A PHENOMENOLOGICAL EXPLORATION OF NOVICE TEXAS ENGLISH/LANGUAGE ARTS TEACHERS' EXPERIENCES WITH MEDIA LITERACY

A Dissertation

by

ALLISON MARTIN HUIE

Submitted to the Office of Graduate Studies of
Texas A&M University
in partial fulfillment of the requirements for the degree of

DOCTOR OF PHILOSOPHY

August 2011

Major Subject: Curriculum and Instruction

A Phenomenological Exploration of Novice Texas English/Language Arts Teachers'

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Approved by:

Co-Chairs of Committee,	B. Stephen Carpenter, II
	Larry J. Kelly
Committee Members,	Chance Lewis
	Gwendolyn Webb-Hasan
Head of Department,	Dennie Smith

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ABSTRACT

A Phenomenological Exploration of Novice Texas English/Language Arts Teachers' Experiences with Media Literacy. (August 2011)

Allison Martin Huie, B.A., Texas A&M University;

M.Ed., Texas A&M University

Co-Chairs of Advisory Committee: Dr. B. Stephen Carpenter, II
Dr. Larry J. Kelly

This mixed method study employs a phenomenological methodology to explore the experiences of novice secondary Texas English/Language Arts (E/LA) teachers' who integrated media literacy curriculum within their content area during the 2010-2011 school year. Data relating to the phenomenon was collected through Likert-type survey items and an in-depth three-interview protocol.

The key findings in this study highlight the complex relationships that affect novice secondary Texas E/LA teachers' development of curriculum and pedagogy in the context of media literacy education. Participants' backgrounds were found to influence their beliefs and attitudes related to media literacy, which in turn, influenced the way they integrated media literacy curricula. Despite a commonly held belief in the value of media literacy education and intent to integrate media literacy in the E/LA curriculum, participants' confidence in their ability to teach students media literacy skills declined over time. Data suggest that this decrease is attributable to environmental factors such as access to technology resources and the culture and climate of the schools in which the

participants teach. The study also finds that participants were insufficiently prepared to teach media literacy in the E/LA classroom and that both participants' teacher preparation program and school districts bear the burden for this deficiency.

The findings of this study have specific implications for current educational practice. Schools of education and school districts are appropriately positioned to provide needed, but currently deficient, support to novice E/LA teachers with regard to media literacy integration in the content area. Such support could consist of formal coursework and/or mediated discussion in professional learning communities regarding: media literacy in the standards; technology skills and integration; pedagogical content knowledge related to media literacy education; sources for media literacy self-study and independent professional development; and teaching media literacy skills in technologically under-resourced or hostile environments.

DEDICATION

To my grandparents, who hung the moon,

my husband, who keeps it lit,

and my son, whom I love there and back again.

ACKNOWLEDGEMENTS

I would like to thank my committee co-chairs, Dr. Carpenter and Dr. Kelly, for their patient support and guidance throughout the course of this research. Thanks also go to my committee members, Dr. Lewis and Dr. Webb-Hasan. Your expertise lends tremendous support to this work, and I am grateful for your guidance.

Finally, I am ever indebted to the participants in this study, who gave so graciously of their time and themselves, to make this work possible. I am inspired by you all.

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CHAPTER I

INTRODUCTION

Educators and scholars have established as essential, and have identified as a primary educational priority in the United States of American for the past fifteen years, the exploration and strengthening of the relationship between literacy and technology. Both the Technology Literacy Challenge, issued in 1996, and the Enhancing Education Through Technology (ED Tech) Initiative, established in 2001, advocate for the implementation of new technologies in the effort to improve learning quality and student performance (Evans, 2005). The Standards for the English Language Arts, also released in 1996 insist, "standards are needed to prepare students for the literacy requirements of the future as well as the present. Changes in technology and society have altered and will continue to alter the ways in which we use language to communicate and think" (International Reading Association, 1996, Chapter 1). School technology once consisted of chalkboards and Big Chief tablets, and now consists of SmartBoards and Wikis. (Kelly & Huie, 2009). As technologies and their educational applications have evolved, so have educational policies and practices. While the technology related educational policy rhetoric of the 1990s emphasized a *tools* focus, current scholarship and policy are indicating a shift toward an emphasis on developing students' abilities to communicate, think critically, collaborate and create with technology (Hobbs, 2004a). These abilities comprise what is commonly referred to as media literacy (Buckingham, 2003; Goodman, S., 2003; Hobbs, 2004b; Hobbs & Frost, 2003; McDougall, J. 2010).

This dissertation follows the style of *Journal of Research on Technology in Education*.

Statement of the Problem

An emphasis on media literacy is extremely valuable to the student learning experience in that, among other things, media literacy contributes to the development of critical thinking skills, increased student motivation and even enhanced print literacy skills (Alvermann, Moon & Hagood, 1999; Neuman 1995; Center for Media Literacy, 2001; Hobbs, 2001; Hobbs and Frost, 2003). The value of media literacy in every aspect of students' lives has been further documented by studies that show its impact on students' physical health (Eisen, 2002). In a broader sense, media literacy has been identified as "one dimension of the essential competencies required for life in an information age" (Hobbs, 2004a, p. 54). Because media literacy is so essential, it should be a critical focus within students' classroom experiences.

However, very few of the new literacies related to technology, such as media literacy, are actually being addressed in American classrooms (Hobbs, 2004a; Miners & Pascopella, 2007). The problem may be caused by a narrow interpretation of the curriculum resulting from an emphasis on accountability measures such as the No Child Left Behind (NCLB) policy (Hargreaves & Shirley, 2008; Miners & Pascopella, 2007). Teachers who include media literacy curricula within their own content area curriculum often allow their own attitudes to influence the way in which they integrate the material (Hobbs, 2005; Tyner, 1994). Some teachers resist the integration of new technologies and the literacies associated with them (McDougall, 2010). Educators charged with developing students' literacy, particularly teachers of the English/Language Arts (ELA), have historically privileged print-based literacy over other forms of literacy, such as

those that focus on speaking and listening (Goody & Watt, 1988). Flood, Heath and Lapp (1997) cite teachers' "irrational loyalty to reading and writing" as a cause of the subordination of the new literacies that have emerged from the increasing development and utilization of technology in the every day world (p. xvi). Some teachers simply lack the know-how required to successfully integrate nonprint media and digital technology with their everyday curriculum (Swan, 2000). Media education expert David Buckingham notes that students are currently left to navigate the "mass of confusing, contradictory and often unreliable information found in new media" (2007b, p. 113) on their own, since reliable outside guidance is often lacking. Far from being "digital natives," (Prensky, 2001, p. 1) students today are often uninformed and wary of new technologies. They are also disappointed to find that new technologies often fail to perform to promised expectations (Facer, Furlong, Furlong & Sutherland, 2003; Livingston & Bober, 2004). Therefore, although students are increasingly surrounded by digital technology and its associated literacies in everyday experience, they are often faced with biased or insufficient instruction with regard to digital technology and new literacies in classroom experiences.

Preparing teachers for media literacy education. Media literacy educator and researcher Renee Hobbs (2004a) asserts that young teachers, often considered to have an innate understanding of and familiarity with technology, actually often lack experience with analyzing and creating media messages themselves. She further notes that developing the skills and knowledge needed to effectively utilize media texts in the content area requires at least three years of teaching experience, coupled with ample

support in the form of professional development and peer collaboration (Hobbs, 1998). Likewise, new teachers entering today's classrooms are more knowledgeable than their predecessors with regard to new technologies, but they are lacking an understanding of how to appropriately utilize these resources as learning tools (Schaffhauser, 2009). Schaffhauser (2009) explains that this claim is central to an argument involving school districts and institutions that prepare new teachers. School districts claim that colleges of education fail to prepare new teachers to utilize technology, and institutions of higher education claim that school districts fail to promote a school culture or climate—in both a material and ideological sense—in which new teachers who want to teach with technology can thrive. The research literature notes an established concern with regard to new teachers' abilities to effectively integrate media literacy curricula.

Overview and Significance of the Present Study

In the face of such debates about the responsibilities for educator preparation, I was prompted to recall my own preparation for entry into the profession of teaching and, subsequently, to question my own experiences as a novice E/LA educator. This reflection led me to believe that the argument between school districts and schools of education with regard to the preparation of novice teachers to appropriately utilize new technologies is correctly focused, but lacks a complete scope of the situation. That is to say, stakeholders are correct to question whether novice teachers are adequately prepared to appropriately integrate new technologies. However, the debate should further include the perspectives of novice teachers. Further, the concept of appropriately integrating new technologies should be defined within the scope of what education

researchers already know meets a critical student need, media literacy education. Because secondary teachers are subject area specialists, the topic at the center of the aforementioned debate, teacher preparation for the integration of new technologies, should also be reframed and focus on the extent to which novice teachers are prepared to integrate media literacy curricula in their content area. Currently missing from the existing body of research literature on teacher preparation and media literacy education is the perspective of the novice teachers (Center for Teaching Quality, 2008; Clift & Brady, 2005; Lesley & Matthews, 2010). Because teachers' pedagogy is so deeply connected to the disciplines they teach, it is imperative that further inquiry into teachers' preparation to integrate new technologies and their associated literacies is discipline-specific (Grossman, Stoldosky and Knapp, 2004). Because the E/LA discipline is inherently tasked with developing students' literacies, it makes further sense to narrow the focus of such inquiry to the experiences of novice teachers in that discipline. In the E/LA discipline, the integration of new technologies is addressed and achieved through media literacy education standards and practices.

Therefore, the purpose of the present study is to explore the experiences of novice Texas E/LA teachers who seek to integrate media literacy curricula in their content area. For the purposes of this study, media literacy is generally defined as a person's ability to communicate—to create and derive meaning—utilizing the multitude of possible technologies (Auferheide & Firestone, 1993; National Association of Media Literacy Educators, 2010). In doing so, this study seeks to make recommendations related to improving (a) teacher education programs, (b) new teacher induction

programs, (c) educator professional development, (d) media literacy support structures and practices provided to teachers by schools, and (e) media literacy related educational policy.

Research Questions

This study is driven by one overarching research question and five sub-questions, described below.

Overarching research question. What are the experiences of novice Texas E/LA teachers who integrate media literacy curricula within their content area?

Sub-questions. What do the experiences of novice teachers who integrate media literacy curriculum within their content area reveal about:

1. how a teacher's own experiences, belief systems and background (including race, gender, age & education) influence his or her perceptions of media literacy?
2. the roles of teacher education programs and school districts in preparing and supporting novice teachers to include media literacy within the content area?
3. the relationships between the way that novice E/LA teachers define media literacy and the way that they integrate media literacy into the E/LA curriculum?
4. how teachers negotiate the relationships between curriculum and pedagogy in relation to media literacy?
5. how teacher confidence in his or her preparation is related to a teacher's integration of media literacy curricula in his or her classroom?

Significance of the Study

This study is supported by existing research literature that emphasizes the need for media literacy education and the need to prepare teachers to effectively integrate media literacy curricula. To that end, the study includes a review of the research literature associated with the intersection of media literacy, teacher education, and digital technology. This review is focused largely on research published within the last 25 years.

Previous studies concerning media literacy in the classroom have largely focused on: a) institutional factors that either encourage or discourage technology integration (Cuban, 1986; Hobbs, 1994; Oppenheimer, 2003; Tyner, 1998), and b) teacher attitudes toward the inclusion of new technologies in the classroom (Beumer-Johnson, 2000; Callahan, 2001; Feree, 2001; Hurrell, 2001; Kist, 2000; Michie, 1999; Stevens, 2001). Much of the foundational research concerning teachers' attitudes about media literacy in the classroom was conducted during the early days of increasing access to technology in the K-12 classroom—nearly 20 years ago and included the perspectives of multiple educator populations—novice, veteran, and higher education (Goody & Watt, 1988; Graff, 1995; Hobbs, 1994; Kubey, 1998; Tyner, 1998). The present study differs from previous research in that it maintains a focused scope and presents a current picture of media literacy education in secondary schools as it applies to novice Texas E/LA teachers who indicated an intention to integrate media literacy curricula within their content area curriculum during the 2010-2011 school year.

Role of the Researcher

Bracketing is a suggested step in phenomenological research that allows the researcher to make evident his or her assumptions and any possible bias by making clear his or her own experiences with the subject matter being studied (Cresswell, 2007; Hycner, 1985, 1999; Giorgi 1975, 2003; Moustakas, 1994). The impetus for this study stems from my own experiences with media literacy in the classroom as a novice secondary E/LA teacher and member of the Secondary Graduate Certification Program at Texas A&M University during the 2006-2007 school year. In the following section, I provide my own in-depth description of my lived experiences relating to media literacy in the secondary E/LA classroom. In this description, I focus on the same three aspects of lived experience that serve to structure the three-interview protocol used with participants in this study. The three aspects of lived experiences explored here and later in the study are (a) foundational life experiences and beliefs (b) experiencing teaching media literacy in the content area classroom (c) and reflecting on the meaning of these experiences.

Bracketing my own experience. I am the oldest of three children and my sister and brother are four and five years younger than me, respectively. Although both of my parents attended some form of higher education for a short time, neither earned a degree beyond high school. My father, now deceased, was a car salesman and my mother was a homemaker during my youth and is now a professional photographer. My maternal grandparents also played a significant role in my life, as they were the source of childcare for my mother when I was very young and I spent every summer with them

from Kindergarten through middle school. During these summers, we traveled by car throughout the country. Early on, the trips revolved around my grandparents' genealogical research hobby and focused on county courthouses across the American South. Later, the trips extended across the country and we visited state parks, national monuments and other sites of historical, geological or cultural interest. I developed a deep sense of connectedness to the history of our country, its people, and my own ancestors through the summer travels in which we engaged on those vacations from school. These experiences helped to instill in me a deep-seated love of learning.

I recall having early access to new technologies, such as computers, both at school and at home. My grandparents purchased one of the early Tandy computers and I spent many hours during the summer time playing computer games and typing the journal entries they required I keep. The suburban grade-school in an affluent (although we were not) part of the greater Dallas-Fort Worth area that I attended allowed students to have limited access to computers as an instructional tool as early as Kindergarten, and I remember playing spelling games in the computer lab during that school year. My early home life did not include access to technology other than television during the school year, however my parents purchased a family computer in the early 1990s, when I was in middle school. I used the computer almost exclusively for researching and typing school projects. I received the gift of my own desktop computer and printer from my grandparents during my last year of high school.

Once in college, I distinctly recall being miserably unhappy for the first six weeks of classes due, in part, to an inability to connect to the Internet in the residence

hall. All of my classes required me to have and use an E-mail address, which I had never had before, and to do Internet-based research or coursework. Once I had E-mail and Internet access, I remember how much easier everything seemed. During my college years, I also acquired my first cellular phone. I purchased my first laptop computer upon graduation from college. Its replacement was my first Apple product, a MacBook purchased in 2006 while I was in graduate school earning my Master of Education degree and teaching certificate. It was also at this time that I participated in my first online coursework. By this time, I also had owned several digital music devices. Now, I own and use a MacBook (with Apple creative and productivity software), iPod, iPhone, a digital camera, a digital video camera, and a Flip-video camera. I regularly use and create content for websites and blogs. I enjoy creating and editing digital films, creative digital photography, and creating digital mash-ups. I feel comfortable in the digital world and consider myself a technology enthusiast, but recognize that I am still a consumer-level amateur.

My first teaching experience occurred within a large (5A), Title I high school in Texas, in a district that had made a commitment to increasing the availability and use of technology within the classroom. This commitment included participation in the Technology Immersion Pilot (TIP) Program Grant, which involved a one-to-one laptop program for middle school students at one of the three district middle schools and improvements and upgrades to traditional computer labs and mobile laptop labs at the other two middle grades campuses. The district also participated in the Write in the Middle (TARGET 2) Grant, a project aimed at utilizing technology to support writing

instruction in grades three through eight. Further, funds from the Governor's Telecommunications Infrastructure Fund (TIF) grant helped to improve telecommunications access throughout the district.

Although the district expressed a desire that every teacher strive to make use of available technologies, particularly in an effort to improve student learning, it was my experience that, in practice, few teachers regularly integrated technology and learning through technology with classroom curriculum. Curriculum, within the 9th grade English team at least, seemed to be developed at the classroom level, although there was a general outline as to what the focus of each unit would be. Because there was nothing other than a general outline of skills (scope and sequence aligned to the state standards) provided by the district, and there was no formal curriculum established at the grade-level, we all taught the same works of literature in general, but it was up to each teacher to figure out how he or she would carry out that instruction. As a new teacher, this complete lack of direction with regard to what I was supposed to be teaching was frustrating at first, simply because I thought I should have a better understanding of the expectations for both students and teachers and that there was supposed to be an established curriculum. Soon, however I realized that not having to follow a strictly outlined local curriculum was a boon that meant I could really develop my own pedagogy and classroom curriculum. Because the student assessments were content-specific common assessments, I was required to utilize the same pieces of literature that the other teachers used, but I was free to choose my own instructional methods.

Classrooms were equipped with an overhead and projection screen, in addition to a teacher computer (desktop PC) that was connected to a television monitor. This setup allowed teachers to display images or text from the computer onto the TV screen at the front of the classroom. Wireless Internet connectivity, though limited, was available in most areas of the campus and made the use of what we called COWs, or Computers on Wheels (i.e. portable laptop PC cabinets housing around 30 units each), possible in classrooms and instructional areas around the school. There were only a few of these units, and their use needed to be scheduled by individual teachers in advance. Computer laboratories were also available, although the equipment (hardware and software) was quite basic (word-processing capabilities only), out of date (five years or more), and in poor condition. The limited resources made scheduling specific time for classroom use far in advance a must.

In this first year of teaching, my course load was composed of five sections of on-level/sheltered instruction English I. I had one team planning period and one individual planning period. After school, I coached two sports.. Over fifty percent of my students were identified as having low socio-economic status or being otherwise at-risk. In any given class, five to twenty-five percent of my students were English language learners. On average, the classes I taught were composed of 45% Hispanic, 40% African American and 15% White students. A few of my students were known gang members. Many students were from single parent homes. Some were parents themselves. I know of at least two students in my classes who were homeless. Two of the students I taught in that first year were required to wear electronic monitoring devices as a condition of their

release from the juvenile detention center. Many of my students held after school jobs. Several students had recently immigrated to the United States. Of the students I taught in my first year, 16% were either taking my class for a second time due to previously failing the course, or were one or more grade levels behind their peers. What all of this meant for my daily classroom experience as a novice English I (ninth grade) teacher is that I had a room full of students with greatly varying personal backgrounds and experiential knowledge. I believed that a commonality that all of my students could share was that they had each been previously exposed, at least at some level, to technology use in the classroom and in his or her everyday life. In an effort to capture students' attention and spark excitement for classroom activities, I sought to include available technology and media at every possible turn.

