research based instruction felt familiar to her. However, Sarah also expressed frustration with the demanding workload and the lack of personal time her job allowed her. She told me that the school and her students had done well on the standardized testing, but that the level of commitment and work needed to reach those results was unsustainable. She was looking for ways to stay in education that allowed her more time to spend with her family.

The Role of the Researcher

> *When researchers do not recognize their standpoints and do not take a reflexive stance toward them, they risk reproducing the assumptions given in these standpoints. (Charmaz, 2007, p.445)*

I recognize my power and privilege as a researcher, as a middle-class educated white woman and as the writer of this study. I work to uncover and challenge the assumptions I bring to this writing coming from my standpoints. To do this I take up Michelle Fine's (1994) challenge to "work the hyphens". I understand my identity to be fluid and changeable but I also acknowledge it associates me more closely with some communities and people than others. I have chosen to conduct research in a community that is familiar to me, that of ESL teachers. I draw on my own experiences and resources to make meaning of the contexts, actions and words of Sarah and Irina. In positioning myself and Sarah and Irina at the hyphen I try to reflect on self as other and other as self (Pressile, 2007).

Elizabeth Robinson

I introduced this study with my frustrations as an ESL teacher in an urban school. They gave birth to my questions about the role of research in teachers' practices. My frustrations came from feeling I did not have the necessary knowledge to help my students who were struggling to acquire English proficiency, succeed in school, and pass the state exams required in order to graduate. I left the classroom after three years and entered the Language Literacy and Culture doctoral program in education in 2004. I was searching for answers to the problems I had faced as an ESL and reading teacher for students with whom I did not share the same cultural, linguistic or racial background. How could I become a better teacher for English Language Learners? My frustration continued as my doctoral courses focused on how to read, and conduct research rather

than the specifics of how to teach struggling students. I began to ask how "research" could possibly help ESL teachers in their daily practices.

I found the connections I was looking for between research and practice in the work of ACCELA. The inquiry-based program in which I worked as a teaching assistant for a Teacher Research course and a project assistant demanded the continual integration of research, theory and practice. I worked for the ACCELA alliance from September of 2004 to June of 2007 as a project assistant collecting data for teachers to use in their courses and also for the program. I often felt like a translator between the sociocultural language and theories of the ACCELA coursework and the practical and technical needs of the teachers who were looking for effective methods and procedures. I often fielded complaints from the teachers. While I tried to show them I was "on their side" there was no denying the fact that I had left teaching to join the realm of academics.

As a project assistant I worked with Sarah throughout her master's program and I began working with Irina in the summer of 2006. My relationship with both Sarah and Irina was constantly in negotiation. In the spring semester of 2007 I asked Irina for permission to practice a clinical cycle of observation with her. She agreed letting me observe and video tape her teaching. In the fall of 2007 I became a Licensure Supervisor for ACCELA. When Irina and Sarah needed to complete their practicum both contacted me to work with them as their supervisor for licensure in English as a Second Language.

Professional Spaces

Teachers' ways of relating to the world are directly connected to the complex contexts or situations they are dealing with (Fenstermacher, 1994; Freeman, 2002;

Korthagen, 2007; Sharkey, 2004). Teachers generate meaning of and within their contexts in order to understand and relate to the world. Lemke (2009) reminds us that when our intent is analysis of meanings, we cannot separate meanings from the social, historical, cultural and political dimensions of the contexts in which meanings are made (p.9). Professional spaces determined the social, historical, cultural and political dimensions of the contexts in which the teachers and I worked throughout this study.

I define professional spaces as social structures constructed for professional purposes through various discourses and social events that set the expectations for how to act and "acceptable" ways of being within that space. Within each of the three stages of the study each teacher was engaged in various professional spaces. The connection between professional spaces and the stages of the study is examined in the analysis chapters (4 & 5). I explain below the different professional spaces of this study.

The ACCELA Master's Program

The ACCELA Alliance was created in 2002 by the School of Education faculty at the University of Massachusetts Amherst to respond to the need for sustained professional learning opportunities focusing on the education of English language learners (ELLs). In order to support the academic language development of ELLs, ACCELA provided mainstream teachers in two school districts with critical professional development so that all teachers could become both content and content-language specialists (Gebhard & Willett, 2008, pp.42-43).

The goal of ACCELA is to provide professional development and support for teachers, administrators, teacher educators, and researchers within the context of NCLB

legislation, high-stakes testing, an English only referendum and the adoption of mandated curriculum. The ACCELA Alliance provides various programs to meet these goals. The focus in this dissertation project is on the inquiry-based ACCELA Master of Education Program.

The faculty who constructed the ACCELA Alliance "conceptualized ACCELA's programs as 'third spaces'"(Willett & Rosenberger 2005, p.206). Third spaces are often conceived of as hybrid spaces that go beyond oppositional binaries: "In third space, then, what seem to be oppositional categories can actually work together to generate new knowledges, new Discourses, and new forms of literacy,"(Moje et al. 2004). Another feature incorporated in the design of the ACCELA Alliance was that "instructional spaces would be located outside of normal spaces so as to achieve at least a partially carnivalesque quality" (Willett & Rosenberger 2005, p.206). The term "carnivalesque" from the work of Bakhtin refers to the carnivalizing of normal life. This involves the "temporary suspension of all hierarchic distinctions and barriers among men ... and of the prohibitions of usual life" (Bakhtin 1984, p. 15). The intention in the design of ACCELA, as I understand it, was to do away with hierarchical power relationships that are generally present in school-university partnerships: "All were considered equal during carnival. Here, in the town square, a special form of free and familiar contact reigned among people who were usually divided by the barriers of caste, property, profession, and age" (Bakhtin, 1993, p. 10).

In the master's program all courses are inquiry-based. The teachers involved in ACCELA, used research throughout their courses to critically examine their own practices, the linguistic and cultural resources and needs of their students, and the

political and social contexts in which they worked. Faculty and doctoral students in the UMass Language, Literacy and Culture Program taught all master's courses on-site in the district schools, and this created new spaces for knowledge generation.

Teachers of English to Speakers of Other Languages (TESOL)

In order to obtain their Initial Teaching Licenses, both Irina and Sarah needed to complete a practicum leading to ESL licensure. The practicum was supervised and offered through the ACCELA program as a professional space where teachers are required to demonstrate that their teaching performance meets TESOL standards for teachers. These standards are unique from the Professional Standards all teachers must meet and acknowledge the central role of language in the achievement of content and highlight the learning styles and particular instructional and assessment needs of learners who are still developing proficiency in English (TESOL Standards).

The District

Midtown[4] is one of the largest school districts in Massachusetts with 46 public schools serving over 25,000 students. According to data from the 2009-2010 school district website the average elementary classroom size is 21.3 students while middle school classrooms tend to be a bit smaller with an average of 16.6 students. The dropout rate in the district is 9.3%, which is higher than the state average of 3.4%, while the graduation rate in the district is 54.4%. There is a high rate of student transience. For example 27,700 students enrolled in the district *during* the 2008-2009 school year.

[4] Pseudonyms have been given to the district, schools and the teachers in this research.

Demographically the schools serve a student population that is 24% African American, 2.1% Asian, 52.9% Hispanic, 0.1% Native American, 16.8 % White, and 4.1% multiracial. Thirteen percent of the students are identified as bilingual and there are 50 different languages spoken by students throughout the district.

> More than 77% of all public school students in Midtown live in households at or below the federal poverty line. While poverty does not affect all children in the same way, research shows that youth are more at risk of educational failure when poverty occurs early in their lives. In this context, and given the clear evidence of good practice embodied in recent scientifically-based research, Midtown's educational force of approximately 2200 teachers participates in extensive in service training and development. (Midtown website)

The ACCELA Alliance is an example of the type of extensive in-service training and development available in the district.

In September of 2005 Midtown implemented the "Boundary Plan". This redistricting aligned each address in the city with a specific school. The stated purpose of the Boundary Plan is to guarantee a seat for each student in the school closest to their home. The Plan dramatically affected the student populations in certain schools across the district, primarily in schools located next to public housing and neighborhoods with high percentages of recent immigrants. Schools that previously had not served many English Language Learners suddenly were faced with a dramatic increase in ELLLs and were not well-staffed to meet the needs of their new student bodies. After the Boundary Plan was put into effect, ESL teachers, including the two teachers in this study, were often reassigned to different schools, at times in the middle of the academic year.

Therefore, the multiple schools, in which the preliminary research for this study was conducted, were working to raise test scores through implementation of the Harcourt Trophies (2003) reading/language arts program. Teachers in these schools were given very little room to vary from the curricula, and were frequently monitored by their administrators.

The Schools

The Parker Elementary School

The Parker Elementary School provides for grades Pre-K- 5. I first met Sarah when she was teaching 4th grade ELL in this school in 2005. There are over 600 students enrolled in this newly constructed school. The Parker is a very tightly run school as a large portion of its funding at the time came from Read First grants requiring strict adherence to the chosen curriculum and a focus on building literacy skills. In the time that Sarah taught at the Parker School in 2005 and again in 2007-2008 as the First grade ELL teacher, students were required to conduct silent sustained reading during their normally scheduled recess and lunch periods. Teachers were required by the administration to follow the Harcourt Trophies Reading program (Harcourt Inc., 2003) to the point where they could only recite directions by reading from the teachers' edition. The principal conducted random checks of classrooms to ensure that teachers and students were on task (ER Field Notes, March 16, 2005).

The Barrett Elementary School

The Barrett Elementary School is a K-5 school enrolling approximately 250 students. Irina taught in the Barrett Elementary School during Stage 1 of this study. In the time that she was in this school she was moved frequently and ended up teaching in make-shift trailers behind the school that serviced the English Language Learners and the Special Needs Students. While the school was struggling to meet their Adequate Yearly Prpgress benchmarks the numbers of ELL students drastically decreased in 2006 due to the implementation of the Boundary Plan. Irina also lost her position due to the low number of ELL students.

Lake View Middle School

The Lake View Elementary School is an older school building serving close to 700 students in grades 6-8. Sarah taught in this school for one year from 2006-2007. The racial make up of the school is 60 % Hispanic. While Sarah had relative freedom to teach the curriculum she felt best suited her students, she taught her pullout classes in an old broom closet. Many projects Sarah planned were restricted due to lack of space.

The Jefferson Elementary School

The Jefferson School serves over 400 students in Kindergarten through Fifth Grade and is where both focal teachers taught during the third stage of the study. The Principal developed a great interest in the work of the ACCELA Alliance and recruited teachers who had graduated from the ACCELA program.

In September of 2007 Irina was hired to work at The Jefferson School. While Harcourt Trophies was the official English Language Arts Curriculum of all schools in Midtown, the principal trusted in the expertise of her staff and did not require strict adherence to the Harcourt curriculum. In September of 2008 Sarah was hired at the Jefferson School as the 5th grade ELL teacher. That same fall while Irina was on maternity leave, the Jefferson School entered into a partnership with the Professional Development Initiative (PDI).

The Professional Development Initiative

The Professional Development Initiative (pseudonym), a consulting organization that works with school districts with the goal of inservice teacher learning, is included as a professional space due to the fact that it becomes the governing body of schools with which it enters into partnerships. PDI is "committed to improving literacy outcomes through the use of research-based practices, using elementary school classrooms as clinical sites" (PDI website). There is a fairly prescriptive formula for the teaching of all subjects in order to focus on literacy across the curriculum.

> Effective reading instruction requires a focus on overall language skills related to letter and letter-sound knowledge, the syntax of language, and building a lexicon of words (surface structure cueing systems) and background knowledge, vocabulary, and sharing and applying meaning (deep structure cueing systems). (PDI website)

This framework is grounded in the work of the National Reading Panel (2000) which is most closely aligned with discourses of Scientifically Based Research (SBR), although inquiry by teachers is encouraged to promote data-driven instruction.

Discourses of Research

Research has become taken for granted as the most influential tool to reform schools. There is a general assumption that all teaching practices must be driven by research. "Show me the research." It is almost as if the power of research to drive education is seen as an unquestionable truth. I also argue that we must not forget that there are many paradigms, systems, or discourses of research. Through looking at different discourses of research as the systems of thought and representation that construct understandings and actions we can see that research is not self evident but rather something that has been created. "At this very moment, we are latched onto descriptions that are producing us and the world, descriptions that, over time, have become so transparent, natural, and real that we've forgotten they're fictions. We accept them as truth" (St. Pierre, 2011, p.623). If research is going to drive education, it is important to understand the different constructions of research and what they might contribute. I do this through recognizing three different discourses of research.

The discourses of research that I focused on throughout my study are Scientifically-Based Research (SBR), Teacher Research (TR), and Sociocultural Theories of Language and Language Learning (SCTLLL). This is by no means an exhaustive list of the discourses that contribute to the meanings the teachers made of research. For example, prior to my work with Sarah and Irina I do not know how they made meaning

of research and in what capacities they engaged in research. Because of my own interest in research and my involvement with the teachers throughout the different stages and contexts of this study I named these three discourses as the systems of thought and representations that were most influential in forming the teachers' understandings of research.

Scientifically-Based Research (SBR)

As has been mentioned several times Scientifically-Based Research is the dominant discourse of research in the field of education. This is primarily due to NCLB mandating that all research that drives education policies and practices be scientifically based. There are very specific understandings of what constitutes SBR. The National Research Council's *Report of the National Reading Panel: Teaching Children to Read* in 2001 set the standard for scientific principles such as the use of an experimental or quasi-experimental design with a control group or a multiple-baseline method that should be applied to all inquiry for education. Programs and methods found to be effective through such studies are then assumed to be generalizable across educational contexts. This has led to concepts such as "best practices" and "scripted curriculum" with the understanding that once something has been proven to work it should work in all classrooms with all students. Under the No Child Left Behind Act teachers are held accountable for students' learning based on the results from standardized tests. In order to meet these demands districts are calling for evidence-based or data-driven practice.

Teacher Research (TR)

The discourse of Teacher Research (TR) promotes knowledge generation for the classroom by practitioners. The prevailing focus of teacher research is to expand the teacher's role as inquirer about teaching and learning through systematic classroom research (Copper, 1990). The approach is naturalistic, using participant-observation techniques of ethnographic research. It is generally collaborative, and includes characteristics of case study methodology (Belanger, 1992). Often teachers develop their own research questions out of concerns or issues they are experiencing in their practice or at least in their professional contexts. They then systematically work to collect and analyze data related to their concerns. Not only is the process of teacher research systematic, it is also intentional inquiry by teachers into their own school and classroom work (Cochran-Smith & Lytle, 1993, p.23). The argument for teachers to be involved in their own professional development builds on the notion that generating knowledge about one's own practice through teacher research is the best way to lead to positive changes in teaching and learning (Darling-Hammond, 1994; Fecho, 2000; Hubbard & Power, 1999).

Sociocultural Theories of Language and Language Learning (SCTLLL)

Sociocultural theories of language and language learning draw on the work of Vygotsky (1934/1986) who described learning as being embedded within social events and occurring as a child interacts with people, objects, and events in the environment (Kublin et al. 1998). The role of social interaction then is essential to sociocultural theories, as is the idea that all higher order mental processes are mediated through the use of symbolic tools such as language. "Vygotsky reasoned that symbolic tools [e.g.

language] empower humans to organize and control such mental processes as voluntary attention, logical problem solving, planning and evaluation, voluntary memory, and intentional learning" (Lantolf, 1994, p. 419).

Methods and practices related to SCTLLL seek explanation of human activities through observation, description, and interpretation.

> Explanation of any human condition is bound to context, so complexly interpretive at so many levels, that it cannot be achieved by considering isolated segments of life in vitro and it can never be even at its best brought to a final conclusion beyond the shadow of human doubt (Bruner, 1987, p.xii).

Researchers working in the SCTLLL discourse view explanations and results very differently from researchers operating under the discourse of SBR where the goal is reaching a final definitive conclusion (or a singular "truth") to be replicated.

I have analyzed how the teachers made meanings of and within these different discourses of research. My intent was not to single out one discourse of research from the other, but rather to gain a greater understanding for how teachers navigate and engage in the complexity of their contexts, made up of different discourses.

Data Collection

The two longitudinal case studies I have designed are each made up of three stages that correspond with data collection: stage 1- a master's course, stage 2- a practicum, and stage 3- a post graduation observation period. The time frames and texts that are examined vary slightly based on differences in the two teachers' completion of courses and events as well as the differences in my collaboration with each teacher. The

data collected for the first two stages of the study I collected as a project assistant and ACCELA researcher and exist within the ACCELA database. The third stage occurred after the teachers had completed the ACCELA master's program and I obtained separate permission from the Institutional Review Board to collect this data.

Stage One

Stage one is framed by the time each teacher spent in the ACCELA master's program where courses were geared toward supporting teachers to develop inquiry projects "responsive to local issues, collecting and analyzing various kinds of qualitative and quantitative data, and creating action plans for future work" (ACCELA website).

The red bolded text in figure 1 represent the courses from which I collected data. The green bold text represents courses from which I collected data only from Sarah. I worked as Sarah's project assistant throughout all the ACCELA courses, while I only worked with Irina as her project assistant beginning in the summer of 2006.

The data collected are the texts (written, audio taped and videotaped) produced by each teacher in her ACCELA master's courses. The data set collected for both teachers for stage one of the study consists of videotaped Practitioner Research class sessions, teachers' course work produced throughout the indicated courses, reflective journals, videotaped classroom observations, videotaped implementation of course-developed units, videotaped cultural events Sarah and Irina were involved with at their schools, and e-mail correspondence with each teacher throughout the two years.

Table 3.1: Stage One ACCELA Courses

ACCELA Master's Course Schedule							
Spring 2005	Summer 2005	Fall 2005	Spring 2006	Summer 2006	Fall 2006	Spring 2007	Spring 2008
Practitioner Research **Principles of L1&L2 Language Learning and Teaching**	Reading, Writing, Language and Thinking	Intensive Spanish: Program Models Part 1	Intensive Spanish: Sheltered Instruction Part 2 **L1&L2 Language and Literacy Assessment, Testing and Evaluation**	**Language and Learning Seminar**	**Teaching Content for Language Development** *TQ Dialogues Half-Day Conference*	**L1&L2 Language Development and Literacy** Multicultural Children's Literature *Irina presents teacher research to a UMass master's class* *Teachers as Researchers Conference at UNHM- Focus Group Discussion*	*Professional Development Sarah & Catherine Compton-Lilly*

Additional data for stage one were collected from four events at which Sarah and Irina disseminated their research. These events are indicated in figure 1 by the red italicized font. The first was a district-wide half-day conference in January of 2007 funded by a Teacher Quality grant. Teachers in the ACCELA master's program presented their research projects to principals, district administrators, and university professors. My data includes videotapes of these dialogue sessions, as well as materials collected during the development of each teachers' presentation.

Secondly, a professor impressed by Irina's presentation at the half-day conference invited Irina to share her research findings with her master's of education class being taught at UMass Amherst. Irina's data set includes e-mails and notes from collaborative work sessions with her in preparation for her visit to UMass.

The third event was a focus group of ACCELA teachers that took place in May of 2007. These teachers, including Sarah and Irina, presented their work at the annual Teachers as Researchers Conference held at the University of New Hampshire Manchester. The goal of the focus group was to engage the teachers in a dialogue and reflection about conducting, presenting and implementing teacher research. My data include observations from the conference as well as the videotaped focus group session.

The fourth event was a professional development session organized by Sarah and ACCELA professor, Dr. Patricia Paugh Dr. Paugh and I collaborated with Sarah to provide teachers with books by the prominent teacher researcher Catherine Compton-Lilly, *Reading Families: The Literate Lives of Urban Children* (2003) and *Re-Reading Families: The Literate Lives of Urban Children, Four Years Later* (2007). Dr. Paugh and Sarah were also able to bring Catherine Compton-Lilly to Midtown in February of

2008 to participate in a district wide professional development workshop with both Catherine and Sarah presenting their research. I have video of the professional development session as well as correspondence between Sarah and Dr. Paugh leading up to and following the event.

Stage Two

Stage two is bound by the parameters of the ESL Practicum. The corresponding data are the texts produced by the two teachers related to their practicum in completion of the requirements for ESL licensure. This stage of data collection involved some re-negotiation of the relationships and roles the teachers and I took up. My role shifted from being a project assistant to practicum supervisor moving me from a collaborator to more of a "gatekeeper".

The data I collected for stage two of Irina's case study were collected between September and December of 2007 and consist of observations from classroom visits, all stages of the papers Irina produced for her practicum portfolio ranging from initial drafts to the finished projects, e-mail correspondence with Irina throughout the practicum, the video taped final cultural project Irina produced for her practicum, as well as all my fieldnotes from my individual meetings with Irina and the three-way meetings with Irina, her supervising practitioner and me.

I was also able to supervise Sarah 's practicum, which began in February of 2008 and was completed in May, 2008. The data I collected for stage two of Sarah 's case study consist of classroom observations, all stages of the papers produced for her practicum portfolio, e-mail correspondence with Sarah throughout the practicum, video

taped three way conferences, as well as all my field notes from my individual meetings with Sarah.

Stage Three

The third stage of the study and data collection occurred in January of 2010. To investigate the ways Irina and Sarah were engaging with research two years after having completed their inquiry-based master's program I contacted both teachers and the principal of the Jefferson school, who all agreed to let me observe Sarah and Irina's classrooms for the weeks of January 4th and 11th. The Jefferson school was in a professional development partnership with the Professional Development Initiative (PDI)[5]. PDI "strives to improve literacy outcomes in high-poverty elementary schools by developing teacher, school, and district capacity for sustained self-improvement" (PDI website, n.d.).

During the two weeks I spent with Sarah and Irina a "Winter Conference" took place. "Winter Conference is a research-based, interactive, clinical experience designed to support the ongoing work in schools in partnering districts while also contributing to the field's broader effort to improve student literacy and thinking skills for young children attending high-poverty schools" (PDI website, n.d.).

The data I collected for Sarah's case study consisted of two weeks of classroom observation, field notes and audio recordings from my interactions with people in the school and attending different PDI meetings, different versions of Sarah's data-based

[5] PDI is a pseudonym for this initiative.

literacy lesson which she modeled for a group of about 30 district teachers visiting the school for the conference and finally an interview conducted later on April 15, 2010.

Irina's classroom was chosen as a model classroom for the visiting teachers to walk though demonstrating strategic use of visuals and charts on the walls, as well as its physical set up. Unfortunately, Irina was sick for a few days of my visit. She was also very concerned about preparing her classroom for the Winter Conference. There was limited time to talk with Irina as most of her preparation periods were spent preparing the classroom for the visitors who would be coming in. My data set for Irina in stage three consists of classroom observations, field notes from informal discussions with Sarah and her students, and an interview I conducted with Irina in my second week visiting in which we discussed her thoughts on PDI, the roles research played in her instruction as well as her reflections on the ACCELA master's program.

Data Analysis

> *When writing the next word and the next sentence and then the next is more than one can manage; when one must bring to bear on writing, in writing, what one has read and lived, that is thinking that cannot be taught. That is analysis. (St. Pierre, 2011,p.621)*

At the heart of this work is my personal question about the relationship between "research" and teaching practices. My questions about how "research" is taken up, or not, in teaching practices are not necessarily shared by the teachers with whom I am conducting this study. Operating from this understanding requires careful attention to and recognition of the specific ways in which my own agendas affect the research (Hesse-Biber, 2007).

Another central understanding I bring to this study is that there are multiple discourses of research at play in any context. "The relationships between discourses are one element of the relationships between different people- they may complement one another, compete with one another, one can dominate others, and so forth"(Fairclough, 2003, p.124). While Scientifically-Based Research is currently the dominant discourse of research in education, I posit that "research as praxis" (Lather, 1986), that is research explicitly committed to critiquing the status quo and building a more just society (p.258), has powerful implications in teacher education for helping teachers and researchers work to improve learning in schools.

Before explaining my approaches to analyzing my data I remind the reader of the initial questions guiding this study:

> 1. Within the context of NCLB and an inquiry-based master's program how do two urban ESL teachers make meaning of "research" during their master's work, their practicum, and two years after completing their degrees?
>
> a. What meanings do Sarah and Irina make when they engage with research in their ACCELA master's program?
> b. What meanings do Sarah and Irina make when they engage with research in the process of completing their practicum for ESL licensure?
> c. What meanings do Sarah and Irina make when they engage with research two years after having left the ACCELA program and working in a school governed by PDI?
>
> 2. How are different discourses of research taken up in the meanings the teachers make of research?
>
> 3. How are the meanings teachers make of research enacted in their teaching practices?

Informed by a constructivist grounded theory approach (Charmaz, 2005) I understand that a researcher does not force preconceived ideas and theories directly on

their data. Codes emerge from closely studying and interacting with data. The collection of rich data affords the researcher a thorough knowledge of the empirical world or problem that she studies. By having this kind of data, that I was involved in collecting over a five-year period, I was more readily able to discern what participants meant and how they defined their experiences with research. I did this through a systematic series of looking for themes and patterns throughout my three stages of data. In these phases of analysis I produced codes and categories and ultimately a narrative of each teacher's engagement with research. Next, I describe the two analytical methods I used within my grounded theory approach: Critical Incident Analysis (Angelides, 2001) and text analysis (Fairclough, 2003).

Critical Incident Analysis

To begin my analysis I drew on the work of Angelides (2001) and Tripp (1993, 1994) by using critical incident analysis (CIA), a method proposed for conducting case studies that can be useful for the purpose of school improvement. The analysis of critical incidents is an "efficient" technique for researchers to gather and analyze large volumes of qualitative data (Angelides, 2001). I chose CIA to provide an entry point into the large body of collected data, as well as a way to incorporate the teachers' and my own reflexivity into the process of analysis. I also chose CIA as it fit theoretically with my understanding of how knowledge is generated: "it is a 'collaborative inquiry' (Ainscow, 1999) where the researcher works together with teachers to generate meaning from relevant data" (Angelides, 2001, p.438).

Critical incidents include commonplace events in classrooms that are important enough to be remembered at a later time; they are not all dramatic or obvious events. The term "critical" often marks an event that is outside the ordinary or the norm but conversely, in this analytical approach incidents may also be critical in the sense that they are "indicative of underlying trends, motives and structures" as well as being "created" (Tripp, 1994, p.24). The term critical is used in CIA in two senses: incidents that are important, and drawing from critical theory: incidents that are representative of the daily power structures in a context. It is the attention given to an incident when it is remembered and re-created that marks it as critical. In this study critical events were incidents that were remembered and discussed between the teachers and me. In order to choose an event as critical, reflection on the event is required. I briefly explain the role of reflection in choosing an incident as being critical.

I draw on the work of Fendler (2003) and Latour (1988) to inform my thinking about reflection in CIA. I believe for the purpose of CIA that there is no hierarchical order of reflection. In other words, no one type of reflection should hold more weight than another. "Latour's analysis promoting pluralism for various modes and objects of reflexivity…suggests that the straightforward description of a class is no less reflective than the perspective from one step back, or a description that is grounded in a given theory"(Fendler, 2003, p. 20). This insistence on all reflection being equal is based on the understanding that reflections are "all texts or stories bearing on *something else"* (Latour, 1988, p.169). Therefore, whether the reflection is a retelling or a theoretical consideration of an event, it is a *created* text.

