2017

Considering Teachers' Classroom Literacy: Toward Uniting the Knowledge Base for Teaching and for Learning

Christi Michigan Edge
Northern Michigan University, cedge@nmu.edu

Follow this and additional works at: http://commons.nmu.edu/facwork_grants

Part of the Secondary Education and Teaching Commons

Internal Faculty Grant Cover Sheet

CONSIDERING TEACHERS' *CLASSROOM LITERACY*: TOWARD UNITING THE
KNOWLEDGE BASE FOR TEACHING AND FOR LEARNING

A proposal submitted to:
NMU Faculty Grants Committee

By

Christi Edge, PhD
School of Education, Leadership and Public Service
College of Health Sciences and Professional Studies
Northern Michigan University

7 November 2016

Total Project Length: EIGHT MONTHS (January, 2017- September 2017)

Total Requested Funds: $7,000
Committed/Potential external funds: N/A
Total Project Budget: $7, 000

Christi Edge, PhD
cedge@nmu.edu
Department, College
Northern Michigan University
(906) 227-6039

Joe Lubig, EdD   / CE * see attached
Jlubig@nmu.edu
Department, College
Northern Michigan University
(906) 227-1880

Considering Teachers' *Classroom Literacy*: Toward Uniting the Knowledge Base for Teaching and for Learning

Project Abstract

Drawing from both teacher education and reading/literacy education—distinct bodies of knowledge—I have investigated a problem situated in the unexplored space between (Edge, 2011). A *Classroom Literacy* framework (Edge, 2011; Edge, 2014; Edge, 2015) re-conceptualizes persistent problems in learning to teach in light of research on literacy, in order to (a) understand how teachers make meaning from classroom events and to (b) articulate how teachers' literacy practices can purposefully guide K-12 learners to actively build knowledge and understanding. This project addresses how the knowledge base of reading instruction might provide a unifying framework for how teachers learn to "read" and "compose" understanding of classroom events and aims to significantly contribute to the outcomes of public education through teacher education and teacher quality by producing three deliverables: I will connect my 2011 dissertation research to my recent (2012-2016) research in order to (1) present an accepted, peer-reviewed, individual paper at the 2017 AACTE Conference—the most prestigious and powerful national audience for teacher education; (2) utilize feedback from the conference presentation to compose and submit a high-impact peer-reviewed journal article for publication; and (3) draft and submit a book proposal based on my dissertation research in light of additional insights generated from my recent research. Success from deliverables #1-#2 will well-position me for future plans to acquire state and/or federal external grant funding focused on improving teacher quality; success stemming from deliverable #3 will lead to the first (of three planned) book-length manuscripts for publication.

Project Narrative

Significance. Drawing from both teacher education and reading in literacy/English education—two distinct bodies of knowledge—I have investigated a problem situated in an unexplored space between (Edge, 2011). This project seeks to contribute to teacher education scholarship by cultivating the broader professional community's common understanding about the knowledge base for advancing teaching and learning (American Association of Colleges for Teacher Eduaction, 2016) through: (1) articulating how key findings from a longitudinal study point toward connections between the knowledge bases of reading comprehension instruction and teacher education; (2) evoking thoughtful conversation about the possibility that we have ignored or assumed *teachers' specialized literacy practices*; (3) asserting and thoughtfully questioning how the knowledge base of reading instruction might provide a unifying framework for how teachers learn to "read" and "compose" understanding of classroom events; and (4) publically wondering how recent scholarship on adolescent literacy in the academic disciplines (e.g. Shanahan & Shanahan, 2008) might provide a means to explicitly communicate and to continuously build upon the knowledge base of teacher education for effective, purposeful pedagogy.

Description of Need. True to what she wrote in *When Kids Can't Read, What Teachers Can Do* (2003), Kylene Beers began the 2006 Florida Council Teachers of English (FCTE) workshop on teaching struggling readers by asking, "Could you show me what a struggling reader looks like?" Without hesitation, hundreds of English teachers moved. Many slumped down into their seats and folded their arms; others pulled imaginary sweatshirts over their heads, assumed the half-asleep-on-one-elbow pose, or pushed imaginary books across the tables in front of them. Poignant was the message communicated in the collective body language. Powerful was the indictment to teachers' perceptions of what a struggling reader looks like. Given a challenging

text, *anyone* can struggle, Beers admonished. As the sea of teachers seated before Kylene Beers bobbed their heads in agreement, it struck me as problematic that we can conceptualize how every student might need reading instruction and strategies throughout the duration of their education in order to make meaning from texts, yet teachers' abilities to aid their students is predicated upon their own ability to read and to make meaning of their students' literacy needs. **What happens when the *teacher* is the "reader" struggling to make sense of the teenage "texts" in the classroom? What strategies do *teachers* employ for reading and interpreting the learning needs of their students?**

At the same conference two years later, I listened as professional development leaders Kylene Beers and Robert Probst challenged English teachers and university professors to consider 21st century literacy demands, reminded us that any reader can be a struggling reader given the "right" text, and inspired us to show students how to struggle *through* challenging texts in order to make meaning from them (Beers, 2003; Beers, 2006; Beers & Probst, 2008; Beers, Pobst, & Rief, 2006). As I took the moment in, I wondered: **How can teacher education help pre-service and beginning teachers learn to struggle *through* the challenging "text" of the 21st century classroom?**