English I teachers in this district were expected to adhere to a local curriculum alignment schedule, which indicated when each of the 21 state-articulated standards (i.e. the Texas Essential Knowledge and Skills, or TEKS) were to be addressed within the scope of the school year. The TEKS are organized into five different strands: (a) reading; (b) writing; (c) research; (d) listening and speaking; and (e) oral and written conventions. Each strand contains several learning domains and each learning domain articulates a variety of specific skills a student should be able to perform. For example, the first TEK in the 2006-2007 curriculum documents is classified in the writing domain and is articulated as follows:

1 **Writing/Purposes.** ***The student writes in a variety of forms, including business, personal, literary, and persuasive texts, for various audiences and purposes.***

(A) Write in a variety of forms using effective word choice, structure and sentence forms with an emphasis on organizing logical arguments with clearly related definitions, theses and evidence: write persuasively; write to report and describe; write poems, plays and stories

(B) Write in a voice and style appropriate to audience and purpose

(C) Organize ideas in writing to ensure coherence, logical progression, and support for ideas (Bryan Independent School District, 2005, p. 15)

Out of the 21 different learning domains articulated within the curriculum schedule, three domains directly referenced media. During the 2006-2007 school year these domains were classified under the listening and speaking strands as follows:

19 **Viewing/Representing/Interpretation.** ***The student understands and interprets visual representations.***

(A) Describe how meanings are communicated through elements of design, including shape, line, color and texture

(B) Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements

20 Viewing/Representing/Interpretation. ***The student understands and interprets visual representations.***

(A) Describe how meanings are communicated through elements of design, including shape, line, color and texture

(B) Distinguish the purposes of various media forms such as informative texts, entertaining texts, and advertisements

21 Viewing/Representing/Analysis. ***The student understands and interprets visual representations.***

(A) Investigate the source of media and presentation or production including who made it and why it was made

(B) Deconstruct media to get the main idea of the message content

(C) Evaluate and critique the persuasive techniques of media messages including glittering generalities, logical fallacies, and symbols

(D) Recognize how visual and sound techniques or design convey messages in media including special effects, editing, camera angles, reaction shots, sequencing and music

(E) Recognize genres including nightly news, newsmagazines, and documentaries and identify the unique perspective of each

(F) Compare, contrast, and critique various media coverage of the same event including in newspapers, television and the Internet

(G) Recognize genres including nightly news, newsmagazines, and documentaries and identify the unique perspective of each

(H) Compare, contrast, and critique various media coverage of the same event including in newspapers, television and the Internet

22 Viewing/Representing/Production. ***The student produces visual representations that communicate with others.***

(A) Examine the effect of media on constructing his/her own perception of reality

(B) Use a variety of forms and technologies including videos, photographs, and web pages to communicate specific messages

(C) Use a range of techniques to plan and create a media text and reflect critically on the work produced

(D) Create media products to include a billboard, cereal box, short editorial, and three-minute documentary or print ad to engage specific audiences

(E) Create, present, and revise a project and analyze a response, using data-gathering techniques such as questionnaires, group discussions and feedback forms (Bryan Independent School District, 2005, pp. 18-19)

I came to understand through interactions with veteran peer teachers that since these three domains were not directly tested on the state assessment, they ended up not being a focus in district-level curricular documents (scope and sequence), or locally developed assessments. This meant that media literacy received little to no instructional focus in the classrooms of other teachers. However, I sought to include activities that required students to analyze, interpret and create meaning by viewing, listening to or manipulating various media because it just made sense to me. After all, my students (and

I, too) experienced the everyday world through multiple media. For example, from the time a student woke, to the time he or she entered my classroom, he or she might have: watched some T.V. or played a round of Mario Kart with online competitors from Germany on a Nintendo Wii game console, listened to the radio while getting ready for school, updated their Facebook status or MySpace page on their home computer or mobile phone, texted a friend while at the bus stop, seen billboards and political campaign signs on the way to school, read the last chapter of the book I assigned at lunch, stopped in at the library to print an article from a major newspaper for their current event presentation in Social Studies class and watched a YouTube video of last night's basketball game highlights posted by students from a rival school on a friend's iPhone in the hallway before class. My students' ever-changing world was not solely print-based and definitely not reflective of the print-privileged curriculum with which I was charged to instruct them. I sought to teach students through and with what I believed to be the language and modes of their everyday world: print, image, sound, movement, radio, film, music, & digital technologies (games, websites, forums, etc.). When given the opportunity to interact with multiple and varying media, students seemed more engaged in the work at hand and, in my experience, this resulted in better student output. Further, I believed that it was important to expose students to the varieties of meaning-laden media that they would encounter in real life and to help them hone their ability to analyze, interpret and create their own meaning-laden messages in return. It seemed to me that this was what true literacy was, and that developing literacy was what my job as an English/Language Arts teacher should be.

I do not remember media literacy being a focus of either pedagogy coursework or content area coursework in my teacher education classes at Texas A&M University. Although many of my professors utilized the Microsoft PowerPoint software to deliver classroom instruction, essentially modeling the use of that instructional tool, I do not recall any direct instruction with regard to integrating media literacy curricula in the content area. In my E/LA methods class, student groups were required to create a technology-based presentation about a specific content-area teaching strategy that was covered in our textbook. Most groups elected to deliver a PowerPoint-based presentation, however because I knew how to create a website, our group elected to display the information for our presentation this way, which made the resources we gathered and created further available to our classmates. I recall that the required content area knowledge coursework that I completed was largely-literature based and none of our professors utilized technology beyond an overhead display machine or television (as an instructional tool, or otherwise). I do not recall any mention of media literacy education or media literacy skills in my content area knowledge coursework, which was largely delivered by the English Department. I think this is largely due to the fact that these were not classes designated specifically for teachers, so topics related to teaching the material being presented were not viewed as relevant. I did not even know that media literacy was included as a learning domain within the Texas Essential Knowledge and Skills (TEKS) until I became a classroom teacher.

Other than a mandatory brief introduction to using the district template to create a teacher webpage, I received very little training on the technology resources available

through our school. Most teachers, including myself, set up an initial profile by listing their class schedule, contact information and a photograph and left the development of the required webpage at that, due to a lack of time and knowledge. I did have access to the school technology specialist, who was extremely helpful every time I sought her out. However, she was often so bogged down with basic computing related issues from other teachers that it was necessary make an appointment to see her. I received no content-area technology integration training and there were no known expectations for use of technology in the classroom, other than the expectation that teachers regularly use their E-mail and the online grade book.

My fellow first-year E/LA teachers seemed to view the integration of media literacy curricula as something that was only done when there was extra time and the ”real” learning (related to TAKS-tested domains) had been accomplished. In my own view, other novice teachers’ lack of integration did not seem to be as much a function of their own media literacy skill levels as much as it seemed that teachers were unsure of the value of such experiences, or more explicitly, what exactly students were supposed to be learning through experiences with media other than print. Although I received a significant amount of praise from administrators and school officials with regard to my integration of media literacy education the in E/LA curriculum, I did not receive the support of my (novice or veteran) peer-educators. I also did not have success in sharing my experiences as best practices that could be replicated or applied to others’ classroom experiences. These experiences drove me to question why some first-year E/LA teachers, like me, were driven and able to successfully and substantially integrate media

literacy curricula within the established content area and classroom curricula, while others outright avoided it. This line of questioning led to further inquiry into the intersection of teacher preparation, media literacy and digital technology and led to the development of this study.

Summary

In summary, my personal experience as a novice Texas English/Language Arts teacher is the source of my interest in the broad educational research areas of teacher education, media literacy and digital technology. Although current educational research and policy confirms the value of media literacy in the student learning experience given the ubiquity of digital technology, stakeholders question the preparedness of novice teachers to teach media literacy in the content areas. Furthermore, existing educational research at this intersection is deficient in scope and substance. To that end, this study aims to explore the experiences of novice Texas E/LA teachers who integrate media literacy curricula within their own content area. The next chapter presents a review of the research literature associated with the intersection of media literacy, teacher education, and digital technology. This review focuses on research published within the last 25 years.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews research literature at the intersections of the broad fields of digital technology, media literacy and teacher education. The following sections present a review of research literature at the intersection of teacher education, media literacy and digital technology, with a focus on: the effect of evolving technologies on the definition of literacy; defining media literacy; situating media literacy broadly in the American K-12 educational curriculum and particularly in the Texas secondary foundational curriculum; technology integration in K-12 curriculum and instruction; and multiple facets of teacher education as they relate to quality E/LA teachers, media literacy education, technology and secondary E/LA teacher education in Texas. While a few earlier studies are presented in order to explain the foundational material or context for current studies, the focus of this literature review is on research published within the last 25 years.

Technology and Evolving Literacies

Common definitions of literacy are concerned with individuals' ability to communicate through written or spoken language. Tyner (1998) explains that literacy is fundamentally addressed in schools in two ways: *literacies as tools*, functioning on simple meanings and basic usages—Hobbs (1994) recognizes this situation as *access*—and *representational literacies* that promote information analysis and an understanding of meaning making. Tyner explains that the distinction between the perspectives that

inform the ways that literacy is usually addressed in schools could further be explained as ways of knowing versus ways of understanding. For example, one can possess the ability to read the words in a magazine advertisement and claim that he or she knows what it says. Even then, he or she might not fully understand the multiple explicit and/or implicit messages the advertisement conveys. Take, for example, the popular and long-running advertising campaign for Skittles candy that included the slogan "Taste the Rainbow" (Ives, 2004). This campaign relies on advertisers' assumptions that consumers are capable of utilizing both ways of knowing and ways of understanding. First, the consumer has to be able to decode the words in the slogan in order to *know* that the message being conveyed is, "Taste the Rainbow." However, if the consumer lacks the representational literacy requisite to understand that the rainbow in the slogan metaphorically represents the candy, then he or she may actually think the advertiser is selling the opportunity to taste rainbows, or is issuing the consumer an imperative to taste the rainbow being sold. The advertisers rely on consumers' representational literacy, which allows consumers to understand that the different flavors of the candy are being likened to the different colors in a rainbow and that tasting the candy is an experience akin to tasting a rainbow (replete with all of the positive connotations of rainbows).

Traditional views of literacy, relying on a print-based model of information, do address both forms of literacy, however the everyday world that today's student encounters is becoming increasingly more diverse in its offerings of representational meaning and it is not sufficient to say that today's is a print-based culture. Eisner (1999)

explains that “each of the forms of representation that exist in our culture—visual forms in art, auditory forms in music, quantitative forms in mathematics, propositional forms in science, choreographic forms in dance, poetic forms in language—are vehicles through which meaning is conceptualized and expressed” (as cited in Hobbs, 2003, p. 62). Further, technological advances have complicated the definition of literacy in the sense that these technologies have created and allow for new methods and venues of communication for an ever-widening audience. For example, social media outlets such as Facebook and Twitter allow users to communicate instantly with individuals throughout the world. The power of instantaneous communication through social media to inform and organize individuals, and ultimately shape narratives was vividly illustrated in the recent social and political uprisings in Egypt and Tunisia (Boyd, 2011). Social media users in these countries were able to utilize the technology to organize and communicate protest plans and report events as they occurred in real time. Social media outlets give ordinary citizens gain the power to communicate, inform and organize not only in the form of text, but also through images and other creative media. Facebook pages, blogs , Flickr streams, and Youtube videos were the conduit for the distribution of photographs, videos, music and cartoons documenting the events throughout the uprisings (Lister & Smith, 2011). In these cases, digital media technology was used for multiple purposes (from simple communication to social activism) and to convey multiple meanings (from political commentary to disinformation).

Examples such as this prompt us to broaden our view of literacy to encompass more than just the decoding and encoding of printed words, or the expression of meaning

in symbolic form (Boyer, 1995; Eisner, 2002; Hobbs, 2005b). It is imperative that definitions of literacy, be refined and expanded as needed to address the multiple ways in which people experience the meaning-making endeavor of communication. In education, these definitions provide the basis for teaching and learning expectations and standards. If educators fail to account for these new definitions of literacy, they risk educating students to expectations and standards that are out of touch with the world in which we live.

Re-defining literacy in practice. This expansion and refinement of new definitions of literacy in light of technological advances is especially important in the context of education because it bears real impact on both teaching and learning processes and thereby, on student performance.

In the E/LA academic discipline, such definitions are already being reworked toward meeting this imperative. For example, the National Council of Teachers of English (National Council of Teachers of English, 1996) defines being literate as "being active, critical, and creative users of print and spoken language, as well as the visual language of film and television, commercial and political advertising, and more. It also means being able to use an array of technologies to gather information and communicate with others" (p. 2). Hobbs (1998) takes a broader stance, based on her work in the field of media education and the work of earlier media literacy scholars. She asserts, "literacy is the ability to access, analyze, evaluate, and communicate messages in a variety of forms" (p.7). My own understanding of literacy is in line with these broad definitions and adopts the encompassing view that literate people are adept analysts and competent

communicators of meaning. In not including a reference to specific types of technology, I and other media literacy scholars acknowledge the reality that technology is constantly changing and that, as such, a definition naming technological names, so to speak, would be quickly outdated, or limited to the point of irrelevance.

Media Literacy

Media literacy, as it is understood today, has grown from a longstanding tradition of media education. Media literacy shares similarities with aspects of critical literacy, such as the aim to help students comprehend and deconstruct textual design and development in an effort to critique the underlying message (Schwartz, 2001). However, media literacy should be considered an independent concept for its extension of critical literacy to the consumption of media (Goodman, 2005). Flood, Heath, and Lapp (1997) explain that "society now demands the ability to engage in the meaning-making process from increasingly complex and layered combinations of messages that use" (p. 17) varied types of media Specifically, the researchers refer to messages "that use video, audio and print representations," (p. 17) however I posit that *media* in the broadest sense of the word, referring to all electronic or digital means and print or artistic visuals used to transmit messages, is a better, more encompassing, understanding of the term for an era when technological advances constantly create new modes of communication and would include the visual and communicative arts (National Association of Media Literacy Educators, 2010; Flood, Heath, & Lapp, 1997). Silverblatt (2001) offers a comprehensive definition of media literacy:

> Media literacy emphasizes the following elements: a crucial thinking skill that allows audiences to develop independent judgments about media content; an

> understanding of the process of mass communication; an awareness of the impact of media on the individual and society; the development of strategies with which to discuss and analyze media messages; an awareness of media content as "text" that provides insight into our contemporary culture and ourselves; the cultivation of an enhanced enjoyment, understanding and appreciation of media content; and in the case of the media communicator, the ability to produce effective and responsible media messages. (p. 120)

Educational researchers who have advocated media literacy as a distinct (literacy) category, worthy of its own standards have reasoned that such standards would give priority to the skills of analyzing, evaluating, and creating media and technology messages that make use of language, moving images, music, sound effects and other techniques (Masterman, 1985; Messaris, 1994; Hobbs, 1994). For the purposes of this study, a simplified definition of media literacy is used in communications with study participants, which reads as follows: media literacy is the ability to communicate—to create and derive meaning—utilizing the multitude of possible technologies.

Although technology provides a driving force behind the meaning-making involved in some of the aforementioned modes of expression, it is important to note that a distinction should be made between computer literacy and media literacy. Whereas *media literacy* refers to that ability to access, analyze, evaluate, and communicate messages in the multitude of possible and existing forms, *computer literacy* often refers to the ability to physically manipulate computer mechanisms, and programs (Swan, 2000; Aufderheide & Firestone, 1993). Given the important role that technology—in particular, computing and its associated digital technologies—plays in developing media literacy skills, it is logical that aspects of computer literacy (such as typing or manipulating different types of hardware and software) would be included in, or

foundational to, the development of media literacy standards. In that regard, media literacy education necessarily encompasses aspects of computer literacy, but should not be confused as being synonymous with computer literacy.

Media literacy in the American curriculum. Ravitch (1995) explained, "a standard is both a goal…and a measure of progress toward that goal…. Standards tell everyone in the education system what is expected of them; assessments [of standards] provide information about how well expectations have been met" (p.7; p. 27). Given this explanation of expectations, educators rely on the standards made available to them, whether those standards are developed by national, state, or local organizations. This practice is commonly referred to as *standards based instruction.* Swan contends that because teachers do not inherently know "how to make nonprint media and/or computers and communication technologies an integral part of day-to-day learning in their classrooms" that "technology integration standards would provide needed guidance" (2000, p. 88). The previously discussed relationship between technology standards and media literacy standards reveals a symbiotic association, and it follows that the same should be said for the integration of media literacy standards into the day-to-day learning practices in the classroom. One domain builds upon the other. Therefore, media literacy integration standards should provide needed guidance to teachers seeking to make media literacy curriculum a seamless part of the daily classroom learning experience.

Swan (2000) conducted a U. S. Department of Education funded review of existing standards in the educational technology, information literacy and E/LA domains. Swan found at least three existing sets of nonprint media (to include computing

and communications technologies) literacy performance standards that met and exceeded the aforementioned purposes intended of standards. The three sets of standards are (a) the National Educational Technology Standards for Students (NETS), developed by the International Society for Technology in Education; (b) the Information Literacy Standards for Student Learning (ILSSL) developed by the American Association for School Librarians; and (c) the Standards for the English Language Arts (SELA), developed by the International Reading Association (IRA) and the National Council of Teachers of English (NCTE). All three utilize a constructivist approach in addressing "media literacy and technological competencies as part of a larger notion of literacy on a national scope" (Swan, 2000, p. 88) and were developed and vetted in an open review process by the stakeholding experts of these national professional organizations.

The NETS for students presents six broad categories: creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving and decision making; digital citizenship, and technology operations and concepts. A standard is associated with each category and involves a number of student performances, such as "students apply digital tools to gather, evaluate and use information" (International Society for Technology in Education, 2007, "Research and Information Fluency," para. 1). In turn, there are four student performance indicators linked to each standard. A sample performance indicator for the standard given above is, "students plan strategies to guide inquiry" (para. 1). The ILSSL presents standards in three broad categories (a) information literacy, (b) independent learning, and (c) social responsibilities. Each category consists of three standards and several performance

indicators are then listed for each standard (American Library Association, 1998). The SELA are composed of 12 very broad standards. Within the document as a whole, each standard is elaborated upon at length and vignettes showing how the standards might be observed in a classroom setting are also presented (International Reading Association, 1996).