In teacher education the view that all reflection holds equal value could be strongly critiqued as undermining the possible benefits of reflection. It has been argued that reflection, if not approached critically can serve to rationalize and reinforce dangerous stereotyping or other uncritical, hegemonic practices and schools of thought (Gomez, 1996; Loughran, 2002; Zeichner & Liston, 1996).

In approaching my analysis however, the understanding of all reflection as re-construction enabled me to explore the meanings Sarah, Irina and I made over time in certain contexts. I define critical incidents as reflective texts produced in dialogue by Irina or Sarah in collaboration with me that re-visit written or oral texts, events, or meanings that were made. I have chosen one text representing the critical incident for each of the three stages of the study.

To analyze these critical incidents I worked from the interpretive questions Angelides (2001) developed as a tool to "enable the researcher to look behind the ideas of teachers and pupils " (p.436). An outcome of conducting CIA was to reveal whose interests were served or denied by the language of these critical incidents and what this showed about the ways in which power operated through discourse within the context. After choosing each CI, I began by looking across the critical incidents for themes concerning issues of importance to each teacher, that is, by understanding each teacher's professional priorities, I could next ask how they engaged with research in meeting their professional goals. These themes provided information that helped me begin to understand the factors that may have contributed to the meanings and interactions each teacher had with research. I did this by coding each critical incident for incidence of times themes were brought up by each teacher. I chose the most prominent themes which

emerged and I subsequently drew on these themes throughout the rest of my analysis to make claims for each teacher's interactions with research. Below I briefly describe the critical incident texts I chose for each stage of the study.

Critical Incident 1

Stage one consists of the teachers' work throughout their ACCELA master's program. The critical incident text for this first stage is a transcript from a focus group conducted toward the end of the ACCELA master's program. Professor Patricia Paugh, introduced earlier, and I formed this focus group as a continuation of a course project known as the Teacher Quality Dialogues. This project had asked teachers in the ACCELA master's cohort to share research developed through a series of courses at a conference with district administrators, their peer teachers, and university faculty. The purpose of the post-conference focus group was to reflect with ACCELA teachers who had shared their research with audiences outside their schools. Sarah and Irina were both participants in this focus group, while Dr. Paugh and I helped to facilitate the discussion. I sent a list of questions to the teachers prior to the focus group to let the teachers know the issues we were interested in discussing (See Appendix B). These questions focused on the teachers' reactions to presenting at a professional conference, whether or not they felt they had useful knowledge to share with other educators and administrators and if it was their responsibility to do so. Teachers were also asked to reflect on their ACCELA experience and provide feedback for future sections of master's programs.

One of the teachers offered to host the group at her house, which provided a comfortable and informal setting. While the setting was less formal and more relaxed

than a class setting, the teachers knew they were being video taped to provide feedback for the ACCELA master's program. Dr. Paugh and I were the immediate audience for this text but the teachers knew that the videotape would become data for the ACCELA Alliance.

Critical Incident 2

The second stage of data collection covers interactions I had with Irina and Sarah as their ESL licensure supervisor. The reflective texts I chose as the critical incidents for this second stage are the written texts the teachers produced for their practicum, their Field Experience Binders. The teachers were required to produce a reflective self-assessment paper for their binders that incorporated the teaching standards for professional licensure as well as the Teaching English as a Second Language (TESOL) standards. See Appendix C for a description of the Field Experience Binder explaining the purposes for reflection.

I chose to analyze the drafts the teachers sent to me with my comments and feedback on them. Analyzing their reflective texts as well as my comments enabled me to get a better idea of how the meanings being made were jointly constructed.

Critical Incident 3

In the third and final stage of data collection the critical incidents I analyzed are the interviews I conducted with each teacher two years after they had graduated from their master's program. My role in this third stage was that of a researcher, not a collaborator or supervisor. I shared with both teachers my research questions and my

interest in exploring what understandings of research they had developed and how these understandings were enacted in their teaching practices (See Appendix D).

During the two weeks in January of 2010 that I spent at the Jefferson School both teachers were very busy, as was the whole school, preparing for the Winter Conference run by the Professional Development Initiative. The interviews I conducted with each teacher reflected on the Winter Conference as well as PDI as these were central components during my two-week visit. I see these interviews as reflective because they are the final events in which the teachers and I engaged in discursive re/construction of their practices and the factors which influenced them and their practice. The findings from conducting CIA provided me with an understanding of the issues most important to each teacher's professional practices which allowed me to make claims in subsequent cycles of analysis about the meanings the teachers made and why each engaged with research as she did.

Text Analysis

Themes

As my research questions involved the meanings each teacher made when they engaged with research, I needed to determine what was engagement with research. To do this I returned to the full corpus of data I had collected and began with coding each instance of the teachers engaging with research. Across all three stages of the study I looked at how the teachers engaged with research by determining how they acted or interacted through their texts. Each teacher engaged in research in multiple ways, such as: reading, synthesizing, presenting, implementing, and conducting research.

The model table below demonstrates how I organized the coding for engagement with research. The process I describe is representative of the dialectic between theory and practice in conducting grounded theory research, which involved constantly moving back and forth from theory to data and comparing data across the stages of the study. Drawing on the findings from my literature review (chapter 2) of teachers' engagement with research *for*, *with* and *by* teachers, I began by reading through all the data I had collected for each stage of the study and coding for themes of the teacher's engagement with research. Once I had established each theme (i.e., reading or presenting research) I determined the textual evidence of the teachers' engagement with research by types of text in which each theme was found. Moving though the textual evidence for each theme I categorized the interactions of each teacher with research to better explicate the themes.

Table 3.2- Model Table for Thematic Coding

Theme: *i.e. Reading Research*
Textual Evidence: *i.e. reflective journal entries,* *written reflections on class readings*
Interactions: *i.e.- read research to understand the process of conducting research* *- made connections to her own teaching practices*

<u>Language Patterns</u>

Once I understood the different types of research-connected activities in which the teachers engaged I next chose specific texts that represented the teachers'

implementation of research. I chose one text that demonstrated the activity of "implementing" research from each stage of the study created by each teacher in order to get at the meanings the teachers made of research and how these meanings were enacted. Three texts created by each teacher were analyzed looking closely at the text itself for meanings being made. I drew on Fairclough's (2003) theory of texts as action, representation, and identification to code for patterns in the teachers' language. These patterns demonstrated the three major types of meaning (action, representation, identification) in the texts. I also used Janks' (2005) linguistic analysis rubric to identify different processes and features within each text. My process of analyzing the language patterns for each text included:

1. analysis of the discourses articulated in each text through tools of intertextuality, the condition whereby all communicative events draw on earlier events, and interdiscursivity, when different discourses and genres are articulated together in a communicative event (Jorgensen & Phillips, 2002, p.73),
2. analysis of the linguistic structure through Fairclough's (2003, pp.26-27) description of the major types of meaning in text as action, representation and identification and Janks' (2005) linguistic analysis rubric to identify different processes and features within each text,
3. considerations about whether the text reproduced or restructured the existing discourse and what consequences this had for the teachers' practices (Jorgensen & Phillips, 2002, p.69).

Word Meanings

In this final round of analysis I focused on specific words in order to identify the differing discourses that operated within the different professional spaces in which Irina and Sarah engaged. "The most obvious features of a discourse are likely to be features of vocabulary-discourses 'word' or 'lexicalize' the world in particular ways"(Fariclough, 2003, p.129). In this phase of analysis I chose to explore the word meanings (Fairclough, 1992) the teachers used related to research practices used in each of the professional spaces in which they engaged across the three stages of the study. I looked at how the relationship between some words and their meanings changed "especially where words and meanings are implicated in processes of social or cultural contestation and change"(p.186). I focused on the words "evidence" and "strategies" because they were used often in each stage of the study and emerged as interesting patterns to explore further. These words emerged as I conducted the different phases of analysis as being central to answering my research questions.

To determine meaning potentials of "evidence" and "strategies" I went through the data sets for each stage of the study and located each use of the term. Depending on how the words were used I included some synonyms for the words. Each time the word (or synonym) was used I also asked: who constructed the word (the idea it represented), who used the word and for what purpose, and where did the word come from? This final round of my analysis helped me to see where the teachers were engaging with research as praxis, and the implications of this type of interaction.

Issues of Validity and Credibility

As I have already stated I am aware that I am not able to present an objective reality of the meanings of research made by Sarah and Irina. I make no claims that my analysis of the texts I have chosen is the only analysis. Instead I argue that through including myself reflexively as much as possible in the analysis and from my close relationship with and knowledge of the contexts I am able to provide an informed perspective of the meanings that were made of research.

As a qualitative study drawing on case study and grounded theory approaches I checked the credibility of my data and the trustworthiness of my claims was through reflexivity, triangulation and member checks (Guba & Lincoln, 1981; Lather 1986). To guard against the temptation to impose academic theory or my own privileged perspective on the texts and actions of the participants in this study I strove to offer the most respectful and co-constructed representations possible. "Determining that constructs are actually occurring, rather than they are merely inventions of the researcher's perspective requires a self-critical attitude toward how one's own preconceptions affect the research" (Lather, 1986, p.271. I worked throughout my study to include and deconstruct my own position.

I also incorporated multiple methodological analysis tools as a form of triangulation. "The combination of multiple methodological practices, empirical materials, perspectives, and observers in a single study is best understood, then as a strategy that adds rigor, breadth, complexity, richness, and depth to any inquiry" (Flick, 2002, p.229). I chose to include two case studies in this dissertation rather than one for the purpose of adding perspective. Throughout the extended period of time I worked with

the two teachers in this study we engaged in several debriefing sessions. “Debriefing sessions with participants provide an opportunity to look for exceptions to the emerging generalizations” (Lather, 1986, p.268). It is essential in research that aims to generate theories that disrupt the status quo to pursue rigor as well as validity.

CHAPTER 4

IRINA MORENO'S RESEARCH PROCESS

Overview

The next two chapters present case studies of Irina Morales (Chapter 4) and Sarah Matteson (Chapter 5), two ESL teachers in Midtown who participated in the ACCELA master's program. I collaborated with both teachers over the period of five years in the three distinct stages that make up this study. In the first stage I was their project assistant during their master's program. In the second stage I collaborated with Irina and Sarah as their practicum supervisor while they worked toward ESL licensure. Two years after they had graduated from their master's program I visited each teacher for two weeks in stage three of the study. The analysis chapters (4 & 5) of this dissertation demonstrate the two teachers' engagement with research in the different professional spaces they negotiated in each of the three stages of the study. Drawing on Grounded Theory (Charmaz, 1995; 2001; 2006) I conducted four phases of multilayered and hybrid analysis in each case study of the two teachers. Conducting phases of analysis has allowed me to look at the themes that Irina and Sarah considered most important to their professional practice; the ways each teacher engaged with research; the ways each teacher enacted research in their practices and the meanings they made of research. Ultimately I show each teacher's negotiation of research within professional spaces; and the possibilities and constraints on their engagement with research as praxis for achieving their professional goals.

Initially I used Critical Incident Analysis (CIA) (Angelides, 2001; Tripp, 1993, 1994) as a way to enter the five years of data I had collected and to determine the issues most important to each teacher's professional practices. In this first phase of analysis I

found the most important themes professionally for Irina Morales to be support and student-driven instruction. They are defined further in this chapter.

In the following phase of analysis I coded across all my data thematically for the many ways the teachers engaged with research throughout the study. Grounded theory leads the analyst to an understanding of the complex relationships between participants' meanings and actions. "Our emphasis on what people are doing also leads to understanding multiple layers of meaning of their actions… Throughout the research process, looking at action in relation to meaning helps the researcher to obtain thick description and to develop categories" (Charmaz, 1995, p.35). The teachers' engagement with research can be categorized into reading, synthesizing, conducting, implementing and presenting.

I next focused on the teacher's enactments of research in each of the 3 stages of the study. I continued the analysis drawing on Fairclough (1992) and Janks (2005) of one specific text from each stage of the study that demonstrated how each teacher implemented research in their practices. I looked at the ways the teachers used language in each text to position themselves and their students in relationship to research and knowledge generation. While Irina's enactments of research positioned her students as capable knowledge producers, Sarah's enactments of research demonstrated her students as more passive recipients of knowledge.

Finally, I followed the word meanings (Fairclough, 1992) of "evidence" and "strategy" across the study. These were two words that emerged as integral to the teachers' meanings of research through previous phases of analysis. The patterns in the

two teachers' use of these words demonstrated how Irina (and Sarah) negotiated different professional spaces and the different discourses of research.

The concept of professional spaces is important to my analysis. I define professional spaces as social structures constructed for professional purposes through various discourses and social events that set expectations for how to act and acceptable ways of being within that space. Very often Irina would operate within more than one professional space and would have to negotiate her responsibilities through making certain discourse choices. For example she often drew on specific discourses to meet the different requirements of the ACCELA master's program (one professional space) and of her school (another professional space).

In this chapter (4), analysis revealed permeability of professional spaces as an important theme in fostering the teachers' development of research as praxis. As previously explained, praxis was the goal of ACCELA involving ongoing engagement is simultaneous theory, practice research and action. The analysis in this chapter addresses the research questions of this dissertation about the engagement of teachers with research, what meanings are made of research, how these meanings are enacted in practice, and how the discourses of research are negotiated by the teachers. Ultimately, I look at where and how the teachers engage with research as praxis. Looking at the two separate case studies highlights how the meaning making, engagement, and negotiation processes for both teachers are both similar and different.

Important Professional Issues for Irina: A Critical Incident Analysis

Starting with Critical Incident Analysis (Angelides, 2001) not only provided an entry point into the data, but also incorporated the teachers' and my own reflexivity into the beginning process of analysis. Reflexivity is central to my theoretical approach to data analysis so the three critical incident texts were all constructed in collaboration as acts of reflection. Through CIA I identified the professional factors that were important to Irina and Sarah, which allowed me to later make claims about why they engaged and made the meanings they did of research. These factors demonstrate the core values of each teacher, and are central to later analysis. Having an understanding of what is of value to each teacher provides a rationale for how and why they engage with research. CIA was also a first step in analyzing the relationships between the contexts the teachers operated in and the texts they produced through paying close attention to how different discourses of research as well as contextual factors provided possibilities or constraints to the teachers' professional priorities.

The critical incidents (C.I.s) I chose to analyze for each stage of the study were reflective texts produced in dialogue between Irina and me that re-visited written or oral texts, events, or meanings that were previously made. It was important that each text demonstrated reflexivity on the part of both the teachers and the researcher. To choose these texts I looked for a seminal text (final focus group, final reflection paper, debriefing interview) in each case produced toward the end of the stage of the study, that included interactions between the teachers and myself, and that re-visited previous events within the stage of the study.

In stage one of the study I chose the transcript from the focus group that was conducted in May of 2007 with a group of ACCELA teachers including Irina and Sarah who had presented their research at a conference for Teachers as Researchers. The purpose of the group was to reflect on the experience of conducting and presenting research.

For the second stage of the study I analyzed each teacher's required reflective assessment paper for the practicum. The purpose of this paper was to show that they were meeting the TESOL standards. I used the drafts that the teachers wrote (which included my feedback and comments) in order to include my role in producing these texts.

In stage three the texts I chose as C.I.s were the culminating interviews I conducted with both teachers at the end of my visits. In these interviews both the teachers and I reflected upon the experience of the Winter Conference that was being held by PDI in the district during the time I was visiting. We also discussed the influence of the Professional Development Initiative in their teaching post ACCELA.

Central to CIA are probing questions Angelides (2001, p. 436) suggested for the analyst to ask of the chosen texts. These questions focus on whose interests are served or denied by the language of the critical incidents and what this shows about the ways in which power through discourse is operating within the context. To determine teachers' interests I analyzed each C.I. for themes that were important to the teachers across the C.I.s. I made decisions about what issues were important to the teachers based on topics that the teachers brought up multiple times (incidence of occurrences) within an incident. I then categorized the topics into several themes. Figure 1 represents the most important themes to Irina across the critical incidents in descending order.

Table 4.1: Most Important Professional Themes Mentioned by Irina across Critical Incidents

Critical Incident #1 Transcript from Focus Group May, 2007	**Critical Incident #2 Self-Reflection Paper Dec., 2007**	**Critical Incident #3 Interviews with Irina in Jan., 2010**
Themes most important to Irina	*Themes most important to Irina*	*Themes most important to Irina*
Receives **support** and recognition for her work from ACCELA	Knowledge and use of ELA theories in practice	Frustration with mandates/prescriptive methods from curriculum (Professional Development Inititiative) **Lack of support**
Mandates that must be followed	Awareness of and **support** for **individual ELLs' needs**	Irina's **lack of connection with ELL students-** a"difficult year"
Lets **students drive her instruction**	Knowledge of school and district context	Irina's confidence in her **knowledge and ability to teach ELLs**

I found the themes that ran throughout the three critical incidents and were brought up most often as being important to Irina's work could be categorized as: issues of support for her and her students, and student driven instruction. These themes are represented in the chart above in bold text. Next I expand on the meanings Irina made of support and student-driven instruction.

Support

The question of how to support teachers is constant in teacher education and the literature on highly-qualified teachers (Darling-Hammond & Sykes, 2003). Support for teachers is also important given the rising teacher turnover rate among beginning and new teachers (Ingersoll & Merrill, 2010). In a recent study of Generation Y teachers Coggshall, et al., (2011) report, "something about teachers' workplaces is failing Gen Y

teachers particularly in high-needs schools, causing them to leave the profession sooner than they perhaps intended" (p. 6).

To understand what support meant to Irina and how support tied into the different contexts or professional spaces of each stage of the study I combined the incidents of support together into three categories representing overarching themes. These themes showed that the meanings Irina made of support were: recognition of work, being provided tools to succeed with specific tasks, and gained knowledge for practice. I provide a quote from the various critical incidents to exemplify the different meanings of support for Irina.

Recognition of Work

In the focus group dialogue, critical incident #1, Irina reflected on the experience of conducting and presenting her research projects throughout the ACCELA master's program and the recognition she received for having done this work. She was asked about the experience of being invited to a professor's class to present her research project. She explained how she was recognized through her work by another ACCELA project assistant who was present in the class. She compares her experience to the dialogues that had happened with district administrators in January of 2007. Irina also poked fun at herself for her animated style of presenting.

> Danny [another ACCELA project assistant] was there and he said, 'Oh ACCELA is really big here and you're the high big honcho.' I was, 'Oh my God, no pressure there!' (Irina laughs) But he was standing up there and I think it was kind of like the dialogues. I didn't have a podium or anything. I was kind of just moving

around, you guys know! So it was good. It was a good experience. (Focus Group, May 23, 2007)

While Irina said that having Danny recognize her added pressure for her to give a good presentation, it was also a point she purposely brought up that connected to her having an overall positive experience while presenting her work. The invitations to share her work with different audiences were an indicator to Irina beyond her course grade that her work was meaningful and supported by ACCELA faculty and students.

Being Provided Tools to Succeed with Specific Tasks

The second meaning Irina made of support was being provided tools to succeed with specific tasks. In CI #2 , the reflection paper Irina wrote for her practicum, she was required to show how she could meet the ESL Standards for P–12 Teacher (TESOL, 2003). The first 3 standards were related to 1. language, 2. culture and 3. planning, implementing and managing instruction. The TESOL standards asked that: "Candidates know, understand, and use the major concepts, theories, and research related to [each of the above areas]"(TESOL Standards, 2003).

In Irina's reflection paper she demonstrated that she had not only learned the concepts, theories and research related to language and culture but that she was able to tie them into a unit of instruction to meet the needs of her students. Her ACCELA course work and readings provided the support she needed to successfully demonstrate her ability to meet the TESOL standards. The excerpt from her paper below shows her drawing on theories of language and culture to provide a rationale for the design of her curriculum unit:

> The unit I will be creating will be composed in four steps, establishing pre-reading, during reading, post reading and an extension of the lesson taught. It will be based on Luis Moll's concept of Funds of Knowledge and Jim Cummins concept of teaching the whole student including their identity, family and culture. My students come to this country with hope and dreams for a better life and better education. As a teacher my goal is to open these students' minds to take charge of their own learning. (Irina's Reflection Paper for Practicum, December 13, 2007)

Irina's unit was titled "Where I Come From" and started with the students' individual stories, and culminated with a community celebration that included parents as well as other teachers and administrators at the school.

Gained Knowledge for Practice

The third element of support for Irina is gained knowledge for practice, meaning that Irina acquired information she was able to apply to her teaching practices. In her practicum reflection paper Irina wrote about how having done research and reading in the field of English language acquisition gave her confidence in advocating for her ELL students. She gained the knowledge for practice that was needed.

> Through the process of developing my curriculum and my research in English Language Acquisition for second language learners I felt more confident in advocating for my students at school because I was able to base my reasoning and strategies of teaching English Language Learners on factual data from previous scholars and researchers on the theme of Second language development.

This text demonstrates that the process of research required through ACCELA and her practicum allowed Irina to generate the knowledge needed for working with her students. The text also shows her ability to tie research from different sources or discourses into her practice. In a later discussion of Irina's engagement with praxis this will be further explored.

Support Across the Critical Incidents

The textual examples of factors that supported Irina's professional practice all come from the first two critical incidents when Irina was working closely with me, other ACCELA teachers, and professors to complete her master's program and obtain licensure. In the third critical incident, the interview I conducted with Irina two years after finishing with ACCELA, the issue of support was still important, yet not afforded. Unfortunately, most references Irina made to support in the third critical incident were related to lack of support. Looking at Figure 4.1 below shows the breakdown of the incidence of Irina's mentions of support across the three stages of the study. The figure highlights the differences in the professional spaces involved in each stage of the study[6]. I examined how the contextual factors that afforded and constrained support were fairly equal during the ACCELA master's program and the ESL practicum. However, once Irina finished working with ACCELA she mentioned far more constraints on her work with her students than support for her practices.

[6] See Appendix E for a breakdown of affording and constraining factors across the 3 critical incidents.

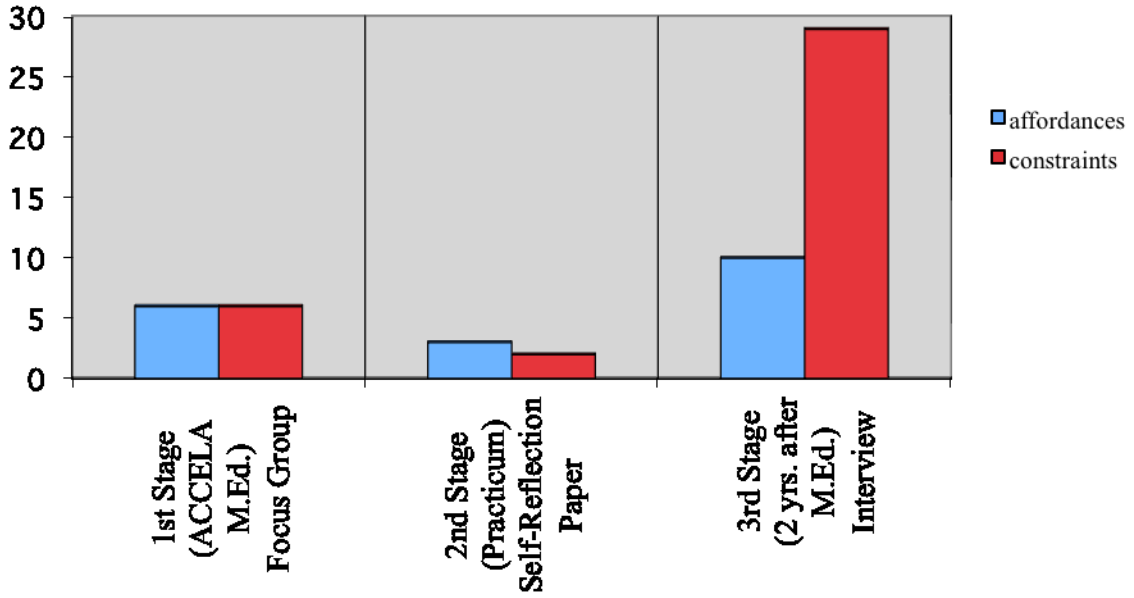

Figure 4.1: Mentions of Support across Critical Incidents

Student-Driven Instruction

Allowing students to drive instruction is a fundamental principle of sociocultural theories of language and language learning (Dyson, 1993; Freeman & Freeman, 2009; Peregoy & Boyle, 2005). These theories are taught to master's students in the ACCELA program. While many teachers took up these ideas throughout their work, the importance of this concept for Irina is demonstrated throughout the three stages of the study.

As with the meanings Irina made of support, I coded through the critical incidents and created three different categories for what student-driven instruction meant for Irina: knowledge of individual students, designing curriculum/lessons around students' funds of knowledge, and taking cues from students (being flexible within and across lessons). A

textual example from the three critical incidents illustrates each meaning for student-driven instruction.

Knowledge of Individual Students

Irina demonstrated the importance of paying attention to individual students in her reflection paper for her practicum. For a case study she chose a focal student who was a newcomer to the Jefferson school and very quiet in her class. Conducting research was not a requirement of the assignment for either ACCELA or to meet the TESOL standards. Irina decided to conduct a case study to show evidence that her instruction was meeting the needs of her students. Here is how Irina introduced her focal student:

> During this analysis, I will be focusing on one particular student, Angela. She had shown significant progress since the beginning of the school year. She arrived in the United States in August of 2007 from Puerto Rico. When she arrived at the school in the beginning of the year, she spoke no English. She is highly motivated to learn, quiet and respectful. She works really hard at completing any task that has been given to her. She is now able to communicate simple phrases at the social level, such as asking for help or permission. Even though she is quiet, she is not timid; she enjoys participating in class discussions and expressing her thoughts in class. She also tends to check with a friend that speaks both English and Spanish to see if her answer is correct before saying it aloud.
>
> During a parent-teacher conference with her mother, I learned that her mother helps her with the assignments. Her mother has limited English, so she sometimes asks a neighbor to help Angela with her homework. Angela studies

> and practices English at home with her mother. Her mother has very high expectations of Angela and would like her to progress more in her learning of English, so that Angela can help her mother learn English as well. (Irina's Reflection Paper for Practicum, December 13, 2007)

This text demonstrates Irina's personal knowledge of one of her students. She showed that she knew Angela's family and personal story and was focused on Angela's learning.

Designing Curriculum/Lessons around Students' Funds of Knowledge

Also in the reflection paper Irina wrote for her practicum, critical incident #2, she wrote about how it was important to know the backgrounds of her students, and draw on their funds of knowledge. "Funds of Knowledge" (Moll, Amanti, Neff, & Gonzalez , 2001) is used "to refer to the historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being" (p. 133). Irina learned about funds of knowledge in an ACCELA course Principles of 1st & 2nd Language Learning and Teaching that she took during the summer of 2006.

> Other ways to involve students in a content area lesson involve tapping into students' "Funds of Knowledge". What does each student bring to the lesson? …Also, in order to better understand your students one must learn about them, their culture, and their educational background. We must teach the whole student and not just the content area for English language learners.

I find her comment interesting about teaching the whole student rather than just the content. In order to do this, Irina developed a curriculum unit that brought in her students' cultural backgrounds and knowledge focusing on each student's immigration

story titled “Where I Come From”. Drawing on students’ funds of knowledge became embedded in all the work Irina did throughout her engagement with ACCELA.

Taking Cues from Students

The third meaning of student-driven instruction was demonstrated in a piece of Irina’s dialogue during the Focus Group, critical incident #1. At this point in the study Irina was in the Parker School and she was able to modify her teaching fairly easily as she had only four to five children in her classroom. Her students were both ELLs and Special Education students. In this excerpt from the focus group Irina explained the way she organized her unit of instruction.