Existing spheres of thought about learning to read and learning to teach shifted then clicked into concentric circles as I considered how teaching, like reading, is a meaning-making process. What we know about teaching readers how to struggle through and make meaning from challenging texts has, in part, come from research that captures the process of how readers—both struggling and proficient—read (e.g., Allen, 1995; Beers, 2003; Beers & Probst, 2016; Langer, 1995, 1998; Pearson, Roehler, Dole, & Duffy, 1992; Smith & Wilhelm, 2002; Wilhelm, 1997, 2008). **Is it possible that teacher educators might gain insight into the process of learning to teach by studying the meaning-making process of teachers?**

Emerging from these initial questions, I began a longitudinal study (208-2011) of how two beginning teachers read their classroom experiences—during their university methods courses and field experiences, their student teaching, and their first three years of teaching. Findings from this study (Edge, 2011) aligned with what is known about comprehension strategies common to effective reading (e.g. Beuhl, 2014; Pearson, Roehler, Dole, & Duffy, 1992). Like the reading of print-based texts, the study documented that teachers' meaning-making of classroom events was a continuous construction of an internal conceptual text, simultaneously read and composed in social and situational contexts, guided by an individual's reservoir of knowledge, experience, and language, and used for framing both a point of reference from which additional understanding was sought and a point of departure through which exploration and discovery was initiated (Edge, 2011). This project will explicate findings which demonstrate how what is known about teaching struggling and proficient readers can inform teacher education. Through a literacy framework, there is possibility for considering how literacy-based teacher education can contribute to K-12 literacy learning, connecting the knowledge base of teaching and learning.

Literature Review.[1]Existing literature has long acknowledged that what teachers know and can do is one of the most important influences on student learning (Bransford, Darling-Hammond, & LePage, 2005; Cochran-Smith & Lytle, 1999; Darling-Hammond, 2000; Dewey, 1902; Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith, McDonald, & Zeichner, 2005; National Commission on Teaching and America's Future, 1996). In order to successfully influence student learning, though, teachers must learn how to use their knowledge and communicative skills for helping *others* to learn (Christenbury, 2006/2016; Darling-Hammond & LePage, 2005). Prospective teachers who graduate from a college of education

---

[1] In this literature review, I cite seminal texts in reading instruction and teacher education to argue from existing knowledge bases.

have spent four (or more) years studying how to teach others to learn; however, once in the complex context of the classroom (Jackson, 1968, 1990), teachers—especially novice teachers—are faced with the challenge of enacting what they know (Kennedy, 1999; Simon, 1980). As Shulman (1987b) notes, this challenge is exacerbated by the assumptions teachers make about teaching and learning resulting from the sixteen or more years that they have already spent thinking about teaching and learning from the perspective of a *student*—in what Lortie (1975) refers to as an "apprenticeship of observation." As has been argued by scholars and teacher educators (e.g., Shulman 1986, 1987a, 1987b, Christenbury, 2006/2016), the transition from teacher to student necessitates a shift in thinking. Therefore, although beginning teachers might demonstrate knowledge of both subject matter and pedagogy (Shulman, 1986), it is possible that they still lack the schema to be able to see and to "read" the classroom as a complex, dynamic, and interactive "text" with which they must transact in order to make meaning (Edge, 2009). There is a need to both study *how* teachers struggle *through* the process of making meaning from challenging classroom "texts" so that teacher leaders and teacher educators can better understand how teachers know and do.

Furthermore, research and scholarship reveal that reading involves an interactive or dynamic, transactional process of meaning making—a process through which readers use language and experience to construct internal texts as they negotiate meaning and revise their interpretations as they read (e.g., Beers, 2003; Langer 1995, Rosenblatt, 1978, 1994, 2005; Smagorinsky, 2008: Tovani, 2000). Scholars also argue that society is an ambiguous cultural text—one its members are continuously reading, interpreting, and creating (Bruner, 1986; Cooper & Simonds, 2007; Gee, 2008; Geertz, 1973; Goodman, 1984), guided by their frame of expectations (Popper, 1962). Nevertheless, we know little about the ways that these two—making meaning through reading literature and making meaning in life—come together in classrooms from the perspective of the teachers—from the perspective of the teachers as readers

of the dynamic text of the classroom. Considering the recent, broadened conceptions of *text* to include any object that is perceived with one of the senses and that is imbued with meaning (Buehl, 2014; Cope & Kalantzis, 2000; Draper et al., 2010; Draper & Siebert, 2010); where reading is depicted as "negotiating" and writing is *creating* (Draper & Siebert, 2010) and *literacy* is "a discipline-appropriate way of interpreting or creating a text" (Draper et al., 2010, p. 4), I propose that teachers are readers who enact specialized literacy practices which build upon basic literacy abilities, and I propose that teachers too can be "dependent readers" or "struggling readers," who need instruction to learn how to struggle *through* the complexity of the classroom as text.

The Classroom Literacy theoretical framework (Edge, 2011; Edge, 2014; Edge, 2015) re-conceptualizes three historically well-documented problems in learning to teach (Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith, McDonald, & Zeichner, 2005)—an apprenticeship of observation (Lortie, 1975), complexity (Jackson, 1968, 1990), and enactment (Kennedy, 1999; Simon, 1980)—in light of research on literacy and Rosenblatt's Transactional Theory of Reading in order to understand how teachers made meaning from classroom events. Findings and implications shed additional light on these long-standing problems by shifting the way in which teacher educators can frame these problems.