Swan (2000) suggests a set of standards for assessing the use of nonprint media and electronic technologies based upon these existing standards documents. Table 1 presents an overview of secondary level media literacy standards based on Swan's suggestions. The standards presented in Table 1 were created based on the standards presented in the NETS, ILSSL, and SELA documents. The nonprint media and technology competencies listed in each were identified and then re-formed to produce simplified statements indicating a student performance that could be observed. Then, these performance standards were sorted into three broad categories: basic skills, critical literacies, and construction skills. Swan's basic skills category addresses Hobbs's (1998) *access* literacies, whereas the critical literacies and construction skills categories in

Table 1

Overview of Secondary Media Literacy Standards

Student Performance Standards		
Basic Skills	**Critical Literacies**	**Construction Skills**
• Take notes & gather data from nonprint sources • Use online information resources for research • Use technology tools & resources for managing personal/professional information • Use technology tools & resources for communicating personal/professional information • Use online resources to enhance personal/professional productivity • Discuss real world applications of expert systems • Discuss real world applications of intelligent agents • Discuss real world applications of simulations • Explore a range of sources to find information of personal/professional interest • Use & cite others' work appropriately & correctly	• Choose the most appropriate formats for presenting a range of information • Critique and evaluate advertising campaigns for a variety of products • Recognize and compare different media genres • Evaluate the strengths & weaknesses of various creative presentations • Judge the quality of one's own information products and solutions • Judge the accuracy & completeness of information & support those conclusions • Appropriately distinguish between fact, opinion & point of view in one's own nonprint work • Evaluate the electronic information seeking process as it evolves & make appropriate adjustments • Discuss & evaluate technology-based options for lifelong learning • Identify capabilities & limitations of current & emerging technologies to address personal & workplace needs • Make informed choices among technology systems, resources & services • Analyze the advantages & disadvantages of the widespread use of technology in society • Advocate for ethical & legal behaviors when using information technology	• Use technology to collaborate with others to contribute to a content-related database • Select & apply technology tools to support research in content learning • Select & apply technology tools for decision making in content learning • Select & apply technology tools for problem solving • Select & apply technology tools for information analysis • Differentially organize information so that it is effectively presented in a single nonprint product • Express ideas creatively &/or uniquely in integrative nonprint formats • Collaboratively create complex information over distance • Collaboratively evaluate complex information over distance • Devise creative ways to use information to resolve problems &/or answer questions

Swan's standards address *representational* literacies (Tyner, 1998). These competencies represent the media literacy skills experts believe teachers should be helping students to develop (Swan, 2000).

Texas media literacy standards. Educational stakeholders at multiple levels (national, state, and local) are issuing media literacy policy via standards, which inherently include a focus on technology accessibility and use. State educational standards for Texas students are outlined in the Texas Essential Knowledge and Skills (TEKS). Media literacy related standards are included in the secondary-level TEKS for each of the subjects in the Texas foundation curriculum (Math, Science, Social Studies, and English/Language Arts) to varying degree. Because this study focuses on the examination of a foundation curriculum subject area, I determined that Texas enrichment curriculum subjects (career and technical education, fine arts, health education, languages other than English, physical education, and technology applications) were beyond the scope of the present study and they were not analyzed for evidence of media literacy standards.

Of all of the subject areas in the foundation curriculum, media literacy standards are most prevalent and comprehensively represented in the TEKS for E/LA. In fact, the TEKS for E/LA are currently the only Texas foundation subject state educational standards that explicitly address and use the *media literacy* terminology. For example, learning domain 12 from the Texas Essential Knowledge and Skills for English Language Arts and Reading, English I, Beginning School Year 2009-2010 is classified

as part of the Reading strand and addresses media literacy directly, as is evidenced below:

> 12 **Reading/Media Literacy.** ***Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:***
>
> (A) compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts;
>
> (B) analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music);
>
> (C) compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet); and
>
> (D) evaluate changes in formality and tone within the same medium for specific audiences and purposes. (Texas Essential Knowledge and Skills, 2009, ch. 110)

Table 1 condenses all of the media literacy related standards contained in the ELA TEKS for grades 8-12 into one table. TEKS were determined to be media literacy related due to their relation to or inclusion of skills, or performance indicators, required for the use of nonprint media and electronic technologies as suggested by Swan. Although TEKS are typically grouped and displayed by the elementary, middle and secondary

levels, grades 8-12 were selected for display in this table due to the fact that teacher certification for secondary grades encompasses those grade-levels. Eight media literacy related TEKS are identified at the eighth-grade level, 11 at the English I level, 11 at the English II level, 15 at the English III level, and 14 media literacy related TEKS were identified at the English IV level. Of those TEKS identified as being media literacy related, only one standard per grade level was explicitly labeled as a *media literacy* standard. This indicates some general confusion among various officials and entities responsible for creating curriculum standards about what counts as media literacy and highlights the conflicting information available to teachers.

CCRS. The TEKS are not the only state-mandated set of standards for which teachers and students are held responsible. In 2008, the Texas Education Agency in cooperation with the Texas Higher Education Coordinating Board, began creating the College and Career Readiness Standards (CCRS). The competencies and skills outlined within the standards are intended to be representative of those needed by graduating high school students to be successful in higher education and beyond. (About the CCRS Program, 2010). The website for the Texas College and Career Readiness Program notes that the CCRS are intended to "more completely facilitate college readiness in the classroom" ("Resources for Teachers", 2010, para. 1). Individual discipline focused CCRS have been developed for all four content areas and a fifth set of cross-disciplinary standards is intended to outline those skills that are to be applied across disciplines as well as within them. CCRS for E/LA were the first to be implemented, making their classroom debut in the fall of 2009. The CCRS are categorized into five domains:

writing, reading, speaking, listening, and research. The E/LA CCRS are extremely broad and do not specifically make mention of media literacy or utilizing technology in the pursuit of meeting any of the listed standards. However, the standards do make reference to activities commonly associated with media literacy skills, such as "gather[ing] relevant sources," "design[ing] and present[ing] an effective product," and "use[ing] source material ethically" ("English/Language Arts Standards", 2010, "Research," para. 2-3). In the early stages of CCRS development, the CCRS and existing (2008-2009) TEKS standards were compared and found to bear, in most respects, strong alignment (Gap Analysis, 2008). The CCRS were approved to be included in the E/LA classroom as a side-by-side set of standards along with the TEKS beginning in the fall of 2009 (About the CCRS Program, 2010).

Technology in the Classroom

Noting that until quite recently the technology focus in schools has been on access and basic operational skills, Buckingham (2007b) calls for a closer look at what constitutes meaningful and effective use of media in the learning environment. In doing so, he recalls Umberto Eco's (1979) ideas about teaching, learning and technology. The idea is that if you want to use a technology to *learn with*, you first should *learn about* that technology. Schools need to work to help students develop critical literacy awareness that surpasses the basic need to manipulate the technology (Buckingham, 2007b.) Buckingham's call directly contradicts past U.S. educational policy on technology, which called for students to learn *with* technology, not *about* technology, in learning how to use computer technology across content area subject matter (President's

Committee of Advisors on Science and Technology, 1997). Buckingham suggests that students need to know more than just the content that can be delivered *through* the Internet, students should know about the Internet itself. In referencing a need for critical media literacy awareness, he insists that students need to be able to understand how the Internet works as an underlying system of influence. Critical literacy, as a component of media literacy, is the crucial difference between computer literacy and media literacy.

Teachers' instructional approaches to learning with or through technology have failed to keep pace with the ways that students are typically engaged with digital media in the world. The result is that students find the ways that technology is employed in the school setting to be "boring, frustrating and irrelevant to their lives" (Levin & Arafeh, 2002; Selwyn, 2006; as cited in Buckingham, 2007b, p. 112). Buckingham (2007a) refers to the difference between the experience that students have with technology inside and outside of the school setting as the new digital divide. He further contends that, through a best-practices model including creative production and critical reflection, media education has much to offer in terms of bridging this gap (Buckingham, 2003).

Developing students' media literacy skills in the classroom, therefore, inherently requires developing students' technological skills. The digital technology that is currently available in schools is underused, also suggesting that the cause of this under use is teachers' lack of knowledge regarding the appropriate integration of instructional practices that emphasize critical analysis and media production through digital technology (*Technology Counts,* 2001; Tyner, 2003). This lack of understanding on the

part of teachers further suggests a lack of teacher education with regard to training teachers to develop students' technological skills.

Literacy, technology, and policy. Educational policies regarding technology and literacy reflect the complex relationships between the two, as well as conflicting schools of thought on their roles within education. Some policies indicate a desire that students simply be exposed to technology in school, without further explanation regarding who should be using the technology, how it should be used, and to what aim it should be used. For example, a 2000 initiative, the President's Technology Learning and Literacy Challenge, acknowledged and emphasized the relationship between technology and learning, calling for technology integration across the curriculum. However, a Presidential Panel on Educational Technology, convened in 1995, acknowledged the ubiquity of technology in our everyday lives and recognized that it is not enough to tell our teachers to simply use technology across the curriculum. The panel affirmed the assertion that use of technology in the classroom should be re-focused, specifically as a literacy-building component when it suggested the integration of meaningful and creative uses of computer technology throughout K-12 education. This suggestion was made in specific opposition to the idea of including technology in classrooms "simply… to impart technology-related knowledge and skills" (President's Committee of Advisors on Science and Technology, p. 7). More directly, a secondary recommendation from that panel called for emphasis on "content and pedagogy….and not just hardware" (p. 7). The panel further advised, "particular attention should be given to…new pedagogic methods based on a more active, student-centered approach to learning that emphasizes

the development of higher-order reasoning and problem solving skills" (p. 8). The aforementioned initiatives highlight some of the differences in both interpretation and focus with regard to the definition and purposes of new technologies in the classroom that can be found in existing educational policies. Further, they indicate a focus on what teachers are expected to know and be able to do with regard to technology and media literacy within the classroom. In explicating those teacher expectations, these national educational policies secondarily created an informal set of expectations for those who are responsible for preparing teachers.

Teacher Education

National rhetoric concerning the preparation of teachers has focused on producing *quality teachers* (Center for Teaching Quality, 2008; Teaching Commission Report, 2004; U.S. Department of Education, 2005). The positive relationship between teacher quality and student achievement identified by research has led to a national policy mandate in the 2001 No Child Left Behind Act (NCLB), that required a *highly qualified* teacher in every core content area classroom by 2005-2006 (Ferguson, 1991; Ferguson and Ladd, 1996; Strauss and Saywer, 1986). However the *teacher quality* terminology is rife with varied and contested meanings (Gere & Berebitsky, 2009). Cochran-Smith & Fries (2002) identify at least 15 reports concerning public policy related to teacher quality published in the 2000-2005 timeframe.

Quality E/LA teachers. Teacher quality is repeatedly cited in the research literature as the biggest indicator of student success. (Center for Teaching Quality, 2008; Darling-Hammond, 2000; Goldhaber & Anthony, 2004; Milken 1999; Rice, 2003;

Rivkin, Hanushek & Kain, 1998). Therefore, much of the current educational research concerning teacher education has been focused on teacher education as it relates to producing quality teachers. Despite the educational research trend toward focusing on teacher quality in general, very little discipline-specific research has focused specifically on the quality of E/LA teachers (Gere & Berebitsky, 2009). In the first half of the 20th century teachers of English were adequately prepared generally but lacked crucial subject matter knowledge. Ideological conflicts between schools of education and school districts regarding the complexities inherent in the field of English resulted in the inadequate preparation of most E/LA teachers (Stockard, 1935; Harvard, 1942). In 1961, the National Council of Teachers of English (NCTE) noted the differences in teachers' subject matter knowledge and what they were required to teach. Their findings indicated that only 50.5% of E/LA teachers earned degrees in English and that those who reported they felt well prepared to teach E/LA comprised only a very small majority (National Council of Teachers of English, 1964). Dudley-Marling, Abt-Perkins, Sato, & Selfe's (2006) survey of NCTE members' views on teacher quality is cited as one of the few studies of E/LA teacher quality (Gere & Berebitsky, 2009). Survey results suggest that E/LA teachers recognize a difference between knowing content and knowing how to effectively teach content. Gere & Berebitsky (2009) identify knowing how to effectively teach content as *pedagogical content knowledge*. Survey respondents (71%) indicated that knowing "strategies for teaching literature/reading/writing" (p. 174) was the most important factor in E/LA teacher quality. Respondents further identified "strategies for promoting active learning" (p.175) as the second most important factor in E/LA teacher

quality. Gere & Berbitsky (2009) note that these findings serve to testify to the importance of specific teacher behaviors such as those listed by the Teacher Quality Initiative, but that the findings of Dudley-Marling et al. are particularly significant because they are framed in subject-specific terms.

Media literacy and teacher education. Because media have become a part of the daily practice of life for so many citizens, these new methods of communication "can only be understood in the contexts of social, cultural, political, economic, [and] historical practices to which they are integral…." (Lankshear and Knobel, 2007, p. 2). Thus, it makes sense to examine the necessity of *media literacy* as part of a social practice, recognizing media literacy as a form of socio-cultural literacy. This understanding of the socio-cultural situation of media literacy skills and practices makes the role of K-12 education and educators in media literacy development increasingly important. K-12 educators are charged with the helping students develop the "self confidence and critical maturity" (Masterman, 1985, p. 24) that is necessary for the crucial task that media literacy is destined to tackle: that of applying "critical judgments to media texts which they will encounter in the future" (p. 24). However, while media literacy standards have been developed by several entities for students, there is little guidance in the research literature indicating to what standard teachers should be held with regard to their own media literacy knowledge. Presumably, an educator should possess all of the skills that he or she is entrusted with teaching to students. Therefore, at the very least, the media literacy standards identified for students should also apply to

teachers. So, the question then becomes whether these standards are reflected in the teacher education curriculum.

Media literacy education in the United States is a growing field at institutions of higher learning across the United States. Silverblatt, Baker, Tyner and Stuhlman (2007) conducted a study that identified 158 colleges or universities that offered media literacy education coursework in some format. This is triple the number of colleges or universities that indicated they offered media literacy coursework in an earlier (2001) study conducted by the same researchers. Of the 158 institutions responding affirmatively to the survey in the 2007 study, 66 indicated that they offered single courses, 87 offered multiple courses, 24 institutions offered a bachelor's degree, 10 offered master's degrees, three offered doctorates and three programs offered certificates. Ninety-six respondents indicated that they offered media literacy coursework through the communications department, 34 in education, eight in a dedicated media studies department, three in library science and 33 in other disciplines.

Despite the evidence that media education coursework available to pre-service teachers is growing, and the fact that there is a substantial need for teachers with training in media literacy education, few teachers are actually receiving that training (Considine, 2002). Further, research on media literacy trained teachers' classroom implementation of media literacy curriculum and pedagogy knowledge is scant (Flores-Koulish, 2005), however most teachers who have received media literacy training are excited to enter or return to the classroom with new skills and knowledge (Considine, 2004). Just as *pedagogical content knowledge* is important in E/LA teaching, there is a type of

knowledge related to one's learning audience that must also be attended to, especially with regard to teaching media literacy.

In addition to possessing knowledge about media literacy curriculum and pedagogy, teachers of media literacy must also possess the ability to clearly understand what affects students, must be willing to engage with students by communicating to them as well as with them, and must be able to instruct them to see beyond the immediately obvious (Masterman, 1998). While these abilities would likely be helpful to all educators, they are especially essential for the teaching of media literacy.

Technology and teacher education. All teacher education programs in the United States include technology integration instruction as part of their curriculum, according to a 2006 Educational Technology in Teacher Education Programs for Initial Licensure study (Kleiner, Thomas, Lewis & Greene, 2007). However, teachers' technology skill competency is not enough to ensure effective integration of technology in the classroom (Strudler & Wetzel, 1999; Vanatta & Beyerbach, 2000). Teacher expertise accounts for only a portion of the requirements for successfully conducting a student-centered, technology-rich lesson (Mills & Tincher, 2003). Giving preservice teachers opportunities to interact with technology during teacher education can help them develop connections between currently available technologies and their effective integration in the classroom (Vanatta & Beyerbach, 2000). Best-practice strategies for preservice teacher technology education have been identified as: (1) courses blending technology skills and technology integration (Algozzine. et al., 1999); (2) technology skills courses paired with field experiences (Brush et al., 2003); (3) project-based

coursework focusing specifically on technology integration strategies (Marra, 2004); (4) a sequence of technology courses that are integrated with the teacher education program (Brush & Appleman, 2003; Sanzone, Hunt & Bevill, 2002); and (5) a combination of approaches (Kay, 2006). Although it would be helpful to know which of these approaches is most effective, it would be scientifically impractical to do so based on the data available. The research focusing on the different instructional approaches is composed of individual case studies and very little evaluative data. Case study data cannot be generalizable to larger populations in the way that purely quantitative data can be. Kay (2006) reviewed 68 studies concerning strategies for technology training in preservice teacher education and found that few of these studies included a careful and rigorous evaluation process. Because of these deficiencies, Kay determined that "the jury is still out on which strategies work best…." (p. 395).

Within the coursework available to preservice teachers, the experiences involving technology are also varied in nature and include: 1) instruction on activities regularly performed by teachers; 2) reflection; 3) knowledge of professional practices; and 4) work designed to shape the future of the profession (Iverson, Lewis, & Talbot, 2008). However, challenges are also present in preservice technology experiences. Teacher educators have difficulty simulating authentic tasks involving technology in the classroom and indicate difficulty including technology in some course settings (Barab, Squire, & Deuber, 2000). Methods faculty also struggle to maintain current skills and knowledge of current technologies and often fail to provide appropriate modeling of best practices (Brush, et al., 2003; Northrup & Little, 1996; Vanatta & Beyerbach, 2000).

Further, students' abilities to experience authentic technology integration in field placement experiences are often hindered by wide variances in cooperating teachers' skill levels and the availability of current technology, depending on the field site location placement (Becker, 2001; Cuban, Kirkpatrick & Peck, 2001; Graham, Tripp, & Wentworth, 2008; Strudler & Wetzel, 1999).

Secondary E/LA teacher education in Texas. The Requirements for Educator Preparation programs (2006), which are governed by the State Board for Educator Certification, outline the specifications for teacher education programs intending to certify Texas teachers. The Educator Preparation Curriculum recommended in the Requirements is based on "scientifically-based research to ensure teacher effectiveness and align to the TEKS" ("Educator Preparation Curriculum," section b). The Requirements go on to specify 16 very general elements of that should be specifically addressed within the educator preparation program: (1) the specified requirements for reading instruction adopted by SBEC for each certificate; (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educator's Code of Ethics); (3) child development; (4) 5otivation; (5) learning theories; (6) TEKS organization, structure, and skills; (7) TEKS in the content areas; (8) state assessment of students; (9) curriculum development and lesson planning; (10) classroom assessment for instruction/diagnosing learning needs; (11) classroom management/developing a positive learning environment; (12) special populations; (13) parent conferences/communication skills; (14) instructional technology; (15) pedagogy/instructional strategies; (16) differentiated instruction; and (17) certification

test preparation. Texas state educator preparation requirements also declare that educator preparation coursework for initial teacher candidates is intended to ensure teacher effectiveness. Through the Requirements for Educator Preparation Programs (2008), educational policy in Texas places the responsibility for educating teachers on both schools of education and school districts, indicating that it is a joint responsibility that requires collaboration between the entities. The Requirements allow for this collaboration to be achieved through 30 hours of field-based experience in K-12 public schools.