> I took my cues from my kids. And this is what happens sometimes with other teachers they're teaching and they're going on, the kids are lost, they have no clue they don't pay attention to the body language of the student. Is the student understanding? How do you know he’s understanding it? So, I took a lot of the cues from my students so, I created this beautiful unit but it changed around the students. So basically, you know, if the student wasn't getting this the next day I had to improvise it or do something else. So it constantly was changing…But a teacher has to understand you need to adapt it and change it based on your students at that moment. Every year you have a new set of students. Maybe something works this year but next year it won't work. (Focus Group, May 23, 2007)

As the ELL and Special Education teacher Irina had some freedom in designing her curriculum because she was not held to the same requirements to follow the grade level

curriculum as the mainstream teachers. Irina's belief in the importance of varying instruction to meet the individual needs of her students also came from teaching students who needed accommodations to learn the required curriculum. However, in the following year, which corresponds with stage two of the study, when Irina moved to the Jefferson school and had a larger group of students she still practiced student-driven instruction. It wasn't until the Jefferson's entire school curriculum became regulated through the Professional Development Initiative in the third stage of the study that Irina's practices of designing lessons and units to fit her individual students were challenged. This was an important shift in the professional spaces in which Irina was engaged that will be examined further through cycles of analysis.

Student-Driven Instruction Across the Critical Incidents

The representation of contextual factors that afforded and constrained student-driven instruction shown in the Figure 4.2 suggests that affordances and constraints to student-driven instruction were diverse across the three stages of the study. The most striking difference was the focus on student-driven instruction in critical incident #2, compared to the constraining focus on teaching a specific set of strategies to all students in order to boost MCAS scores in critical incident #3.

Having showcased support and student-driven instruction as the two most important professional themes for Irina, I return briefly to look at the guiding question for

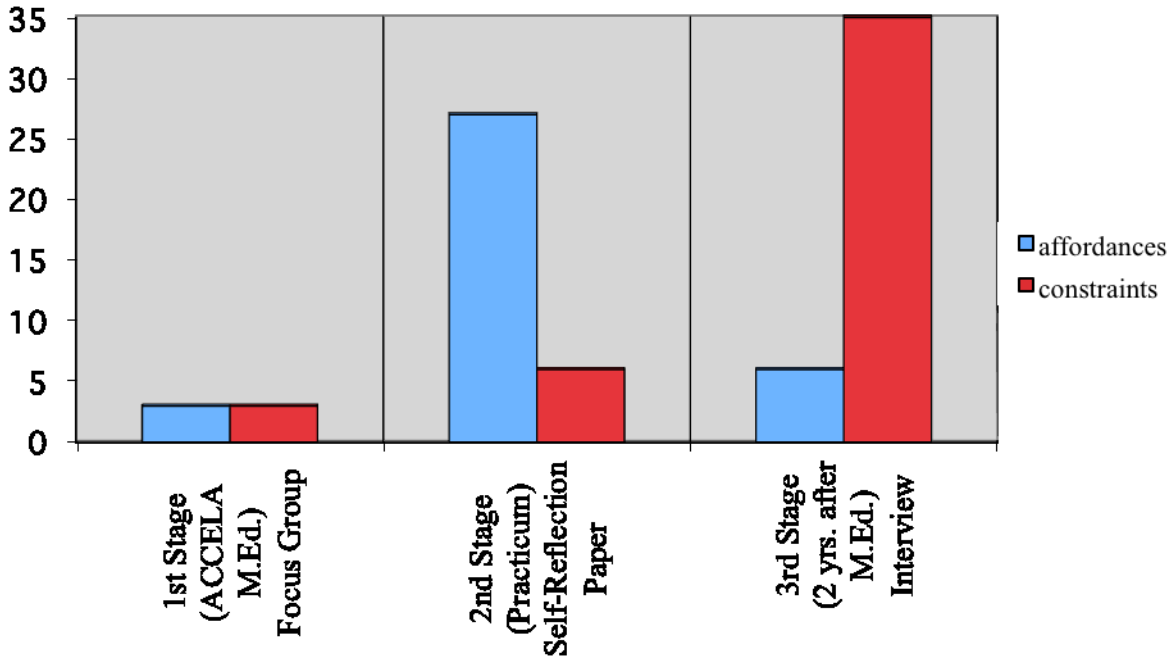

Figure 4.2: Mentions of Student-driven Instruction across the Critical Incidents

this cycle of analysis about whose interests were served or denied by the language of the C.I.s and what this shows about how power operated within the context. I have theorized power as inextricable from discourse and as I have not yet begun to explain the differing discourses of research in my analysis I can only point at this juncture to Irina's reaction to contextual factors in each stage of the study. Across the critical incidents presented Irina's interests were being served when she had the power to be an active participant in the construction of knowledge that drove her teaching practices. The majority of affordances for Irina's priorities were opportunities provided to her through her engagement with ACCELA. Her interests were denied when she was not allowed the space to participate in the decisions and knowledge that drove instruction. In the three

critical incidents constraints came primarily from district mandates and the Professional Development Initiative that was instituted in the Jefferson school in stage three of the study.

The following sections of this chapter continue the phases of analysis to look more in depth at how Irina negotiates research through engaging with research, enacting research, and making meaning of research across the stages of the study.

Irina's Engagement with Research

In order to examine the meanings the teachers made when they engaged with research, I first needed to determine what engagement with research meant for each teacher. I returned to my entire corpus of data and coded it for instances of the teachers engaging with research. Within each of the three stages of the study I focused on the activities of the teachers when they engaged with research. It became clear that engagement with research involved a variety of different actions for different purposes. Across the study Irina read, synthesized, conducted, implemented and presented research. The following three tables show the textual evidence used to determine Irina's engagement with research in each of the three stages of the study. Of note, is the decreasing engagement with research across the three stages of the study as well as the decreasing textual evidence for engaging with research from stage one to stage three.

Table 4.2: Stage One Evidence for Irina's Engagement with Research

Read Research	Implemented Research Findings	Conducted Research	Presented Research
Textual Evidence: written reflections on her readings, reflective journal entries that include citations and quotes from course readings	Textual Evidence: unit plan, student assessment report, oral transcribed interview, reflections, e-mails	Textual Evidence: research portfolio summary statement, reflective journal entries, emails, assessment report and/or academic paper	Textual Evidence: conference presentations that include ppt, email memos
Irina's interactions: a. read research to understand the process and how to conduct research b. made connections to her own practices (what she already does in the classroom) c. highlighted issues of paying attention to students and their learning d. personalized research through relating it to creating art	Irina's interactions: a. used findings from research (her own, SCTLLL, & SBR) to support or provide rational or evidence for her practices	Irina's interactions: a. generated her own theories about her students and their learning b. made connections to SCTLLL in her practices c. answered her questions about her students' learning d. changed her instruction to meet her students' needs e. supplemented test scores	Irina's interactions: a. presented research findings to different audiences b. felt it was important professionally to share her findings c. answered audience questions about her research

Table 4.3: Stage Two Evidence for Irina's Engagement with Research

Synthesized Research	Implemented Research	Conducted Research
Textual Evidence: Self-analysis reflection paper for practicum	Textual Evidence: Self-analysis reflection paper for practicum, Unit Plan, Lesson Plans, Eliz's observations, e-mails	Textual Evidence: case study, Self-analysis reflection paper for practicum
Irina's interactions: a. demonstrated her knowledge of ELA theories b. drew on references from ACCELA readings c. provided evidence for her teaching practices d. advocated for her ELLs e. demonstrated evidence for TESOL standards f. combined SCTLLL with district approaches to working with ELLs	Irina's Interactions: a. designed lessons and unit based on ELA theories b. applied findings from SCTLLL to her teaching practices c. used MEPA data & MCAS scores to introduce and explain her context d. met the needs of her students e. made theory driven instructional decisions f. drew on multiple theories to inform her practice	Irina's interactions: a. analyzed data she has collected on her students b. drew conclusions about her students' learning c. found implications for her teaching d. changed her instruction e. engaged parents and community in learning f. modified theories to fit specific needs of her students & her classroom context

Table 4.4: Stage Three Evidence for Irina's Engagement with Research

Implemented Research (strategies)	Collected Data
Textual Evidence: Interview with Irina, memos, classroom observations	Textual Evidence: Interview with Irina, memos, classroom observations
Irina's interactions: a. taught strategies b. would teach differently if she could c. felt strategies didn't match needs of her students d. couldn't focus on individual needs of students	Irina's interactions: a. analyzed data (open responses) for student understanding and progress b. based instructional decisions on student data c. needed to provide written data as evidence for her teaching d. collected oral data from her students but didn't feel it was appropriate data for PDI

Reading Research

One of the primary and initial ways Irina engaged with research was by reading research. In this category research was presented to her through her ACCELA master's courses mainly from the discourses of teacher research (TR) and sociocultural theories of language and language learning (SCTLLL). A standard requirement along with course reading, was submitting reading reflection papers or keeping reflective journals. These reflective course assignments best demonstrated the ways Irina interacted with research through reading. In the following excerpt from one of Irina's first reading reflections on the practice of Teacher Research her purpose was to begin to map out the process of conducting research.

> In many ways a collage is similar to teacher research. First you must have knowledge of your subject, in teacher research it's the ultimate question you search to answer. Then you must search for more materials for your collage, in teacher research you must begin to search for the answer to your questions in turn becoming more aware of the things you need and your strength and weaknesses. After, you must collect all your pieces and materials for your collage, in teacher research this would be all the data you have collected. Finally you must put everything together to create one great piece of art work or an answer to the questions you have been researching…Just like a collage that has many elements making one whole work of art, our students are very different in many ways of learning, but they are still the future teachers, doctors, lawyers, citizens, etc. (Practitioner Research Reading Response, January 17, 2005)

The reading she responded to explained teacher research in terms of jazz riffs. To personalize the process of conducting research Irina drew her own analogy, based on her artistic background, between research and creating a collage. In this text Irina ended with keeping a holistic view of students, which tied into the importance for her of student-driven instruction.

While reading research occurred mainly in Irina's master's courses during Stage One of the study, she also read research in Stage three to understand how to use and implement the skills based curriculum required by the Professional Development Initiative. In our interview Irina told me " I even bought this book. It's like *Writing With Senses,* and it's all kinda' like PDI. It has schema, how to do schema, how to do questioning" (Interview with Irina 1/15/10). Through reading Irina tried to make connections to research and figure out how to use the research given to her in the form of a packaged program by PDI. In Stage Two of the study Irina re-read much of the research she had read in her master's courses. I have categorized this type of reading as synthesizing research as the purpose was to demonstrate her understanding of research, which I explain next.

Synthesizing Research

A main purpose of the practicum reflection paper in Stage Two was to demonstrate knowledge of the theories and research related to language and culture as laid out in the TESOL Standards. Irina was asked to show explicitly the ways she incorporated evidence and strategies into her teaching practices. Irina's course reflection paper showed how she was able to synthesize her knowledge and use of theories and

research of language and culture in her teaching practices. This way of engaging with research also demonstrated Irina's knowledge of her school context and policies.

> Our school uses the Sheltered English strategy, "students are taught subject matter entirely in English"(Peregoy & Boyle). Students are taught primarily in English, but clarifications can be made in their primary language if necessary and only if the teacher is able to speak the student's primary language. In order for students to acquire their new language they must be exposed to the new language in various different ways so that they are able to enhance their listening skills, speaking, reading and writing skills of the new language. Each of these skills needs to be acquired both in social areas and academic content areas. In order to reach academic proficiency students must be taught within the four language processes. The four language processes, listening, reading, speaking and writing can be interrelated. "The relationships among listening, speaking, reading and writing during second language development, they are complex relationships of mutual support. Practice in any one process contributes to the overall reservoir of second language knowledge, which is then available for other acts of abundant exposure to functional, meaningful uses of both oral and written language for all learners" (Peregoy & Boyle). (Irina's Practicum Reflection Paper December 13, 2007)

Irina's synthesis of research in this excerpt demonstrated her negotiation of the multiple professional spaces of her school, ACCELA and TESOL. She explained the "sheltered English" strategy used in her school, which was also a district and state requirement. She defined the strategy with evidence from the discourse of SCTLLL she

had read through her ACCELA master's program. By providing the theoretical explanation for this strategy and explaining how it might be implemented in the classroom she was providing evidence of her ability to understand and use theories related to teaching language and culture for the TESOL standards.

Conducting Research

In Stages One and Two of the study conducting research became a practice Irina wove into her teaching. As all classes in the ACCELA master's program were inquiry-based, Irina conducted a research project for each class. She also conducted a case study for her practicum. The activity of conducting research was demonstrated in the widest variety of text types including: research portfolios or reports, reflective course writing, e-mails, and assessment reports on students. In Stage Three of the study Irina did not conduct her own research. She explained: "I don't have time to do research as when I was in ACCELA"(Interview with Irina, January 15, 2010).

While the purpose for conducting research in Stages One and Two was for Irina to fulfill a course or practicum requirement, the process of conducting research led to different interactions with research. The master's course "Teaching Content for Language Development" required the teachers to produce a research project based around a curricular unit they designed that was presented to district administrators at a conference in January of 2007. Irina collaborated closely with her course professors and me in this research. The following text is an e-mail Irina sent to inform her professors and me that she had completed her research project and unit design and was reporting her findings.

Wed 1/10/07 8:57 AM

Pat, Elizabeth and Andres

I am just sending you all a small e-mail regarding my portfolio and the research I have done so far for my presentation. Over the weekend I sat down with my overwhelming data, video and tried desperately to sort through the mess and try to find a powerful idea or any idea for that matter.
I mapped out the unit. I used a long sheet of wrapping paper and cut and glued my lessons planned for the unit and what I actually did in the classroom because the lessons planned weren't taught in a neat organized way. Anyways, as I began to sort and glue, I began to see a pattern and a think a big idea. I realized that the students were guiding my instructions and lessons rather than me just teaching them everything I had in my lesson plans for that day. The BIG IDEA-- I was able to see that I often tried to tap into the students FUNDS OF KNOWLEDGE in order to get them interested in the unit, plus I kept reminding the students and myself of the outcome of all these activities and the ultimate purpose, which was to publish a big book and perform it in front of an audience.

Well, that is all I have for now, let me know if any of you have any ideas, comments or feedback. or if I am simply going off the deep end. (ha ha ha)

Thanks,
Irina Morales

In the above text Irina explained her analysis and the mapping out of her research suggesting that she had moved from trying to figure out the research process to being able to rely on her own resources to conduct research. Her language of beginning to see and realizing demonstrates how she generated her own theories about her students and their learning and how the students guided her instruction. She also made connections from theories to her practices by drawing on the discourses of TR and SCTLLL as demonstrated in her use of the concept of big ideas introduced in her first ACCELA course (Practitioner Research), and linking her findings to theoretical constructs such as Funds of Knowledge. The purpose of Irina's interactions with research at this point in her master's program was to learn more about her students and how to best teach them.

She was also building on theory to inform her practices. Irina's candor about the challenges she faced suggested research was no longer just a theoretical process as it was when she was reading about research, but rather a messy and overwhelming journey through data looking for patterns.

Implementing Research

The one way of engaging with research that was present across all three stages of the study was implementing research. In Stages One and Two implementing research meant Irina used findings from many different discourses of research in her teaching practices. Her reflective course writing often demonstrated how Irina implemented research but this was also seen in her unit and lesson plans. For example in the reflection paper Irina wrote for her practicum in Stage Two she implemented research on the different levels of English language acquisition in her teaching approaches:

> Using the English language acquisition levels are helpful in determining how our teaching strategies and approaches can meet our students' second language acquisition. Students at different levels need to be taught according to their language level. You can not teach a phase I student in the same way and use the same language you would teach a phase III student because their second language acquisition development is very different. Becoming familiar with the stages of second language acquisition will help differentiate instruction. (Irina's Reflection Paper for Practicum, December 13, 2007)

However in Stage Three when Irina was teaching under the directive of PDI the research she implemented came from the PDI interactive model of reading, a skills based

approach drawing primarily from the discourse of SBR requiring teachers to implement specific strategies. Irina explained in our interview how implementing strategies worked: "Last year they [PDI] gave us the strategies as the year was going. So now we have all the strategies and now we have to make sure we apply them according to our curriculum map" (Interview with Irina, January 15, 2010).

According to Irina there was no room for implementing research that did not follow the PDI framework.

Presenting Research

The only stage of the study in which Irina presented research was Stage One. For Irina and Sarah's master's cohort the ACCELA program culminated in a conference where the teachers presented classroom research publicly to district administrators, colleagues, university faculty, and university students. The presentations went extremely well, and the same cohort of ACCELA teachers was invited to present their work at the Teachers as Researchers conference at the University of New Hampshire, Manchester. While the theme of presenting showcased Irina's engagement with research for the purpose of sharing knowledge, I have chosen to share an e-mail, which also demonstrated Irina's professional beliefs about sharing her work. The invitation to present had not been taken up in class by anyone but Irina was interested and contacted the professor.

> 2/2/07
> Pat
>
> I was just wondering, Does my presentation fit into one of the various categories of the UNH Conference? I would like to do the informal presentation with the posters and things, but I am not sure yet. Let me know what you think. I just feel that we all worked so hard on our presentations that it shouldn't be done once and that's it, OVER. I

> believe that we have all grown as teachers and see things in with an analytical perspective and we have become teacher-researchers. As for myself, I don't see language (oral and written) the same way ever since the summer of SFL[systemic functional linguistics] and I haven't been able to stop myself from questioning how I can change my instruction (lessons) to better enhance student learning. That is just my nutty opinion.
> Please do not post this up in class because there might be a couple of teachers that might strangle me (ha ha ha).
>
> Thanks again for everyone's (Teachers, PA's, ACCELA faculty) help during our crazy time preparing for the presentations and during our presentations.
>
> p.s. Believe me, I don't know how I made it last semester, without everyone's support.
>
> Irina

In response to Irina's e-mail, Pat further promoted presenting at the conference among the ACCELA teachers and their project assistants "this is an opportunity for teachers who want to do more with your presentation (and maybe PAs who are working closely with teachers and their research) to develop your partnership a little more as well as help interested teachers to craft their presentations for lots of other uses" (e-mail from Pat, February 2, 2007). Due to this e-mail Irina and a group of four other teachers presented at the conference in New Hampshire. Through the support of ACCELA and project assistants Irina took the knowledge she had generated through her research to a new and different space.

Irina's Enactments of Research

In this phase of analysis I drew on Fairclough (1992,1995) and Janks (2005) to conduct an analysis of the language patterns within three specific texts, one from each stage of the study. My purpose for this phase of analysis was to answer my research

questions by examining how Irina enacted research in her teaching and what discourses of research she was drawing on. I chose one text from each stage of the study for this more in-depth analysis. Building on what I learned in the second phase of analysis of Irina's engagement with research, the texts I chose for my unit of analysis for this phase came from the theme of implementing research. This was the one theme that crossed all three stages of the study, yet manifested differently, which is of interest in understanding how Irina enacted research in her practices. Implementation of research is also the theme that involved direct action involving research as compared to reading research for example.

Within each text I analyzed three kinds of linguistic features. I began analysis by focusing on interdiscursivity "when different discourses and genres are articulated together in a communicative event" (Jorgensen & Phillips, 2002, p.73) and intertextuality "how texts draw upon, incorporate, recontextualize and dialogue with other texts" (Fairclough 2003, p.17). Within the teacher's texts instances of intertextuality, demonstrating the teacher drawing on other texts, are underlined and instances of interdiscursivity, demonstrating the teacher drawing on other discourses, are italicized. Secondly, I analyzed each text guided by Fairclough's (2003, pp.26-27) description of the major types of meaning in text as action, representation and identification. Finally, I used Janks (2005) linguistic analysis rubric to identify different patterns of verbs and features within each text.

Across the ACCELA Master's Program

The text chosen for the first stage of the study is an excerpt from the final paper for the L1&L2 Language Development and Literacy class focusing on miscue analysis. Irina constructed her miscue analysis as a case study of the focal student, Adonai, she had been studying all year. The text is a research report produced for the professor of the class to demonstrate what had been gained through conducting a miscue analysis on the reading process of a student.

> ***Semantic System***
>
> " *In the reading process, knowledge of the semantic system is necessary to make us feel that we've comprehended the text" (Wilde 2000).* Adonai was able to make meaning from the text as well as the illustrations because on the video you can see how he moves his eyes up and down looking at the pictures, while he is reading. When he retold the story in his own words he was able to tell the sequence of events. The best way to understand how a child makes meaning from the text is to keep track of what he is saying also look at his body language because you will see when he is struggling and when he is not. When Adonai struggled on a word he hesitated (breathes in video). In the beginning of the video before the Miscue I had a class discussion about the books we like to read. It was interesting to watch the video several times to notice that Adonai sat way behind the girls, even though he raised his had the girls were much louder and overpowering the class instruction. Adonai expressed that he enjoyed reading Dinosaur books and everyone had a different *genre of reading*, such as funny books, mystery books, romance, scary books etc. During the *miscue analysis* Adonai seemed comfortable when he was reading the five little monkeys but became tense when reading "on the way to the pond."
>
> Some *Aha! Moments* came upon choosing the reading material Adonai was going to read for the miscue analysis. I had shown him about 5 different books that were at his *D.R. A. level of 6* that he might enjoy reading, such as one

was about bike riding, a nonfiction text about dad and another one about brothers and one about the five little monkeys. Before I had shown him the books to choose I had assumed that he would pick the book about riding a bike since he is always talking about riding his bike. But instead he chose the five little monkeys. When I asked why he had chose the book he said that it was the song and I asked him if he thought it was going to be difficult or easy to read and he responded that it would be easy to read. *"Although second language proficiency affects reading comprehension, another powerful factor in the equation is the reader's prior knowledge of the topic of passage or text"* (Peregoy & Boyle, 2005). On the video transcript Adonai expresses that he knew the song the five little monkeys but at the end of reading the story he stated in line that it was difficult because the words change. Adonai made an assumption prior to reading "The Five Little Monkeys" because he had *background knowledge* about the song and associated it with the book. I wonder what Adonai would do with a text that has no pictures, could the picture have been his clues? Using the *Expanded Miscue* has been excellent in noticing things Adonai does with text. If he is working independently I know that perhaps he just doesn't feel confident enough when reading that he tends to skip words. Plus when I am giving him the *D.R.A.* he knows it's a test and he tries more to read each word, but since he felt comfortable and knew that I wasn't grading him, perhaps that is why he skipped some words. The expanded Miscue looks at what Adonai is doing right with a text rather that what he is doing wrong.

Manifest intertextuality (Fairclough, 1992, p.117) where texts explicitly draw on other texts is the most obvious form of making connections between texts. Irina cited from two books taught in ACCELA classes in the above text. Irina used both quotes to confirm and support her own research findings. The first quote from (Wilde, 2000) led directly into her discussion and representation of Adonai as a meaning maker of texts. The second quote by (Peregoy & Boyle, 2005) served to corroborate her finding that Adonai chose a book based on prior knowledge of the topic. Both quotes come from the discourse of SCTLLL and demonstrate Irina's reproduction of the discourse in her own research text. She drew most frequently on the discourse of SCTLLL throughout this text as she knew she was expected to draw on the theories taught in her master's class and demonstrated those theories in her text. However, Irina also referenced the discourse of SBR through her recognition of the DRA (Developmental Reading Assessments) scores required by the district. The purpose of DRAs is to create a number with which to level students' reading abilities. Irina's use of these scores to provide Adonai with leveled texts showed her awareness of her context and the requirements of her school and district. The interdiscursivity of the text points to Irina's ability to make use of different discourses of research for the varying tools they offered her in her classroom. To further analyze the text I looked at three types of meaning in text: action, representation, and identification (Fairclough, 2003). To do this I analyzed the patterns in verb usage (Butt et.al., 2000; Janks, 2005) and the textual features (Janks, 2005) in each text.

I found that the representations in Irina's research report focused mainly on Adonai, her research subject. This focus corresponds with the purpose of her text to create a case study of one of her students. The language in Irina's text consistently

positions Adonai as an actor in his learning rather than a passive recipient of knowledge. The language also positions Adonai as a thinker and knower not a deficient learner needing to be "fixed" (Valencia, 1997).

Although Irina characterized Adonai as a struggling reader, all the language used to represent him is positive (he was able to tell, Adonai seemed comfortable, he is always talking). In her final point Irina foregrounded "expanded miscue" as a research tool that supported her own belief in focusing on students' strengths. "The expanded Miscue looks at what Adonai is doing right with a text rather that what he is doing wrong". Expanded miscue analysis came from her class and the discourse of SCTLLL. Irina used linguistic tools from the discourse of SCTLLL to provide a non-deficit representation of Adonai and support her professional goal of designing instruction around students' funds of knowledge.

Continuing to look at the action in the text through verb patterns, Irina's representations of Adonai provided an even clearer picture of Irina's professional goals of student-driven instruction. The majority of verbs Irina used to represent Adonai focused on the actions he engaged in during reading (he moves his eyes, he is reading, he hesitated, he raised his hand). There are a fair amount of verbs related to his thinking and talking (he knows it's a test, he stated) as well. These patterns identify Adonai's engagement in the classroom as consisting of more than just actions. Irina also wrote about Adonai's process of meaning making and demonstrated his thinking, perceptions, and feelings through language such as "he enjoyed reading" and "Adonai made an assumption". Irina's use of miscue analysis and conducting a case-study exemplified her various understandings of her professional goals of support and student-driven

instruction. ACCELA and the discourses of SCTLLL and TR provided her with the tools she needed to succeed with the specific task of building knowledge of her individual students to drive her instruction.

Irina is not the subject of the text so her representation of herself is not nearly as prominent as her depiction of Adonai. However, she still demonstrated her own engagement in the research process as a teacher. The language she uses to represent herself positions her as controlling the action in the classroom (I had a classroom discussion, I asked, I wonder, I know, I had shown, I am giving him the D.R.A, I wasn't grading him). While she controlled the action that occurred in the classroom she also questioned and challenged her assumptions about her student. Irina draws on language introduced in the Practitioner Research class and the discourse of TR. *"Aha!"* moments were used to signal a surprise or a finding. Irina's finding challenged her assumptions about which texts Adonai would prefer. She later confirmed her finding with another quote supporting the use of students' background knowledge. In the text of this research report Irina showed her appropriation of linguistic tools coming from the discourses of SCTLLL and TR to support her professional goals of support and student-driven instruction.

To understand the ways in which Irina enacted research I considered how the discursive practices I had uncovered were related to different networks of discourses and how the discourses were distributed and regulated across the text (Fairclough, 1992, p.237). The meanings Irina made of research can be seen in her production of the text for an ACCELA course reproducing the discourses of SCTLLL and TR. The practices tied to the discourse of SCTLLL (miscue analysis) and TR (case study) supported Irina's

practices and the value she placed on student-driven instruction. This text also demonstrated how Irina was able to navigate and make choices among the different discourses within the professional spaces in which she was operating. For example, through her use of the DRA a tool from the discourse of SBR she met her professional responsibilities of leveling her students. However, she wove this into her use of miscue analysis within a case study to meet the needs of her students while also attending to the requirements for ACCELA to produce a research report.