"Literacy is the essential education, the learning through which all other learning takes place" (International Literacy Association, 2016, p. 2). Nevertheless, recent findings (Lewis-Spector, 2016) suggest that policymakers do not understand the relationship between teacher preparation and students' literacy learning. There is a need for research that clearly connects teaching and learning. In their article, "The Research We Need in Teacher Education," Tatto, Richmond, and Andrews (2016) asserted that "…a persistent problem with respect to teacher education policy and practice is a lack of coherence leading to contradictions in the system…. The role of research at this moment has never been more important as a vehicle that can facilitate

learning by examining and reflecting on 'the construction and resolution of continuously evolving contradictions' (Engeström, 1987, p. 79)." (p. 247).

Deliverables. This project focuses on making significant contributions to teacher education by producing three deliverables: I will connect my 2011 dissertation research to recent (2012-2016) research in order to (1) present an accepted, peer-reviewed, individual paper at the 2017 American Association of Colleges for Teacher Education (AACTE) Conference—the most prestigious conference and national audience for teacher education; (2) utilize feedback from the conference presentation to compose and submit a high-impact peer-reviewed journal article for publication; and (3) draft and submit a book proposal based on my dissertation research in light of additional insights generated from additional research (2012-2016).

Success from deliverables #1-#2 will well-position me for future plans to acquire state teacher quality grants and potentially federal funding focused on connecting literacy to teacher education. Presently, I am Co-PI for a $50.000 US Department of Education grant, and I am beginning to work with School of Education colleagues and Kristen Beck to write a Michigan DOE teacher quality grant. While these grants are not directly tied to this project, I will utilize the knowledge I gain to work toward securing future external funding to support future plans stemming from this immediate project.

Success stemming from deliverable #3 will contribute to my ongoing line of inquiry by potentially leading to the first (of three planned) book-length manuscripts for publication. While a book-proposal may seem ambitious, I will begin to outline the book and sample chapter by drawing from my 383-page dissertation. Given the dire need to meaningfully connect teacher preparation to K-12 literacy instruction (International Literacy Association, 2015), and considering that my dissertation has been internationally downloaded 998 times since the release of its embargo (March 2012), I feel compelled to act by writing from my dissertation.

A literacy-based framework for teacher preparation potentially connects the knowledge bases of reading instruction and teacher education. Implications include conducting additional field-based and longitudinal research, articulating a framework for designing and guiding field-based teacher preparation, garnering external funding through teacher quality grants, and utilizing concepts and vocabulary that could better enable teachers, students, teacher preparation constituents to act as one through a more united professional community. I am confident that the results of this project will continue to contribute to NMU's teacher education program, partnership with local schools, to my own students' (prospective and practicing teachers') learning experiences, and my professional development. If successful, this project could lead to additional external funding and recognition for Northern Michigan University.

Methods

Situated in a transactional paradigm, connections between the constructs of meaning and experience in both teacher education and reading in English/literacy education inform a theoretical framework called *Classroom Literacy* (Edge, 2011). This framework extends Rosenblatt's Transactional Theory of Reading (1978, 1994, 2005), broadens the concept of *text* to include the verbal and non-verbal communicative signs related to the context of the classroom, and positions teachers as "readers" of their classrooms as texts. The Classroom Literacy theoretical framework guided my thinking as I re-conceptualized three persistent problems in learning to teach (Hammerness, et al., 2005)—an apprenticeship of observation (Lortie, 1975), complexity (Jackson, 1968, 1990), and enactment (Kennedy, 1999; Simon, 1980)— in order to inquire:
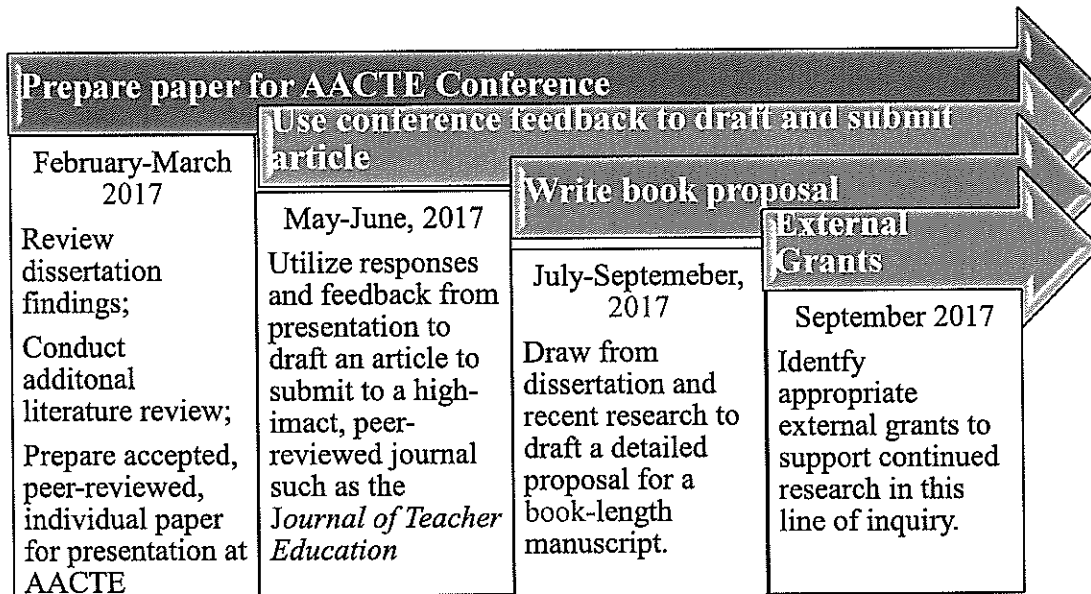
- How do two beginning Englis teachers make meaning from classroom events?
- How do I, as a beginning teacher educator and researcher, make meaning from research events?