The State of Texas has authorized 146 teacher-preparation programs. Of those, 76 are alternative certification programs. These programs aim to prepare and license teacher candidates who were not matriculated from traditional teacher-preparation programs. Texas has witnessed dramatic recent growth in the area of alternative teacher certification programs. Twenty of these alternative certification programs are run by private, for-profit groups, such as Texas Teachers and iTeach Texas. Other programs are university-based, or run in partnership between school districts and Region Service Centers (Honawar, 2008). Post-baccalaureate teacher certification programs (also considered an alternate certification route) are offered at both of the state's two flagship universities, Texas A&M University and the University of Texas at Austin. Secondary certification in the foundation curriculum subject areas (Math, Science, Social Studies and English) at Texas A&M University is available through the Secondary Graduate Certification Program, offered by the Department of Teaching, Learning and Culture, which is housed in the College of Education. At the University of Texas, secondary

certification in the foundation curriculum subject areas is available through the UTeach program, which is a collaborative project between the Colleges of Education, Natural Sciences and Liberal Arts (College of Education, 2010).

State Preparation Program Coursework and/or Training (2010) requirements mandate: a minimum total of 300 clock-hours of coursework and/or training including: (a) a minimum of 30 clock-hours of field-based experience completed prior to student teaching, clinical teaching or internship (up to 15 clock-hours can be through technology-based delivery); (b) at least 80 hours of coursework and/or training prior to student teaching, clinical teaching or internship; and (c) at least six clock-hours of explicit, stand-alone test preparation. However, specific coursework within these general requirements is left to individual teacher education programs to determine. Table 2 presents a comparison of the post-baccalaureate coursework requirements to obtain E/LA certification through university-based alternative certification programs at Texas's flagship universities ("Curriculum", n.d.; "Post-baccalaureate certification, 2010).

Table 2

Secondary Post-baccalaureate E/LA Certification Program Requirements at Texas's Flagship Universities

UTeach Program (University of Texas at Austin)	**Secondary Graduate Certification Program (Texas A&M University)**
REQUIRED PEDAGOGY COURSEWORK	REQUIRED PEDAGOGY COURSEWORK
UTL 101 Introduction to the Teaching Profession Early field experience in teaching and introduction to the theory and practice necessary to deliver excellent instruction	**TEFB 322 Teaching and Schooling in the Modern Society** Development, structure, management and finance of secondary schools; historical, philosophical, ethical, and moral dimensions of teaching; role of school in a democratic society; teaching as a profession (prerequisite to graduate admission)
UTL 202 Introduction to Teaching in the Middle School Field experience in a middle school classroom	
UTL 303E Teaching English in High School Field experience and in-depth study of the theory and practice that is necessary to design and deliver excellent instruction	**TEFB 324 Teaching Skills II** Study and development of teaching skills necessary for reflective problem solving, managing classroom learning environments, motivating students to learn, and making ethical decisions (prerequisite to graduate admission)
no equivalent	**EDCI 611 Teaching English as a Second Language** Translation of theory into practice stressing various methods and techniques in ESL; relationship of language development, culture and conceptual processes to language teaching
UTL 303E Teaching English in High School Field experience and in-depth study of the theory and practice that is necessary to design and deliver excellent instruction	*no equivalent*
no equivalent	**TEED 602 Contemporary Perspectives on Education** Current issues in American public education concerning sociological, curricular, political and legal perspectives

Table 2 continued

UTeach Program (University of Texas at Austin)	**Secondary Graduate Certification Program (Texas A&M University)**
REQUIRED PEDAGOGY COURSEWORK	REQUIRED PEDAGOGY COURSEWORK
EDC 370S Advanced Methods in English Content, organization, varied teaching practices, materials and research pertaining to the English secondary school curriculum	**TEED 649 Instructional Strategies in Academic Specialties in the Middle and Senior High School: Principles and Applications** Relation of information processing models to theory and practice of planning, delivering and evaluating instruction in private school settings; subject matter and general competencies required for teacher certification in Texas
EDC 350S Secondary School Teaching Practicum: English (Seminar) Effective instructional and motivational strategies, curricular issues, helpful resources, and political and cultural influences on adolescents' learning	TEED 682 Seminar (x2) Reports of research, discussion and analysis of problems and issues in teaching/learning with first year of teaching in public schools
EDC 650S Secondary School Teaching Practicum: English Apprentice teaching in a secondary school	**TEED 684 Professional Internship** (x2) Supervised experiences in performing professional functions in classroom settings
ALD 322 Individual Differences Introduction to individual differences among people through the life span; current research trends, theoretical and legal considerations; practice-related issues including family involvement, cultural and linguistic diversity, and educational perspectives	*no equivalent*
EDC 339F Adolescent Literacy Various roles that literacy plays in our own and students' lives; development of literacy skills; how to incorporate literacy strategies into lessons, help struggling readers in class and how to sequence activities	*no equivalent*
EDP 363M Adolescent Development Physical, social and cognitive changes that take place during adolescence, including how these changes may be impacted by variables of gender and culture	**TEED 302 Teaching/Learning Processes** Psychological perspectives on instruction; learning processes; learner motivation, home and cultural influences; learning strategies; design and delivery of instruction; controversies regarding learning and instruction (prerequisite to graduate admission)
Total pedagogy credit hours: 30	Total pedagogy credit hours: 30

Table 2 continued

UTeach Program (University of Texas at Austin)	**Secondary Graduate Certification Program (Texas A&M University)**
REQUIRED CONTENT AREA COURSEWORK	REQUIRED CONTENT AREA COURSEWORK
E 364T English Language and Its Social Context Basic principles of language structure and change; social dimensions of language variety; linguistic diversity in the U.S.; English and commercial culture; language attitudes; pedagogical issues involving language acquisition and linguistic difference; linguistic diversity and the teaching of the English language and literature; and problems of public policy	**LING 310 History of the English Language** Phonological, grammatical and lexical history of the English language; brief discussion of some other Indo-European languages; principles of linguistic change, as reflected in English.
E 360R Literacy Studies for High School Teachers of English Reasons for teaching English literature, contemporary constraints on the teaching of English; how to best develop "Textual Power"	*no equivalent*
RHE 360M Rhetoric and Composition for Teachers Writing process; the rhetorical situation; the relationship between language and identity; the place of grammar and usage; curriculum for basic and developmental writers; collaborative learning; and creating and evaluating assignments	**ENGL 461 Advanced Syntax and Rhetoric** Points of view toward language study; traditional syntax, points of view toward rhetoric, Christensen's rhetoric of the paragraph; analysis of written discourse
no equivalent	**RDNG 460 Language and Reading** Relationship between language and reading, dialect and reading and linguistics
no equivalent	**RDNG 465 Reading in the Middle and Secondary Grades** Reading needs of middle and secondary school students with emphasis upon curriculum organization for reading development and assessment of student progress in content area reading
no equivalent	**Ling 209 Introduction to Linguistics** Nature of human language and of linguistics; includes an introduction to phonology, syntax, semantics and morphology and the role of spoken and written discourse in sustaining societal arrangements
E 3hrs Multicultural Literature in the American Classroom	*no equivalent*
E 3hrs Multicultural Literature in the American Classroom	*no equivalent*
E 3hrs Any Upper Division English	**6 hrs of courses pre-1800 literature**
E 3hrs Any Upper Division English	**6 hrs of courses post-1800 literature**
E 3hrs Any Upper Division English	**3 hours of 400 level courses**
no equivalent	**6 hours of non-US literature**
Total content area credit hours: 24	Total content area credit hours: 36

Both the UTeach Program at the University of Texas at Austin and the Secondary Graduate Certification Program and Texas A&M University require 30 credit hours of pedagogy related coursework for preservice E/LA teachers. The UTeach Program requires 24 credit hours of content area coursework, while the Secondary Graduate Certification Program requires 36 credit hours of content area coursework. Equivalent courses between the two programs are aligned within the table, where possible. Notably, neither programs require coursework specifically dedicated to the integration of technology in the secondary E/LA classroom, and neither explicitly makes mention of including instruction on integrating technology or media literacy curriculum within the course descriptions. However, representatives from both schools reported to the Educational Technology in Teacher Education Programs for Initial Licensure study that their students received training in technology integration through their teacher education coursework (Kleiner, Thomas, Lewis & Greene, 2007).

In summary, as technological advances have become ubiquitous parts of daily life, definition(s) of literacy have evolved that account for the new and varied ways of communication. The changing definition of literacy (from a print-privileged definition to definitions that recognize and allow for meaning making via multiple media) is realized in the teaching and learning of the English/Language Arts at the secondary level through media literacy standards and curriculum issued at the national level, through professional organizations, and at the state level through state education agencies. Research regarding the integration of technology in K-12 classrooms reveals the need for a shift in the way educational stakeholders view the role of technology in the classroom. This shift from

viewing technology as a tool, to understanding technology as a structure of influence necessitates a closer look at the ways technology is currently approached in teacher education programs in Texas. Although classroom technology integration is addressed particularly in terms of media literacy through the Texas Essential Knowledge and Skills standards for English/Language Arts in terms of its intended learning outcomes, post-baccalaureate teacher education programs at the state's two flagship schools do not reveal an indication that media literacy skills are considered or addressed as an area of focus within pedagogical knowledge or content area knowledge curriculum.

Summary

Chapter II presented a review of the research literature at the intersection of digital technology, media literacy and teacher education, focusing on research published within the last 25 years. Research particular to this intersection and published within the last 25 years formed the focus of this chapter. Contemporary studies concerning the effect of evolving technologies on the definition of literacy, the situation of media literacy in American curriculum and particularly in the Texas secondary foundational curriculum, technology integration in K-12 teaching and curriculum were presented in order to establish the research context for the current study. In addition, research concerning multiple facets of teacher education as it relates to the established focus of the study was discussed. This research concentrated on quality E/LA teachers, media literacy education and technology within secondary E/LA teacher education in Texas. Analysis of the presented research supports the claim I presented in Chapter I concerning the need for further focused research regarding the preparedness of novice teachers to

teach media literacy in the content areas. To that end, the next chapter presents the methodology I adopted and employed in my exploration of the experiences of novice Texas E/LA teachers who integrate media literacy curriculum within their own content area.

CHAPTER III

METHODOLOGY

Chapter III discusses the methodology employed for this study. This mixed method study combines a between-groups and repeated measures experimental survey design with an in-depth three-interview protocol (Schuman, 1982; Seidman, 1998) designed to elicit descriptions of a participant's experience. The data collected through the survey instrument was used to verify sampling criteria and collect demographic data. The survey was also used to measure participants' self-reported confidence levels at three different points in time over the course of the study. Likewise, the three-interview protocol elicited first-hand accounts of participants' lived experiences at three points in time over the course of the study. This approach allows for triangulation of the collected quantitative and qualitative data, which serves to validate results.

Qualitative Research Paradigm

Denzin and Lincoln's (2005) call for chapters for the latest edition of their *Qualitative Research Handbook* establishes their understanding of the aims of current qualitative research, to "move the current generation of critical, interpretive thought and inquiry beyond rage to progressive political action, to theory and method that connect politics, pedagogy and ethics to action in the world" (p. x). Such research should be concerned with projects that will "address the practical, concrete issues of implementation while critiquing the field and mapping key current and emergent themes, debates and developments" (Denzin & Lincoln, 2005, p. x). In undertaking this study, I aim to accomplish the overarching goals of qualitative research, as outlined by Denzin

and Lincoln.

Schwandt (2000) identifies the qualitative research paradigm as a "reformist movement that began in the early 1970s in the academy" (p. 189). Trifonas (2009) explains that the post-structuralist movement paved the way for the acceptance of qualitative research within educational research. Within the framework of post-structuralism, the "meanings of sense phenomena are decided from intersubjective correlation between discourses of knowing among subjects producing differences of perception" (p. 302). So, while the empiricist quantitative paradigm holds that truth can be known only through our senses, and that such knowledge is objective and true for everyone, the post-structuralist, interpretivist, qualitative paradigm holds that there are multiple realities and that truth is constructed between individuals. According to Lincoln & Guba (1994), the interpretivist framework demands that the researcher take a naturalistic approach to his or her subject matter. So, qualitative researchers need to study phenomena in its natural setting "attempting to make sense of or interpret phenomena in terms of the meanings people bring to them" (Denzin & Lincoln, 1994, p. 2; as cited in Thomas, 2003, p. 1). Denzin & Lincoln (2005) allow for "the studied use of a variety of empirical materials" in such a study (p. 2). They further characterize qualitative research as a set of transformative practices, aimed at describing (and changing through this description) the world, which involves the researcher as an observer within that world (2005). Commenting on the changing nature of the definition of qualitative research itself, Cresswell (2007) notes that even Denzin and Lincoln's definition of qualitative research has changed over time. The perspective embodied by

Denzin and Lincoln's evolving definition of qualitative research in the world of education could first be considered social constructivist, then interpretivist and now, activist, by virtue of emphasis on social justice (Cresswell, 2007). This evolutionary and ultimately pragmatic quality is, to me, the true beauty of qualitative research and the reason I choose to focus my inquiry within its scope.

Phenomenological inquiry. The methodology, or theory of inquiry, guiding this study is phenomenology, which is utilized to conduct research of a qualitative nature. At this point, it is important to emphasize that, although this study employs a mixed method approach, the study is, at its very essence, qualitative in nature. Phenomenological inquiry aims to produce a description of a group of individuals' "lived experiences of a concept or a phenomenon" (Cresswell, 2007, p. 57). The phenomenon to be studied here is the integration of media literacy curriculum in the content area by novice Texas E/LA teachers.

Of the two types of phenomenological research most commonly done, hermeneutical phenomenology and transcendental phenomenology, I employ a transcendental phenomenological inquiry approach. I prefer this approach to hermeneutical phenomenology because transcendental phenomenology allows for the *bracketing* of the researcher's experience in an effort to provide an accurate description of participants' experience, rather than focusing on the researcher's interpretation.

Cresswell (2007) cites Moustakas's (1994) approach to transcendental phenomenological research by describing the activities commonly involved in conducting this type of inquiry. First, researchers make sure that the research problem is

one that demands the understanding of a collection of individuals' common experience of a phenomenon. Next the phenomenon itself is identified, and the researcher begins specifying the philosophical assumptions of phenomenology as they apply to the phenomenon. At this stage, it would be appropriate for the researcher to note that phenomenology assumes that the study will explore individual experience in combination with objective reality and that the experiences being studied "are furthermore conscious and directed toward an object" (Cresswell, 2007, p. 61). The researcher should also acknowledge, by 'bracketing out', his or her own experiences in an effort to provide pure description without the inflection of experiential bias. Next, data is collected from participants (who are, appropriately, individuals that have experienced the identified phenomenon). The types of questions most often asked in transcendental phenomenological inquiry are quite broad and open ended to allow for as much description as possible to be volunteered by the participant. In the data analysis phase, significant statements are identified in a step Moustakas (1994) calls *horizontalization.* After that, clusters of meaning are crafted by grouping the statements of significance into themes. A description of the experience is then drafted based on the analysis of the themes and significant statements that includes both textural (what happened) and structural (the context or setting that may have influenced participants' experiences) elements. This composite description attempts to present the essence of the phenomenon (Cresswell, 2007).

This study seeks to explore the experiences of novice teachers who exhibit a particular behavior, the integration of media literacy curriculum within the E/LA

classroom curriculum. Because an individual's "new teacher" experience is not a fleeting experience, but instead lasts for a period of time, the new teacher phenomenon was explored in this study over the course of time, as the participants experienced it. As phenomenological researcher Irving Seidman (1998) explains, we (He specifically uses the word *we* and I take it to mean anyone who seeks to understand the meaningfulness of behavior. He could, however be referring specifically to educational researchers.) are better able to understand the meaningfulness of behavior when we can contextualize such action within people's lives. Because it is especially difficult, if not impossible, to develop such necessary context within a single meeting, for this study I implemented a version of Seidman's (1998) three-interview protocol. Within this protocol, initially developed by Dolbeare and Schuman (Schuman, 1982), "the first interview establishes the context of the participants' experience, the second allows the participants to reconstruct the details of their experience and the third encourages the participants to reflect on the meaning their experience holds for them" (Seidman,1998, p. 11).

Phenomenological inquiry models are designed to help the researcher tease out the meanings that underlie experience. Seidman (1994) explains, "A basic assumption in in-depth interviewing research is that the meaning people make of their experience affects the way they carry out that experience" (p. 4). Scheurich (1995), and Atkinson and Silverman (1997) explain that interviews are hardly a neutral process. Instead, because they are a guided experience, with the interviewer acting as guide or navigator, they can be skewed. This asymmetry, as it is referred to by Atkinson and Silverman (1997), is further complicated when one understands that the interviewer is also subject

to “unavoidable conscious and unconscious motives, desires, feelings, and biases” (Fontana & Frey, 2005, p. 696). For example, this study’s Question 5 is concerned with participant confidence levels. Allowing participants to identify their own level of confidence helps to mitigate the risk of interviewer or coder bias in the assessment of participants’ levels of confidence. Likert-scaled survey items are a reliable, established research practice intended for this purpose (Likert, 1932). To that end, a short attitude survey was included within the three-interview protocol to mitigate the influence of possible bias in confidence level data. Therefore, the tripartite survey/interview format was selected in order to best elicit accurate, contextualized experiences through the responses of the participants themselves.

Participant Selection

In this section, I present a general description of participants and an explanation of the way participants were selected. A more detailed description of the demographic information collected by the survey and through the interviews appears in Chapter IV. Study participants were members of the Secondary Graduate Certification Program (SGCP) at Texas A&M University’s 2010 English/Language Arts cohort. Participant recruitment began at the end of the Summer 2010 session, in late June.

The SGCP is a post-baccalaureate certification program through which students already having earned a bachelor’s degree and meeting minimum state-mandated coursework requirements in their selected teaching subject area can earn both secondary teacher certification and a Master’s degree in Curriculum and Instruction from Texas A&M University. The Texas State Board for Educator certification considers this

program an alternative certification program. However, the state makes a distinction between university-based alternative certification programs and those offered by other entities. The Secondary Graduate Certification Program is a university-based alternative certification program.