I claim that the above text demonstrates Irina's engagement in research as praxis. Research as praxis in this study is defined as simultaneous and continuous engagement in theory, practice, research and action as well as an examination of one's own role and the contextual system. In her research report Irina demonstrated through her linguistic choices how she used various tools from different discourses. She also constructed meaning by engaging theories of learning and meaning making from different discourses. Her research was ongoing and embedded in her teaching. She implemented her findings into action through allowing her students to drive her instruction. Irina also recognized and challenged the role of her own assumptions. Finally, she made strategic choices in the discourses she used in constructing her text to meet the requirements of different professional spaces.

During the Practicum

The second stage of the study occurred during Irina's ESL practicum. The text chosen for analysis was an excerpt from the reflection paper required as the final assignment. ACCELA oversaw Irina's practicum so the assignment was designed to meet

both the requirements of the TESOL standards and also serve as a reflection on what was learned from the ACCELA master's program. To complete this paper she developed a research project that incorporated designing a unit of instruction as well as conducting a case study. The text below demonstrates Irina's implementation of research in her project and her classroom.

While I was Irina's practicum supervisor, I served more as a collaborator than as the audience for her reflection paper. Irina sent me multiple drafts of her paper and I provided feedback and comments. Our working relationship had been established throughout the ACCELA master's program and remained the same. The final reflection paper was written for ACCELA professors and the Massachusetts licensure department.

> In order to engage the students in the curriculum unit, I started with listening to the story "Too Many Tamales" because it focused on a Latino family celebrating the holiday. After listening to the story the students created an illustration of their families celebrating the holidays. Even though the students enjoyed the story, they were not really motivated to continue with the unit. So I decided to share a song with them entitled "Where I come from", which was a huge success with the students. They enjoyed reading the song aloud with their peers and they even wanted to write their own verses to the song. The song was treated as a poem because I did not have the tune of the song to sing, but two of the students added their own tune to the song. This song "Where I come from" became the *Aha! Moment* for me because students were engaged and motivated to continue with the unit. After we read the song together in class we orally discussed the song and how they would add verses to make it related to where

they came from. *The students took the song home and added their own verse to the song with their families*. Some *students wrote the song in Spanish* and then translated it to English with the help of their teacher and peers.

While researching theories and concepts to develop *English language acquisition* and support *English language development* I found many strategies that were helpful during the implementation of this unit. Such as, students that were at the *early stages of English language acquisition were paired up with a peer partner* that was at a higher level of English language acquisition. Through the process of developing my curriculum and my research in *English Language Acquisition* for second language learners I felt more confident in advocating for my students at school because I was able to base my reasoning and strategies of teaching English Language Learners on *factual data from previous scholars and researchers on the theme of Second language development.*

The students also read stories of children that immigrated to the United States from different countries. Before reading these stories the students created a word web that introduced the vocabulary and reasons for why people immigrate to America. This concept of creating a word web for the students to fill in was based on the *theory by Jim Cummins which is called "cognitively undemanding and context embedded"* because it allowed the students to engage in the content without the stress of being academically correct. This word web was also used to build their *background knowledge* on what they were going to read about, but I didn't count that I had two students in my reading group that never immigrated anywhere. That was my *Oh! No! Moment* because I had assumed that all the

students in my group had immigrated. I did change my teaching and concepts to better support those students that did not immigrate to America. I decided to ask them questions about their life as an American and to learn more about their peers that did immigrate. After reading these stories the students need to orally compare and contrast the students in the story and make connections between the text and themselves. The students were able to compare and contrast the students in the text but had some difficulty connecting the text to other text we had already read. Students were able to make connections to themselves after reading the stories. After the stories of the immigrant students were read, my students need to decide on what type of project will represent their culture. Some students chose to make a poster of their native country, others decided to write the types of holidays they celebrate with their families, another students decided to share pictures of their family and write new verses for the song "Where we come from". The students were engaged and motivated to learn about each other's culture.

Analysis of the above text, showed Irina most often engaged with the discourse of SCTLLL. The practicum assignment asked her to demonstrate her knowledge and implementation of theories of English language acquisition so her use of the discourse of SCTLLL served the purpose and audience of her reflection paper. Irina described her practicum as a "process of developing my curriculum and my research in English Language Acquisition for second language learners". The discourse of SCTLLL provided Irina a knowledge base for her teaching as she explained "I was able to base my reasoning and strategies of teaching English Language Learners *on factual data from*

previous scholars and researchers on the theme of Second language development ". As she says, having access to these strategies and theories afforded Irina confidence and support to advocate for the needs of her students in the context of her school. Irina's language demonstrates how the discourse of SCTLLL afforded her the support she considered important in her professional role.

Irina drew on the discourse of TR to ensure that her unit was engaging for her students. She refers to the song "*Where I come from*" as her "*Aha*!" moment because her students were hooked and motivated to continue with the instructional unit. I know from the analysis of Irina's implementation of research during the ACCELA program that Irina viewed the "*aha*" moment as a revelation that would primarily ensure her students were engaged in her unit and secondarily prove she was using student-driven instruction. From the discourse of TR she also used "*Oh no!"* moments to mark tensions that arose during research, opportunities to challenge her assumptions and make changes in her instruction. In this text Irina recognized that not all of her students had immigrated to the US, and she needed to change her teaching plan to find a way to support and include each of them.

The text is primarily a recounting of how Irina implemented the curricular unit she designed. The back and forth interactions in the text between Irina and her students demonstrate classroom interaction that supports her goals of student-driven instruction and engaging her students in reading and creating culturally relevant texts. The interaction between Irina and the students around the song was collaborative. "We read the song together…we orally discussed the song". The students then became the principle actors as they added verses to their songs and used Spanish to further personalize their songs. Irina's text represents the students as the main actors or

participants “creating”, “writing”, “comparing” and “deciding” on the products that were constructed for the unit.

Twice throughout the text Irina interrupted her recount with reflections on her own learning process and links to theories she drew on in her unit coming from the discourse of SCTLLL. She explains that through “researching theories and concepts to develop *English language acquisition* and support *English language development* I found many strategies that were helpful during the implementation of this unit.” The strategies, the tools or methods related to different discourses of research, are what Irina implemented in her teaching. She goes on to explain the concept of creating a word web as being “cognitively undemanding and context embedded” another implementation of SCTLLL.

In Irina’s text she reproduced rather than challenged the discourse of SCTLLL. As Irina explained in her text this discourse (theories and strategies) provided her with confidence to not only teach her students but advocate for their needs. The discourse of SCTLLL afforded Irina the support she valued through providing her with a rationale for conducting student-driven teaching that included identity, family and culture.

Irina’s engagement with the discourses of SCTLLL and TR in Stage Two result in her engagement with research as praxis. Her text shows Irina’s use of theory in practice. She discussed conducting research on English language acquisition and through her use of TR she took action to change her teaching to be more inclusive of all her students. Using theories from the discourse of SCTLLL Irina also included her students’ families in the unit she taught. Her reproduction of the discourse of SCTLLL provided her support for her teaching and TR enabled her to examine her own role and responsibilities as a

teacher. Irina's text demonstrates how she navigated different discourses of research to meet the responsibilities and requirements of the professional spaces of TESOL, her school, and ACCELA.

During Visit to the Jefferson School

The third stage of the study occurred when I visited both teachers in their school, The Jefferson Elementary, for two weeks. This visit, two years after the teachers had finished their ACCELA master's course work, was just prior to a winter conference that was being held by PDI the professional development organization that set the standards in the school. The text chosen to demonstrate Irina's implementation of research during this stage of the study is from an interview I conducted with her one day before the winter conference. She was worried about the teachers and PDI representatives who would be visiting her classroom the next day. This text was produced at my request and Irina understood that my purpose in interviewing her was to learn about how she used research in the current context of her school and her teaching.

> Irina- That's the thing, like I feel like my mind is like a blender constantly spinning.
>
> Elizabeth - laughing
>
> Irina - like this morning I was really frustrated I was like I need to spend time, just think this through. I can't think. I can't think. And I don't want that to happen tomorrow. So, that's why I made a point of bringing the kids back.
>
> Elizabeth- Yeah that was good.
>
> Irina - I know where we are and I feel better about it.

Elizabeth- Right.

Irina - But (sighing) I don't know. I just, I didn't see myself doing this because I like teaching ELLs, but it's those, *those strategies*. I would prefer to be teaching reading and writing it is my stronger point than math. I mean I like, I like taking my small group and teaching my own lesson. That's what I like.

Elizabeth- Yeah.

Irina – um, because I like to have the power of deciding what to teach and I don't feel like I have like the power to decide what I am going to teach because it's more like, *whatever is the strategy*, that's what I'm teaching.

Elizabeth- Right.

Irina - You know and just like things that I used to enjoy teaching like activities and like projects and things that I can't do. Do you remember?

Elizabeth- You made the best projects. I mean you did so much artistic stuff!

Irina - Yeah! And like the projects I did with the Puerto Rico um

Elizabeth- um hum

Irina - project and the culture and immigration and that kind of unit. Like I don't see myself doing that now this year because it's like how does that fit into *the strategy we are working on*?

In comparison with the texts from Stage One and Two, in this text there are no direct examples of intertextuality or interdiscursivity drawing on discourses of research. Instead there is indirect discourse representation (Fairclough, 1992, p.234), meaning that Irina pointed to "strategies" as driving her instruction. Strategies themselves do not

represent a specific discourse. However, as the audience of the text I was in the position of being the mediator between the text and the social practices or larger surrounding context and I understood that the strategies Irina referred to came from PDI.

The discourses of literacy and instruction that PDI drew on were most closely aligned with SBR. Teachers were expected to teach direct skills related to letter and letter-sound knowledge, the syntax of language, and building a lexicon of words (surface structure cueing systems) and background knowledge, vocabulary, sharing and applying meaning (deep structure cueing systems), (PDI Interactive model of Reading). Irina represented these strategies as constraining her practice. She implemented or taught the strategies but she didn't see the strategies affording her any of the tools for student-driven instruction or support she had drawn from the discourses of SCTLLL or TR in Stages One and Two.

To understand how Irina enacted the "strategies", I returned to analysis of text practices and the representations Irina made of strategies as well as the verbs and text features she used. The first time Irina mentioned strategies she said, "I like teaching ELLs, but it's those, those strategies". Looking at the sequencing of that clause the conjunction "but" sets up an adversative relationship (Janks, 2005) between the first statement that Irina likes teaching ELLs and the fact that she must deal with "*those strategies*". The next time strategies were mentioned it was because Irina didn't have the power to decide what to teach, because *"whatever is the strategy,* that's what I'm teaching." It is startling to notice how many negative processes are used in this text (I can't think, I don't want, I don't know, I didn't see, I don't feel). These verbs are also describing Irina's thoughts and feelings and provide a clear picture of how negatively she

felt. The excerpt finished with Irina's comment that she can't see herself teaching any of the types of student-driven projects she had previously taught because "how does that fit into the *strategy we are working on?*" Each mention of strategies was negative and the last two were restrictive.

Irina represented herself in this interview excerpt as lacking control or power. She used the metaphor of her mind being like a blender, constantly spinning so that she couldn't think. She described herself as "really frustrated" and reiterates her frustration by repeating "I can't think. I can't think." Irina mentioned that she didn't want to be unable to think "tomorrow" meaning during the PDI Winter Conference where district teachers would walk through her classroom. Analysis from the previous two stages has shown Irina's ability to engage in critical thinking by making strategic decisions about which discourses to use to meet the needs of herself and her students. This is a drastic shift from her practice as a competent and confident teacher. Most powerful in explaining her negative representation of herself is her statement "I don't feel like I have the power to decide what I am going to teach". The causal conjunction "because" links this statement directly to needing to teach whatever strategy was required by PDI (and ultimately the discourse of SBR). Irina was constrained from practicing what she knew to work for her students because she was required to teach the specific strategies from PDI. Ultimately her frustration and inability to be part of the negotiation of her own teaching practices resulted in her inability to think.

The analysis of the text for Stage Three demonstrated how the PDI strategies constrained Irina in terms of her professional values of support and student-driven instruction. The professional spaces Irina operated within were her school, PDI, and the

district. All of these professional spaces were driven by and reproduced the discourse of SBR as demonstrated through the focus on improving students' test scores. Irina met her professional responsibilities by implementing the strategies given to her. However, she did not play a role in negotiating how or what research was enacted in her teaching practices, nor did she believe she was meeting her professional responsibilities to her students. Irina was unable to find any space in Stage Three in which she could engage with research as praxis.

Irina's Meanings of Research

Analysis of Irina's enactments of research provided an understanding of her power in constructing research as praxis. Her role in negotiating research depended on the professional spaces within which she operated. In order to further analyze the relationships involved in Irina's negotiation of different professional spaces and the meanings she made of research I conducted a final phase of analysis following word meanings. In initial readings of data sets I noticed the recurrence of the words *evidence* and *strategies* in each of the stages of the study. As both of these words are related to research practices yet not specifically tied to any one discourse of research I tracked how they were used depending on the context and professional spaces Irina negotiated. This final cycle of analysis highlighted the word meanings (Fairclough, 1992) Irina made of *evidence* and *strategies* across each stage of the study. Each time either word was used I made note of who constructed *evidence* or *strategies*, who used *evidence* or *strategies* and for what purpose, what discourse the *evidence* or *strategy* was linked to and what counted as *evidence* or a *strategy*.

The work of Fairclough (1992) has helped me understand that the relationship between words and their meanings can change "especially where words and meanings are implicated in processes of social or cultural contestation and change"(p.186). The context of each of the three stages was different but more significant were the social and cultural changes related to the professional spaces Irina engaged in during each of the three stages. Each professional space was linked to an institutional structure requiring Irina to take on certain responsibilities.

Evidence and *strategy* were two key concepts across the three stages of the study. These words were manifested differently depending on the politics and ideology of the professional space in which they were being used. Each word subsequently had different potential meanings. "A meaning potential may be ideologically and politically invested in the course of the discursive constitution of a key cultural concept" (Fairclough, 1992, p.187). Following the meaning potential of each of these words across the stages of the study I found that the multiplicity of discourses represented in the word meanings showed the permeability of the professional space. In other words, the more discourses that that were drawn on in making meaning of *evidence* and *strategies* the more open or permeable the professional space. Expanding on Dyson's (1993) work with permeable curriculum I theorize the permeability of the professional spaces comes from openness. As in Dyson's work, permeability in this study means "openness to the children's experience and language" and "negotiated classroom culture". Permeability for me also means an openness in terms of the institutional structure providing the space or culture for negotiation of different discourses. It was this permeability within professional spaces

that allowed Irina to be an active participant in the negotiation of word meanings and discourses of research.

In Stage One the two professional spaces Irina engaged with were her school and the ACCELA master's program. In her school she was required to cover the mandated curriculum and work to get her students ready for the MCAS exams. The ACCELA master's program asked that she engage with research to build a theoretical understanding of her work and promote student learning. ACCELA required Irina to collect *evidenc*e and *strategies* from research to support her practices in her school. The word meanings Irina made of *evidence* and *strategies* in ACCELA were also applicable to the professional spaces of her school and district. The primary source of *evidence* in Stage One came from student work that Irina collected through teacher research. Irina also used findings and theories from SCTLLL as *evidence. Evidence* was used to inform and drive her instruction and also support her practices. The word meanings Irina made of *strategies* in Stage One showed that students were the users of *strategies* and teachers constructed, found, read about, developed, and taught *strategies*. These *strategies* came from SCTLLL, from conducting TR, from other teachers, and from professional development sessions.

In Stage Two both ACCELA and the TESOL standards were the professional spaces Irina was negotiating. They asked that her to use research to demonstrate her knowledge of English language acquisition and reflect on her students' learning process. She was also in a new school, the Jefferson School that required sheltered instruction and English only instruction but allowed space for the professional knowledge of the teachers to drive instruction. Her negotiation of *evidence* and *strategies* shows that in Stage Two

of the study all three of the professional spaces she was navigating were permeable enough to provide her the space to negotiate various discourses of research. A shift occurred in the word meanings of *strategies* from the emphasis on *strategies* for student's use in Stage One of the study to *strategies* being primarily used by teachers to teach their ELLs in Stage Two. It is important to note that the word meaning of *strategies* shifted due to the recontextualization of the term and the introduction of a new professional space, the TESOL standards. The professional space of TESOL required a focus on teachers' practices more than students' learning. However, in both stages one and two the requirements of the professional spaces were for *strategies* to be matched to students' learning needs.

In Stage Three the Jefferson School had adopted the Professional Development Initiative, which enforced the discourse of SBR and drove all instructional practices in the school. The professional spaces Irina engaged in were her school and PDI. *Strategies* once again changed meaning and in stage three were mandated through PDI. Irina explained the *strategies* from PDI were like the focus skills that needed to be covered in a unit of instruction: schema, questioning, determining importance, visualizing, inferencing etc. These *strategies* were to be applied according to the curriculum map to ensure each *strategy* was covered during the year. Not only were the teachers given the *strategies* to teach but also the methods to teach them. The words *evidence* and data were interchangeable in the third stage of the study. PDI asked teachers to collect data on all students to inform instruction and measure student learning. What counted as data however, was fairly limited. According to Irina's understanding data needed to be written student work. The limited word meanings of the terms *strategies* and *evidence* point to

the lack of permeability of the professional space of PDI. There were no spaces according to Irina for bringing in differing discourses of research or for constructing knowledge for practice through conducting research. The tools she had relied on and used to support her teaching and to practice student-driven instruction in the other stages of the study were not recognized and valued within the professional space of PDI.

Irina's Praxis: A Summary of Findings

To summarize I return to the research questions that guided this study. In looking for the meanings Irina made when she engaged in research I first found that she engaged in different ways with research depending on the professional space she was operating within. Irina read, synthesized, conducted, implemented and presented research.

In the permeable space of ACCELA (Stage One) where teachers were expected to negotiate meanings of research, Irina engaged in multiple ways with research. She read, implemented, conducted and presented research. The research she conducted generated knowledge of her students' needs and informed her teaching practices

In the second stage of the study Irina was expected to demonstrate her understanding of SCTLLL for the professional space of TESOL, and conduct a case study for ACCELA. In this stage of the study Irina engaged with research by synthesizing research (providing written overviews of their understanding of SCTLLL) conducting research and implementing research. Again Irina was able to implement the research she conducted into her teaching.

In the third stage there is far less engagement with research as the teachers are required to implement the strategies from PDI. So while implementing research is the

one way of engaging with research that carries across the three stages of the study, the types of research implemented and the purposes for implementing research change across the stages. In Stages One and Two of the study Irina implemented research *by* teachers, research she conducted into her teaching practices. In Stage Three of the study Irina's implementation of research referred to Irina's use of strategies coming from PDI and the discourse of SBR in her teaching, research *for* teachers. This finding corresponds with the findings of my literature review that one of the most influential factors on teachers' engagement with research is the research culture of their school or as I have shown the discourse of research operating within the teachers' professional space.

With the understanding that Irina engaged with research across the stages but in different ways and for different purposes with different results, it was helpful to look more closely at how research was enacted in practice and Irina's engagement with praxis. The second finding of the case study on Irina showed that when she engaged with research as praxis she was able to negotiate her engagement with different forms of research (*for, with, by),* and different discourses of research (SCTLLL, TR, and SBR) to meet her professional goals. The linguistic analysis I conduced allowed me to see how Irina represented herself and her students in the different professional spaces. Instances where she engaged in praxis demonstrated how Irina represented herself as a generator of knowledge as well as a user of knowledge. Her enactment of research "by" teachers as well as research "for" teachers allowed her to negotiate the different types of research available to her in order to focus her instruction on her students' needs. Analysis also demonstrated that when Irina engaged in praxis she felt more confident as a teacher: advocating for her students, changing her instruction based on data, and allowing her

students to drive her instruction. She represented her students in these instances of praxis as engaged and active in their own learning. Examples of Irina's engagement with praxis demonstrated the power both she and her students had to produce and use knowledge through negotiating different types and discourses of research.

The third finding is related to Irina's process of praxis. The following table demonstrates where and how Irina's enactments of research resulted in praxis.

Table 4.5 – The Process of Praxis for Irina

Stage	**One**		**Two**		**Three**
Professional Spaces	ACCELA	Barrett District School	ACCELA TESOL	Jefferson District School	PDI+ District Jefferson School/
Discourses	TR SCTLLL	SBR	TR SCTLLL	SBR	SBR
Affordances to **support**	Sense of community Coaching and feedback from PA's & instructors Recognition of work		Research on ELA strategies she had conducted Research on students she conducted	Working in a team of teachers Parents of her students	Collaboration between content area teachers and herself
Constraints to **support**		Skepticism from other teachers Time constraints from mandated curriculum Lack of stability for ELL teachers English Only Instruction		No time to cover necessary content School/district focus on MCAS	Not primary classroom teacher Never felt authority to make final decisions about instruction Mandates to cover specific strategies (PDI) Collect written data for every activity No space/time for language dev.
Affordances to **student-driven instruction**	Taking students cues Tapping into students' funds of knowledge Using hooks to interest/engage students in		Research on ELA Research Irina conducted in her classroom Interactions with Elizabeth	Support of the community (parents, teachers, administrators)	Reliance of 4th grade team on Irina to bridge content areas Spaces Irina created by pulling her students aside to re-teach

	lessons				
Constraints to **student-driven instruction**		Need to follow prescribed curriculum Need to cover content material to move students to next grade level Time limits		English Only Policy Time constraints	Requirements of PDI: Strategy-driven instruction Time limits Written data collection Prescriptive teaching format Pressure to raise test scores No time/space for personal interactions with students Lack of familiarity with PDI

In Stages One and Two, drawing on the discourses of TR and SCTLLL, where her professional goals were afforded, Irina engaged in praxis. That is she enacted contextualized theorizing about her students and inquiry based knowledge generation that drove her instruction and allowed her to challenge and change her own assumptions and approaches to teaching. In Stage Three of the study Irina was not able to teach what she knew would benefit her students because she was required to implement the strategies from PDI coming from the discourse of SBR. She was frustrated and praxis or her ability to engage in the interactive and reciprocal shaping of theory and praxis was interrupted in the third stage of the study.

I found three factors to contribute to Irina's process of praxis. The permeability of the professional space, which allowed her to negotiate different discourses and research types, and Irina's engagement in reflection all lead to praxis. Keeping each stage distinct was important as Irina's practices were more closely connected to the professional spaces she negotiated within each stage than the discourses of research or the types of research (for, with, by).

ACCELA through its design was the most permeable space Irina negotiated. The word meanings Irina made of *evidence* and *strategies* in the professional spaces of ACCELA were also applicable to the professional spaces of her school and district as well as TESOL. It was the permeability of the professional space that provided the necessary spaces or openness for Irina's negotiation of research and resulted in praxis. However, in Stage Three of the study the lack of permeability of the PDI professional space did not allow for the use of the meanings Irina had previously constructed for *evidence* and *strategies*.

Within permeable professional spaces negotiation in the process of knowledge construction was the key factor in Irina's engagement with praxis. Negotiated inquiry takes into account participants' identities. According to Tricia Kress (2011) Critical Praxis Research relies on the interplay of identity, context & purpose. When Irina conducted research she was constructing contextualized knowledge for her practice, taking into account who she was and what she brought to her students, and striving to best meet their learning needs. While the permeability of professional spaces allowed for the interplay of various discourses there were also certain discourses of research such as TR that provided more opportunities and fewer constraints on research as praxis than others.

Reflection is the other factor I found to provide possibilities for engagement in praxis. Reflection created space for negotiation, as well as space for examining one's own role and the contextual system in which one's work was embedded. Reflection also provided Irina with the space to interact with and negotiate different theories. This space was both physical in the form of course reflections or journals as well as mental in requiring Irina's to consider the relationships of different theories, discourses and practices. Within the professional space of ACCELA reflection was a consistent feature of all course work. In Stages One and Two reflection contributed to Irina's engaging with research as praxis. In Stage Three Irina's reflection on her situation demonstrated how the lack of permeability and not being provided any space to negotiate what was best for her students interrupted her praxis. The teacher who demonstrated in other professional spaces her ability to engage in the interactive and reciprocal shaping of theory and

practice to meet her students' needs, in this professional space professed that she could not even think.

This analytical chapter showed how Irina engaged with research in many different ways for different purposes depending on her professional space. Irina's professional goals of receiving support for her teaching and student-driven instruction were realized when she engaged in praxis. Praxis for Irina included her multiple engagements with research and the discourses of TR and SCTLLL. Through enacting research as praxis in her teaching Irina positioned herself and her students as knowledge builders. She was able to validate her students' experiences as well as meet their learning needs by engaging in the reciprocal shaping of theory and practice (Lather, 1986). Praxis allowed spaces for her to change her instruction and advocate for her students. However, there were professional spaces in which the dominant discourses did not allow negotiation of different types and discourses of research. In these professional spaces research as praxis and teaching what Irina knew was discouraged. If the goal of our schools is to do a better job of meeting the needs of all students, teachers engaging in research as praxis is a powerful tool for reaching this goal.

CHAPTER 5

SARAH MATTESON'S RESEARCH PROCESS

Overview

This chapter presents the case study of Sarah Matteson. The organization of the chapter follows the same patterns as the preceding chapter drawing on Grounded Theory (Charmaz, 1995; 2001; 2006) to conduct four phases of multilayered and hybrid analysis in the case study of Sarah. I began with Critical Incident Analysis to determine the most important professional themes for Sarah. This provided some background knowledge that enabled me to better understand why and how she engaged with research. Next, through thematic coding I investigated the different ways in which Sarah engaged with research across the three stages of the study. Then I was able to move on to choose one representative text from each of the three stages and apply linguistic analysis to examine Sarah's enactments of research. Finally I followed the word meanings of "evidence" and "strategies" through a lexical analysis to get at how Sarah negotiated the various professional spaces in which she was operating.

Important Professional Issues for Sarah: A Critical Incident Analysis

As in the previous chapter I defined critical incidents (C.I.s) as reflective texts produced in dialogue between Sarah and me that re-visit written or oral texts, events, or meanings that were previously made. These texts were from the same events I determined to be critical incidents in the case study of Irina.

In Stage One the text I chose as a C.I. was the transcript from the focus group conducted in May of 2007 with a group of ACCELA teachers reflecting on ACCELA and the process of conducting research. For the second stage of the study, Sarah's final reflective assessment paper for her practicum was the critical incident text I analyzed. In Stage Three the culminating interview I conducted with both teachers at the end of my visits served as the C.I. In Sarah's case this interview did not occur until a few months after my visit in January. Sarah's perspective in this interview in April varied quite a bit from her feelings about PDI in January. Without the need to perform for a lesson study Sarah saw a lot of benefit to the structures PDI introduced at her school.

Because of my desire to know whose interests were being served and how power was operating in the C.I. texts, I coded for themes or topics the teachers brought up most frequently. These themes were indicative to me of the professional issues Sarah found to be most important. For Sarah these themes were her professional advancement, and evidence-driven instruction. The chart below represents the most recurrent topics in each C.I with what I determined to be most important in bold text.