Research questions were addressed through critical events (Webster & Mertova, 2007) methodology situated within narrative inquiry design (Clandinin & Connolly, 2000; Connolly & Clandinin, 2006). The stories participants lived and told about their second and third-year (2010-2012) teaching experiences were collected through interviews, documented participant-researcher conversations, participants' writings, classroom observations, and field notes. To contextualize data, archival data from stories participants lived and told during their university coursework and full-time student teaching (2008-2009) were also analyzed. Working through six distinct phases, data analyses included: linguistic; structural; narrative; critical events; bricolage; meaning interpretation; and writing analyses. Multiple methods provided a way to identify and understand participants' stories, to understand meaning-making, and to consider the connections between participants' and the researcher's meaning making.

Drawing from my 2011 findings, I have conducted additional phenomenological research on prospective teachers' transition from student to teacher (2014-2016), and I have conducted longitudinal (2012-2016) studies into teacher education practices; each of these studies contributes to a broadened understanding of how teachers read and compose events as texts. This project will trace these connections through the *Classroom Literacy* framework.

Facilities: This project does not require the use of special facilities or equipment beyond my NMU-issued laptop computer and office space.

Timeline: The timeline for this project is seven months, beginning February 1, 2017 and ending September 30, 2017 with the bulk of the writing taking place May 15-August 15 (between winter and fall semesters).

February-March 2017			
Prepare paper for AACTE Conference	**Use conference feedback to draft and submit article**	**Write book proposal**	**External Grants**
Review dissertation findings; Conduct additonal literature review; Prepare accepted, peer-reviewed, individual paper for presentation at AACTE	May-June, 2017 Utilize responses and feedback from presentation to draft an article to submit to a high-imact, peer-reviewed journal such as the *Journal of Teacher Education*	July-Septemeber, 2017 Draw from dissertation and recent research to draft a detailed proposal for a book-length manuscript.	September 2017 Identfy appropriate external grants to support continued research in this line of inquiry.

Human Subjects: This project will utilize existing, archival data for which IRB approval was previously obtained; no IRB is necessary at this time.

Public Lands: This project will not involve public lands, wild animals, or plants.

Personnel Qualifications. I (Dr. Edge) am highly qualified to successfully conduct this project. I will draw from my 2011 dissertation (scholarship of discovery) and recent research (2012-2016), framed by the classroom literacy framework, across disciplinary settings. While I have never attempted to submit a manuscript for publication directly based off my dissertation research, since 2011, I have enacted the crux of the *Classroom Literacy* theory in my continued individual and collaborative scholarship including: 6 peer-reviewed publications; 25 peer-reviewed presentations; the design of a new course (ED 380); and my day-to-day teaching). I am more than ready and motivated to return to the origination of my line of inquiry and to write for publication.

Budget

A proposed total budget of $7,000 will be utilized in the following manner:

- <u>Conference Travel</u>: Funding of $1,500 will facilitate the first deliverable—presenting an accepted, peer-reviewed paper at the premiere national teacher education conference, AACTE in Tampa, Florida—the very city where Dr. Edge conducted her longitudinal dissertation research.

Registration	Flight	Accommodations	Meals (5 days)
$450 (early bird)	$450	$450	$150

- <u>Summer Salary</u>: Funding of $5,500 will help support work over four summer months for PI Christi Edge, who typically teaches a full load of courses during the summer months. Faculty Grant funding will enable me (Dr. Edge) to decline teaching one 3-credit course (ED/EN 462), for which I would be paid $5,974.61 (.0278 x 3credit hours x 2016-2017 base salary of 71,638 according to AAUP 9.1.6.1) for a six-week summer course. Since my 2011 faculty appointment at Northern, I have taught heavy course loads year round—in part, because of department and student need for summer courses; and in part, because I am the sole provider of a family of five. Faculty Grant funding will enable me to focus my summer time on scholarship rather than a full teaching load. Completing this project will be vital to my continued research, teaching, and scholarly output at Northern Michigan University.

APPENDICES: Considering Teachers' *Classroom Literacy*

References

American Association of Colleges for Teacher Education (2016). Acting as one: The power of the professional community. https://secure.aacte.org/apps/rl/res_get.php?fid=1716&ref=rl

Allen, J. (1995). *It's never too late: Leading adolescents to lifelong literacy*. Portsmouth, NH: Heinemann.

Beers, K. (2003). *When kids can't read, what teachers can do: A guide for teachers 6-12*. Portsmouth, NH: Heinemann.