Students enrolled in the SGCP complete a total of twenty-one graduate credit hours, complete state licensure examinations and participate in a year-long public school internship in schools throughout the state of Texas. Although some of the SGCP curriculum requirements may be completed without regard to sequencing, all SGCP students participate in at least nine hours of graduate-level instruction prior to the internship phase. In order to be hired as a full-time E/LA teacher and meet the NCLB and state definition of *highly qualified* during the internship phase of the program, the candidates must pass the state-issued examination of their content area knowledge and be issued a probationary teaching certificate by the Texas Education Agency. During the public school internship, SGCP candidates are enrolled in graduate coursework that comprises between six and nine credit hours per semester. Many students complete any remaining graduate coursework requirements during the summer following the public school internship. SGCP candidates are usually matriculated from the program within 18 months.

I specifically identified SGCP candidates as potential study participants because of the diversity of experiences that they could potentially provide. For example, because SGCP candidates seek their own internship placements, past candidates have worked in public schools of all type (charter and traditional public schools), size (1A-5A), and

geographic distinction (urban, urban-like, suburban, rural). This diversity of teaching locations also allows for candidates to interact with educational stakeholders (e.g. students, parents, administrators, staff and other faculty) of varied life experiences, socio-economic statuses, beliefs and values. Phenomenological research emphasizes the value of individual experience and does not seek to generalize these experiences to a specific population. Rather, Bailey (1992) explains, "the findings are relevant from the perspective of the user of the findings." (p. 30). Thus, by seeking to increase the possibility of collecting a variety of experiences, I sought to increase the possible relevance of the data to the variety of potential users of these data.

All 21 E/LA certification candidate members of the 2010 SGCP cohort in were invited to participate in this study via E-mail solicitation during the Summer 2010 session. Because the participant pool was extremely limited (in terms of quantity and in variation of demographics) controls for demographic variables within the selected population were not established. No incentive was offered for participation. By the start of the public school year (late August 2010), only eight of the 21 certification candidates had secured employment as a secondary E/LA teacher in a Texas public school and were eligible for participation in the study. Of the eight eligible certification candidates, seven participated in this study. This study employed purposive sampling (Bogdan & Bilkin, 1982), and the seven study participants were chosen based on the following criteria: 1) the individual had obtained employment as a secondary English/Language Arts teacher in the state of Texas; 2) the individual planned to integrate media literacy education

within his or her classroom curriculum; and 3) the individual was willing and able to describe his or her experiences.

Procedures

After selection and prior to the first set of interviews, all participants were issued a consent form (see Appendix A) outlining the purpose of the study, the amount of time needed to complete the surveys and interviews, and how the survey and interview information was to be used (Creswell, 1998). In fulfillment of the Institutional Review Board (IRB) requirements, the form also indicated that participation in the study would be voluntary and that participants could withdraw from the study at any time.

Data collection took place over the course of participants' first semester of teaching, the Fall 2010 semester, and consisted of a series of three surveys and three interviews, delivered in corresponding pairs (e.g., Interview 1, Survey 1; Interview 2, Survey 2; Interview 3, Survey 3), in the style of Seidman's (1998) three-interview protocol developed for the purpose of conducting in-depth phenomenological interviews. Figure 1 provides a graphic representation of the timeline of events in the data collection phase in this study.

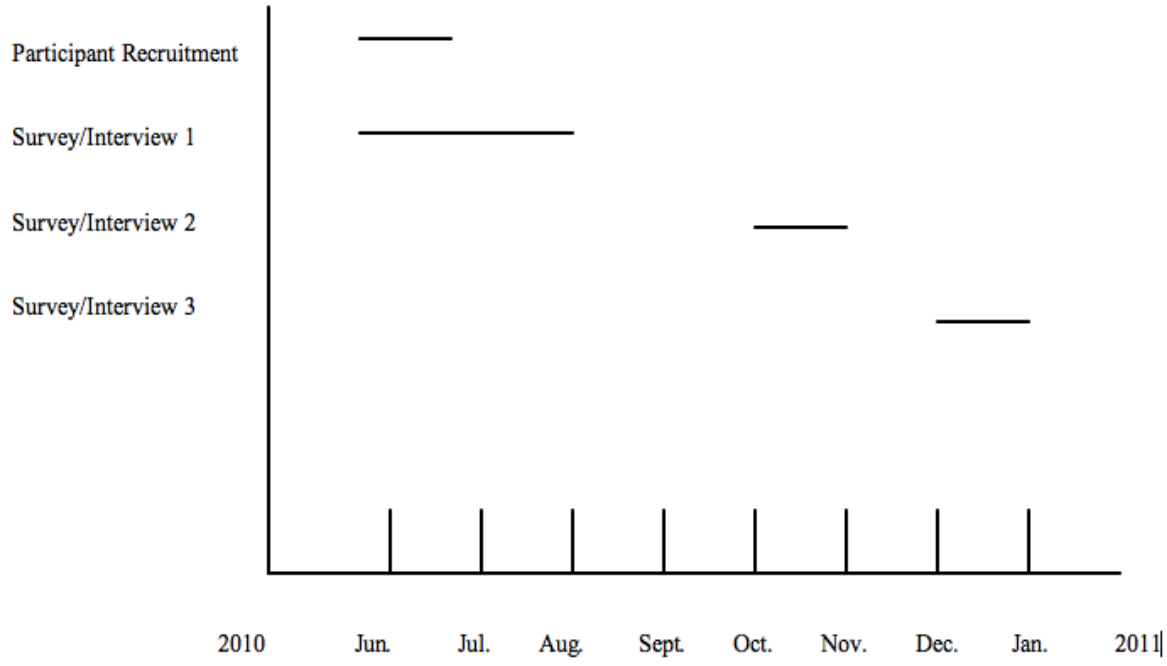

Figure 1. Data collection timeline.

Figure 1 shows that participants were recruited during the Summer of 2010 (June-July), which was toward the end of their summer coursework for the SGCP, and before many had secured teaching placements for the 2010-2011 school year. Because the first interview/survey pair dealt with participants' background information and did not rely on participants' teaching experiences, I deemed it appropriate to begin these interviews prior to the beginning of the participants' teaching experience. Therefore, the Interview 1 and Survey 1 process, took place as individual participants were recruited and spanned the months of June to August 2010. Interview 2 and Survey 2 were conducted at the mid-point of the participants' first teaching semester, toward the end of October 2010 and were completed in the first week of November 2010. Finally,

Interview 3 and Survey 3 were conducted at the close of the semester in late December 2010 and were completed by January 2011.

The surveys. The survey gathered basic participant demographic data and information about how confident participants felt in regard to integrating media literacy curriculum in the E/LA content area. Each survey was designed to take approximately 10-15 minutes to complete and was conducted using the online Qualtrics digital survey software. The survey instrument included seven Likert-scaled survey items (i.e. questions) that asked participants to identify their own level of confidence in regard to teaching particular media literacy skills. 13 additional items were also included that collected demographic information such as participant age, ethnicity, degree held, certification area, course assignment, etc. Table 3 depicts the seven Likert-type items designed to identify participants' self-identified level of confidence. Each item consists of a statement that refers to a media literacy performance indicator (i.e. standard) that might be included in a media literacy curriculum. Survey participants were asked to indicate, on a four point Likert scale, to what degree they were confident in their abilities to teach students to perform the following skills, as outlined in Table 3.

Table 3

Participant Survey Likert-type Media Literacy Performance Indicator Items

Likert Item	Media literacy performance indicators	Source
1	be active, critical and creative users of print and spoken language	Standards for English Language Arts, (NCTE & IRA, 1996)
2	be active, critical and creative users of visual language such as film or television, commercial and political advertising, photography and more	Standards for English Language Arts (NCTE & IRA, 1996)
3	use an array of technologies to gather information and communicate with others	Nonprint Media and Technology Literacy Standards for K-12 Teaching and Learning (Swan, 2000)
4	access, analyze, evaluate and communicate messages in a variety of forms	Association for Media Literacy Education (2010); Media literacy: A report of the national leadership conference on media literacy (Aufderheide & Firestone, 1993)
5	engage in the meaning-making process from increasingly complex and layered combinations of messages that use different media (such as video audio and print representations)	*Handbook of research on teaching literacy through the communicative and visual arts* (Flood, Heath & Lapp, 2005)
6	analyze, evaluate and create media and technology messages that make use of language, moving images, music, sound effects and other techniques	Literacy for the Information Age (Hobbs, 1997)
7	access, analyze, evaluate and communicate messages in the multitude of possible existing forms	Adapted from National Association for Media Literacy Education (2010); Media literacy: A report of the national leadership conference on media literacy (Auferheide & Firestone, 1993)

The performance indicators listed in Table 3 represent the expanded definition of literacy in contemporary society, as indicated in the research literature (NCTE & IRA, 1996; Swan, 2000; Auferheide & Firestone, 1993; Flood, Heath & Lapp, 2005; Hobbs, 1997; National Association of Media Literacy Educators, 2010). For each of the items on the survey, participants ranked their confidence on a four-point scale, with a rank of 1 indicating that they felt "not confident" and a rank of 4 indicating that they felt "very confident." The survey instruments are included as Appendix B.

The interviews. The three interviews sought to produce an in-depth description of participants' lived experiences. In doing so, the interviews focused on three sets of experiences: foundational life experiences and beliefs, experiencing teaching media literacy in the content area classroom, and reflecting on—and, in doing so, ascribing meaning to—those experiences. Each interview was designed to take from 30 minutes to an hour to complete. In order to facilitate participation in a participant population that was widely geographically dispersed and had significant scheduling restrictions, each participant was encouraged to select an interview format, either digital, by phone, or in-person, that worked best for him or her. Suggested digital interview formats included: E-mail, Skype, and Second Life. Participants were encouraged to suggest any other digital format they might prefer. Participants could also select a traditional, face-to-face, in-person interview. Six of the seven participants elected to conduct the interviews digitally, via E-mail. One participant, Sophia (a pseudonym), elected to conduct the first interview face-to-face, in-person. That participant elected to conduct subsequent interviews digitally, via E-mail. A transcript was created from the audio recording of the

in-person interview, and the written exchanges between interviewer and participants became transcripts for the interviews conducted via email. The transcripts were used to create (as described in Chapter IV) exhaustive participant profiles, which are included as Appendix D.

Interview 1. The research goal in this interview was to contextualize the participants' experience of the novice Texas teacher integrating media literacy in E/LA phenomenon "by asking him or her to tell as much as possible about him or herself in light of the topic up to the present time" (Seidman, 1998, p. 11). The first survey and interview therefore focused on the life experiences of the individuals: where each grew up and was educated, their involvement in extra-curricular activities as a student, their current and past exposure to media/technology, why they decided to become teachers in their chosen fields, and how and why they became members of the Secondary Graduate Certification Program. The participant's recounting of his or her background gave insight into his or her belief and value systems and provided the context within which their later experiences with efforts to integrate media literacy curriculum would be situated. Interviews were structured, with the researcher beginning the interview with a set of very general questions and allowing participants to respond freely and at length. However, follow-up questions were often issued and were based on participants initial responses, since substantive life narratives are more likely to be discovered during a structured interview when free response is permitted and the interviewer adopts a conversational interaction (Siedman, 1998). The short author note I included at the beginning of the first survey stated: "The first interview will focus on your life

experiences and the purpose is to get a sense of your story—who you are, where you come from—essentially, what makes you, you." Through the participants' reconstruction of "a range of constitutive events in their past family, school, and work experience," this self-placement or 'volunteered situation' became evident (Seidman, 1998, p. 11). The interview questions are included as part of Appendix C.

Interview 2. The second interview focused on the specific details of participants' present experience—the mid-point of their first teaching semester—with the phenomenon at hand. Therefore, the interview questions aimed to elicit responses that allowed participants to describe the experience of being a classroom teacher at the mid-point of the initial teaching experience and integrating a media literacy curriculum in the content-area. Several questions were employed to this end and sought, among other things, to determine what a typical workday was like, what changes they might have experienced so far in their first teaching experience, and how they would explain their interactions with various stakeholders. Because I wanted participants to give a reconstruction of their experience, it was necessary to ask explicitly for the details of the experience. In order to keep the focus of the interview on the present experience at hand, questions were directed toward *what* happened (a textural description), not *why* things happened (a structural description). In order to draw out these details, I asked direct questions about participants' current experiences as a novice Texas E/LA teacher integrating media literacy curriculum in the content area (Seidman, 1998).

Interview 3. The final interview provided an opportunity for the participants to reflect upon the meaning of their experience. Seidman (1998) stresses that meaning

should not be understood in terms of the degree of a participant's sense of satisfaction. Instead, the researcher should strive to understand "the intellectual and emotional connections between the participants' work and life" (1998, p. 12). So, rather than trying to determine whether teachers were happy with their experiences with media literacy, I needed to determine the socio-emotional connections that participants ascribed to their experiences. Seidman (1998) further explains, "making sense or making meaning requires that the participants look at how the factors in their lives interacted to bring them to their present situation" (p. 12). Therefore, questions in this interview encouraged participants to take a reflective, contemplative stance in describing their experiences with media literacy as a novice Texas E/LA teacher. In doing so, the participants provided a structural description of the experience of being a novice Texas teacher integrating media literacy curriculum in secondary E/LA.

Pilot study. The interview sequence protocol was piloted on a similar group of teachers who were not part of this study. Participants in the pilot study were recruited from the 2009 cohort of the Secondary Certification program and were interviewed during the summer following their first teaching year. Each pilot participant was interviewed between one and three times and was asked a set of questions that the researcher intended to ask the study group. This process served to verify that the questions were eliciting the descriptions of the experience that they were intended to elicit. The pilot process also provided me with an opportunity to practice interviewing within the allotted time frame and to keep both me and the participants focused during the sequential interviews. Pilot participants were offered the same interview format

options as participants in the full study. Each interview was digitally recorded (audio for in-person interviews and E-Mail for electronic interviews) and analyzed for both validity and researcher capability during the interview process. Some of the piloted questions proved redundant, or inadequate, and were reframed or dropped from the protocol. The number of questions asked of the respondents and the time commitment asked of participants for the interview process were both reduced due to the results of the pilot projects. The resulting protocol thus consisted of a refined set of validity-tested questions that were used to conduct the interviews for this study. The piloting process also revealed that the number of participants capable of being carried through the study could be increased (up to 10 participants) from initial projections made prior to piloting.

Trustworthiness

Validity. Validity was tested throughout the interview process as the threads between responses were drawn over the course of the three interviews. The consecutive interviews were developed in such a way as to reframe questions from a different perspective in order to verify or validate previous responses. Seidman's three-interview-series protocol emphasizes the fact that each consecutive interview is focused on a related set of experiences and explores a different level of response. Interview 1 focused on the past experiences of the participant, Interview 2 focuses on the details of the present experience, and Interview 3 is a reflection on the meaning of the experience. In this way, validity of the responses is enhanced by the three-interview-series protocol. Seidman (1998) states, "the three-interview structure incorporates features that enhance the accomplishment of validity. It places participants' comments in context" (p. 24). He

continues, "…we can connect their experiences and check the comments of one participant against those of others" (p. 24).

Wertz (1984) insists that "the extent that the researcher actualizes the potential of her data for expressing the original organization of the experience" (p. 41) is of paramount importance in phenomenological research. Accordingly, results that are faithful to the lived phenomenon are necessary for validity. The transcript of the in-person, face-to-face interviews were returned to that participant for verification of authenticity and corrections before becoming a permanent part of the research data. Participants who elected to participate in the interview process digitally, via E-mail, could review and edit their responses, as necessary, before submitting a final version of their responses to the interviewer. These practices insure that the transcripts are proper representations of each interview session and afford the participants the ability to check the data for accuracy in relation to their experiences. Typically, if a participant's responses are dramatically different within or across levels on similar topics throughout the interview process, those responses would be deemed to be invalid and discarded from the study. No outliers of this nature were encountered in the present study.

Through triangulation of the data, the information gained through the three-interview-series protocol permitted the researcher to "understand more completely the art an actor (participant) plays in the social drama, and ultimately to put the whole situation into perspective" (Fetterman, 1998, p. 62). The consistency of responses across the three interviews adds to the validity of the study. Polkinghorne (1989) adds that a study's degree of validity depends on: 1) whether a person reviewing the data accepts it

accurate and revealing and 2) is able to understand and accept as valid the thought processes leading to the given conclusions. In this regard, the researcher must be ever mindful of the study's audience and strive to present the data and analysis in a faithful, clear, and insightful manner.

Reliability. Giorgi (1975) asserts that a phenomenological methodology does not demand that researchers reach consensus about given data. Instead, he claims "if any other researcher assumes the same attitude described by the researcher, then he should be able to perceive and understand the same meaning…One does not have to necessarily agree but must understand what he is disagreeing about…" (p. 78). Giorgi (1975) demands that the researcher's perspective is made explicit, so that others may share it. It is only under this stipulation then, that reliability is made meaningful within phenomenological methodology. This has been accomplished through the bracketing of my own experience in the Role of the Researcher section of Chapter 1.

Goodrich (1988) defines reliability within research of this type as the extent to which a description can be shown to be true. Thus, an open and trusting relationship between the interviewer and participants is of great import, as is giving participants the opportunity to review and or make corrections to interview transcripts so that they form an accurate representation of the experience.

In order to maintain validity and reliability, the phenomenological researcher must employ a constant and varied system of checks throughout the research process. Accordingly, the interview process is fluid, as the questions and resulting responses are constantly analyzed for fidelity. This process is not relegated only to the researcher.

Through the review and verification of interview material, study participants play an active role in ensuring validity. Further, the researcher must be mindful of the study's audience, taking care to ensure that the data presented is understood in a way that is faithful to the lived experience of the study participants.

Analysis

This mixed-method phenomenological study employs both quantitative and qualitative methods to analyze data from the three participant contact periods. Likert-type survey data was statistically analyzed, and transcribed interview responses underwent content analysis.

Survey Analysis

Rating scales, such as Likert response scales, allow researchers to translate participants' feelings or opinions into numerical expressions that can be analyzed as estimations of magnitude (Patton, 2002; Witte, 1989). This translation allows descriptive statistics, such as simple frequencies or percentages to be presented. Friedman's (1937) non-parametric test for repeated measures of ordinal data was conducted in order to determine changes in participants' confidence level over time, for each item. A post hoc analysis was also performed, comparing participant responses from each survey administration to responses from the other survey administrations (Wilcoxn signed ranks test, $p<.05$). Between-subjects factors that could influence changes in confidence over time (e.g., sex, age, etc.) were assessed using a multivariate analysis of variance (MANOVA, Wilks' Lambda). Demographic information is presented in the form of descriptive statistics.

Interview Analysis

All interviews were transcribed from digitally recorded audio sessions. Moustakas's (1994) transcendental phenomenological approach was then employed to analyze the interview transcripts. I selected this approach because transcendental phenomenology allows for the 'bracketing' of the researcher's experience and allows the researcher to reveal his or her own experience with the phenomenon of study, as well as any potential bias stemming from those experiences.