Table 5.1: Most Important Professional Themes Mentioned by Sarah across Critical Incidents

Critical Incident #1 Transcript from Focus Group May, 2007	**Critical Incident #2 Self-Reflection Assessment Paper May, 2008**	**Critical Incident #3 Interview with Sarah in April, 2010**
Themes most important to Sarah	*Themes most important to Sarah*	*Themes most important to Sarah*
Desire to **share knowledge** from ACCELA master's with others	Instruction guided by curriculum (scripted)	using collected **data/evidence to drive instruction**
Teachers gain **credibility from using evidence**	Leveling of ELLs to **measure progress**	Identity work (funds of knowledge) related to learning and teaching & **now can connect to hard data**
Resistance from other teachers	Demonstrates knowledge of ELA theories	Professional Development Intitiative as both prescriptive and allowing **professional opportunities**

Next I expand on the meanings Sarah made of professional advancement and evidence-driven instruction.

Professional Advancement

Sarah came to teaching from the world of advertising where the notion of career advancement is different than in education. Professional development is the term used in the field of education and refers to the ongoing learning of teachers. A study by Darling-Hammond & McLaughlin (1995) found that "teachers need opportunities to:
share what they know, discuss what they want to learn, and connect new concepts and strategies to their own unique contexts" (p.597). The themes I found specifying Sarah's understandings of professional advancement support the findings from the 1995 study but

also highlight the fact that Sarah was constantly looking for ways to advance within the teaching field.

Over the five years of my study Sarah held four different teaching positions. In the final interview I conducted with Sarah in April of 2010 we discussed her professional plans. She told me, "But for now, probably for the next couple of years it will be just carving out the best teaching resource position for myself that I possibly can. I don't think I can be stuck in a classroom all day". True to her word, Sarah left the Jefferson School and went to work for PDI the following year. For Sarah professional advancement meant getting recognition for her work, building her professional knowledge, and sharing knowledge with others. The quotes from various critical incidents exemplify each of these facets of professional advancement for Sarah.

Recognition of Work

The teachers who participated in the focus group dialogue, critical incident #1, were asked if they had advice for the professors/designers of the ACCELA master's in terms of getting the teachers' voices heard within the district. Sarah's response exemplified her desire to receive recognition not only for the work that the ACCELA teachers were engaged in, but also for the ongoing learning through ACCELA tied to each teacher's individual contexts and district goals.

> I told Elizabeth, that I really felt that the best way…to have that happen [teachers' voices heard], it's again like corporate, it has to come from the top down. So you have to find the people that can get in with the right people, like a Sonia Nieto or people that are highly recognized and influential to make the people in power in

> the district understand the importance of teachers learning the way that we are learning and then being able to utilize that stuff in the classroom. 'Cause it's all aligned with what they're trying to do as a district anyway. And if not, more progressive in some respects. (Focus Group, May 23, 2007)

Sarah also drew on her knowledge of organizational hierarchies coming from the corporate world. She pointed out that teachers are not at the top and need well known and respected figures to advocate for them and make known the work of ACCELA and the teachers.

Building Professional Knowledge

The quote I have chosen to exemplify how Sarah built her professional knowledge for teaching comes from the last interview I conducted with her in April of 2010 shortly before she left teaching to work for PDI. The quote demonstrates how Sarah believed that over the period of her master's program and being involved in PDI in her school she had acquired a great deal of the necessary knowledge for her job.

> You know it's funny and after being in that program [ACCELA] and being in this school [Jefferson] and surrounding myself with intelligent people there's not too much that I pick up that I say 'Oh wow I've never heard that before!' I mean of course there is always new information that comes down the pike. But a lot of the good stuff is stuff that I've heard of, or I've been introduced to, or I've been exposed to, or I've actually practiced. And that's a nice feeling, you know? (Interview with Sarah, April 15, 2010)

While Sarah was confident in the knowledge base she had built, just three years earlier in the focus group at the end of the ACCELA master's program Sarah commented that ACCELA had opened her eyes. She was referring to the knowledge necessary to work with ELLs as well as the potential of her students.

> I can't speak for everyone but my eyes have been wide open since I've been in ACCELA as to what potential there is for these students [ELLs] and how much we can do once you start really applying some of these concepts and theories. (Focus Group, May 23, 2007)

Sarah went from recognizing the need to build knowledge and awareness as an ESL teacher, to feeling that she had a good handle on the knowledge for her profession.

Sharing Knowledge with Others

In each stage of the study Sarah was involved in presenting her research and teaching practices to other teachers. This mainly occurred through her involvement in professional development sessions. During the focus group interview Sarah suggested ACCELA faculty should enlist the district reading director "to have her get these [ACCELA] teachers on a circuit so that they're going school, to school, to school, to present to do PD sessions. To do more, to have more face time. " Professor Pat Paugh responded by asking, "Well can you see yourself doing something like that?" Sarah's engagement in this discussion highlights some of her frustrations that peers in her school would not listen to her but also shows her excitement at the possibility of sharing what ACCELA teachers collectively had to offer.

> I'm all fired up! I want all of you guys to come to Lake View, it would take every single one. I would love for you guys to come and present, because that is not coming from me. That's not like 'Oh, shut up. She thinks she knows it all. She thinks she knows what she's doing.' (Focus Group, May 23, 2007)

Sarah ended up leaving Lake View Middle School to take a first grade ELL position at the Parker School where she had begun teaching. The collaborative professional development with all the ACCELA teachers never happened. However, Sarah did present her research alongside a prominent researcher in the ELL field at a professional development event she put together for the district at the Parker School.

Professional Advancement Across Critical Incidents

Professional advancement was most important to Sarah in terms of how often she mentioned it in the first stage of the study. In the context of the ACCELA focus group, critical incident #1, she was excited about the possibilities that were being discussed for getting recognition for the work the teachers had done. In the second critical incident, her practicum reflection paper, the theme of professional development disappeared. I had not expected to find professional advancement in the second critical incident as the purpose of this text was to demonstrate knowledge and use of theories in practice, not reflect on Sarah's personal goals. In the third critical incident, my interview with Sarah, we once again discussed her professional goals and her desire to move on from teaching in the classroom is evident. The Figure 5.1 demonstrates the breakdown of the incidence of

Sarah's mentions of professional advancement across the three stages of the study. The figure shows though a comparison of affordances and constraints Sarah's belief that there were generally more affordances than constraints on her ability to advance her teaching career[7]

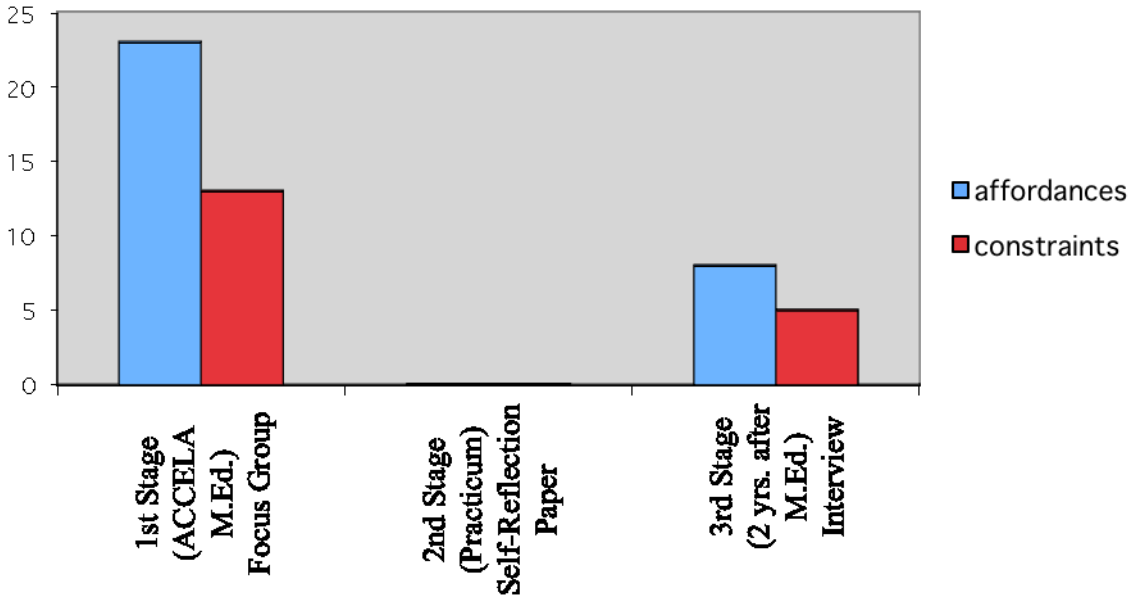

Figure 5.1: Mentions of Professional Advancement across Critical Incidents

While professional advancement came out as an important professional theme for Sarah in the Critical Incidents, this theme runs throughout all of Sarah's data as will be seen in subsequent analysis.

Evidence-Driven Instruction

The notion of instruction being based on evidence is an important component in discourses of educational research. Where evidence comes from and what counts as

[7] See Appendix G-H for a breakdown of affording and constraining factors across the 3 critical incidents.

evidence is generally different among different discourses. As has been discussed elsewhere in this paper, much of the work of defining what counts as evidence to drive instruction has occurred in the field of literacy (National Reading Panel, 2000).

> In its simplest form, evidence-based reading instruction means that a particular program or collection of instructional practices has a record of success. That is, there is reliable, trustworthy, and valid evidence to suggest that when the program is used with a particular group of children, the children can be expected to make adequate gains in reading achievement (International Reading Association, 2002).

While for Sarah evidence came from different sources, she very much promoted and demonstrated the belief that instruction should be based on evidence. Evidence-driven instruction for Sarah meant the accountability of teachers as well as knowledge for instruction.

Accountability

During the focus group Sarah spoke frequently about the responsibilities of teachers to back up what they do in the classroom with evidence. She argued that teachers needed to be more active in driving changes in schools. The excerpt below demonstrates her view:

> I get so annoyed when people blame the administration for things that they shouldn't because you know what, as a teacher, you have a proactive role. You are in power of changing the lives of children and you do have a responsibility to prove what you're doing in your classroom. If you can't handle that, then you really shouldn't be in the profession. Yeah there's poor bosses. And I've worked

> for a lot of bad bosses in my life. But not one of them, I mean, well, maybe one or two, most people, 90% of the people if you have data to support and you can communicate where you're coming from and you take that time in a very diplomatic way without getting defensive or sensitive to help them understand what it is that you're doing, 9 times our of ten they're going to be like that is great! (Focus Group, May 23, 2007)

Again Sarah drew on her experiences in fields other than education to make her point that a professional is accountable to the requirements and responsibilities of their field. The excerpt demonstrates Sarah's confidence not only to be able to freely state her opinion but also to challenge a boss as long as she had evidence (data).

Knowledge for Instruction

As with Irina, Sarah's practicum reflection paper, critical incident #2, was intended to demonstrate her knowledge and use of research and theories of English language acquisition. The quote below is an example of Sarah's use of knowledge for her instruction coming from SCTLLL.

> While researching theories and concepts to develop English language acquisition and support English language development I found many strategies that were helpful during the implementation of this unit. Such as, cooperatively grouping students that were at the early stages of English language acquisition with students at higher levels of English language acquisition. (Sarah's Practicum Reflection Paper, May 19, 2008)

Sarah pointed out that the strategy she used in teaching her unit came from research she had done on English language acquisition. In critical incident #2 Sarah was teaching in a very prescriptive school, different from where she was working in critical incident #1. The type of evidence that was acceptable in the Parker Elementary School came mostly from test scores or the scripted curriculum. "The Read First grant and the Midtown District curriculum guide require that all students receive a highly structured schedule for all subjects" (Sarah's Practicum Reflection Paper). The fact that Sarah was able to draw on evidence about how to work with ELLs from a source different from the curriculum demonstrated her knowledge of evidence for teaching as coming from various sources.

Evidence Driven Instruction Across Critical Incidents

The evidence or knowledge Sarah drew on for her teaching differed across the three critical incidents. In the first critical incident at the end of the ACCELA master's program the evidence Sarah referred to and cited was predominantly student work, and her own research findings. During her practicum while she showed that she was able to draw on evidence from the field of ELA, there were more constraints than Sarah had experienced during the first stage of the study due to the professional space she worked in. In critical incident #3 Sarah faced the most constraints on using evidence due once more to the prescriptive nature of the professional space she was working in, PDI. Arguably, data-driven/evidence-driven instruction was of more importance within the professional spaces of critical incidents 2 & 3 yet Sarah found more affordances in critical incident #1 for evidence-driven instruction. Figure 5.2 shows a comparison

between the affordances and constraints within Sarah's mentions of evidence-driven instruction.

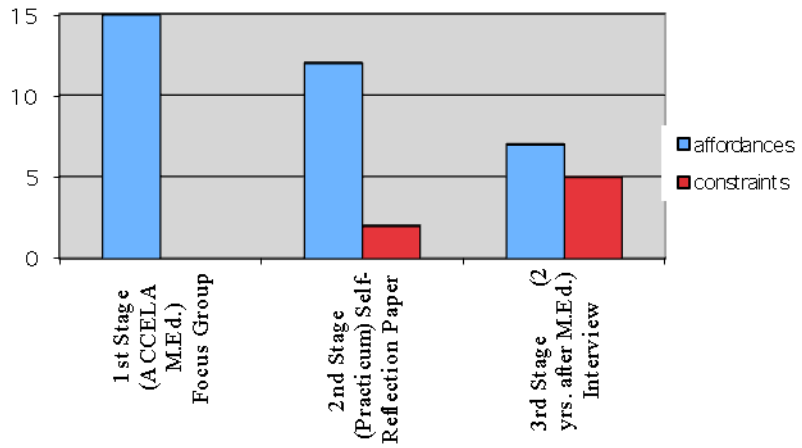

Figure 5.2: Mentions of Evidence-driven Instruction across Critical Incidents

Sarah's Engagement with Research

In the next phase of analysis I used thematic coding to bridge the professional themes found during the CIA and Sarah's enactments and meanings of research. I coded the entire data sets for each of the three stages of the study for Sarah's activities when she was engaging with research. I looked at the actions and the purpose involved each time she engaged with research as well as the relationship between the themes of engagement with research and different discourses of research: teacher research (TR), sociocultural theories of language and language learning (SCTLLL), and scientifically-based research (SBR). Across the study Sarah conducted, read, synthesized, presented and implemented research. Although these are the same research genres Irina engaged in, the two teachers' interactions throughout the different stages are distinct. The following three tables show the textual evidence used to determine Sarah's engagement with research in each of the three stages of the study. As was found with Irina's data there was decreasing

engagement with research across the three stages of the study as well as decreasing textual evidence for engaging with research from stage one to stage three.

Table 5.2: Stage One Evidence for Sarah's Engagement with Research

Conducted Research	Read Research	Presented Research	Implemented Research
Textual Evidence: Research portfolio, e-mails, course memos, reflective journal entries	Textual Evidence: written reflections on course readings, e-mails	Textual Evidence: conference presentations including ppt. e-mails, abstracts	Textual Evidence: action plans, lesson plans
Sarah's Interactions:	Sarah's Interactions:	Sarah's Interactions:	Sarah's Interactions:
a. developed & continually revised research schedule (plan) b. surveyed students c. video-taped read aloud sessions in class d. interviewed students e. collected student work f. revised research questions g. kept observation journal h. tried various observation techniques (Spradley chart, taking field notes, inventoried student practices) i. created charts and graphs to represent data and analysis j. collaborated with PA (me) and other colleagues	a. shared her opinions about the state of education and the responsibilities of teachers to stay up to date with research b. challenged her thinking	a. collaborated with course instructors and PA to develop presentation b. enjoyed and sought out opportunities to present her work to others c. took initiative to set up professional development session	a. uses new practices from course readings in her teaching b. uses research from SCTLLL and educational researchers to provide evidence for her work and in her presentations c. uses student work as evidence in presentations

Table 5.3: Stage Two Evidence for Sarah's Engagement with Research

Implemented Research	Synthesized Research	Conducted Research
Textual Evidence: self-analysis reflection paper for practicum, unit plans, e-mails	Textual Evidence: self-analysis reflection paper for practicum	Textual Evidence: case study, self-analysis reflection paper for practicum
Sarah's Interactions:	Sarah's Interactions:	Sarah's Interactions:
a. followed scripted curriculum in class (Harcourt) b. drew on analytical assessments (SBR) to level students c. cited research as rational for differentiated instruction & identity texts (SCTLLL) d. used student work as evidence (TR)	a. demonstrated her knowledge of ELA theories b. cited from ACCELA texts (SCTLLL) c. demonstrated her knowledge of her context (SBR)	a. conducted two case studies b. collected student work c. analyzed student work

Table 5.4: Stage Three Evidence for Sarah's Engagement with Research

Implemented Research	Presented Research
Textual Evidence: interview with Sarah, memos, classroom observations	Textual Evidence: Winter Conference Lesson Study
Sarah's Interactions:	Sarah's Interactions:
a. used data collected from open responses to inform teaching b. taught PDI strategies c. developed lessons based on PDI format d. created required PDI materials (anchor charts)	a. prepared a model PDI lesson for presentation b. conducted a lesson study for 30 visiting teachers c. reflected on lesson study in debriefing meeting

To explain Sarah's different ways of engaging with research I chose an exemplary text for each theme across the three stages of the study.

Conducting Research

Sarah conducted research in Stages One and Two of the study, primarily to meet the requirements of the professional space of ACCELA. Her interactions within the genre of conducting research ranged from planning out the scope and schedule for her research projects, to collecting data through conducting observations, video taping students and collecting their work, to analyzing her data. The excerpt below demonstrates Sarah's interaction with her ACCELA peers and me that led her to reflect on her project and revise her research process.

> As I began to formalize the plan I realized (with the help of my group and project assistant) that I needed to think about my question more in terms of student learning versus student behavior. This led to a revised research question that forced me to gather and analyze data in a completely different way. My question became: **How does comprehension of read aloud compare with guided reading?** This shift in my question made the research process flow much better. I was now able to develop data gathering and research techniques that would produce evidence of the effectiveness of read aloud.
>
> And this is where the real story of my research begins. After reviewing my field notes I began to think about what I really wanted to know about comprehension during read aloud and guided reading sessions. It was not really about whether or not they behaved better or seemed to be more engaged. The real question was what were my students learning, if they were learning at all. The methods I employed were surveys, interviews and testing. All three provided the

evidence I needed to draw on some preliminary conclusions and begin to appropriately modify my instruction. (Sarah's Research Summary April 7, 2005)

Sarah discussed above how her research led her to modify her instruction to better meet the needs of her students. This final interaction is important within the theme of conducting research because it highlights how instruction can be driven by teachers generating knowledge.

Neither Sarah nor Irina were able to conduct their own research during the third stage of the study due to the strict curriculum they were asked to follow through PDI. However, interestingly the theme of the Winter Conference held by PDI during Stage Three was "The Inquiring Learning Community". The description in the PDI flyer for an afternoon workshop read: "This afternoon we will deepen our understanding of the Inquiry Cycle as an essential component in improving instruction and increasing student-achievement. Participants will engage in a data-driven dialogue using data from an assessment used in the district." Nowhere in the inquiry cycle introduced and imposed on teachers through PDI was there space for exploring the concerns of teachers. The focus remained on improving instruction and test scores.

Reading Research

The only evidence of Sarah reading research came from the written reflections on course readings she submitted during Stage One of the study. In Sarah's reading reflections she openly shared her opinions. The excerpt I have chosen to demonstrate Sarah's interactions as reading research is a response to a course reading written by a teacher researcher that promoted the benefits of teachers reading research. The

overwhelming initial response of teachers to this reading was negative, so the ACCELA teachers were asked to re-read the piece and submit a written reflection.

> I found Robert Fecho's piece on reading for teacher research fascinating. From the initial reading, I was surprised at how vehemently I reacted to his opinions. The manner in which he articulated his personal viewpoint of the importance of reading came across as pompous and arrogant, but after the second reading I began to understand why he has devoted such effort to this important aspect of teacher research. I do agree with the sentiment that as teachers we need to be vigilant, on a consistent basis, about reading professional journals and papers in our field. We have to commit ourselves to the profession and science of teaching and devote ourselves to be leaders in the field.
>
> One way to do this is by staying on top of the latest trends and field research to guide our teaching practices…In order to change policy and legislation, we need data to support our causes and the background knowledge to make a strong stand in society. (Sarah's Reading Response, March 17, 2005)

It could be argued that Sarah's reading reflection was written to please her audience, the course professor, as she supports the position taken in the reading that it is important for teachers to read research. Nonetheless, she does provide her opinion about the author as being "pompous and arrogant". Her reflection provided her the space to rethink the premise of the reading and her remarks about the need for data to support teachers' causes corroborated her professional goals of evidence-based practices.

There is evidence that Sarah re-read research in Stage Two to demonstrate her knowledge of ELA for the TESOL standards. However, as with Irina I have categorized this genre of reading as synthesizing research.

Synthesizing Research

In her self-reflection paper for her ESL practicum Sarah draws on the discourse of SCTLLL to demonstrate her knowledge of the research and theories driving English language acquisition. The excerpt below demonstrates her understanding of how students' English acquisition is measured and is a recap of information she had learned throughout the ACCELA master's program.

> Each individual student learns English in a "unique pattern of development" (Echevarria & Graves, 20??). These stages are used and are considered to be in effect throughout the Midtown Public School district. There are five levels (phases) to distinguish the students at their language acquisitional state. They are: pre-production level/Phase 1 (non-English speakers. Approximate time frame 0-6 months), Early production level (Phase II, Approximate time frame 6 months – 1 year), Speech Emergence Level (Phase III, Approximate time frame, 1-3 years), Intermediate level (Phase IV, Approximate time frame 3-5 years), and Advanced Level (Phase V, Approximate time frame 5-7 years.) Hill & Graves (year?) note that the "reason many English Language Learners do not develop strong academic skills is because much of their initial instruction takes place in cognitively demanding, context-reduced situations that are inappropriate for the early stages

> of language acquisition" (Hill & Graves). (Sarah's Reflection Paper for Practicum, May 19, 2008)

Sarah's excerpt is from a draft of her final paper that was sent to me. I inserted the parentheses and asked her to provide dates for the authors she was citing. My feedback to Sarah enforced APA style and educational research standards. The quote above also demonstrated Sarah's awareness of how ELA research was used within her school and district to level students.

Presenting Research

The importance Sarah placed on professional advancement, as seen through analyzing critical incidents, played out in her ongoing involvement in presenting her work to others. While Sarah only technically presented research in Stages One and Three, the excerpt below is from an e-mail exchange between Sarah and one of the ACCLEA professors (Pat Paugh) trying to set up a professional development presentation the year after Sarah had graduated from the ACCELA master's program.

> Pat:
> I spoke with my principal regarding the pd session she wants me to do in August, the week prior to the start of school. The focus of my presentation will be using identity texts as a means to increase student understanding. I will be presenting to teachers who sign up for, or are assigned to attend. All of our ELL staff would be part of this group, and perhaps teachers who are looking for ways to better connect with our ELL students. The primary goal for the session will be to offer teachers an evidence-based way to get their students engaged through project work that focuses on what students know and what they are capable of doing. Additionally, I want teachers to know that these type of projects do fit into district curriculum standards and can be woven into any content area.

Sarah was unique among her cohort of ACCELA teachers as she often sought out opportunities to present. The above excerpt shows the initiative Sarah took to follow up

on a goal she had set during the focus group, critical incident, during Stage One to build on the knowledge that ACCELA teachers had built within the district. The other professional theme of importance to Sarah, evidence-driven instruction, is also mentioned. The event Sarah described above never took place as she moved back to the Parker Elementary School before the start of the academic year. She did continue to collaborate with Pat to organize and present a professional development session for the whole district bringing in a well-known teacher researcher Catherine Compton-Lilly in February of 2008.

Implementing Research

While Sarah implemented research in each of the three phases of the study, in this way of engaging with research her interactions differ most noticeably from those of Irina. In Stage One Sarah's mobility between different schools each year made it difficult for her to implement the findings of the previous year's teacher research study. For example, the findings of her research project in the spring of 2007 focused on the importance of identity texts for engaging ELLs in meaningful text creation. However, in the fall of 2007 she was teaching in a very prescriptive first grade classroom where she was required to closely follow the curriculum and was not able to continue her work with identity texts.

Sarah's implementation of research in Stage Two was primarily for the purpose of meeting TESOL standards, not necessarily driving her instruction. The constraints on her implementation of teacher research were due to the prescriptive nature of the Parker Elementary School, the professional space in which she was also conducting her ESL practicum. However, it was easier for Sarah to implement research from the discourse of

SBR in her teaching in the form of prescriptive strategies and assessment measures. The following excerpt form Sarah's practicum reflection paper demonstrates how she implemented this type of research into her classroom practices.

> Because Parker is a "Read First" school, there is considerable emphasis placed on a student's reading ability. As a result, a significant amount of time is spent on performing diagnostic assessments (DRA's DIBELS, Sight Word inventory) in an attempt to improve the five components of reading: comprehension, vocabulary, phonics, phonemic awareness, and fluency. A considerable amount of instructional time is spent on teaching isolated skills: phoneme isolation, segmentation and blending, nonsense word fluency, letter naming fluency, oral reading fluency and comprehension. There is also a lot of time spent on preparation for standardized tests. (Grade, Stanford, MCAS). Certain subjects (i.e. Science and Social Studies) are sometimes not given the emphasis they deserve. (Sarah's Reflection Paper for Practicum, May 19, 2008)

Skills instruction or drilling students was a large part of Sarah's curriculum as was preparing for certain assessments. Similarly, in the third stage of the study Sarah worked very hard to prepare for the PDI Winter Conference by implementing the required strategies and procedures into her teaching. There was limited space for Sarah to implement research from discourses other than SBR into her teaching.

Sarah's Enactments of Research

Having just established the different ways in which Sarah engaged with research as conducting, reading, synthesizing, presenting and implementing research, I move on to

look at how Sarah enacted research in her teaching practices. My unit of analysis for this phase of linguistic analysis is one text from each stage of the study chosen from the theme of implementing research. This way of engaging with research implies taking action with research and is also the one interaction (theme of engagement) that crossed all three stages of the study, however differently it was enacted.

Analysis started by looking through each text for instances of interdiscursivity "when different discourses and genres are articulated together in a communicative event" (Jorgensen & Phillips, 2002, p.73) and intertextuality "how texts draw upon, incorporate, recontextualize and dialogue with other texts" (Fairclough 2003, p.17). The second analytical move was looking at the linguistic characteristics of the text, specifically Fairclough's (2003) description of the three major types of meaning in text: action, representation and identification. I then looked at different processes such as verb usage as well as looking at different features (nouns, pronouns, nominalization, mood etc.) within each text (Janks , 2005). In the following sections I present a linguistic analysis for each text demonstrating Sarah's enactments of research in the three stages of the study.

Across the ACCELA Master's Program

For the first stage of the study, the ACCELA master's program, I have chosen excerpts from the final research paper Sarah wrote for the *L1&L2 Language Development and Literacy* class. Sarah's paper was a case study of a student, Victor, focusing on miscue analysis as a tool to guide instruction. The text below was produced for the professor of the class to demonstrate what had been gained through conducting a miscue analysis on the reading and writing process of a student. I have included below excerpts

from two sections of the paper: the introduction: Personal Perspective, and the analytical section: Reading Analysis. Instances of intertexutality are underlined and instances of interdiscursivity are in italics throughout the text.

PERSONAL PERSPECTIVE

For the past three years, I have had the great fortune to work as a teacher and a researcher in the Midtown Public School system. With the knowledge I have been accumulating through the courses offered by the UMASS ACCELA program, I have had the opportunity to do what many teachers can not - analyze student work in such a way that it provides not only personal insight, but hard evidence that working with ELL students requires one to instruct in ways that teachers may not be accustomed to, based on traditional teaching methods. The *strategies and techniques* I have learned to help ELL students read and write are invaluable and have made me a better teacher. In this case study, I will address how analyzing the reading and writing practices of one student, offered a vision of how to enhance not only my instructional practices, but also the student's progress in reading and writing.