Beers, K. (2006). Reaching struggling readers—Adolescent literacy: What works and why. Professional development workshop conducted at the annual Florida Council Teachers of English conference. Orlando, FL.

Beers, K., & Probst, R. E. (2008). Adolescent Literacy: Five strategies and tech tools you want to know. Florida Council Teachers of English Institute for Professional Development. Orlando, FL.

Beers, K., & Probst, R. E. (2013). *Notice & note: Strategies for close reading*. Portsmouth, NH: Heinemann.

Beers, K., & Probst, R. E. (2016). *Reading nonfiction: Notice & note stances, signposts, and strategies*. Portsmouth, NH: Heinemann.

Beers, K., Probst, R. E., & Rief, L. (Eds.). (2006). *Adolescent literacy: Turning promise into practice*. Portsmouth, NH: Heinemann.

Bransford, J. Darling-Hammond, L., & LePage, P. (2005). Introduction. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 1-39). San Francisco, CA: Jossey-Bass

Bransford, J., Derry, S., Berliner, D., Hammerness, K., & Beckett, K. L. (2005). Theories of learning and their roles in teaching. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 40-87). San Francisco, CA: Jossey-Bass.

Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.

Buehl, D. (2014). *Classroom strategies for interactive learning* (4th ed.). Newark, DE: International Reading Association.

Christenbury, L. (2006). *Making the journey: Being and becoming a teacher of English language arts* (3rd ed.). Portsmouth, NH: Heinemann.

Christenbury, L. (2016). *Making the journey: Being and becoming a teacher of English language arts* (4th ed.). Portsmouth, NH: Heinemann.

Cochran-Smith, M., & Lytle, S. L. (1999). Chapter 8: Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education, 24*(1), 249-305.

Cooper, P. J., & Simonds, C. J. (2007). *Communication for the classroom teacher* (8th ed.). Boston: Pearson, Allyn and Bacon.

Dewey, J. (1902). *The child and the curriculum*. Chicago: University of Chicago Press.

Edge, C. (2009). "(Mis)reading the classroom text: A two-act play on the tensions of learning to teach." A presentation for the American Educational Research Association. April 16, 2009. San Diego, CA.

Edge, C. (2011). Making meaning with "readers" and "texts": A narrative inquiry into two beginning English teachers' meaning-making from classroom events. *Graduate School Theses and Dissertations.* http://scholarcommons.usf.edu/etd/3722/

Edge, C. (2014). Story as a transactional space for teachers and students: Examining how a second-year English teacher made meaning before, during, and after teaching through stories lived and told. National Council Teachers of English Annual Conference: Washington, DC.

Edge, C. (2015). Becoming teachers: Secondary teacher candidates' use of literacy strategies to read experiences as texts. 60th Annual International Reading Association Conference: St. Louis, MO.

Engeström, Y. (1987). Learning by expanding: An activity-theoretical approach to developmental research. Helsinki, Finland: Orienta-Konsultit.

Fisher, D., Frey, N., & Hattie, J. (2016). *Visible learning for literacy" Implementing the practices that work best to accelerate student learning.* Thousand Oaks, CA: Corwin.

Gee, J. P. (2008). *Social linguistics and literacies: Ideology in discourses* (3rd ed.). New York: Routledge.

Geertz, C. (1973). *The interpretation of cultures.* New York: Basic Books.

Hammerness, K., Darling-Hammond, L., Bransford, J., Berliner, D., Cochran-Smith, M., McDonald, M., & Zeichner, K. (2005). How teachers learn and develop. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 358-389). San Francisco, CA: Jossey-Bass.

International Literacy Association. (2016). *Frameworks for literacy education reform* [White paper]. Newark, DE: Author.

Jackson, P. W. (1968). *Life in classrooms.* New York: Holt, Rinehart, and Wilson.

Jackson, P. W. (1990). *Life in Classrooms.* New York: Teachers College Press.

Kennedy, M. (1999). The role of preservice teacher education. In L. Darling-Hammond and G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 54-85). San Francesco: Jossey Bass.

Langer, J. A. (1995). *Envisioning literature*: Literary understanding and literature instruction. New York: Teachers College Press.

Langer, J. A. (1998). Thinking and doing literature: An eight-year study. *English Journal 87*(2), 16-23.

Langer, J. A. (2011a). Envisioning knowledge: *Building literacy in the academic disciplines.* New York: Teacher's College Press.

Langer, J. A. (2011b). Envisioning literature: *Literary understanding and literature instruction* (2nd ed.). New York: Teachers College Press.

Lewis-Spector, J. (2016). State-level regulations for alternative routes to teacher certification in the U.S.: Are candidates being prepared to develop their students' literacy? *Literacy Practice & Research 42*(1), 5-15.

Lortie, D. C. (1975). *Schoolteacher: A sociological study* (2nd ed.). Chicago: University of Chicago Press.

National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future*. NY: Author.

National Research Council (2000). *How people learn: Brain, mind, experience, and school* (expanded ed.). Washington, DC: National Academies Press.

Pearson, P. D., Roehler, L. R., Dole, J. A., & Duffy, G. G. (1992). Developing expertise in reading comprehension. In S. J. Samuels & A. E. Farstrup (Eds.), *What research has to say about reading instruction* (2nd ed., pp. 145–199). Newark, DE: International Reading Association.