Bracketing. Through this step, I acknowledged and revealed my own feelings, assumptions and potential biases in recounting my own lived experience with the phenomenon. I followed the structure of the three interview protocol in detailing my past life experiences and beliefs with regard to media literacy, my own experience as a novice E/LA teacher and member of the SGCP, and reflecting upon the meaning of those experiences. The narrative created for this purpose is presented in the initial chapter of this dissertation in order to provide context for the study. A full personal profile, in the style of the profiles created for participants, is included in Appendix E.

Content analysis. Cresswell (2007) notes that the steps involved in phenomenological data analysis are generally the same amongst prominent phenomenologists. To that end, I employed a blended technique, taking cues from Colaizzi (1978), Moustakas (1994), and Seidman (1998). The steps of analysis were employed as followed:

1. Overview – Each interview transcript was read through several times, in order to "acquire a feeling…[and make] sense out of them" (Colaizzi, 1978, p. 59).
2. Horizontalization - Statements (sentences, phrases, words) that contribute to an understanding of the lived experience of the phenomenon were identified (Moustakas, 1994). Statements were considered significant if they addressed the general line of questioning at hand, even if they did not directly address the exact question asked at that moment. These statements were often: "told in a striking manner or highlight[ed] a dramatic incident"; or were "contradictory and seem[ed] decisively inconsistent with others"; and/or were "connected to each other as well as passages from other participants" (Seidman, 1998, p. 127).
3. Clustering- Clusters of meaning were crafted by grouping the statements of significance into themes, keeping in mind that identified themes "should never sever all connection with the original protocol…" (Colaizzi, 1978, p. 59).
4. Composite Description- A description of the experience was composed, taking care to include two dimensions of the experience:
    a. Textural Description – what was experienced by the participant
    b. Structural Description – the way in which it was experienced (the context or setting that may have influenced participants' experiences)

This composite description presents the essence of the phenomenon (Cresswell, 2007) being studied.

Participant profiles. Seidman (1998), insists that "the interviewer must come to the transcript prepared to let the interview breathe and speak for itself" (p. 117). Part of the preparation for this approach was accomplished through the identification of bias or prejudice through the bracketing process. Seidman (1998) further suggests creating participant profiles as a way of "opening up…interview material to analysis and interpretation" (p. 119). Siedman suggests this method in opposition to those who seek to overlook the participant's own words in favor of charts and graphs (Miles & Huberman, 1984). I also employed this method because I recognized that, by categorizing elements of participant responses into themes through the content analysis process, I was projecting my own beliefs, understanding, and reasoning process upon the text and I wanted to make sure to give credence to the participant's own words as a reflection of his or her own consciousness (Seidman, 1998). The process of creating the profiles included utilizing the first two steps of the content analysis: recursive readings of the transcripts and the marking of significant statements. From these significant statements, I then re-composed the participants' experience as a first-person narrative, retaining the participant's own language and perspective. To maintain clarity, smooth transitions, and account for gaps in the text that were filled by interview questions or interviewer commentary and are not reflected in the participants' own words, I sparingly added words or phrases within the narrative. Such additions are indicated by the use of

brackets to set off my words from those of the interview participant. An example of this type of addition follows below.

> [Knowing what is most valued at your school] takes a while to learn! In the chaos of [being] a new teacher, sometimes it is hard to be on the same page with the "drama" of the school because I am in more of a survival mode. [Faculty] probably [wants] consistency and support from administration. For everyone to understand and be on the same page for procedures and expectations- the confusion creates chaos and frustrated faculty. [I'm] not sure about [what staff values most]. (*Althea*)

Idiosyncratic speech was omitted (e.g. "um", "ah', etc.), however the text was not edited for typographical (in the case of email transcripts) or grammatical errors. These participant profiles are presented in thematically grouped sections.

Summary

This chapter discussed the methodology employed in this study. This study uses a phenomenological inquiry approach and is thus situated within the qualitative research paradigm. The chapter introduced and discussed how a mixed method design, which included surveys and interviews, was implemented to collect data related to novice Texas E/LA teachers' experiences with media literacy. Finally, Chapter III discussed the validity and reliability of the data in this study as well as the methods used to analyze the collected data. The results of this analysis are presented in the next chapter.

CHAPTER IV

RESULTS

This chapter presents the results of the mixed-method analysis of the data. The purpose of this study was to explore the experience of novice Texas E/LA teachers who integrate media literacy curriculum in the content area. Results of the quantitative analysis of the participant survey are presented first, followed by results of the qualitative analysis of participants' interview transcripts.

Survey Results

The survey and interview process began in June of 2010. Interview 1 and Survey 1 were conducted as individual participants were recruited and spanned the months of June to August 2010. Interview 2 and Survey 2 were conducted at the mid-point of the participants' first teaching semester, at end of October 2010 and were completed in the first week of November 2010. Finally, Interview 3 and Survey 3 were conducted at the close of the semester in late December 2010 and were completed by January 2011. All seven of the study's participants completed each of the three surveys, yielding a 100% completion rate.

Demographics. Basic demographic information, which was collected via the survey instrument, is presented in Table 4.

Table 4

Participant Demographics (n=7)

Sex	
Female	85.7%
Male	14.3%
Ethnicity	
White, Not of Hispanic Origin	85.7%
Hispanic/Latino(a)	14.3%

Six (85.7%) females and one (14.3%) male completed the surveys in this study. Of the seven total participants, six (85.7%) self-identified as *White, Not of Hispanic Origin,* and one (14.3%) self-identified as *Hispanic/Latino(a)*.

The survey instrument also collected information regarding each participant's age, degree(s) earned, field(s) of study, and certification(s) earned. This information is displayed in Table 5.

Table 5

Detailed Demographic Information by Participant

Participant	Sex	Ethnicity	Age group	Degree	Field of study		Certification
					Major	Minor	
Althea	F	White	23-27	B.A.	English	Business Administration	R/ELA 8-12
Cecilia	F	White	18-22	B.A.	English	Coaching	R/ELA 8-12
Daphne	F	Latina	18-22	B.A.	English	N/A	R/ELA 8-12
Hector	M	White	23-27	B.A.	History; English	Philosophy	R/ELA 8-12; History 8-12
Honoria	F	White	18-22	B.A	English	N/A	R/ELA 8-12
Sophia	F	White	18-22	B.A.	English	Linguistics	R/ELA 8-12
Wanda	F	White	18-22	B.A.	English	Communication	R/ELA 8-12

Table 5 reports detailed demographic information pertaining to individual participants. All participants indicated that they earned a B.A. in English, however one (14.3%) earned an additional B.A. in History and five (71.4%) indicated that they had also earned minors. All participants also indicated certification in Reading and English/Language Arts (grades 8-12). The one male participant also indicated that he possessed an additional History (8-12) certification. The survey further reveals that five (71.4%) of the respondents belonged in the 18-22 year old age group and two (28.6%) of the respondents reported they belonged in the 23-27 year old age group.

Participants were further asked to indicate which courses they were assigned to teach. This information is displayed, by participant pseudonym, in Table 6.

Table 6

Teaching Assignment by Participant

Participant	Courses Taught	Honors/K-Level	Sheltered/Co-Teach
Althea	• English IV	Yes	Yes
Cecilia	• English I	No	No
Daphne	• English III	No	Yes
Hector	• English IV • English elective	No	Yes
Honoria	• English I • English II	Yes	No
Sophia	• English IV	No	No
Wanda	• English I • English II • English III • English IV • elective	No	No

Course assignments for the participants in this study varied between one and five preparations for each teacher. Four (57.1%) reported teaching one course level of English, two participants reported teaching two course levels of English, and one participant reported teaching four levels of English and one elective class. Two (28.6%) of the study's participants teach honors, K-level, or other advanced coursework, and three (42.9%) of the study's participants teach in a sheltered instruction, co-teach or other inclusion environment.

Statistical analysis of Likert-type items. The participant surveys each contained the same seven four-point Likert-type items, which participants rated using the following scale: *Not Confident* (1), *Somewhat Confident* (2), *Confident* (3), and *Very*

Confident (4). Participant responses were analyzed using Friedman's (1937) test, a non-parametric test for repeated measures of ordinal data. Each survey question was tested separately, to determine if confidence in each area changed significantly over time for the participant pool. Analysis showed a significant decrease over time in participant confidence in ability to teach students to *access, analyze, evaluate, and communicate messages in the multitude of possible and existing forms* [χ^2 (2) = 6.62, $p < .05$]. Similarly, participant confidence in their ability to teach students to *access, analyze, evaluate, and communicate messages in a variety of forms* also decreased over time. This effect approached significance [χ^2 (2) = 5.16, $p = .07$]. To further investigate this effect, a *post hoc* analysis was performed, in which each time point was compared separately to the other time points. This post hoc analysis revealed a significant decrease in confidence between the first and last time points (Wilcoxon signed ranks test, $p < .05$.). No other effects were significant, $p > .05$.

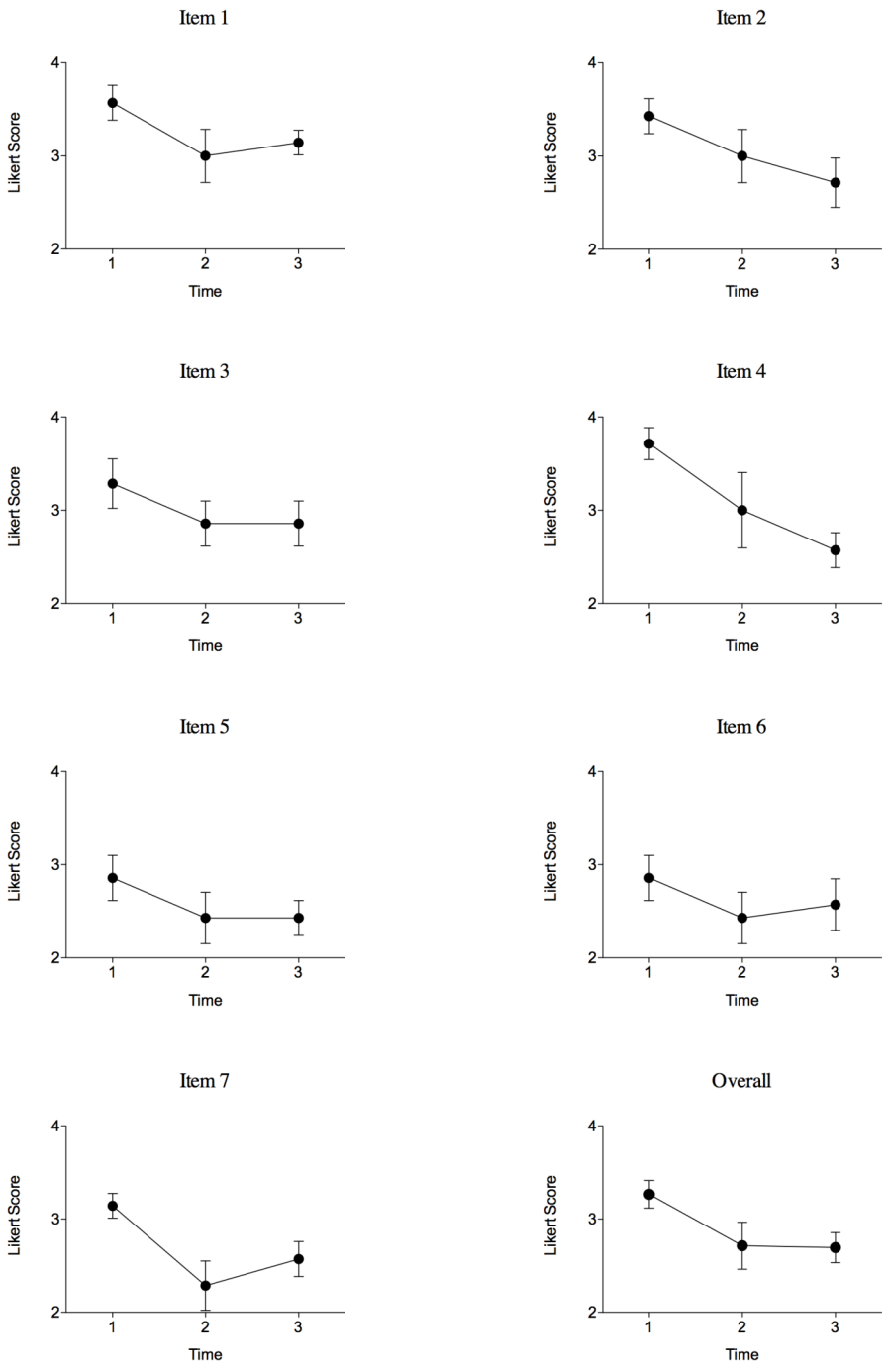

Figure 2. Change in confidence over time for all participants. Likert-type item scores across all respondents for each time point. Error bars represent standard error of the mean. Final graph collapses across both participants and items.

Figure 2 presents (collapsed) participant scores for each Likert-type item over each time point as well as the overall measure of participants' media literacy related confidence over time.

In addition to testing the changes in overall confidence of the participant pool over time, I was also interested in the between-subjects factors that could influence changes in confidence over time. In order to test this mixed design (assessing both within- and between-subjects variables), I used a multivariate analysis of variance (MANOVA, Wilks' Lambda), as there are no reliable non-parametric tests of such a design. It must be noted that, in using MANOVA to assess Likert-scaled data, it is assumed that the data points are normally distributed.

I assessed whether changes in confidence over time for each survey item were influenced by the following factors: sex, age, ethnicity, and number of certifications. Figures 3-6 present the Likert-type item scores for each time point by demographic factor.

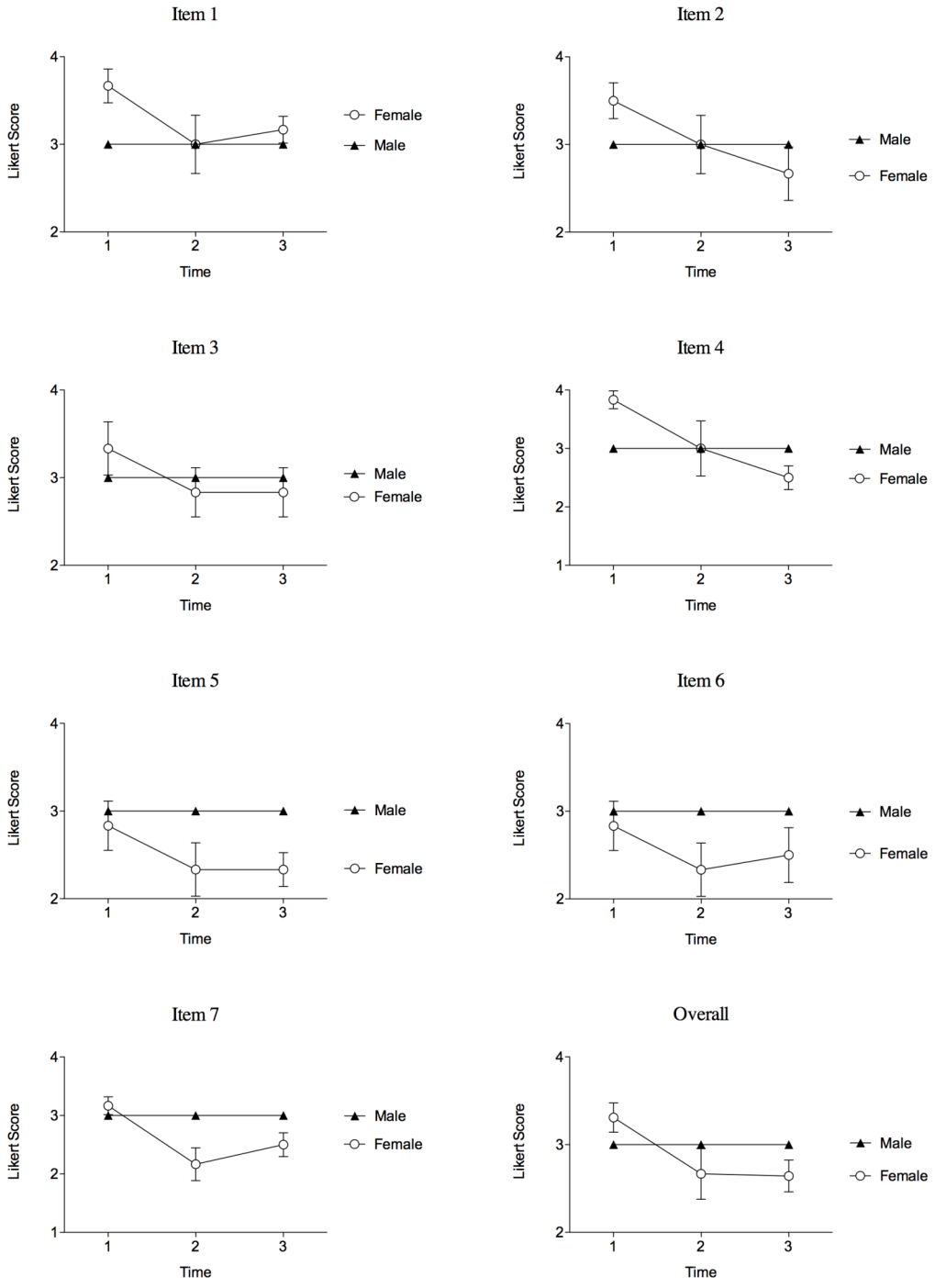

Figure 3. Change in confidence over time by sex. Likert-type item scores for male and female respondents for each time point. Error bars represent standard error of the mean. Final graph collapses across items.