According to Bloome and Dail, "Reading and writing are not unitary skills nor are they reducible to components skills falling neatly under discrete categories (linguistic, cognitive); rather they are complex human activities taking place in complex human relationships"(1997, p. 329). Like most teachers, I have received myriad texts and resources aimed at looking at reading and writing as discrete practices. I have attended numerous workshops focused on the

development of one or two discrete skills sets (i.e., explicit vocabulary instruction, phonics instruction, etc.). In this paper I will provide evidence of how miscue analysis and writing analysis can pave the way to improved instructional techniques.

READING ANALYSIS

As his miscue analysis shows, (see appendix A - actual analysis to be scanned in) Victor has no problems with *phonemic awareness*. His *pronunciation* of all words is fine, and he rarely pauses at words that may present difficulty. He is able to "sound out" and uses visual cues to make sense of words. His *fluency* and *automaticity* are fine, and he keeps a good rhythm (see video DVD for actual reading). In the case of reader's theatre, that pacing has to be planned, and Victor used excellent techniques to help him achieve success in reading his part. He first reviewed the script, and immediately raised his hand to be selected for the lead male role - Jess. In fact, as the video clip shows, Victor and his best friend in school, Rommualdo, actually carry on a dialogue debating whom should play the lead role. As soon as he knows the role is his, he begins to highlight and underline all of his parts.

Victor's desire to have the lead role offers us insight as to his enthusiasm for this type of reading task. However, it is interesting to note that his retelling interview revealed that he did not comprehend some of the major concepts in the story line. The excerpt from the transcript that follows indicates a clear problem with comprehension:

Ms. Matteson: In the very end, is it a good ending or a bad ending?

Victor: Good.

Ms. Matteson: Why?

Victor: 'cause Leslie comes back. She wasn't actually dead, (Victor looks at Rommualdo for clarification) was she? No. She wasn't actually dead - they thought she broke her head on a rock, but she was o.k.

It is clear in this text that Sarah was aware of her audience. She started off the paper acknowledging the opportunities ACCELA had provided her with. As a student in an ACCELA class Sarah made a positive overture to her course professor through recognition of the knowledge*, the strategies and techniques,* and how analyzing reading and writing practices, benefited both her and her student. All three of these components gained through ACCELA are related to research, which can be linked to the SCTLLL discourse of research.

Beginning the second paragraph there is an example of manifest intertextuality (Fairclough, 1992) where texts explicitly draw on other texts. Sarah used this quote by Bloome and Dail (1997) to set up a dichotomy between what generally occurs around reading and writing in the schools and the research she conducted through ACCELA. The quote can be linked to the discourse of SCTLLL as it explains how reading and writing are complex and not reducible to discrete sets of skills. Sarah contrasts the quote with an explanation of the literature and professional development she and "most teachers" have received "focused on the development of one or two discrete skills*"*. The treatment of reading as a compilation of discrete skills can be linked to the work of the National Reading Panel (2000) tied to the discourse of SBR, and the Five Essential Components of

Reading: phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension. Sarah claimed that she would "*provide evidence"* in her research paper through highlighting the use of miscue analysis rather than a focus on discrete skills to "pave the way to improved instructional techniques".

Interdiscursivity continued in the Reading Analysis section of Sarah's paper. She pointed out each of the essential components of reading (SBR) yet also included a narrative of how Victor negotiated with his friend the lead male role (SCTLLL) supporting the Bloome & Dial (1997) quote about reading as a complex human activity. "According to Fairclough's theory, a high level of interdiscursivity is associated with change, while a low level of interdiscursivity signals the reproduction of the established order" (Jorgensen & Phillips, 2002, pp.82-83). While I claim drawing on two different discourses of research constitutes interdiscursivity, I don't see the balanced representation of two discourses as a manifestation of changing the established norms of teaching literacy. Rather, Sarah is negotiating the two discourses related to the professional spaces in which she is operating, ACCELA and her district/school.

I also analyzed the excerpts from Sarah's paper for the three types of meaning in text: action, representation, and identification (Fairclough, 2003). I focused on Sarah's representations of herself and her focal student Victor by looking patterns in the language of the texts and specifically verbs and textual features.

In the beginning of the Personal Perspective excerpt Sarah introduced herself as a "teacher and a researcher*"*. Her representation of herself as different form most teachers, supports the comparison already pointed out between the knowledge generated by teachers as researchers through ACCELA and the knowledge given to teachers by the

district. The language Sarah used in the first paragraph demonstrates the connection between herself and the discourses and practices of ACCELA in contrast to most teachers and the rules and common practices of the district. She stated that through ACCELA "I have been accumulating" knowledge and "I have had the opportunity" to analyze student work in a way "many teachers cannot" which allowed her "to instruct in ways that teachers may not be accustomed to" because they practiced more traditional teaching methods. Her comparison is strengthened by using negatives in her representations of teachers and positive actions in representing her work. Sarah viewed the knowledge, analysis, and evidence allowed through miscue analysis coming from ACCELA to be deeper than what she and other teachers had received in the district in that "it provides not only personal insight but hard evidence" as well. As found through critical incident analysis the development of knowledge for practice is one of the elements Sarah considered to be important to evidence-driven instruction. Her representation showed that she could accumulate, and have these tools (knowledge, analysis and evidence) but that the key to better instruction still lay outside of her. Through her patterns of language she did not represent herself as an actor but rather as an accumulator of evidence and teaching strategies.

In the Reading Analysis section Sarah's focus shifted to her focal student Victor. As she walked through the essential components of reading from the discourse of SBR Victor was represented as a passive participant in the reading process. Sarah used patterns of language that described Victor in a passive relationship to skills rather than showing Victor taking action: "Victor has no problems with phonemic awareness". In Sarah's continuing representation of Victor his actions are represented passively as abstract

"skills" not directly. This use of language changes the focus from being on the person to the focus on skills. In another sense the person becomes the skill (*his pronunciation, his fluency and automaticity).* Unfortunately ELLs are often represented using similar language. For example ELLs are represented as "levels" taking the focus off of the complexity of their cultural and social aspects as learners and readers. However, the use of language changed when Sarah described the process of reader's theater coming more from the discourse of SCTLLL. Her representation of Victor changed and he became an active participant in the reading process. Victor "used excellent techniques, reviewed the script, raised his hand, begins to highlight and underline".

Part of this phase of linguistic analysis was linking Sarah's practices to various discourses of research. Within the case study she conducted coming from the discourse of TR, Sarah made meaning of research as providing evidence for her instruction. Sarah analyzed Victor's reading practices using the essential components of reading (SBR) as well as interview transcripts and interactions with texts through reader's theatre (SCTLLL). She also alluded to building professional knowledge, a component of her own professional advancement. This was generally done through receiving professional development or texts and resources from the district focusing on discrete literacy practices (SBR). However, Sarah also positioned herself as conducting her own research (TR & SCTLLL), which provided "personal insight" as well as "hard evidence" for her instruction.

In reviewing how the meanings Sarah made of research were enacted in her practices I was able to see where her enactments of research led to praxis. She engaged different theories of literacy from the discourses of SBR and SCTLLL in her own

practices of making sense of Victor as a reader. She also drew on the discourse of SCTLLL to enact reader's theater in her teaching practices. Sarah's ability to weave different discourses together demonstrated her ability to meet the responsibilities of her district and her master's courses. Change was brought about through her research as she wrote " analyzing the reading and writing practices of one student, offered a vision of how to enhance not only my instructional practices, but also the student's progress in reading and writing."

During the Practicum

The text chosen for analysis in the second stage was an excerpt from the reflection paper required as the final assignment for the ESL practicum. Sarah wrote this paper as a refection on a unit of instruction she designed as well as case studies she conducted on two of her first grade students. The purpose of the reflection paper was to meet both the requirements of the TESOL standards and also serve as a reflection on what was learned from the ACCELA master's program.

As the practicum supervisor, I collaborated closely with Sarah in the construction of her paper. My feedback and comments on this particular draft of Sarah's paper are included at the end of the excerpt. The final reflection paper was written for ACCELA professors and the Massachusetts licensure department.

> In order to engage the students in the curriculum unit, I started with listening to the story "The Tiny Seed" by Eric Carle because it focused on the entire process of where a seed comes from, how it travels and becomes part of the earth, and then finally develops into a plant. After listening to the story the

students posted the appropriate labels onto a plant poster. This was a guided activity that all the students wanted to be part of. After we labeled the poster plant, each student was put into a group and given various "plant parts" made of construction paper that they had to paste onto a paper and label. Students were instructed to assist one another, while I monitored the process. All students were completely engrossed in the activity. My *"ah-ha" moment* was realizing that all students were able to successfully construct the plant parts. My *"oh-no" moment* was that even though students assisted one another, four or five students still had difficulty placing the labels on the appropriate part. A few students labeled the stem as the leaves, and some mislabeled the soil. I held up a few examples for them to see, and watched as a few students quickly raised their hands to let me know they needed to remove their labels and start over. I gave these students additional materials (leaves, roots, and petals) so that they could correct their mistakes. After they finished, we gathered on the rug to show everyone the finished "plants". While researching theories and concepts to develop English language acquisition and support English language development I found many strategies that were helpful during the implementation of this unit. Such as, *cooperatively grouping students that were at the early stages of English language acquisition with students at higher levels of English language acquisition.*

I was very pleased with the amount of concentration and engaged learning that took place with this activity and the students were thrilled to see their work posted on the bulletin board for all to see. Our Principal, Mr. O'Neil, observed the lesson and remarked on the fact that all students were quite focused and

engaged. He asked a few students later what they had learned, and they responded, "How seeds become plants, and we made our own plant." As a teacher this was very satisfying, and most importantly, the students were proud of their own success with the project.

Elizabeth's Feedback:

Do you want to include the discussion of how you incorporated the science and ELA standards into this lesson to create a unique lesson that didn't come out of the mandated curriculum? This activity was far more engaging for both you and the students. I think a bit more reflection should go into this piece.

Sarah's practicum reflection text had a fairly low degree of interdiscursivity which is a signal of reproducing the established order (Fairclough, 1995). The discourse of TR was evident in her use of the terms *"ah-ha" moment* and *"oh-no" moment.* Coming from the ACCELA Practitioner Research class the *"ah-ha" moment* signaled a surprise or a finding while the *"oh-no" moment* was a marker of tension or challenge. Sarah's finding was that "all students were able to successfully construct the plant parts" and her tension was that "four or five students still had difficulty placing the labels on the appropriate parts*"* of the plants. As Sarah was producing this text for consumption by ACCELA faculty it is expected to find these elements of TR included in her text. The other example of interdiscursivity occurred when Sarah included a strategy from the discourse of SCTLLL for working with ELLs that she had found in "*researching theories and concepts to develop English language acquisition and support English language development."* Again, given the purpose of the text to demonstrate her knowledge of

theories and practices for working with ELLs to meet the TESOL standards, her inclusion of this information tied into the purpose for the text.

While Sarah demonstrated her ability to use both TR and SCTLLL discourses of research she did so to demonstrate her ability to meet the expectations of her audience in producing the text. "Discursive practices in which discourses are mixed in *conventional* ways are indications of, and work towards, the stability of the dominant order of discourses and thereby the dominant social order" (Jorgensen & Phillips, 2002, p.73).

Analysis of the above excerpt showed that Sarah represented three actors in her text: herself, her students, and her principal. The title of this section of Sarah's reflection paper is *Implementing the Curriculum* and as Sarah was the implementor she was represented most often as carrying out the action in the text. The language Sarah used to represent herself corresponded with the action of implementing curriculum (started, labeled, monitored, held up, gave, found). The students were represented as taking action as well. They posted, labeled, assisted, and mislabled. This language does not demonstrate the same degree of action that Sarah used to talk about herself. The third actor in the text, the principal Mr. O'Neil, added credibility to Sarah's actions. He "observed" and "remarked on the fact that all students were quite focused and engaged." Sarah used a third actor who had a great deal of power in her context (professional space) to demonstrate that her curriculum was effective.

Sarah's use of her principal to validate her work spoke to the hierarchy of power in her school. It also tied into the theme of professional advancement and Sarah receiving recognition for her work. Everything at the Parker Elementary School had to be approved by Mr. O'Neil. This practice was a product of the dominant discourse of SBR coming

from the need to raise test scores, as well as the fact that Parker received a Read First Grant, that dictated much of their curriculum. As Sarah explained earlier in her reflection paper: "The Read First grant and the Midtown District curriculum guide requires that all students receive a highly structured schedule for all subjects, and at Parker, the primary focus is on building literacy skills."

While the discourse of SBR is not evident in the excerpt examined above I argue that it was the dominant force in limiting Sarah's construction of interdiscursivity. Her reproduction of the TR and SCTLLL discourses was conventional and brought about limited change in her teaching practice. My feedback to Sarah at the end of the excerpt asked her to include more on how her construction of curriculum was not just reproducing the conventional mandated curriculum. I also asked her to include some reflection as I wanted to see how her enactments of research may have resulted in praxis. While her above text came close to demonstrating praxis, I am hesitant to claim Sarah's enactment of research as praxis in Stage Two of the study. I did not see evidence of the interactive and reciprocal shaping of theory and practice being put into action in a way that changed Sarah's practices to truly benefit her students. While Sarah was engaged in the professional spaces of ACCELA and TESOL the more dominant and less permeable professional space was the Parker School.

During Visit to the Jefferson School

The text chosen to demonstrate Sarah's implementation of research during the third stage of the study is a transcript from a meeting Sarah had with Melissa, the ILS (Instructional Leadership Specialist) from the Jefferson School. This meeting was in

preparation for the lesson study that Sarah was conducting in her classroom for the PDI winter conference. Every aspect of the lesson study needed to be planned out to the point of being scripted. Melissa was preparing packets to distribute to the teachers who would be observing in Sarah's room. After finalizing the informational packets Sarah asked the ILS "Can you guys just read something really simple? Is this right? Is this what we want to say?" She hands Melissa (ILS) her essential question for her lesson: "How do readers use inference to extract evidence from text in order to effectively answer open response questions?"

> Melissa - I thought that Alissa [the PDI Representative running the Winter Conference] said that.
>
> Sarah- Alissa said this, and then I redid it and used this using *inferencing* and some *open response questions*. So, does that make sense?
>
> Melissa - yeah , um hum
>
> Sarah- yeah OK, I just want to make sure.
>
> Melissa- Yeah I (mean) it is an *open response* lesson but there is a fair amount of *inference*.
>
> Sarah- It was just interesting when we went there [to the PDI coaching meeting 1/6/10 for those teachers who were presenting their lessons for the lesson study] and no one was talking about doing *explicit modeling* or stuff related to *open response*. And I was like how did we get from where I went to [the first coaching meeting 12/09] that day and everyone was on the same page and talking about *plot* and then using what kids understood to start doing an op*en response*, they [PDI representatives] came in and they're talking about "*text features"*

Melissa- "*text features"!*

Sarah- I go what the hell?!

Melissa- Because it is a lot easier to do a *text feature lesson* than it is to do a lesson like this.

Sarah- But I thought when we had originally met with Alissa the whole goal in mind was working toward *open response*.

Melissa- Yeah I didn't think there was any moving place.

Sarah- No! At that first meeting in the library every single person had to know what the 2007, 2006, and 2005 questions were on *MCAS* for 5th grade so that we could all be in a good position to be prepared for the kind of analysis they are going to have to do and *extraction* they are going to have to do to answer them so this whole time I've just been scaffolding on that.

Melissa- Well that's 'cause I thought it was non-negotiable. 'Cause I wouldn't have pushed so hard to get the *open response* in there if that's really not, I don't think Alissa was happy with that.

Sarah- You did push hard on that.

Melissa- Well clearly not hard enough if 3 out of 5 are not doing it that way. It was you and the one next to you that really are doing *open response*.

Sarah-That's weird!

Melissa-I would never feel like we could change it. I'm like letter to the wall. I'm like we have to do what she told us.

Elizabeth - Well this question is the same question for everybody though. Right? That is what Alissa said. This is everybody's question.

Melissa- Well I guess text features is what they do, however,

Sarah- That's where I started! I started with *text feature*, went to *text structure* followed through with *inference* and *determining what is important* and then ended up with doing like the road map of,

Melissa- making the connection into this, which is really the work that they need to do. So you know whatever they do at other sights is what they do but we know that we're doing the right thing.

Sarah- That's fine. I feel comfortable about what we are doing.

I began linguistic analysis of the transcript above looking for interdiscursivity and only the discourse of SBR is apparent. Each incident of SBR in the excerpt is a reference to the instructional strategies required by PDI. As explained in previous chapters the discourses of literacy and instruction drawn on by PDI were most closely aligned with SBR and teaching direct skills. The use of the specific language relating to PDI strategies corresponded to the purpose of the text, which was to prepare for the Winter Conference. Sarah had been told by Melissa, the ILS, in a previous practice run for her lesson study that she had not followed appropriate PDI protocol for carrying out her lesson. Subsequently, there was an emphasis in the transcript above on making sure Sarah was delivering what was expected. This focus explains Sarah's initial question to Melissa about her essential question and wanting to know if it was *"right"*.

Linguistic analysis allowed me to look at positioning through monitoring language features such as pronouns. This type of analysis helped to explain the interactions that occurred in the transcript. Sarah was not willing to take full responsibility for producing a lesson that correctly followed PDI protocol as she had

already been reprimanded once. Therefore she put joint responsibility on Melissa who was supposed to be the expert by using the pronoun "we". In asking Melissa to look at her essential question Sarah asked "Is this what we want to say?" Melissa was much less definitive in her language and less sure than Sarah. Melissa's response to Sarah was that she "thought" that Alissa had said the lessons should be focusing on open response questions. Alissa was the representative from PDI who was partly in charge of running the Winter Conference. Sarah's reply to Melissa indicated that she had taken what Alissa had said and acted on it and "redid" and "used" other strategies as well. The conversation continued with Sarah explaining that she had gotten mixed messages from attending coaching sessions for the teachers who were involved in lesson studies. The assumption had been that they were all supposed to work on teaching students to answer MCAS open response questions. However, Alissa and other PDI representatives had interrupted the coaching meeting to advocate for presenting lessons on text features for the lesson study. While "text features" were a PDI strategy, they were not part of preparing students to answer open response questions. Text features however, were easier to teach than open response questions and lent themselves easily to the desired format of a PDI lesson.

The language patterns Melissa used demonstrated her lack of clarity or assurance about the correct way to proceed with the lesson study plans (I thought, I didn't think, I don't think, I would never feel, I guess). On the other hand, Sarah's language represented a greater degree of confidence (redid, used, went, have been scaffolding, started, went, followed through, ended up). She had also been taking action and teaching her students rather than just trying to figure out how she was expected to teach. Her final sentence summed up the situation "I feel comfortable about what we are doing." She had proven

that she implemented the PDI strategies coming from SBR and had enacted evidence driven instruction. However as part of the theme of evidence driven instruction Sarah understood the need for accountability. She included Melissa as accountable as well as herself in her statement "about what we are doing".

The practices indicated through the text belong indirectly to the discourse of SBR. PDI ran the professional space in which Sarah was teaching and in which the Winter Conference took place. Sarah's practices were not only required by PDI but they also reproduced the discourse of SBR. SBR and PDI required only certain types of data and mandated specific practices in the lesson studies. This professional space was not permeable and there were no spaces for Sarah to negotiate her own beliefs or practices. However, the practices required through PDI were aligned with Sarah's professional theme of evidence driven instruction. We saw across the three stages of the study that Sarah was able to use evidence from different discourses. She enacted TR in her case studies and SCTLLL in her miscue analysis and SBR in collecting data on her students. It was not a struggle for her to accept the knowledge for instruction (research *for* teachers) coming from SBR presented by PDI. These discourses and enactments of research supported her own belief in the importance of evidence-driven instruction. She also knew that through enacting the dominant discourse of the professional space she was in, she would promote her own professional advancement. Sarah understood that it benefited her in the eyes of her administration as well as PDI to volunteer to conduct the lesson study for the 5th grade at the Jefferson School. Ultimately Sarah got a job working as a representative for PDI.

Sarah's Meanings of Research

Having completed a linguistic analysis of Sarah's enactments of research we saw how Sarah negotiated professional spaces in ways that corroborated the professional themes that were important to her: professional advancement and evidence-driven instruction. To look more closely at Sarah's negotiation of different professional spaces across the three stages of the study, I conducted a final cycle of analysis on the word meanings (Fairclough, 1992) of "evidence" and "strategies". For each time either word "evidence" or "strategies" came up in the data throughout the study I made a note of who had constructed or used "evidence" or "strategies" for what purpose, what discourse the evidence or strategy could be linked to and what counted as evidence or strategy.

In Stage One of the study the professional spaces Sarah engaged with were the ACCELA master's program and two different schools, the Parker Elementary and the Lake View Middle School. One of the purposes of the ACCELA program was to help teachers to rethink their students' needs as well as their roles as teachers in meeting those needs. Sarah recognized "strategies" as concepts and theories gained through course readings (SCTLLL) and conducting research on specific classroom issues (TR). The main "strategy" Sarah developed, implemented, and presented was the concept of identity texts drawing on the work of Jim Cummins (2006). On one hand the word meanings Sarah made of "strategies" in the case of identity texts enabled her to engage with praxis through theorizing identity texts, researching them and implementing them in her own practices. On the other hand, Sarah also talked and wrote about "strategies" as needing to be shared with other teachers going along with the theme of professional advancement

and sharing knowledge with other teachers. To do this Sarah referred to "strategies" as needing to be practical, tactical, and immediately applicable, not theoretical. Sarah used "strategies" in both ways when she presented her research on identity texts to the district.

"Evidence" was central to Sarah's beliefs about teaching as shown through the importance she placed on the professional theme evidence-driven instruction. Within the professional space of ACCELA "evidence" came from student test scores (SBR), student work collected and analyzed through TR and often from research in the field of English language acquisition (SCTLLL). Sarah often referred to teachers needing to "back in" their work by providing a rational for their instructional decisions. She was generally referring to linking teaching practices to the curriculum frameworks. Within the Parker Elementary School "evidence" was expected to come from the discourse of SBR, but in Lakeview Middle School all forms of "evidence" were valued as they were in ACCELA. Sarah said in the focus group at the end of the ACCELA master's program, that through ACCELA "now we have the language to be able to support that [student work] as evidence."

In Stage Two Sarah was back at the Parker Elementary School as well as working toward her ESL licensure through the professional spaces of ACCELA and the TESOL standards. Sarah's negotiation of "evidence" and "strategies" in Stage Two of the study showed her knowledge of the various discourses of research and also her confinement by the professional space of her school. In her reflection paper for her practicum Sarah wrote about different "strategies" for working with ELL students constructed by academic researchers in the field of English language acquisition (SCTLLL). Her paper explained how teachers should base their instruction on students' funds of knowledge and use these

“strategies” in differentiated instruction. Due to the prescriptive nature of her school and her curriculum Sarah did not have room to deviate from the set classroom routines to implement various “strategies”. The word meanings Sarah constructed for “evidence” came from various discourses. From research in the field of English language acquisition Sarah took up the notion of phases of language production and used this “evidence” in grouping her students (SCTLLL). In her practicum paper Sarah used student work as “evidence” of the learning that took place during her curricular unit (TR). There was also “evidence” from state and district tests used to level students coming from the discourse of SBR. In Stage Two Sarah was negotiating three professional spaces and the meanings she made of the words “evidence” and “strategies” were varied across discourses. However, the implementation of “strategies” was limited due to the constraints on her teaching practices coming from her school and the discourse of SBR.

In Stage Three of the study Sarah was closely tied into the professional space of PDI, which was mostly running the Jefferson School. “Strategies” took on the specific meaning of best practices and were mandated by PDI. These “strategies” were expected to be taught in a certain sequence and through specific methods. In my final interview with Sarah I learned about PDI’s First Lessons, which are meant to be implemented before any of the “strategies” are taught. The First Lessons help all teachers to set up the structures and essential elements of all PDI lessons. Within these practices all teachers were expected to collect data or “evidence” to drive their instruction and measure student learning. Data under PDI was produced by students and could be any form of student work that enabled teachers to predict how well students were understanding the “strategies” they were being taught. Sarah commented again in her final interview that

through PDI she had learned how to confer students' need with hard data. I took this to mean that she was able to learn about her students' interests and have "hard data" or "evidence" to provide a rationale for her teaching decisions. During my time at the Jefferson school I did not perceive any spaces that would allow for bringing in different discourses of research other than SBR, which ran PDI. The intention was to run an effective data-driven literacy program that raised students' test scores on the MCAS tests.

Sarah's Praxis: A Summary of Findings

As a final summary of the findings in this chapter I return to the guiding research questions. I began by looking for the meanings Sarah made when she engaged in research. The first finding was that Sarah engaged in different ways with research depending on the professional space she was operating within. In Stage One of the study Sarah, read research, implemented research findings in her teaching, conducted research studies in her classroom, and presented her research in public forums. Stage One, corresponding with the ACCELA master's program, provided the most permeable professional space and allowed for the most variety in the ways of engaging with research. In Stage Two while Sarah was completing her practicum through ACCELA she was also teaching in a school that required a very prescriptive approach to teaching. Through the professional space of ACCELA Sarah conducted case studies on two students and synthesized research from the field of SCTLLL and SBR in her reflection paper. However, the research findings that Sarah implemented in her teaching were not from her case studies, but rather from the mandated practices of the district curriculum. In the third stage of the study there is far less engagement with research. Sarah once again

implemented research findings in the form of "best practices" from school and district mandates as well as from PDI into her teaching. She also presented research as the model teacher and classroom for the PDI lesson study.

Throughout the five years of the study Sarah presented herself as both a teacher and a researcher with research as a central component to her teaching practices. In each stage of the study Sarah's engagement with research supported the professional themes she found important. Throughout the stages Sarah's research engagement demonstrated her desire for professional advancement and her belief in evidence-driven instruction. Her goals of gaining recognition for her work, building professional knowledge, sharing this knowledge with others, and providing knowledge for instruction were consistent across the different professional spaces and supported by the different ways she engaged with research.

The second finding from Sarah's case study was that when Sarah engaged in praxis she engaged in multiple ways with research and discourses, to enact social change for ELLs within her school and district. During Stage One, the ACCELA master's program, Sarah enacted research as a tool to support her own teaching practices, as a way to answer questions she had about how to improve her instruction of ELLs, and perhaps most importantly as a way to gain evidence. Sarah viewed evidence as providing her and other teachers with a voice to advocate for changing the status quo regarding the instruction of ELLs and the ever-narrowing prescriptive curriculum being adopted in her district. In the first stage of the study Sarah developed a research project for her ACCELA program based on creating identity texts with her ELLs. In her cohort of master's students Sarah was the only one who took the initiative to present her own

research alongside a nationally recognized scholar Catherine Compton-Lilly. In collaboration with Pat Paugh, one of the ACCELA professors, Sarah planned and implemented a district wide professional development session. Sarah drew on the evidence she gathered through her research (TR/research *by* teachers) as well as the research by scholars in the field of English Language Acquisition (SCTLLL/ research *for* teachers) to contribute to her own professional advancement by making a public stand and to advocate for the needs of ELLs in the district. Sarah was "engaging in theory, practice, research and action simultaneously and directly to bring about social change through and for education" (ACCELA mission statement).