Rosenblatt, L. (1969). Toward a transactional theory of reading. *Journal of Reading Behavior, 1*(1), 31-47.

Rosenblatt, L. (1978/1994). *The reader, the text, the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois University Press.

Rosenblatt, L. (1994). The transactional theory of reading and writing. In R. R. Ruddell, M. R. Ruddell, & H. Singer (Eds.), *Theoretical Models and Processes of Reading* (4th ed.) (pp. 1057-1092). Newark, DE: International Reading Association.

Rosenblatt, L. (2005). *Making meaning with texts: Selected essays*. Portsmouth, NH: Heinemann.

Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy.*Harvard Educational Review, 78*, 40–59.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher, 15*(2), 4-14.

Shulman, L. S. (1987a). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review, 57*(1), 1-22.

Shulman, L. S. (1987b). Learning to teach. *AHHE Bulletin, 40*(3), 5-9.

Simon, H. A. (1980). Problem solving and education. In D. T. Tauma and R. Reif (Eds.), *Problem solving and education: Issues in teaching and research* (pp. 81-96). Hillsdale, NJ: Erlbaum.

Smith, M. W, & Wilhelm, J. D. (2002). *"Reading don't fix no Chevys": Literacy in the Lives of young men*. Portsmouth: Heinemann.

Tatto, M. T., Richmond, G., & Andrews, D. J. C. (2016). The research we need in teacher education. *Journal of Teacher Education 67*(4), 247-250.

Wilhelm, J. D. (1997). *"You gotta BE the book": Teaching engaged and reflective reading with adolescents*. New York: Teachers College Press.

Wilhelm, J. D. (2008). *"You gotta BE the book": Teaching engaged and reflective reading with adolescents (2nd ed.)*. New York: Teachers College Press.

EDUCATION

2011   **Ph.D., Secondary Curriculum and Instruction: Teaching and Learning**
            English Education Teacher Education, University of South Florida
2006   **Master of Arts, English Education,** University of South Florida
1998   **Bachelor of Arts, English,** Clearwater Christian College

TEACHING

2011-2016   **Northern Michigan University,**
            Assistant Professor, School of Education, Leadership and Public Service
2016-   Associate Professor, School of Education, Leadership and Public Service
2006-2011   **University of South Florida**
            Graduate Teaching Instructor, Department of Secondary Education, English Education
1998-2002; **English Language Arts and Advanced Reading Teacher**
2004-2006   Sickles High School; Hillsborough County, Florida
2002-2004   **English Language Arts, Advanced Placement Literature, and Intensive**
            Reading Teacher, Alonso High School; Hillsborough County, Florida

PEER-REVIEWED PUBLICATIONS

Cameron-Standerford, A., **Edge, C.,** & Bergh, B. (2016). Toward a framework for reading lived
    experiences as texts: A four-year self-study of teacher education practices. In D. Garbett & A.
    Ovens (Eds.). *Enacting self-study as methodology for professional* inquiry (pp. 371-377).
    Herstmonceux, UK: S-STEP, ISBN: 978-0-473-35893-8.

Edge, C. (2015). On the nature of experience in the education of prospective teachers: A philosophical
    problem. *International Journal of Learning, Teaching and Educational Research, 13*(1), 29-41.

Bergh, B., **Edge, C.,** Cameron-Standerford, A., Imdieke, S., Standerford, N. S., & Reissner (2014).
    "(Re)Seeing our Teacher Education Practices through Visual Literacy." *American Reading*
    Forum Annual Yearbook [Online]. Vol. 34.

Edge, C., Cameron-Standerford, A., Bergh, B. (2014). Using Self-Study to Navigate the Changing Seas
    of Standards-Based Education. In D. Garbett & A. Ovens (Eds.), *Changing Practices for*
    Changing Times: Past, Present and Future Possibilities for Self-Study Research. Proceedings of
    the Tenth International Conference of Self-Study of Teacher Education Practices, Herstmonceux
    Castle, East Sussex, England. Auckland, New Zealand: University of Auckland.
    http://www.aera.net/SIG109/Conferences/PastCastleProceedings/tabid/15213/Default.aspxFive
    Recent

Cameron-Standerford, A., Bergh, B., Edge, C., Standerford, S., Sabin, J., Reissner, L., & Standerford, C.
    (2013). Textualizing Experiences: Reading the "texts" of teacher education practices. *American*
    Reading Forum Annual Yearbook.

Standerford, N. S., Sabin, J. M., Anderson, D., Edge, C., Lubig, J., & Cameron-Standerford, A.
    (2012). Minding the gap: Navigating chasms of confusion and fogs of frustration—A Problems
    Court. *American Reading Forum Annual Yearbook*
    http://americanreadingforum.org/yearbook/12_yearbook/volume12.htm, Vol. 32.

Edge, C. (2011). *Making meaning with "readers" and "texts": A narrative inquiry into two beginning*
    English teachers' meaning-making from classroom events. (Doctoral dissertation). Retrieved
    from *ProQuest Dissertations and Theses.* (AAT 3487310).

PEER-REVIEWED PRESENTATIONS

Edge, C. (July, 2016). Transmediation for Teacher Preparation: Using Sketching to Stretch Teacher Candidates' Understanding of Teaching in a Field-based Literacy Methods Course. Research presentation to the Organization of Teacher Educators in Literacy. International Literacy Association Annual Conference: Boston, MA.