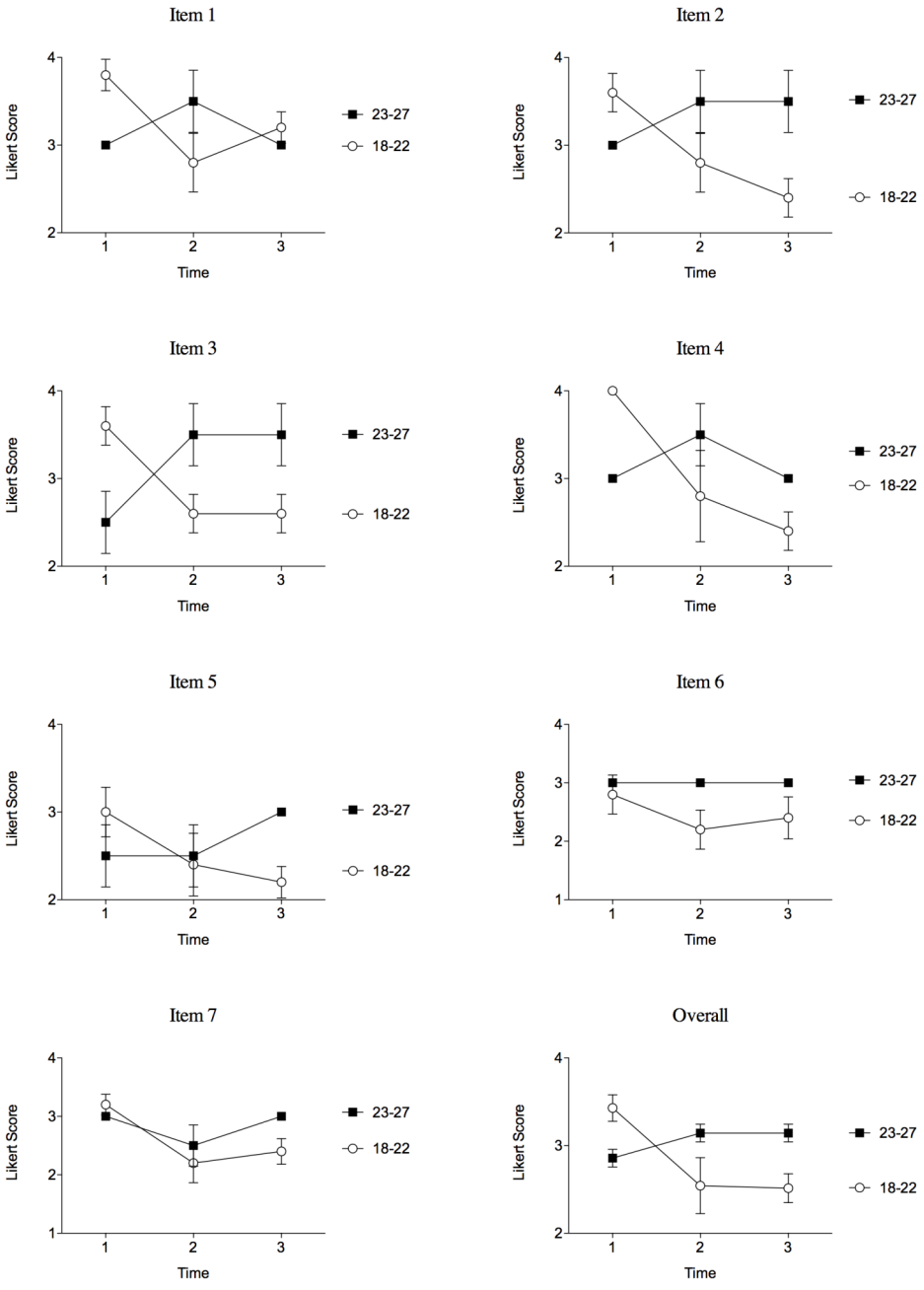

Figure 4. Change in confidence over time by age. Likert-type item scores for participants in the 18-22 and 23-27 age ranges, for each time point. Error bars represent standard error of the mean. Final graph collapses across items.

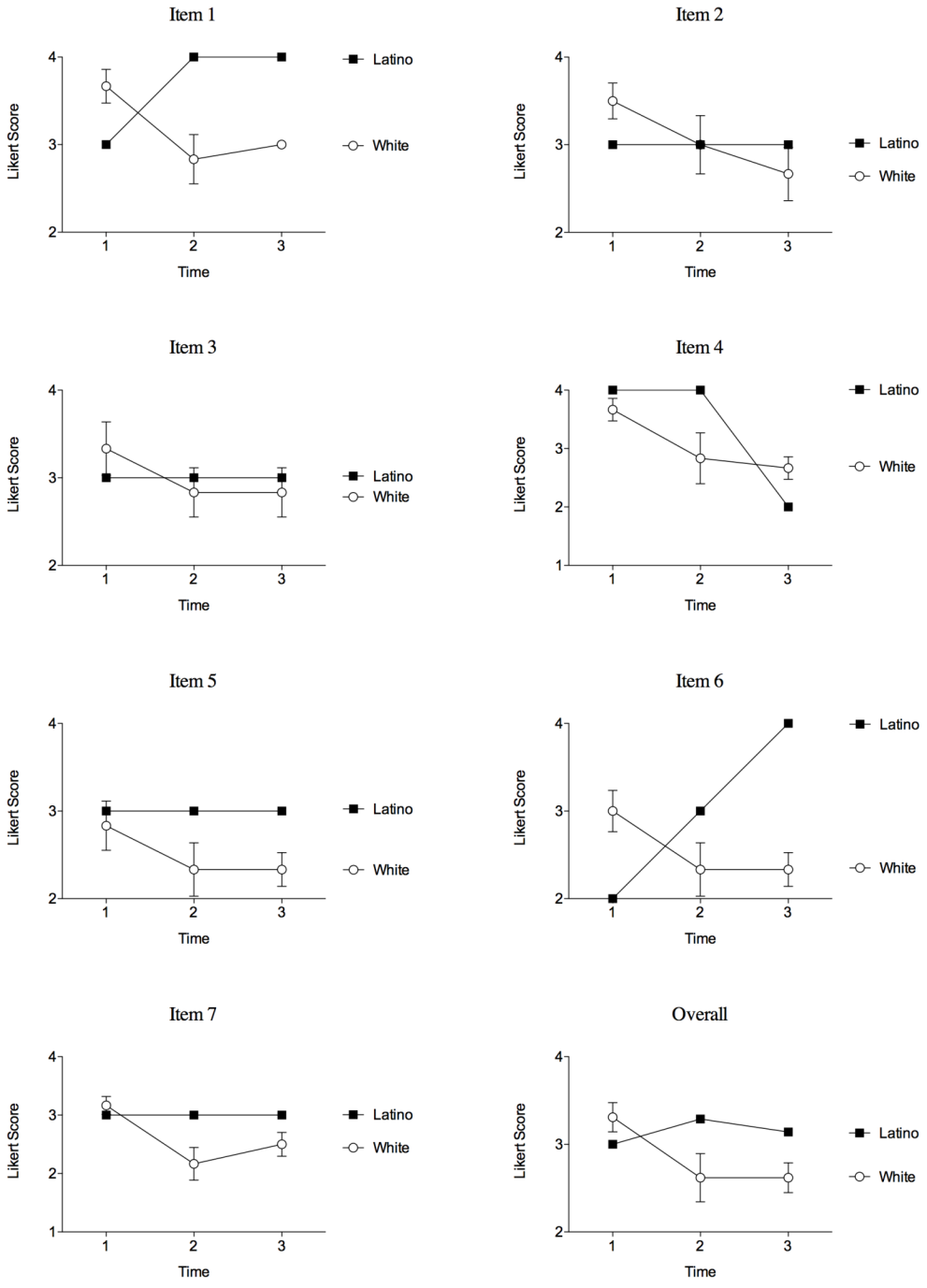

Figure 5. Change in confidence over time by ethnicity. Likert-type item scores for participants who self-identified as White/NonHispanic and Latina, for each time point. Error bars represent standard error of the mean. Final graph collapses across items.

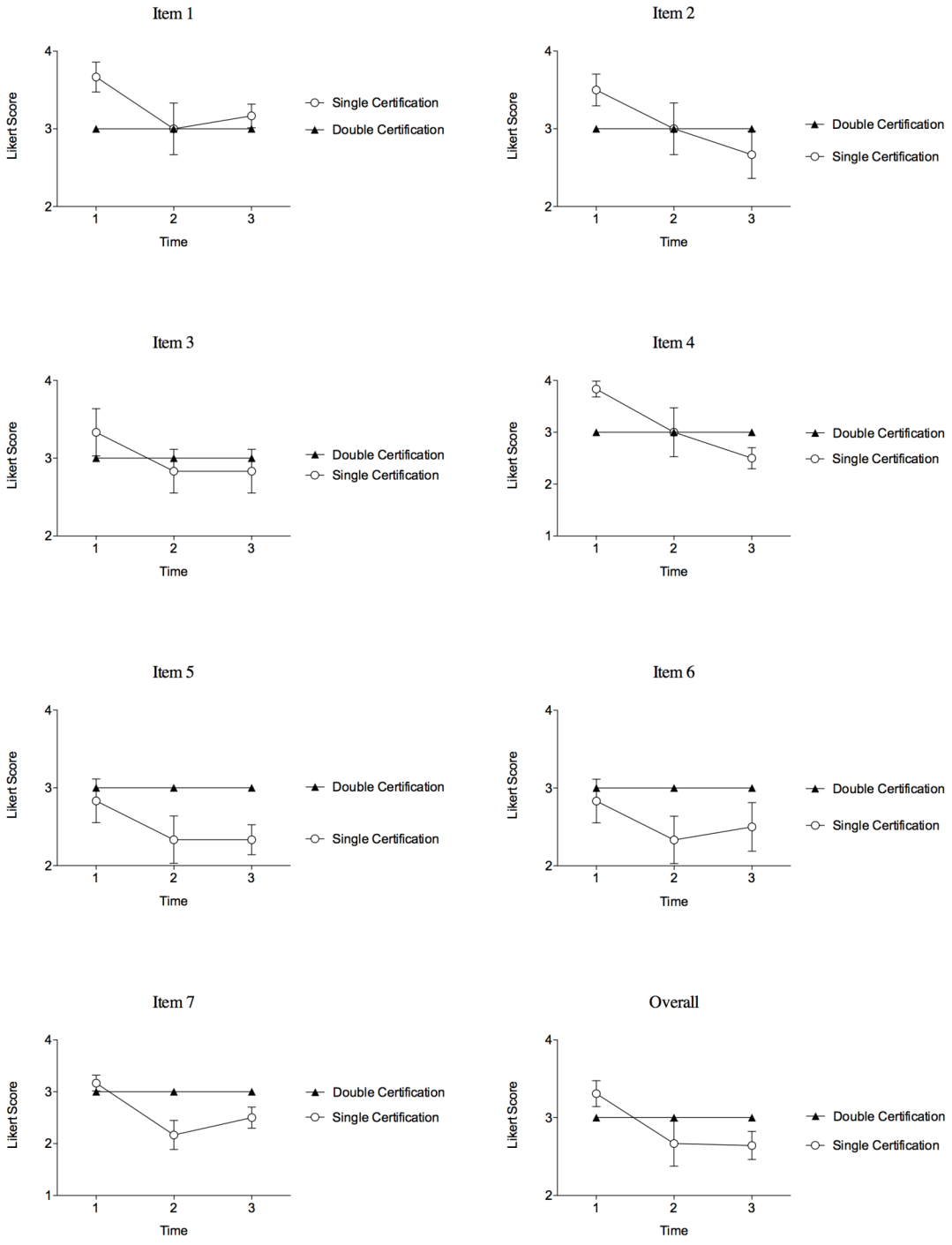

Figure 6. Change in confidence over time by number of certifications held. Likert-type item scores for participants holding one certification and multiple certifications, for each time point. Error bars represent standard error of the mean. Final graph collapses across items.

Although none of these demographic factors held a significant main effect on confidence, MANOVA revealed a significant Time X Age interaction on participants' confidence as to both their ability to teach students to *be active, critical users of visual language*, and their ability to teach students to *use an array of technologies to gather information* [Fs (1,3) > 15, $p < .05$], indicating that the change in confidence on these issues over time is affected by the age of the instructor. No other multivariate effects were significant, $p > .05$.

Interview Themes

Content analysis of the interview transcripts revealed a total of 32 thematic domains across the three interviews. Within each thematic domain, several sub-themes also emerged. Tables 7-9 display the identified themes and sub-themes, by interview.

Table 7

Thematic Domains and Sub-themes from Interview 1

Thematic Domains:	Explication	Subthemes:
1.1 Family	Domain 1.1 refers to participants' descriptions of their families.	• Culture • Socioeconomic status • Struggle • Parents • Siblings
1.2 Importance of Education	Domain 1.2 refers to participants' description of their experience with regard to the importance of education.	• Influence
1.3 Educational Experience	Domain 1.3 refers to participants' descriptions of their K-12 educational experiences.	• Environment • Quality • Support • Success • Attitude
1.4 Extracurriculars	Domain 1.4 refers to participants' descriptions of their extracurricular involvement.	• HS • College • Current • Attitude
1.5 Work Experience	Domain 1.5 refers to participants' descriptions of work experiences.	• Past • Current
1.6 Past Exposure to Media	Domain 1.6 refers to participants' descriptions of their past exposure to media/technology.	• Home • School • Attitude
1.7 Current Exposure to Media/Technology	Domain 1.7 refers to participants' descriptions of their current exposure to media/technology.	• Home • School • Attitude
1.8 Becoming an E/LA Teacher	Domain 1.8 refers to participants' descriptions of their decision to become E/LA teachers.	• Passion • Educational interest/background • Experience
1.9 Becoming a Member of the SGCP	Domain 1.9 refers to participants' descriptions of their decision to join the Secondary Graduate Certification Program.	• Means to an end • Change • Achievement • Fulfillment • Ease • Satisfaction
1.10 Importance of Media Literacy in E/LA	Domain 1.10 refers to participants' descriptions of their beliefs about the importance of media literacy in the E/LA curriculum.	• Student engagement • Real-world necessity • Understanding • Access • Communication • Creativity • Opportunity • Supplement • Experience • Attitude

Table 8

Thematic Domains and Sub-themes from Interview 2

Thematic Domains:	Explication	Subthemes:
2.1 Workday	Domain 2.1 refers to participants' description of a typical work day.	• Time commitment • Additional duties • Teaching load • Curriculum • Attitude
2.2 Media in the Classroom	Domain 2. 2 refers to participants' descriptions of how and why they use media and teach media literacy in their classrooms.	• Technology • Implementation • Reasoning • Barriers • Activities/Learning objectives • Attitude
2.3 Faculty and Media Literacy	Domain 2.3 refers to participants' descriptions of their interactions with faculty in the context of using media and teaching media literacy in the classroom.	• Professional development, • Going it alone • Resistance • Collaboration • Conformity
2.4 Parents and Media Literacy	Domain 2.4 refers to participants' descriptions of their interactions with faculty in the context of using media and teaching media literacy in the classroom.	• Gradebook • Communication • Lack of Interaction
2.5 Administration and Media Literacy	Domain 2.5 refers to participants' descriptions of their interactions with school administrators in the context of using media and teaching media literacy in the classroom.	• Lack of Interaction • Equipment • Inequity • Communication • Support
2.6 Teacher Preparation	Domain 2.6 refers to participants' descriptions of their preparation to teach media literacy in E/LA.	• University taught • Self taught • Technical skills • Satisfaction • Resources • Desired training • Attitude
2.7 School Support	Domain 2.7 refers to participants' descriptions of the support they received from their school district in terms of helping them to address media literacy in E/LA.	• Professional development • Standards • Lack of support • Support • Desired training • Attitude

Table 9

Thematic Domains and Subthemes from Interview 3

Thematic Domains:	Explication	Subthemes:
3.1 Classroom Curriculum	Domain 3.1 refers to participants' descriptions of their own curricula.	• Organization • Planning • Leadership • Resources • Activities • Student centered • Attitude
3.2 Personal beliefs about media literacy	Domain 3.2 refers to participants' descriptions of their personal beliefs about using media and teaching media literacy.	• Student need • Knowledge gap • Engagement • Ethics • Concessions • Desire to learn • Obstacles • Attitude
3.3 Connections between teaching, learning, and media literacy	Domain 3.3 refers to participants' descriptions of the connections between teaching, learning, and media literacy.	• Modeling • Critical thinking • Necessary skills • Enhancement • Real world skills • Engagement
3.4 Student learning processes and media literacy	Domain 3.4 refers to participants' descriptions of the differences in student learning processes when media literacy learning activities are undertaken.	• Bootstrapping • Multiple intelligences • Engagement
3.5 School impact on students	Domain 3.5 refers to participants' descriptions of the impact that schools make on students.	• Value of education • Future inspiration or frustration • Career choices • General skills • Beliefs about • Relevance
3.6 School impact on community	Domain 3.6 refers to the participants' descriptions of the impact that schools make on the community.	• Job training • Community influences student • Beliefs
3.7 Others' perceived benefits of media literacy	Domain 3.7 refers to participants' descriptions of others' (administrators, parents, etc.) perceived benefits of media literacy.	• Productivity • Preparation for the future • Status • Profitability • Usefulness • Expense • Conflict • Best practice
3.8 Teacher's role in the school	Domain 3.8 refers to participants' descriptions of a teacher's role in the school.	• Role-model • Remediator • Humanitarian • Instructor • Coach • Student • Assessor
3.9 Teacher's role in the community	Domain 3.9 refers to participants' descriptions of a teacher's role in the community.	• Figurehead • Role-model • Citizen • Coach • Communicator • Humanitarian • Instructor
3.10 Stakeholder values	Domain 3.10 refers to participants' descriptions of what is most valued by the stakeholders at their school	• Student performance • Professional development • Skill • Relationships • Resources • Value • Behaviors • Finances • Expectations • Environment • Extra-curriculars • Status

Within the 10 thematic domains identified in the Interview 1 transcripts, 43 sub-themes were identified. Within the seven thematic domains identified in the Interview 2 transcripts, 37 sub-themes were identified, and within the 10 thematic domains identified in the Interview 3 transcripts, 67 sub-themes were identified.

Composite description of the experience. Once significant statements within the interview transcripts were clustered into thematic groups, I created a composite description of the experience of a novice Texas E/LA teacher who integrates media literacy curriculum in the content area. The composite description includes both textural (i.e. what happened) and structural descriptions (i.e. the context wherein the experience occurred) of the experience and aims to present the essence of the phenomenon (Cresswell, 2007).

I adopted a phenomenological approach to my study of the experience of novice Texas E/LA teachers who integrate media literacy curricula in their content area because phenomenology allows for the study of human experience through the perspective of the individual who experiences it. In phenomenological research, study participants are viewed as experts of the phenomenon under investigation and phenomenological researchers seek to understand the phenomenon from the first-person perspectives of the participants. The composite description of participants' experiences provides "as unequivocal a statement of identification of [the investigated phenomenon] as possible…" (Colaizzi, 1978, p. 61). Objective observation of participants' experiences creates understanding of the experience being studied (Colaizzi, 1978; Giorgi, 1975; Moustakas, 1994; Seidman, 1998). Thus, the composite description offered in the

following sections presents an exhaustive description of the phenomenon under investigation and fulfills the primary aim of the study, the exploration of the experience of novice Texas E/LA teachers who integrate media literacy curricula in their content area.

The following sections present the results of the study in the form of the data collected through the interview process. The interview data is presented here in the form of a composite description of the experience of the experience of novice Texas E/LA teachers who integrate media literacy curriculum in the content area. This composite description is presented thematically in the following sections. An analysis of the data is presented in Chapter V.

Interview 1. Interview 1 focused on participants' life experiences. The purpose of this interview was to determine a sense of each participant's story—who they were, where they came from—essentially, what made them who they are today. These interviews took place before the novice Texas E/LA teachers began their first teaching experiences between the months of June and August 2010.