The third finding is related to Sarah's process of praxis. The following table demonstrates where and how Sarah's enactments of research resulted in praxis.

Table 5.5 – The Process of Praxis for Sarah

Stage	**One**		**Two**			**Three**
Professional Spaces	ACCELA	Lake View Middle School/ Parker School District	ACCELA	TESOL	Parker School/ District	PDI+ Jefferson School/ District
Discourses	TR SCTLLL SBR		TR SCTLLL SBR			SBR SCTLLL
Affordances to **professional advancement**	Presenting work to others through PDs Presenting work in conferences Presenting work within ACCELA cohort Gaining professional language Use of evidence Strength in numbers Gaining practice + experience ACCELA has opened her eyes to students' potential Sharing expertise Knowing who your audience is Use of tactical methods in lessons					Using PDI "first lessons" Confidence in professional knowledge Knowing how to link hard data to instruction Sarah likes challenges Opportunities to present at PDI professional development sessions Sarah believes teachers should receive financial compensation for good teaching Sarah has considered going into administration and is looking for opportunities to get out of the classroom
Constraints to **professional advancement**	Difficulty getting buy in from peers Resistance from other teachers New teachers still learning Lack of recognition of ACCELA in the district	Nonprogressive administration and senior teachers Fear of administration Being scrutinized by administration				Teachers aren't given credit for having the ability to drive their own instruction Lack of recognition for what teachers do No one taps into teachers' knowledge or talent Too much pressure on administrators to raise test scores

Affordances to **evidence- driven instruction**	Evidence gains teachers credibility with other teachers Need to follow district guidelines "Backing things in" Working in grant-funded programs requires certain evidence Teachers need to provide evidence for what they are doing in the classroom 90% of time people will go along with what you are doing if you have data Having evidence should alleviate fear of administration Need to know major concepts more than specific standards Being able to provide rational for what you are teaching is important		Responsibility for getting all her students to cover ELP benchmarks Uses scaffolding techniques Draws on ELA research to differentiate instruction Implements research driven instructional practices Uses student work as evidence Uses research-driven strategies		Connecting hard data to instruction Data on identity of students is helpful to teachers Collecting data is important in PDI Sarah is able to make connections between identity work in ACCELA & PDI Now able to back up sociocultural theories with hard data Routines get embedded and support teaching
Constraints to **evidence-driven instruction**		Need to follow prescribed curriculum Need to cover content material to move students to next grade level Time limits		Teaching isolated skills is part of curriculum Disconnect between educational reforms and promoting students' funds of knowledge	Time challenges of district pacing guide PDI prescriptive timing Doesn't have the resources and materials she would like Students aren't getting a sense of ownership in PDI

Sarah was only able to engage with research as praxis within the permeable professional spaces of ACCELA and the Lake View Middle School. In conjunction with her drive for professional advancement her engagement with praxis led to meaningful student learning and a powerful professional development session, which allowed Sarah to share her knowledge within the district. It is important to note in Stage One that Sarah worked in the Lake View Middle School where the concept of a permeable professional space contributed to Sarah's negotiation of research. Permeability of a professional space provided openness in terms of the space or culture of the institutional structure that allowed negotiation of different discourses.

During Stage Two, the ESL practicum, Sarah was able to negotiate the three different professional spaces of ACCELA, TESOL and her school/district. For the requirements of ACCELA and TESOL in her reflection paper Sarah made meaning of research coming from SCTLLL as support for her differentiated instruction and drawing on students' funds of knowledge to engage students in the curriculum. She conducted her own research drawing on the discourse of TR to provide evidence of her students' learning. What was missing however was the implementation of theories in her practices and any type of change in her teaching. This is not surprising given the pressures she was under within her school to perform according to expectations. The confining discourse and corresponding practices of SBR within the professional space of her school did not allow for her engagement with research as praxis. Sarah left the Parker Elementary School and teaching first grade after one year.

In Stage Three of the study Sarah was negotiating the professional spaces of the Jefferson School and PDI. The ways Sarah engaged with research during Stage Three of the study were tied to instructional strategies coming from PDI and hard data collected from student work. These practices were most closely related to discourses of SBR and research *for* teachers focusing on raising students' test scores. Sarah implemented these strategies in her classroom, but was not able to negotiate different ways of teaching and learning or advocate for what she felt her students were missing.

I found that the permeability of the professional spaces in Stage One of the study provided Sarah with more opportunities to negotiate different discourses and research types leading to her ability to engage in change-enhancing knowledge building. The other factor that led to Sarah's engagement in praxis was her drive for social change. She believed that education for ELLs was not what it should be and through research *for, with,* and *by teachers* approaches to ELL's education could be changed. Research provided the evidence she needed to advocate for change.

However Sarah was still able to negotiate the other less permeable professional spaces she worked within. I found that Sarah's desire for professional advancement often meant she aligned herself with the dominant discourses of her school and district. I also found that Sarah's representations of herself and her students did not demonstrate either as engaged in active theorizing or knowledge generation, both central components necessary for praxis. Her drive for professional advancement kept her moving from one school to the next in search of a good professional fit. Ultimately she was able to navigate her way into a job with PDI.

In summary Sarah's professional goals and her ability to negotiate professional spaces were strong factors in her teaching practices and in the professional decisions she made. She chose to align with dominant discourses in order to meet the requirements of professional spaces. While her engagement with research as praxis was limited to Stage One of the study, she not only met the needs of her students but delivered a powerful message about the role of teachers as knowledge generators within the district. Sarah's engagement with research throughout the other two stages of the study demonstrated a teacher who was able to advance professionally, meet the requirements of her school and district, yet not able to attend to the needs of her students.

The current focus on school reform through implementing series of research based "best practices" can be drawn into question through the lens of Sarah's experiences. Sarah demonstrated her ability to negotiate the dominant discourses of her school and district. By the third stage of the study she was modeling what the district was proposing as strategies to raise test scores. On one hand Sarah can be viewed as successful within her district. She was able to do what was being asked of her by her school. On the other hand she knew that her students' sense of identity along with their engagement in learning was being sacrificed.

CHAPTER 6

SUMMARY OF FINDINGS AND IMPLICATIONS

Overview

In this dissertation I have explored how two urban ESL teachers made meaning of research at different stages of their professional development. The overarching purpose of this study has been to examine what research as praxis (ACCELA mission statement; Lather, 1986) means for the ways in which the focal teachers engaged with research. The questions I asked about Irina and Sarah's engagement with research focused on the meanings they made of research in their ACCELA master's program, during their ESL practicum, and two years after having finished with ACCELA. I also wanted to know how they took up different discourses of research and how they enacted research in their teaching practices.

To answer the research questions I conducted two longitudinal case studies (Yin, 2009) drawing on methods of constructivist grounded theory (Charmaz, 2006). I began with a literature review of ESL teachers' engagement with research. I then collected data from five years of my engagement as a university partner with these two teachers as they participated in an on-site master's program and after they began teaching post-masters. I systematically analyzed the collected data in phases. Critical incident analysis (Angelides, 2001; Tripp, 1993, 1994) helped me organize my initial phase of analysis and the following three phases drew on text analysis (Fairclough, 2003). These methods of design and analysis were tools in my exploration of both teachers' development of praxis

over this period of time. The work of Patti Lather (1992, 2006) and other poststructural theorists (Britzman, 2000; St. Pierre, 2000) added the issue of power to my questioning of the data and influenced my decisions about the data analyzed for these case studies. I chose texts as critical incidents that were produced in dialogue between Irina or Sarah in collaboration with me and reflected on prior events. I made this decision in order to acknowledge my role in the meanings being made of research. These theories also helped me to highlight the complexities and multiple factors that contributed to the teachers' meanings and actions. This final chapter explores the findings and implications of this study for teaching and research.

Summary of Findings

In the following discussion, I elaborate on the findings that respond to the original research questions for this study. My research questions were:

- What meanings did Irina and Sarah, two urban ESL teachers, make when they engaged in research across the three stages of the study?
- How did they take up different discourses of research?
- What meanings of research did they enact in their teaching practices?

The focus throughout my study has been on the role of praxis for the teachers. As a teacher educator and a researcher I argue that praxis "engaging in theory, practice, research and action simultaneously and directly to bring about social change through and for education" (ACCELA mission statement) is what is needed to address the problems of inequity and blanket standardization in public education. Findings from my study highlight the importance of the ESL teachers'

roles in negotiating theories as well as the discourses of research that inform the professional spaces in which they teach. Research as praxis offered the greatest possibilities for meeting Irina and Sarah's own professional needs as well as the learning needs of their students. The findings demonstrated that development of praxis was possible only under certain professional conditions. A closer look at when, where, and how each of the teachers engaged with praxis and what came of this engagement will be included in the following sections. First, I provide an overview of the findings from my literature review on ESL teachers' engagement with research in order to frame the findings of the study within the literature.

Findings from the Literature

Teachers' engagement in research is complex. In reviewing the literature concerned with research and teaching practice I created three categories that frame this engagement: research *for* teachers, research *with* teachers and research *by* teachers. I summarize how the teachers' engagement with research in the study related to the findings from the literature.

Teachers Engagement with Research as Framed by the Literature

The first category I looked at in the literature review was research *for* teachers, generally portraying educational research as being created by researchers or academics for teachers to implement in their classrooms. Within this category I found teachers' conceptions of research were most closely tied to their school contexts and their job responsibilities. For example, the amount of research experience teachers possessed

generally contributed to a more favorable view of research. Zueli (1994) found that research evidence was more convincing to teachers when it meshed with their experience as opposed to empirical evidence from test scores. Both Irina and Sarah found concepts and theories from sociocultural theories of language and language learning (SCTLLL) supported what they had learned and experienced about their students in ways that MCAS scores and district tests from the discourse of (SBR) did not. Another finding both in the literature and my study was that teachers tend to implement research into their classroom practices if it is required through professional development or enrollment in university courses (Corretti & Rowan, 2007; Everton et al., 2000; Hemsley-Brown & Sharp, 2003). Ultimately whether or not teachers implement research into their teaching is most dependent on the research culture of their schools (Borg, 2007; Williams & Coles, 2007). Irina and Sarah implemented research in each of the three stages of the study as was demonstrated by looking at the different ways in which they engaged with research. Implementing research was a requirement of their professional spaces in all three stages of the study. However, it was in the professional space of the ACCELA master's program, university run, inquiry-based, professional development, that their implementation of research led to praxis. Irina and Sarah's roles as researchers in their classrooms required them to make connections between their experiences, the needs of their students, and theories.

The second category: research *with* teachers, looked at collaborative research studies between researchers and teachers. The central issues found in this category are positioning and power. While trying to break the norms of who conducts traditional research studies and thus holds the power, Hansen, Ramstead, Richer, Smith & Stratton

(2001) found that traps of pseudo-democracy were common in collaborative research. These traps included issues such as academics' taking control of publication and drafting conference proposals without input from their partners, the teachers. Connections were made in the literature between the different professional responsibilities of teachers and researchers and their different levels of engagement with research (Bickel & Hattrup, 1995). Ancess, Barnett & Allen (2007) found that despite challenges of collaborative research, the distinct positions of researchers and teachers need to be recognized in their own right. Perhaps the most important implication coming from this category was the ability of research *with* teachers to create new and alternative spaces. Through collaborative research O'Donnell-Allen (2004) described how professional development became a "brave space" and Paugh (2004) found that collaborative research made room for all involved in the research to think differently. There are few examples of collaborative research in my data. However, through the collaboration between Irina and Sarah and the ACCELA faculty and project assistants support was provided for the teachers. This support enabled them to negotiate different discourses of research, allowing them to use research in different ways to think about their students. For example they could measure their students' progress based on standardized test results and also provide textual evidence for what their students were capable of.

The third category: research *by* teachers, included primarily studies by academics about teacher research or studies by teacher researchers. This literature includes the fields known as practitioner research as well as teacher research. In this study I use teacher research (TR) as an umbrella term for research studies that investigate teacher-generated questions and are relevant to teachers' concerns and contexts. The literature reveals that

teachers engage in conducting research to take charge of their own classrooms (Alvarez & Corn, 2008), to engage students, and also to support reflective teacher communities (Rogers et al., 2005). Most important to my study and the change-enhancing properties of praxis, was the finding that conducting teacher research is often a transformative process (Blumenreich & Falk, 2006). The teachers' ability to generate knowledge relative to their contexts and concerns helped them challenge prior assumptions, deepen professional knowledge, and promote student learning (Ballenger & Rosebury, 2003; Kamler & Comber, 2005; Fecho, 2000). Irina and Sarah both found themselves facing "oh no" moments in their research that forced them to reflect on and change their practices. Faced with the diverse and changing needs of all students but specifically ELLs, teachers need to be able to confidently change their instruction to meet these needs. The current status quo for educating ELLs is not working. Based on the Department of Justice ruling that Massachusetts is guilty of violating the civil rights of ELLs by placing too many students in classrooms with inadequately prepared teachers, change is a necessity.

Some reasons for research *by* teachers not being more prevalent in schools are the challenges this discourse of research (TR) faces. In this dissertation, the momentum teachers gained through their own research was often challenged by the predominant discourse of research, scientifically-based research (SBR). This discourse was prioritized within their urban school district due to legislative power of the No Child Left Behind Act. The practices and values linked to SBR privilege data from testing linked to mandated and prescribed practices from outside of teachers' classrooms. My findings illustrate the powerful influence of SBR. In the third stage of the study when SBR was the predominant discourse of research in the professional space of PDI, the teachers'

abilities to negotiate knowledge for their classrooms was discouraged. Findings from the literature also raise questions about what sorts of support are made available for teachers who research (Rogers et al., 2005). For example, while the professional spaces of an inquiry-based graduate program encouraged teachers to make their research public and supported them in providing guidance, venues, and funding, in the professional spaces of their schools, public sharing of evidence outside of SBR "outcomes" proved challenging.

Findings from the Study

The literature shows that research is an important component of the educational landscape and that teachers engage with research in different ways. However, there is limited research about teachers' understandings and uses of different types and discourses of research (DiPardo et al., 2006; Zeichner, 2005). This raises important questions for my research study about the purpose and consumption of research. The following sections provide summaries of the meanings Irina and Sarah made when they engaged in research, the discourses of research they drew upon and the ways they enacted their understandings of research into their practices.

Teachers' Engagement with Research

In order to answer my first question about the meaning teachers made when they engaged with research I looked across the data sets for the three stages of the study coding thematically for the ways in which the teachers engaged with research. I found both teachers' engagement with research involved a variety of different actions for different purposes. Their engagement with research was linked to the research culture of

the professional spaces in which they were operating. The table below provides an overview of how the teachers engaged with research across the three stages of the study.

Table 6.1: Teachers' Engagement with Research across the Three Stages of the Study

Teacher's Engagement with Research	**Stage One ACCELA**	**Stage Two Practicum**	**Stage Three 2 Week Visit**
Read Research	Irina Sarah		Irina
Implemented Research Findings	Irina Sarah	Irina Sarah	Irina Sarah
Conducted Research	Irina Sarah	Irina Sarah	
Presented Research	Irina Sarah		Sarah
Synthesized Research		Irina Sarah	

In the permeable space of ACCELA (Stage One) where teachers were expected to negotiate meanings of research, both teachers engaged in multiple ways with research. The schools in which they were teaching in this first stage of the study also allowed them the permeability or openness to be involved in determining the curriculum for their classrooms as long as the state and district requirements were met. In Stage One both

teachers engaged in the most varied ways with research. They read, implemented, conducted and presented research.

In the second stage of the study both teachers were expected to demonstrate their understanding of SCTLLL for the professional space of TESOL, and conduct a case study for ACCELA. While both teachers engaged in the same ways with research by synthesizing research (providing written overviews of their understanding of SCTLLL) conducting research, and implementing research, the professional spaces of their schools were very different. Irina was able to implement the research she conducted into her teaching. In Sarah's case although she conducted case studies on two students, she was not able to implement her findings into her instruction because she was required by her school to follow the prescriptive curriculum.

In the third stage there was far less engagement with research as the teachers were required to implement pre-determined strategies from PDI. While Irina read research to try to understand the strategies she was required to implement, Sarah presented research in order to participate in the dominant research culture of PDI and the district. These ways of engaging with research correspond with the findings of my literature review that claim one of the most influential factors on teachers' engagement with research is the research culture of their school (Coburn & Talbert, 2006).

It is very difficult to discern from my findings a distinct answer to the second and third research questions about the discourses of research the teachers drew on and how they enacted research in their teaching. This is because discourses and social practices exist in a dialectical relationship both simultaneously influencing each other which makes drawing a line between the two challenging. In order to answer these questions in the

following two sections I will explain the process of praxis for each teacher demonstrating how they drew on discourses and how they enacted research across the three stages of the study.

Teachers' Praxis

Praxis is an ongoing, contextualized reflection on theory and practice. When the teachers engaged with praxis they generated theories about teaching in their professional spaces. Their professional spaces of graduate study, professional organizations and their schools and classrooms, constitute and are constituted by multiple discourses. Each discourse involves power. Engaging in praxis then brings contexts, discourses, and power into relationship. All these factors influenced what and how Irina and Sarah taught.

For Irina and Sarah research as praxis required their negotiation of the theories that informed their practices and led to change. Their praxis development was not a linear process of growth over time, but instead was dependent upon the professional space they occupied and the dominant discourses of research within them. Both teachers as ESL teachers had goals of meeting the needs of their ELLs and helping diverse students. Both teachers took the same master's courses and were taught the same inquiry methods and critical approaches. Building on the first finding that teachers' engagement with research is linked to their professional spaces, I also found that when the teachers were engaged with praxis they were meeting their own professional goals. Looking at the similarities and differences in the processes of Irina and Sarah's praxis highlights the complexity of praxis and demonstrates how different factors contribute to praxis.

Irina's praxis included multiple engagements with research *for, with,* and *by* teachers as well as the discourses of SCTLLL and TR. Examples of Irina's engagement with praxis demonstrated her ability to engage in different ways through different relationships with research and discourses to meet her professional goals. Irina was most interested in receiving support for her teaching practices and in developing instruction that positioned her students as active participants in the learning process (student-driven instruction). The figure 6.1 below uses examples of Irina's texts to summarize the multiple factors involved in Irina's praxis.

Instructional Goal: Equitable Instruction for ELLs	
Professional Theme: *Student Driven Instruction* a. Knowledge of Individual Students b. Designing Curriculum/Lessons around Students' Funds of Knowledge c.Taking Cues from Students	**Example: Research "by" teachers** **Professional Spaces: ACCELA,** **Barrett Elementary School (Stage 1)** **Discourses: <u>TR</u> & <u>SCTLLL</u>** "Other ways to ***involve students in a content area lesson involve*** **<u>tapping into students' "Funds of Knowledge".</u>** What does each student bring to the lesson? …Also, in order to better understand your students one must learn about them, their culture, and their educational background. We must teach the whole student and not just the content area for English language learners."
Professional Theme: *Support* a. Recognition of Work b. Being Provided Tools to Succeed with Specific Tasks c. Gained Knowledge for Practice	**Example: Research "for" teachers** **Professional Spaces: ACCELA,** **Jefferson Elementary School (Stage 2)** **Discourse: <u>SCTLLL</u>** "Through the process of developing my curriculum and my research in **<u>English Language Acquisition for second language learners</u>** ***I felt more confident in advocating for my students*** at school because I was able to base my reasoning and strategies of teaching English Language Learners on factual data from previous scholars and researchers on the theme of second language development."

Figure 6.1: Irina's Praxis

The first quote coming from Stage One of the study supports Irina's professional goal of student-driven instruction by showing how she designed her curriculum drawing on students' funds of knowledge, which is italicized in bold print in the quote. Irina used her own research, research *by* teachers, and took up the discourses of TR and SCTLLL, which are underlined and in bold print in the quote and came from the professional space of ACCELA. Power operated through the discourses of SCTLLL and TR as they were associated with the university, which housed ACCELA. In addition, when Irina drew on

those discourses and the practices associated with them, she was able to expand on the information she routinely collected on her students through the required testing coming from the discourse of SBR.

The second quote comes from Stage Two and corresponds with Irina's professional goal of support and specifically gained knowledge for practice, which is italicized. This is a summative example of her drawing on research *for* teachers coming from the discourse of SCTLLL to support her practice. So Irina was able to negotiate her engagement with different forms of research (*for, with, by*) and different discourses of research (SCTLLL & TR) in what Lather (1986) writes about as "the dialectical tension, the interactive, reciprocal shaping of theory and practice" (p.258).

Sarah's praxis also included multiple engagements with research and discourses and demonstrated her desire to enact social change for ELLs in her district. Sarah's engagement with praxis centered around her professional themes of evidence-driven instruction and professional advancement. Once again, I use Sarah's texts to provide a summary of the multiple factors involved in her engagement with praxis in Figure 6.2.

Instructional Goal: Equitable Instruction for ELLs	
Professional Theme: ***Professional Advancement*** a. Recognition of Work b. Building Professional Knowledge c. Sharing Knowledge with Others	**Example: research "by" teachers** **Professional Spaces: ACCELA, Lake View Middle School (Stage 1)** **Discourse: TR** Sarah suggested ACCELA faculty should enlist the district reading director "to have her ***get these [ACCELA] teachers on a circuit so that they're going school, to school, to school,*** to present to do PD sessions. To do more, to have more face time. "
Professional Theme: ***Evidence Driven Instruction*** a. Accountability b. Knowledge for Instruction	**Example: research "for" teachers** **Professional Spaces: ACCELA, Parker Elementary School (Stage 2)** **Discourse: SCTLLL** "**While researching theories and concepts to develop English language acquisition and support English language development I found many *strategies that were helpful during the implementation of this unit*.** Such as, cooperatively grouping students that were at the early stages of English language acquisition with students at higher levels of English language acquisition."

Figure 6.2: Sarah's Praxis

The first quote coming from the first stage of the study corroborates Sarah's professional theme of professional advancement. Within this theme it was important to Sarah that teachers share knowledge that they had constructed through their own teacher research, research *by* teachers. She suggests getting a group of ACCELA teachers on a presentation circuit to share their knowledge with others in the district. The italicized font in the quote demonstrates all three components of Sarah's theme of professional advancement: specifically talking about sharing knowledge with others, but also

embedded in the quote is the notion that it is important for ACCELA teachers to get recognition for their work within the district through building on the teachers' collective professional knowledge.

The second quote aligns with Sarah's professional theme of evidence-driven instruction and knowledge for instruction in her use of ELA strategies in teaching her instructional unit. The underlined and bold text in the quote shows the discourse of SCTLLL that Sarah drew from. The theme of evidence-driven instruction, using specific strategies as knowledge for instruction, is demonstrated in the bold italicized font in the quote. Sarah was "engaging in theory, practice, research and action simultaneously and directly to bring about social change through and for education" (ACCELA mission statement).

Teachers' Praxis Interrupted

When the teachers engaged with praxis, their students' needs were met, both students and teachers had powerful roles in knowledge generation, and spaces were created to change the status quo. However, as just demonstrated, praxis involved the teachers' negotiation of many factors. It was not always possible for the teachers to engage in praxis.

In the third stage of the study both teachers were working in the Jefferson Elementary School under the school reform initiative PDI, which required pre-determined strategies to be covered and taught. The lack of permeability of this professional space interrupted both teachers' engagement with praxis by not allowing either teacher to teach what they knew. The teachers' words summarize their frustration.

Irina described her mind being like a blender. She talked about her inability to think under the pressure of having to perform PDI strategies and provide evidence for her instruction during the Winter Conference held by PDI. "I feel like my mind is like a blender, constantly spinning. Like this morning I was really frustrated. I was like I need to spend some time and think this through. I can't think. I can't think. And I don't want that to happen tomorrow." It was surprising to find such a drastic change Irina's confidence as a teacher. She went from drawing on multiple discourses and types of research to teach and advocate for the needs of her students to not being able to think and being scared of the consequences of not correctly implementing the PDI strategies.

In preparation for the Winter Conference Sarah had been reprimanded by the Reading Specialist and the PDI representative for not implementing the PDI strategies according to protocol. Sarah, who was also very capable of engaging in praxis through negotiating various discourses and types of research to value her students' through her creative use of identity texts, was not allowed to teach what she knew. In a meeting leading up to the Winter Conference Sarah talked about how the only thing she had been doing in preparation for the conference was scaffolding for MCAS open response questions:

> At that first meeting in the library every single person had to know what the 2007, 2006, and 2005 questions were on MCAS for 5th grade so that we could all be in a good position to be prepared for the kind of analysis they are going to have to do and extraction they are going to have to do to answer them. So this whole time I've just been scaffolding on that.

Unlike Irina, Sarah was able to align herself with the discourses and practices of PDI. Sarah was able to achieve her professional goals of evidence-based instruction and professional advancement in the professional space of PDI. However, Sarah struggled with this alignment as she knew the needs of her students were suffering. Ultimately, Sarah's ability to meet the PDI requirements resulted in her taking a position as a consultant for PDI.

Teachers' Enacted Research

A final finding of this study corresponds with my question about how the teachers enacted research in their practices. I have shown how both teachers were able to enact research as praxis depending on their abilities to engage in negotiation of the discourses and types of research in their professional spaces. The two most powerful influences on the teachers' engagement with research as praxis were the discourses of their professional spaces and their own professional goals. While ACCELA was designed to be permeable to various discourses, the professional spaces of schools are much more variable and a non-permeable school space can discourage the teachers' ability to develop research as praxis. In other words, no matter what meanings the teachers made of research, it was their professional space that most strongly influenced how they enacted research in their practices.

Finally, I will summarize how Irina and Sarah's professional goals (themes) led each teacher on divergent paths of enacting research. Textual analysis (Fairclough, 2003) allowed me to look at the language both teachers used in representing themselves and

their students. Again, I will demonstrate through the teachers' texts their representations of themselves and their students in relationship with research and knowledge generation. These representations show the teachers' values, which correspond with their professional themes.

Irina represented herself as an active participant in the process of generating knowledge for her teaching. Her reflection on her practices through the process of conducting research (TR, research *by* teachers) brought about change to better meet her students' needs. In her practicum reflection paper Irina wrote:

> That was my Oh! No! Moment because I had assumed that all the students in my group had immigrated. I did change my teaching and concepts to better support those students that did not immigrate to America. I decided to ask them questions about their life as an American and to learn more about their peers that did immigrate.

Irina represented her students as the principle actors in the class, adding verses and using Spanish to personalize their songs. Irina's practicum reflection text represents the students as active learners or participants engaged in *creating, writing, comparing* and *deciding* the products that were constructed for the unit. "The students also read stories of children that immigrated to the United States from different countries. Before reading these stories the students created a word web that introduced the vocabulary and reasons for why people immigrate to America." Irina's own words show how her desire for support and student-driven instruction were met when research was enacted in her teaching as praxis. She enacted research as praxis that was change-enhancing, contextualized and grounded in respect for human capacity.

I found that Sarah enacted research as praxis less often than Irina. Her desire for professional advancement often meant she aligned herself with the dominant discourses of her school and district. Looking at the language Sarah used to represent herself showed her more as an accumulator, "receiving" tools and strategies compared to Irina's representations of herself as an active creator of strategies. In a master's course paper Sarah wrote:

> Like most teachers, I have received myriad texts and resources aimed at looking at reading and writing as discrete practices. I have attended numerous workshops focused on the development of one or two discrete skills sets (i.e., explicit vocabulary instruction, phonics instruction, etc.). In this paper I will provide evidence of how miscue analysis and writing analysis can pave the way to improved instructional techniques.