Edge, C. Bergh, B., & Cameron-Standerford, A. (April, 2016). Critically Reading Lived Experiences as Texts: A Four-Year Study of Teacher Education Practices. Paper presentation for the American Educational Research Association Annual Conference: Washington D.C.

Reaves, M., **Edge, C.**, Rayner, K., Sippola, T., & Corcoran, K. (March, 2016). Expanding Definitions and Applications of Literacy. Michigan Reading Association Annual Conference: Detroit, MI.

Cameron-Standerford, A., Bergh, B., & **Edge, C.** (February, 2016). Multimodal Representations of Academic Diversity: An Ethnographic Cross-Disciplinary Collaborative Study. Annual Ethnographic and Qualitative Research Conference: Las Vegas, NV.

Edge, C., (July, 2015). Becoming teachers: Secondary teacher candidates' use of literacy strategies to read experiences as texts. International Reading Association Conference: St. Louis, MO.

Bergh, B., **Edge, C.**, & Cameron-Standerford, A., (April, 2015). Examining the culture of policy: Creating the space to change our teaching practice. American Educational Research Association Annual Meeting: Chicago, IL.

Vipperman, C., & **Edge, C.**, (April, 2015). Transition from student to teacher: A phenomenological study. 29th Annual National Conference on Undergraduate Research: Cheeney, WA.

Edge, C., Bergh, B., & Cameron-Standerford, A., (February, 2015). Examining lived experiences: A Three-Year Inquiry of Teacher Education Practices as "Texts." 29th Annual Ethnographic and Qualitative Research Conference: Las Vegas, NV.

Edge, C., (February, 2015). Using literate thinking skills to read the classroom *as* text: Examining how two beginning English teachers made meaning from classroom events. 29th Annual Ethnographic and Qualitative Research Conference: Las Vegas, NV.

Edge, C., (February, 2015). Whose meaning is this? A case study examining how one researcher navigated the narrative inquiry story world. 18th Annual American Association of Behavioral and Social Sciences Conference: Las Vegas, NV.

Edge, C., (November, 2014). Story as a transactional space for teachers and students: Examining how a second-year English teacher made meaning before, during, and after teaching through stories lived and told. National Council Teachers of English Annual Conference: Washington, DC.

EXTERNAL GRANTS

2016 **National Endowment for the Humanities Grant.**
"Digital Humanities Institute: Photovoice Stories Using Technology for Educator-Researchers (Digital HIPSTERS)." Institute for Advanced Topics in the Digital Humanities. Co-Writer.

2015 **Collaboration for Effective Educator Development, Accountability, and Reform(CEEDAR) Grant. U.S. Department of Education**; Co-Lead Investigator; Award, $50,000

SYNERGYSTIC ACTIVITIES

2016- American Educational Research Association (AERA), Self-Study of Teacher Education Practices, **Executive Secretary** (2016-2018)

Edge, C. & Reaves, M. (March-June, 2015). "Visual Thinking Strategies: Thinking as Pre-Writing." *Student-Centered Writing in the Content Areas*. Professional Development Workshops. Delta Schoolcraft ISD, Manistique, MI

Christi Edge, PhD
Paving the New Pathway: Creating a Clinical Partnership for the Preparation of Secondary
Education Teachers
Curriculum Development Grant Summer 2014

Final Report

1. **What was done?** (Summarize the project activities.)

   In this project, I proposed to advance NMU's Educator Preparation Program locally and nationally by forging a formal and collaborative agreement with clinical partners to prepare secondary (grades 6-12) teachers through purposeful field experiences (CAEP Standard 2: Clinical Partnerships and Practice). As a result of this Curriculum Development Grant, I was able to develop a new strategically situated practicum course (ED 380) focused on preparing secondary education teachers through clinical experiences by establishing a formal partnership for teacher preparation with educators at Marquette Senior High School.

   Standard 2: Clinical Partnerships and Practice directly reflects the current national strategy, adopted by CAEP and articulated in the Blue Ribbon Panel report *Transforming Teacher Education through Clinical Practice: A National Strategy to Prepare Effective Teachers* to affect a "dramatic overhaul of how teachers are prepared" (NCATE, 2010, p. 2). This strategy includes: (1) placing clinical (field) work at the center of teacher preparation and (2) establishing strategic partnerships between stakeholders (e.g. teacher preparation programs, school districts, teachers, and policymakers). This curriculum development project successfully addressed each component of this strategy—situating clinical experiences at the center of teacher preparation and establishing partnerships for purposeful and sustained clinically-based teacher preparation—by taking the next needed step: creating a clinical partnership for the preparation of secondary education teachers through NMU's Teacher Preparation Program.

2. **What were the results?**
This partnership resulted in the following components of CAEP Standard 2:

   - *2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.*

   - *2.2 Partners co-select, prepare, evaluate, support, and retain high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration*

with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain, and refine criteria for selection, professional development, performance evaluation, continuous improvement, and retention of clinical educators in all clinical placement settings.