In representing her student Sarah's use of language showed Victor as passive in relationship to knowledge rather than as an active generator of knowledge.

> As his miscue analysis shows, Victor has no problems with phonemic awareness. His pronunciation of all words is fine, and he rarely pauses at words that may present difficulty. He is able to "sound out" and uses visual cues to make sense of words. His fluency and automaticity are fine, and he keeps a good rhythm.

Sarah's representations of herself and her student position her as knowledgeable and having the evidence necessary to meet her goal of evidence-driven instruction. While she met the expectations of the discourses of her professional spaces, she did not demonstrate that she was engaged in active theorizing or knowledge generation, which are both central components necessary for praxis.

Discussion and Implications

The questions this study addresses about teachers engaging with research are set in the context of the state of Massachusetts struggling with the education of its ELL students. However, Massachusetts is by no means the only state in this situation. ELLs are the fastest-growing subgroup of students in the country (Wolf, Herman & Dietel, 2010). "The growing cultural and linguistic diversity of both urban and rural school systems demands that educators consider new approaches to providing high-quality instruction for all students" (American Youth Policy Forum, 2010). While I will address the current situation in Massachusetts, this is not an isolated policy issue. Teachers' use of research has implications for providing students across the country high-quality instruction.

Massachusetts is at a critical point in deciding how to move forward to meet the needs of its ELL population. In July of 2011, the U.S. Department of Justice (DOJ) found shortcomings in the Massachusetts ELL program. It was determined that the state had violated the civil rights of its ELL students by placing too many of them in classes with inadequately prepared teachers. "…the problems stem from the implementation of the state's sheltered-English-immersion program, in which ELLs may spend some time learning English as a second language but get all their content instruction in English. Certification is required for teachers of ESL classes, but training for content-area teachers is not mandated" (Zubrzycki, 2011, para.3). Recent studies have shown the flaws of the sheltered English immersion (SEI) approach to teaching ELLs that replaced bilingual education across the state after voters in Massachusetts approved Question 2 in

November of 2002 eliminating bilingual education (Owens, 2010; Uriarte, et al. 2011).

The Commissioner of Elementary and Secondary Education in Massachusetts, Mitchell Chester, is currently working on an initiative: Rethinking Equity and Teaching for English Language Learners (RETELL) to provide more and better-prepared teachers for ELLs in Massachusetts. This initiative must strengthen instructional programs for ELLs, be grounded in sound research on educational practice, and be feasible to implement on a large scale (Chester, February, 2012).

Currently An Act Relative to Enhancing English Opportunities for All Students in the Commonwealth (bill S.1065/H.197) is in front of the Joint Committee on Education. This bill is under study until June of 2012 and if voted out favorably would:

> Provide schools with the programmatic flexibility necessary to create quality programs for ELLs, accountability measures to ensure that the educational goals are met, and structures for parental involvement. It will allow teachers, schools and districts to engage in research-based best practices that have proven effective across decades of research, and give parents the option to choose the best educational programs for their children. (H.1065, S.197)

There is opportunity for everyone in this state to be involved in deciding the future of education for ELLs. Below I will share how the findings from my study might contribute to these timely discussions and have implications for teachers of ELLs, teacher educators, and research agendas in this context.

Implications for Teaching ELLs

Teachers of ELLs, and I would argue, all teachers (as the population of English learners grows and these students are placed in mainstream classrooms), need to be involved and engaged in the process of generating knowledge about and for the education of their students. My research shows that when multiple discourses of research (TR, SCTLLL, SBR) were valued in the teachers' professional spaces both Irina and Sarah engaged in various ways with multiple forms of research. The importance of involving teachers in the knowledge generation for the field of education is echoed in the literature on teacher research.

> Practitioners are legitimate knowers and knowledge generators, not just implementers of others' knowledge…practitioner research… has the potential to shape an activist agenda and thus be part of larger social movements for school reform, societal change, and social justice that directly confront and are intended to change existing structures and opportunities. (Cochran-Smith & Lytle, 2009, p.89)

My study also showed that praxis evolved when research *by* teachers led to the teachers' negotiation with multiple discourses of research. Irina's access to the discourses of SCTLLL and TR interacted with and interrupted the dominant discourse, which often represents ELLs through their low test scores. Through enacting praxis Irina was able to reposition herself and her students as negotiators of culturally and linguistically responsive instruction. For Irina this led to highlighting students' funds of knowledge and addressing her own genuine questions about her students' learning. So praxis can lead "culturally sustaining pedagogy" which is being called for in response to the dilemmas of

modernity in our schools. Paris (2012) advocates "an education that honors and extends the languages and literacies and practices of our students and communities in the project of social and cultural justice" (p.96).

The findings of my study advocate respect for teachers and their roles as professionals through providing them the space to be involved in generating knowledge to instruct their students. They also warn of the consequences of continuing to ignore teachers as participants in generating systematic research within the contexts of their classrooms. Praxis was interrupted when the teachers saw that aligning with the discourse of SBR was the only path for achieving professional voice and status within the institutional power structure. In order for Sarah to achieve her goal of professional advancement and to represent herself as a strong teacher she needed to align with dominant discourses.

While her goal was achieved by becoming a consultant for PDI in the district, she was separated from her original goal of cultural and linguistically responsive pedagogy for ELLs. My study provides a telling example of how dominant discourses are reproduced by knowledgeable and strong teachers rather than interrupted. When teachers must reproduce the practices of the dominant discourse to survive in their jobs the status quo persists. "According to Fairclough's theory, a high level of interdiscursivity is associated with change, while a low level of interdiscursivity signals the reproduction of the established order" (Jorgensen & Phillips, 2002, pp.82-83).

Implications for Teacher Preparation

The Massachusetts Commissioner of Education launched the RETELL (Rethinking Equity and Teaching for English Language Learners) Initiative in February, 2012 promising that it would be grounded in sound educational research. "Our expert advisory panel recommends that SEI training have a strong focus on literacy and language instruction. In addition, the panel recommends that the training limit attention to linguistic and social theory while concentrating on effective practice" (Chester, February, 2012, p.7). There is grave potential danger if Commissioner Chester's statement is interpreted to mean that a singular focus on effective practices should ignore social theory. The already ineffective teacher education created through Question 2 and NCLB policies may well be reproduced. Both Irina and Sarah show us that a focus on "effective practices" at the expense of attention to cultural and linguistic difference shuts teachers out of the process of understanding and negotiating learning in their own classrooms and results in reproducing ineffective education and a failure to meet students' needs.

Irina's frustration in the third stage of the study demonstrates the danger in perpetuating "effective practices" in the form of test-driven teaching strategies. She showed that many of her students' needs were being ignored. Most importantly the students at a lower level of English proficiency were not able to participate in the required strategies. These students were making almost no progress as there was not time or space to meet their individual needs. The latest study specifically focused on a large MA city district by Uriarte et al. (2011) corroborates Irina's findings. Students with a Massachusetts English Proficiency Assessment (MEPA) score of 1 to 3 tend to be the students who are so frustrated by the prospect of not being able to pass the MCAS that

they drop out of school. Massachusetts requires that the English proficiency of ELLs be tested yearly using the Massachusetts English Proficiency Assessment (MEPA) which results in a proficiency level from 1-5. Uriarte et al., compare the success rates of ELLs with differing MEPA levels on the MCAS tests "The comparison shows that the command of English required to pass standardized tests designed for English proficient students, such as the MCAS, far exceeds the levels of English proficiency represented by MEPA Levels 1–3 and to some extent 4" (2011, p.51).

For teacher educators a limited focus on training teachers in proven strategies may lead to improved MCAS scores for some but with consequences for many others. However, this is the similar approach to solving the problem of educating ELLs by getting rid of bilingual education in favor of one-size-fits-all SEI instruction. Ignoring theory and treating teachers as implementers rather than constructors of classroom instruction has already resulted in Massachusetts violating the civil rights of ELL students. Teacher education programs need to provide the permeable spaces teachers need to become part of the discussion and negotiation surrounding teaching ELLs.

Implications for Research

My study has implications for how research can inform practice. It provides an example of how teachers' meanings and social practices can be included in research to better understand the relationships that currently exist between research and practice in schools and provides guidelines for building better and stronger links between research and practice. I share Zeichner's (2005) goal for teacher education research "to move us

closer toward a world where both teacher education practitioners and policymakers regularly consult and find useful guidance in a research literature that addresses their deepest concerns about preparing teachers for our nation's schools"(p.756).

The goal of educational research is to improve the learning and education of students in this country. Studies have shown how integral teachers are to this goal (Darling-Hammond, 2005). However this study demonstrates that the role of "teachers" needs to be further defined. Student learning is affected by a number of different but interrelated factors connected to the preparation of their teachers such as: "the nature of instruction in teacher education programs…the schools in which teachers teach before, during, and after they complete their preparation; school district policies and practices; and state and federal policies" (Zeichner, 2005, p.743). The field of research on teacher education is complex and therefore as Zeichner (2005) points out studies with multimethodological approaches offer the best hope for producing useful knowledge. The multiple methods within my study: grounded theory, case study, critical incident analysis and text analysis allowed me to look in detail at the various factors and complexity involved in preparing ESL teachers.

Finally, I argue along with others (Kress, 2011; Lytle, 2000; Schoonmaker, 2007; Smagorinsky et al., 2006) that in order for any research to be "effective" in schools teachers must be involved in the research process. Especially in the field of preparing teachers to work with diverse populations, researchers must be able to access contextual, cultural and linguistic knowledge about students. Who is closer to this knowledge than the teachers working with these students? Working specifically with English language learners:

> It is necessary for educators to know students' linguistic and cultural backgrounds, and to have critical insights into pedagogical and curricular discourses that could deny, dilute, or dissolve diverse cultural and linguistic resources. This effort creates curricular spaces in which multiple linguistic and cultural resources from school, peers, families, and communities coexist as valuable discourses representing students' lives, interests, and concerns in their distinctiveness. (Shin, 2009, p.222)

I hope my work might join that being produced by my colleagues and mentors (e.g., Gebhard, Harman, & Seger, 2007; Harman, Shin, Seger, & Allen, 2009; Paugh, Carey, King-Jackson, & Russell, 2007; Shin, Gebhard, & Seger, 2010) in constructing collaborative research spaces by including teachers in the research being produced for the education and preparation of teachers. There must be a move away from singular paradigms, discourses or types of research in our search to improve education in this country. I end with Lather's (2006) call to educational researchers:

> Layering complexity, foregrounding problems, thinking outside easy intelligibility and transparent understanding, the goal is to move educational research in many different directions in the hope that more interesting and useful ways of knowing will emerge. (p.53)

APPENDIX A

DATA SETS

Stage 1 Data

Both teachers' texts:

- Practitioner Research Portfolios (Spring, 05)
- UBD lesson plans w/ feedback (F,06)
- Video of UBD lesson implementation (F, 06)
- UBD presentations (F,06)
- Abstracts (F,06)
- UBD final portfolios (F,06)
- Reflective journals (F,06)
- Miscue Analysis (Sp,07)
- Videotapes of miscue analysis (Sp, 07)
- Videotapes of multicultural events at both teachers' schools
- Videotaped focus group discussion (Sp, 07)
- e-mail correspondence (F,05-Sp,07)
- videotapes of both teachers presenting their research in non-ACCELA forums (Sp, 07 & Sp, 08)

Sarah's texts:

- Memos from Principles of L1, L2 language learning & teaching (Sp. 05)
- Proposed action plan from Language and Learning Seminar (Sum. 06)
- Videos of Sarah's practitioner research project in her 5th grade classroom (S, 05)
- Videos of Sarah's project for her Assessment class (Sp, 06)

Texts not created by teachers:

- Eliz's memo's on class proceedings (S, 05; F, 06; S, 07)
- Assessment Feedback from Professors and Elizabeth (Sp.05, Sp. 07)
- Videos of Practitioner Research classes (Sp, 05)
- Videos of Teaching Content for Language Development classes (F, 06)
- Eliz's memos of both teachers presenting their research in non-ACCELA forums (Sp, 07 & Sp, 08)

Stage 2 Data

Sarah:

- 2 sets of Sarah's weekly lesson plans
- Reflection paper created for practicum portfolio
- Case studies of two students
- Videotaped lessons
- Videotaped 3 way meetings with supervising practitioner
- Videotaped interview with Sarah & Eliz
- E-mail correspondence

Texts not created by teachers :

- Classroom observations
- Eliz's memos from 3 way meetings with supervising practitioners
- Eliz's feedback on their reflection

Irina:

- 4 sets of Irina's weekly lesson plans
- Reflection paper created for practicum portfolio * (critical incident)
- Case study of one student * (in reflection paper)
- Videotape of final cultural project
- E-mail correspondence

Texts not created by teachers:

- Eliz's memos from 3 way meetings with supervising practitioners
- Eliz's feedback on their reflection
- Eliz's feedback to both teachers on their reflection papers
- Eliz's Letter of recommendation

Stage 3 Data

Sarah:

- Lesson plans for lesson study
- Audio recording of meetings with ILS (Instructional Leadership Specialist) to prepare for the Winter Conference
- Fieldnotes from classroom observations (2 weeks)
- Fieldnotes from Lesson Study (Winter Conference)
- Interview with Sarah (May, 2010)

Irina

- Fieldnotes from classroom observations (2 weeks)
- Interview with Irina (January, 2010)

Texts not created by teachers:

- Fieldnotes from professional development session with PDI reps preparing teachers for the Winter Conference
- Audio recording of keynote speaker at Winter Conference
- Memo from meeting with Jefferson School Principal
- Memo from meeting with PDI Reps @ TESOL conference

APPENDIX B

MEMO FOR CRITICAL INCIDENT 1

ACCELA TQ Focus Group

Participants:
ACCELA Teachers:
Molly Howard
Irina Morales
Debbie Yates
Sarah Matteson
Sheila Gross
Kathy Coon

ACCELA faculty/PA
Elizabeth Robinson
Pat Paugh

Date: Wednesday, May 23, 2007
Place: Debbie Yates's house, Midtown, MA

Purpose:
Follow up with ACCELA teachers who recently presented their ACCELA/TQ Dialogues at the Teacher as Researchers conference. The focus would be on their perspectives of the role of teacher research in the ACCELA program and within their teaching.

1. Talk about presenting at the UNH conference. What was it like for you to present? What reflections do you have on this event? Did it change your ideas about your work in Springfield?

2. This was a Teachers as Researchers conference. Do you see your presentation as research? What makes it research? Do you see your presentation as similar or different to research presented at other educational conferences? Do you see it as similar or different to what is presented at teacher's workshops?

3. Do you see the work you presented as important to others who are teaching in public schools? Do you see yourself using this in Springfield? How could it benefit your individual schools in Springfield?

4. In both the January TQ conference and the UNH conference there were faculty member and administrators in the audience. What can they learn from your classroom research?

5. One of the goals or missions for ACCELA is to support teachers as critical educators? What does this mean to you? Do you think the ACCELA program was successful in meeting this goal?

6. Talk about the process of preparing and presenting for the January conference. What was this like? Was this an important or extraneous experience for you as public school teachers? Do you think the dialogues were important? What suggestions do you have for next time?

7. What's next for you? Will your participation in ACCELA shift or has it shifted your professional life as a teacher?

8. Since we met you in the Practitioner Research class we've been thinking a lot about our own role as teacher educators as we've worked with you. Here are some tensions and questions that your perspective would help us to address:

    a. In the classes we noticed that it was often difficult for teachers to do the work for their inquiry projects due to the expectations and mandates from the state and district (such as the lesson plans). Talk about how you worked this out. Did you feel that ACCELA work ever put you in a difficult position? Or did it support your position at all?
    b. What is the role of theory?
    c. Our final tension is looking at all the things that can be defined as research. How do you define research and how is research important to your teaching?

9. What about your students? Did the course work change their learning? Talk about this….

APPENDIX C

ASSIGNMENT FOR CRITICAL INCIDENT 2

Practicum Assignment: Reflective Self-Assessment Paper on Practicum Performance

Description of Assessment

The Reflective Self-Assessment Paper is designed to require reading certification candidates to reflect upon their practice during the practicum. This assignment will determine if the candidates have fulfilled the competencies outlined in IRA standards 1-5.

Instructions

Your Reflective Self-Assessment Paper should describe your prior and current learning in the program. We also ask you to address your own essential questions and enduring understandings you will take with you into your work as a Reading Specialist. There are two goals for this paper: 1) for you to reflect on and tell the story of your learning in the practicum (think about your "a-ha" and "oh-no" moments) 2) for you to reflect on and describe, specifically, how the work you have done in the practicum demonstrates your achievement of the standards1-5 of the International Reading Association (IRA).

Please organize your paper around the standards. Reflect on your leaning in each area and explain how specific projects, coursework, and/or teaching practices have shaped your thinking. Show how your work demonstrated your competence in relation to each standard. Your paper should include evidence to show:

- You can explain, compare, contrast, and critique the major theories in the foundational theories as they relate to reading. (1.1)
- You are aware of historical developments in reading instruction. (1.2)
- Your understanding of the theories and research in the areas of language development and learning to read. (1.3)
- Your ability to determine if your students are appropriately integrating the six components of reading: phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation. (1.4)
- You used a variety of instructional grouping options and supported classroom teachers and paraprofessionals in selecting grouping options (2.1)
- You used a wide variety of instructional practices, approaches, and methods including technology based practices and helped teachers and paraprofessionals select appropriate options based on evidence that shows that these options support and help children. (2.2).
- You used a wide range of curriculum materials to help classroom teachers and paraprofessionals select appropriate classroom materials based on sound research (2.3).

- You used and recommended a wide variety of assessment tools (3.1)
- You assessed individual students in their classrooms and supported teachers and paraprofessionals in their assessments of individual students (3.2)
- You helped other teachers and paraprofessionals to use in-depth assessment information to plan individual instruction and you collaborated with colleagues and used assessment data to plan school wide interventions (3.3).
- You communicated assessment information to various audiences such as policy makers, school unity officials, community members, clinical specialist, school psychologists, social workers, classroom teachers, and parents (3.4)
- You helped classroom teachers and paraprofessionals select materials that matched their student's cultural and linguistic backgrounds (4.1).
- You helped the classroom teacher to select books, technology based information and multi-media materials representing multiple levels, broad interests, and cultural and linguistic backgrounds (4.2)
- You demonstrated and modeled reading and writing for real purposes and daily interactions with students and education professionals (4.3).
- You used methods to effectively revise instructional plans to motivate all students. You assisted classroom teachers in designing programs that intrinsically and extrinsically motivate students and you demonstrate those techniques and you can articulate the research that grounds their practice (4.4).
- You articulated the theories related to the connections between teacher dispositions and student achievement (5.1).
- You conducted professional study groups for paraprofessionals and teachers. You assisted classroom teacher and paraprofessionals in identifying, planning and implementing personal professional development plans (5.2).
- You positively and constructively provided an evaluation of your own or others' teaching practices. You assisted paraprofessionals and classroom teachers as they strove to improve their practice. (5.3).
- You have exhibited leadership skills in professional development. You've planned, implemented and evaluated professional development efforts at the grade, school, district or state level. You can understand and describe sound professional development programs based on research. (5.4).

You can demonstrate these standards by incorporating teaching artifacts such as lesson plans or student work into your paper. These artifacts should be uploaded to the tab labeled "evidence" in TK20 under the Reading Licensure Practicum. After reviewing a draft of you reflective self-assessment paper with your Practicum Supervisor and your Supervising Practitioner, you should upload the final paper into TK20 as the assignment for your practicum.

APPENDIX D

MEMO FOR CRITICAL INCIDENT 3

Memo from Elizabeth to Irina and Sarah
1/10/10

In my understanding there are many different models/types of research that are attempting to improve public education. There is the idea that "research" holds the key to solving the challenges that our schools face.

What I have found to be missing is an understanding of the ways in which teachers understand and engage with research. If any type of research is going to be effective in improving education teachers are the ones who have to make it happen! So, I really want to learn more about how teachers (ELL teachers specifically) make meaning of research for their teaching.

Some of the different ideas and types of research that I have been aware of in working with you (Irina & Sarah) come from ACCELA (teacher research), Reading First (Scientifically Based Research), and Professional Development Initiative (Lesson Study). There very well may be more you can tell me about!

- Questions I have for Sarah and Irina: Please know that I am not looking for, or hoping to see anything specific, I am just wanting to learn from you. Hopefully if more is understood about what kinds or research are helpful, what is overkill, what allows you to do deeper and more meaningful work, and what restricts you from focusing on your students' learning, teacher educators can do a better job of preparing teachers for today's schools and students.

So here are some of my questions:

- What guides the decisions you make about what to teach, what material to cover?

- What do you see as the role of research in your teaching practices now? (Do you conduct research? Do you use research? Do you read research? Do you implement research?)

- What has shaped your understandings of research?

- Has the way you have used research varied over the past five years?
- Neither Sarah nor Irina are doing the jobs they were hired for- why? How do they feel about that?

I have organized my research into 3 phases:
1. ACCELA
2. ESL Practicum
3. 2 week observation at Jefferson

From briefly reviewing the data I have collected so far I found that:
Phase 1- During ACCELA you wrote:
Sarah:
- In today's high stakes test-driven environment educators tend to focus on the deficits ELL students have rather than building on the knowledge they have
- Need to find ways to connect curriculum to students' knowledge and needs- fitting curriculum to the kids
- Teachers need to take time to build a relationship with their students in order to be culturally sensitive to each students' background

Irina:
- Tapping into students Funds of Knowledge (L1) important to get them interested in academic activities
- An implementation of multimodal activities to required curriculum gave students access to the genre of recount
- Flexiblility and allowing the students to guide my instruction
- Explicit instruction of genre features produced language detectives

The teacher research projects you conducted during ACCELA seem to have led you both to similar conclusions about the need to focus primarily on your students' abilities and the need to let your students determine what to teach.

Phase 2- During your ESL Practicum:

Sarah: In your conceptual rational you reviewed the research on language development for ELLs and then discussed the implications of this research on the way ELL students should be taught

Irina: In your paper on ESOL teaching you reviewed Theories of Language Acquisition and then related the research to Strategies for Teaching English to Speakers of Other Languages.

You both show that you are very knowledgeable about the research on ELLs and the ways it can benefit you teaching.

Phase 3- Where are you both now in terms of engaging with research?

Questions that arise during week 2 of observations:

Is it the Professional Development Initiative that determines the timing of lessons?

How does the timing element affect instruction? Is it helpful, restrictive?

APPENDIX E

AFFORDANCES AND CONSTRAINTS TO SUPPORT

Table E.1: Contextual Affordances and Constraints to Support across 3 Stages

Stage 1		**Stage 2**		**Stage 3**	
Affordances	**Constraints**	**Affordances**	**Constraints**	**Affordances**	**Constraints**
- sense of community within the ACCELA cohort of teachers - coaching and feedback from her project assistants - recognition she received within the ACCELA program and district for the work she produced	- skepticism and resistance of other district teachers to teacher research - lack of stability for ELL teachers based partly on their fluctuating population of students - time constraints from mandated curriculum - expectations for instruction to happen only in English	- working in a team of teachers - research on English language acquisition strategies she had conducted - research on her students she conducted - the parents of her students	- lack of time in the school day to cover the necessary content - focus of the school and the district on MCAS testing	- collaboration between content area teachers and herself	- not being a primary classroom teacher - never feeling she had authority to make final decisions about classroom instruction - mandates to cover specific strategies from Professional Development Initiative (PDI) - need to collect written data for every activity - lack of space and time for language development - fear of pushing students to the point they couldn't/wouldn't produce work at all

APPENDIX F

AFFORDANCES AND CONSTRAINTS TO STUDENT-DRIVEN INSTRUCTION

Table F.1: Contextual Affordances and Constraints to Student-driven Instruction across 3 Stages

Stage 1		**Stage 2**		**Stage 3**	
Affordances	**Constraints**	**Affordances**	**Constraints**	**Affordances**	**Constraints**
-taking cues from her students - tapping into students' funds of knowledge - using "hooks" to interest/engage students in lessons	- need to follow prescribed curriculum - need to cover content material to move students to next grade level - time limits	- research on English language acquisition - research Irina conducted in her classroom - interactions with Elizabeth - support of the community (parents, teachers, administrators)	- English Only Policy -time constraints	- reliance of 4th grade team on Irina to bridge content areas - spaces Irina created by pulling her students aside to re-teach	requirements of PDI: -strategy-driven instruction - time limits - written data collection -prescriptive teaching format - pressure to raise test scores - no time/space to for personal interactions with students lack of familiarity with PDI

APPENDIX G

AFFORDANCES AND CONSTRAINTS TO PROFESSIONAL ADVANCEMENT

Table G.1: Contextual Affordances and Constraints to Professional Advancement across 3 Stages

Stage 1		**Stage 2**		**Stage 3**	
Affordances	**Constraints**	**Affordances**	**Constraints**	**Affordances**	**Constraints**
- presenting work to others through PDs - presenting work in conferences - presenting work within ACCELA cohort - gaining professional language - use of evidence -strength in numbers - gaining practice and experience - ACCELA has opened her eyes to students' potential - sharing expertise - knowing who your audience is - use of tactical methods in lessons	- difficulty getting buy in from peers - non-progressive administration and senior teachers - fear of administration - resistance from other teachers - new teachers still learning - being scrutinized by administration - lack of recognition of ACCELA in the district			- using PDI "first lessons" - confidence in professional knowledge - knowing how to link hard data to instruction - Sarah likes challenges - opportunities to present at PDI professional development sessions - Sarah believes teachers should receive financial compensation for good teaching - Sarah has considered going into administration and is looking for opportunities to get out of the classroom	- teachers aren't given credit for having the ability to drive their own instruction - lack of recognition for what teachers do - no one taps into teachers' knowledge or talent - too much pressure on administrators to raise test scores

APPENDIX H

AFFORDANCES AND CONSTRAINTS TO EVIDENCE-DRIVEN INSTRUCTION

Table H.1: Contextual Affordances and Constraints to Evidence-driven Instruction across 3 Stages

Stage 1		**Stage 2**		**Stage 3**	
Affordances	**Constraints**	**Affordances**	**Constraints**	**Affordances**	**Constraints**
- evidence gains teachers credibility with others - need to follow district guidelines - "backing things in" - working in grant-funded programs requires evidence - teachers must provide evidence for what they are doing in the classroom - 90% people will go along you if you have data - evidence should alleviate fear of admin. - need to know major concepts more than specific standards - importance of providing rational		- responsibility for getting all her students to cover ELP benchmarks - uses scaffolding techniques - draws on ELA research to differentiate instruction - implements research driven instructional practices - uses student work as evidence - uses research-driven strategies	- teaching isolated skills is part of curriculum - disconnect between educational reforms and promoting students' funds of knowledge	- connecting hard data to instruction - data on identity of students is helpful to teachers - collecting data is important in PDI - Sarah is able to make connections between identity work in ACCELA & PDI - now able to back up sociocultural theories with hard data - routines get embedded and support teaching	- time challenges of district pacing guide - PDI prescriptive timing - doesn't have the resources and materials she would like - students aren't getting a sense of ownership in PDI

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