- *2.3 The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.*

3. What was produced (publication, presentation, creative work, etc.)?
   This project followed the proposed timeline and stages for developing a formal partnership:

Establish Goals (April 2014)	Begin (May 2014)	Develop (May/June 2104)	Integrate (June/July 2014)	Sustain and Generate (Following Project Completion)
Identify partnerships that support: • Development of clinical practice, knowledge, skills, and dispositions • Student achievement • Inquiry for continuous improvement	Establish beliefs, verbal commitments, plans, organization, and initial work consistent with the goals of the partnership	Partners pursue the goals with partial institutional support (e.g. teachers, grade-levels, subject areas)	The goals of the partnership are integrated into the partnering institutions. Partnership is expected and supported, and reflects what is known about best practice.	Systemic changes take place in policy and practice in partnering institutions. Policy at the district, state, and national level supports partnerships for clinically-based teacher preparation.

In addition, after numerous meetings with teacher preparation partners, we co-constructed a list of actions and learning experiences along a developmental continuum that would be

beneficial for teacher candidates in the practicum field experience, prior to their full-time student teaching.

Based on this work, I developed, piloted, field-tested, revised, and used a rubric for teacher preparation partners to communicate teacher candidates' teaching abilities. This framework aligns with the Danielson (2013) framework. Using this rubric, I was able to gather data to include in the upcoming accreditation review.

4. **What further research might this lead to?**

    The plan is for continuing to work with our teacher preparation partners to develop systemic changes to develop local, state and national-level support for partnering for clinically-based teacher preparation.

5. **What sources of external grants did you (or might you) seek?**

    Presently, I am Co-PI for a DOE CEEDAR grant ($50,000). I am also engaged with my colleagues and department chair, Joe Lubig, in the initial planning stages of writing a Michigan DOE Title IIA(3) Improving Teacher Quality Grant.

6. **Detail the actual budget expenditures.**

    All of the grant funds ($3,000) were used for summer salary ($2,274) and fringe benefits ($726) so that Dr. Edge could establish the partnership, collaborate with key personnel between April 7 and July 11, 2014 and launch the partnership the following fall (2014) semester.

Christi Edge, PhD

Reassigned Time Award: Winter 2016

Final Report

1. **What was done?** (Summarize the project activities.)

All project objectives were met. For this reassigned time, I utilized four credits of reassigned time to continue scholarship of discovery—scholarship that is both timely in the field of teacher education and is contributing to the preparation of prospective teachers here at NMU. Addressing a gap in the literature and seeking to more fully understand prospective teachers' lived experiences in methods courses at NMU, I began a phenomenological study in January of 2014. Initially, this study explored and described 39 secondary education students' experiences with literacy strategies and representations of "becoming a teacher" in two, blocked (co-requisite) methods courses. Findings from this first investigation contributed to the revision of Northern's Secondary Education program through the creation of a new course: Practicum in Secondary Education (ED 380) for Fall of 2014. During the Fall 2014 and Winter 2015 semesters, I replicated the phenomenological study to consider additional prospective teachers' experiences (N= 47) in the context of this new course. This reassigned time award enabled me to (a) analyze new data, (b) continue to inform our Secondary Education program, (c) contribute data for the School of Education's upcoming accreditation report, and (d) contribute to a topic that is presently garnering national attention.

2. **What were the results?**

This time enabled me to analyze data from a phenomenological study of prospective teachers' experiences with literacy strategies and their representations of "becoming a teacher" in two, field-based secondary education methods courses. Understanding prospective teachers' lived experiences continues to contribute to pedagogical approaches to teacher preparation here at NMU. Outcomes from the completion of this research include: (1) completed data analysis and (2) utilizing findings to launch a secondary analysis of additional data collected during this investigation;

3. **What was produced** (publication, presentation, creative work, etc.)?

A peer-reviewed paper presentation to the Organization of Teacher Educators of Literacy at the International Literacy Association (July, 2015)
A manuscript has also been drafted but not yet submitted for peer review.

4. **What further research might this lead to?**

This project and research findings have led to additional research that is now underway. I am mentoring a freshman fellow, as we examine data from this project to discover what "signs" prospective teachers identified as markers that they were transitioning from students to teachers.

5. What sources of external grants did you (or might you) seek?

I have not yet sought additional, external funding from this project; however, with the new Michigan DOE Title II(3) Improving Teacher Quality Grant recently released, I may consider applying for the next round of funding to continue this line of research.

6. Detail the actual budget expenditures.

Four hours of Reassigned Time for winter 2016 were utilized to devote 15-20 hours per week to extensive data analysis and preparing to disseminate findings with other teacher educators—at NMU and at an international conference venue.

Christi Edge

2K

From: Lubig, Joseph M <jlubig@nmu.edu>
Sent: Sunday, November 6, 2016 5:49 AM
To: Christi Edge
Subject: Faculty Grants

Christi, use this or alter it with more details or edits to make in fit. You have my full support. — Joe

November 6, 2016

I am in support of the grant being put forward by Dr. Christi Edge. Dr. Edge has shown a continued focus on this area of scholarship and has a plan to develop her journal publications and her peer-reviewed presentations into a manuscript and book proposal. The funding provided will allow her to continue to establish herself as an expert in this area benefiting our professional field and positively influencing our teacher preparation program.

Joe Lubig, EdD
Associate Dean
School of Education, Leadership & Public Service
906-227-1880
jlubig@nmu.edu