Family. Participants shared that their families' cultures greatly influenced their lives. Participants described their parents in detail family culture was described by participants in terms of their parents' (inter)nationality[1],

[1] Schwandt (2007) acknowledges that "what constitutes culture and how it is best described and interpreted are matters of much debate" (p. 59). Participants were advised that this interview sought to determine "what makes you, you" and issued the broad interview question "What can you tell me about your family?" In response, this participant offered descriptions of her parents' national origins. While I do not intend to equate nationality with culture, I do understand Althea's description of her parents' national origins to be an important part of her family experience, as she describes it. This

> "My Mom is from _____, Canada, and my father is from a small village in Iran" (*Althea)*

religion,

> "I grew up in the church and was raised a Christian Baptist. My family is very involved in the church and the majority of our close family friends are fellow church members." *(Honoria)*

and even profession

> "I am married to a visiting assistant professor, so we value education." (*Cecila)*.

Participants included descriptions of their family's socioeconomic status in response to inquiries about their background. All respondents indicate that they considered their family to be middle class.

> "My family is white and middle-class.…My mother's parents were working class, Catholic, and from the Midwest. My father's parents were professionals (dentist), Methodist, and from the South." (*Hector)*.

> "We grew up a lower middle class family….Both of my parents worked, and it was a financial struggle for them to put us through school." (*Daphne)*

Several participants indicated that socioeconomic status was an area of struggle within their families, although struggle, in general, was a recurrent sub-theme within the *Family* thematic domain across the transcripts.

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was the very first thing she said in her interview. Her choice to describe her family first and foremost in this way indicates that (inter)nationality is a characteristic and defining feature of her family's shared experience. In this way, my classification of her description of her family's (inter)nationality as being descriptive of her family culture corresponds with common definitions of *culture* (Merriam-Webster's Online Dictionary, n.d.). Throughout this section, I adopt the view that a family functions as a social group and apply the common definition of culture as "the customary beliefs, social forms and material traits of a racial, religious, or social group; also: the characteristic features of everyday existence shared by people in a place or time" (Merriam-Webster's Online Dictionary, n.d.).

> "My mother had cancer when I was in HS, and as a family we encountered many other family problems during my HS career" (*Cecilia)*

> "There are a lot of students in _____ who don't care and aren't motivated, and eventually get "stuck" there. I wish my high school teachers would have pushed us more, expected more out of us, and showed us the options college could bring us." (*Honoria)*

> "I am the first female in my family to go to college… Having moved around so much, I had to get used to being "the new kid" at school every year. I didn't attend the same school more than once until I was in fifth grade, and even after that I was forced to switch schools a couple more times. Looking back on it, I am thankful that I had such difficult experiences because I am comfortable with change and I look forward to new things in life. Still, it was difficult making new friends every year when most kids had been there since kindergarten." (*Wanda*)

Parents were most often mentioned in terms of their professions,

> "My father is a geophysicist and my mother is an accountant and household manager." *(Hector)*

and in terms of the influence participants recalled parents having on their academic careers.

> "My parents always pushed me to take AP or Advanced classes, so I stuck with those throughout school and graduated Suma Cum Laude at a 5A HS before heading to Aggieland!" *(Althea)*

> *"*My dad, both sisters and I are Aggies, and I'm sure my younger brother will follow in our footsteps!" *(Honoria)*

However, one participant noted that her parents' relationship had an effect on her early family experience,

> "then my parents got divorced… But my mom and my brother and sister and I stayed in _____." (*Sophia)*

Every participant related information about siblings, and most study participants were oldest children. In fact, only two study participants have older siblings.

> "I ended up almost "raising" my sister who was 8 yrs at the time." (*Cecilia)*
>
> *"*Well, I am the older of two children." (*Daphne)*
>
> *"*I have 2 younger brothers, 21 & 18, and there is never a dull moment at my house." *(Althea)*

Participants responded to the interview question "*What can you tell me about your family*?" by describing aspects of their family experience such as parents, siblings and their family's socioeconomic status. In doing so, participants revealed characteristics of their shared family experience and described the ways that their family operated as a social unit. Beyond giving general descriptions of characteristics, participants also situated their own actions within and reactions to their family experience through the process of describing their families.

Importance of education. All but one participant's descriptions indicated a sense of reverence for education.

> "Education was/is always very important in my family and my parents have always encouraged us to pursue academics as our first priority." *(Althea)*
>
> "College was always expected of me, and my parents never gave me an opportunity to consider any other options." *(Cecilia)*
>
> *"*I always really liked school" (*Daphne)*
>
> "My parents expected me to do well in school and I always wanted to make them proud" (*Honoria)*
>
> "I loved it" (*Sophia)*
>
> *"*Needless to say, education is valued in my family because my Dad was the first person to go on and pursue further education and upward mobility." *(Wanda)*

Many participants' descriptions of their experience indicate that the reverence that they felt for the value of education was influenced by their family experiences.

Educational experience. Study participants attended diverse schools of various size and geographic location, in and outside the state of Texas.

> "I was born and raised in _____, Tx (small town 45 min south of Houston)…. and graduated…at a 5A HS before heading to Aggieland!" (*Althea*)

> "We lived in a suburban of Dallas (_____) and I went to _____ HS (_____ ISD – 5A) with many wealthy students (although I wasn't one of them). Fortunately I was able to stay in the same school district/schools from K-12." *(Cecilia)*

> "I went to a private elementary school because my parents wanted me to have solid background of Christianity before I went to public school…. Then I went to a public junior high and high school. I transferred into one of the more well reputed high schools instead of my neighborhood school, which had a not-so-good reputation." *(Daphne)*

> "I grew up in Louisiana and attended public schools. My elementary and middle schools were diverse racially and economically. I went to high school and college in Texas. My high school was mostly white and middle-class." *(Hector)*

> *"*I grew up where you knew somebody everywhere you went- grocery store, post office, mall, high school football games. The community was highly involved in school sports and events because most people had children or friends that went to the high school. So, high school football games were a big deal, because that's where everybody would be on Friday nights, and besides there was nothing else to do." *(Honoria)*

> "I grew up in _____, Texas. It's a small town northwest of [a big city]. And, I went to school there from first grade to graduation, to the 12th grade. It's a 2A school, out in the country…" *(Sophia)*

> *"*I went to public school most of my life. For three years, my parents were able to put my brother and me in a private school at a local church we attended. The school only went up to eighth grade, though, so by the time my brother was ready for high school, they pulled me out too and I

> went to a public school in San Antonio from seventh grade until I graduated from high school." *(Wanda)*

Participants also described themselves in terms of the kind of student they were, and how (qualitatively) they experienced K-12 education.

> "I stuck with [AP or Advanced classes] throughout school and graduated Suma Cum Laude." "I would say my educational experience was average- our schools in suburban _____, were not exceptionally challenging or intense, but for the most part I've always had encouraging teachers and good learning environments." (*Althea)*

> "I always liked school and was the teacher's pet. I took advanced courses, always made A's and never had to study." *(Cecilia)*

> *"*I was sort of nerdy kid; I always really liked school." *(Daphne)*

> "I was a good high school student; I don't think it was because I was exceptionally smart, but just because I always finished my work and turned it in on time." (*Honoria)*

> "I've always been kind of a nerd and interested in everything." (*Sophia)*

> *"*I have never told my parents this, because I don't know if they would appreciate hearing it after sacrificing so much to send my brother and me to a private school, but I actually feel like I got more out of public school than I did out of private school. As a Christian, I appreciated the extra class period devoted to studying the Bible. But I really saw first-hand the problems with lack of accountability in private schools. To this day I still think that I excelled more in English because I didn't have very solid math or science instruction. I'm not terrible at either subject, but I really felt like I was behind in both math and science when I came from a private school into a public school." (*Wanda*)

Notably, no participants attended urban schools. However all (except Hector, who did not comment on his academic performance or qualitative educational experience) report that, they performed well academically in school, and most report positive feelings associated with school.

Extracurriculars. Study participants report being heavily involved in extracurricular activities in both high school and college.

> "I have been playing tennis since I was probably 7 years old. In high school I was the Varsity Captain for 2 years, and in college I played on the A&M Club team. I love being involved in organizations so at A&M I was a member of Aggie Leaders of Tomorrow (ALOT)." (*Althea)*

> "*"*In HS, I played volleyball (1 yr), was the newspaper editor (2 yrs), was in NHS, NSHS and Beta Club as well as Ac/Dec (3 yrs). I enjoyed being at school as it kept me very busy and active. At A&M, I was….in various clubs (Sports for Kids, Aggie School Volunteers, Aggie BSM, FC Bryan, Pre-Law Society, etc). I was involved the most my freshman year but it dwindled greatly by my senior year due to searching for jobs, getting married, etc." *(Cecilia)"*

> "In college, most of my extracurriculars were related to my faith. I got rather involved at my church, all four years of school. My freshman year I was in a leadership organization as well as a social justice organization." *(Daphne)*.

> "I played golf, was a member of a student government, founded a student organization, and participated in an annual "pageant" in high school. I was a member of student council and philosophy club in college." *(Hector)*

> "At A&M I was involved in several organizations where I met my best friends and learned essential leadership skills. I also played several intramural sports, which I was thankful I got to be a part of. I think extra-curricular activities should play a part in everyone's education because they teach you many social and leadership skills that you may not get in a classroom." *(Honoria)*

> "I started playing basketball when I was ten and I played all the way through high school… I tried playing softball. And then I did yearbook junior and senior year. I was the photo editor Junior year and the general editor senior year. And I loved that more than anything because it made me involved in everything at the school. So, it really made me feel connected to the entire student body. And, I did UIL writing my Junior and Senior Year. Then I was on Student Council…. and, well then, I worked. I worked at Sonic as a carhop when I was sixteen through until I graduated…." (*Sophia)*

> *"*When it comes to extra-curricular activities, I usually have the tendency to over commit myself. I made the mistake of signing up for way too many service clubs in high school and ended up having to decide which ones I really wanted to be a part of." (*Wanda)*

Several participants report that their involvement in these types of activities became a habit that continues to this day and is shared by their significant others.

> "I have recently ran the Austin Half-Marathon and completed in a few triathlons for fun and hope to continue doing more of those this fall." *(Althea)*

> "We are avid readers, enjoy the outdoors and exercising. We both train for marathons." (*Cecelia)*

> *"*I ended up sticking with a few main activities—leading worship for my church, being a volunteer English teacher with A&M's English class for international students, and being a counselor for spring and fall high school and middle school retreats with _____ Youth for Christ's Campus Life program. Spending time teaching and being with young people has definitely confirmed my desire to be a high school teacher." (*Wanda)*

Most participants descriptions of their K-12 experience reveal that they were involved in academic organizations and all but one was involved in sports related activities. Participant descriptions reveal that involvement beyond the minimum is a theme that carries on throughout participants' various life experiences and became part of who they are.

Work experience. In addition to carrying a heavy load of extracurricular activities, several participants report working in either high school or college.

> "At A&M, I was a Resident Advisor (2 yrs)" *(Cecilia)*

> "and, well then, I worked. I worked at Sonic as a carhop when I was sixteen through until I graduated…." *(Sophia)*

> "…being a counselor for spring and fall high school and middle school retreats with _____ Youth for Christ's Campus Life program." *(Wanda)*

Participants' descriptions of their experience show that they took on a significant amount of responsibility during the latter parts of their K-12 experiences. In doing so, participants excelled both inside and outside of the classroom.

Past exposure to media/technology. In describing their own past experiences of being exposed to media and/or technology, participants most often related that they were exposed to media/technology through both home and school environments,

> "When I was 7th grader, my family got a computer. Before that, I learned to type on a typewriter I asked for Christmas a few years prior to the computer. At school we had a computer lab in elementary school, but they were mainly used for students with disabilities. In junior high, we had a computer lab and computers in the library. Same for high school. In college, there were computer labs everywhere on campus and smart boards in the classroom." *(Daphne)*
> *"*I learned how to use a computer in school and at home when computers became commonly used during the mid 1990s." (*Hector)*

> "My dad had, digital cameras before and my mom did too, so I had used them before. In my high school, we didn't have a lot of technology**.** We didn't have a lot of computer access...I mean, we didn't have a computer lab. There were computer classes. But that was it." (*Sophia)*

> My dad first bought a computer when I was about 9 or 8 years old, and at about that same time I began using computers in school." (*Wanda)*

However, several described their exposure to technology at school as limited,

> "At school we had a computer lab in elementary school, but they were mainly used for students with disabilities." (*Daphne)*

> **"**I wasn't exposed to that much technology as a student…" *(Honoria)*

> **"**In my high school, we didn't have a lot of technology…. And our teachers didn't use a lot of media in the classroom by beyond the powerpoint or video technique and, actually a lot of them never used powerpoints. That kind of was a newer thing but we didn't have a lot of it." *(Sophia)*

> **"**My high school had minimal technology courses that were required for graduation, but they were mainly for teaching proper business etiquette for typing letters." (*Wanda)*

One participant related that her past exposure has contributed to her current attitude about technology and media literacy in the classroom.

> "Honestly, I am a little afraid of technology because I think it is smarter than me. I wasn't exposed to that much technology as a student, but when we would have a technology assignment I would feel already defeated. I don't want to have this attitude! I know that I want to use media in the classroom and I don't want to view it as overwhelming. I want to learn as much as I can about technology and become comfortable with it so that I can use it to my benefit and the students' benefit." (*Honoria)*

Participant descriptions suggest that their early technology skills development experiences were a result of exposure to technology through multiple outlets. These descriptions of early technology experiences also suggest that these formative experiences with technology contribute to participants' long-held attitudes toward technology.

Current exposure to media/technology. Participant descriptions of their current exposure to media and/or technology also reveal a blended experience between multiple environments such as home and school.

> "I have a laptop, iPod, and cell phone. I use an Elmo in my classroom." *(Hector)*

> "I have been exposed more to technology as a grad student…" (*Honoria)*

> "I have a laptop and ready access to the university's facilities. At school, I can check out clickers and smartboards for our students." (*Daphne*)

> "Like, my English classes and many of my core classes they didn't really move beyond anything past a PowerPoint, but a lot of my education professors were the ones that brought different types of media into the classroom." (*Sophia)*

and that their exposure to media/technology contributes to their attitude toward technology, in general, and also toward its use in the classroom.

> "I feel like I have taken backward steps since leaving the office because currently my exposure to media/technology revolves around my iPod or Mac book. I have heard "hints" of a smart board being in my classroom so I'll find out this week if that promise is met." *(Althea)*

> "I feel connected. I have a Blackberry, a laptop, an Ipad, and an Ipad. I check email, facebook, the internet, etc a few times a day. It's part of my routine. I am very concerned about how I am going to use technology in my classroom. I have an ancient PC in my class and an old overhead projector – that's it!! I almost flipped out when I saw my classroom." *(Cecelia)*

> ***"***…I am still learning. I have learned about some programs and websites that will be useful in the classroom, but I want to become more comfortable with it and confident to explore new things." (*Honoria)*

> "I just got an iPhone and I love it and I was just like how did I live before, is how I feel, cause I just use it all the time." (*Sophia)*

Participants described that they were currently exposed to technology through multiple outlets. Most described a high level of familiarity with technology and several directly referred to their exposure to technology through the university setting. These descriptions also serve to illustrate how participants' current experiences with technology through multiple environments such as work, school and home influence their attitudes toward technology use.

Decision to become an E/LA teacher. All but two participants related that teaching was a deep-seated passion that they wanted to pursue for quite some time.

> " I love teaching students and I have been a big reading nerd since I could read." *(Althea)*

> "I had always wanted to teach Spanish and coach. Ever since I was little I remember playing school all the time and being the teacher; I loved school." *(Cecilia)*

> "I have wanted to teach since I was 5 years old…" (*Daphne*)

> "I've always wanted to become a teacher." (*Sophia*)

> "I knew I wanted to be a teacher since second grade, but I didn't know what my favorite subject was for a long time" (*Wanda*)

All participants indicate their decision to become an E/LA teacher was based on educational interests and talent, or personal school related experiences.

> "I have definitely struggled to make good grades throughout school, and will do everything I can do help them to have a successful learning experience in the class I teach. Teaching is such a great profession that allows you to wear many "hats" as you are a teacher, counselor, custodian, coach, (you name it), and I look forward to the challenge of just being available to my students!" (*Althea)*

> "…I have always enjoyed reading/writing…" (*Cecilia)*
> *"*Firstly, I love Literature. It is such a connective window into the human condition. People can understand themselves better when they see characters. I think there is such opportunity to teach high schoolers to understand themselves, to find their voice." (*Daphne*)

> "I like literature and I like rhetoric." *(Hector)*

> *"*I have a passion for reading and writing and I want to instill that in my students." (*Honoria)*

> *"*I didn't realize I wanted to be an English teacher…because… really until I realized that's where my strengths are….And so I wanted to teach kids how to read cause it's such an important skill. ….I really liked the idea of being a last chance teacher. So if someone like my brother gets passed on and passed on, I'd be his like Junior year or Senior Year teacher and [he] can still be saved then, there are still things that can be taught to you. And kind of be the last stop before they enter the real world, so. And obviously that's what I ended up choosing and I'm really happy about it and I'm excited to get to do something that I've wanted to do for so long." (*Sophia)*

> **"**While I personally love writing, what really excites me is teaching it because it is my mission to help students learn to articulate their ideas…. I think it's difficult to learn a skill like writing, but having a great teacher who is willing to help and takes the time to give useful advice and encouragement is the key to becoming a great writer." (*Wanda*)

Four of the study participants planned to become teachers since they were young and all participants described their interest in E/LA as stemming from their own educational experiences and/or talents. Participant descriptions provide strong evidence that there are elements of common experience shared amongst those who find themselves becoming novice Texas E/LA teachers through the SGCP program.

Joining the SGCP. For a few of the study's participants, joining the Secondary Graduate Certification was simply a means to an end.

> "I became a part of this program because at my N[ew] S[tudent] C[onference] freshman year I learned that the post-bacc program would help me become certified as a teacher. I didn't realize their were any other options to getting certified until late my senior year." *(Cecilia)*

> *"*I needed to become certified and I wanted to earn a Masters degree." *(Hector)*

One participant who had graduated and entered another career field indicated that the SGCP offered the career-related change she sought.

> "I had been in the corporate world for a year (the law firm I referenced earlier) and was so frustrated with the idea of the monotonous responsibilities of deskwork. Although I worked for and with a great team, I wasn't meant to be in that field any longer. After some really challenging conversations, I realized teaching is where my heart is." *(Althea)*

Other participants sought a sense of achievement or personal fulfillment and were interested in the program due to the ease it afforded.

> "I didn't realize there were any other options to getting certified until late my senior year. The perk of getting a masters in 5 years also intrigued me (and my parents)." *(Cecilia)*

> "Well, since I knew my dream about becoming a teacher, I came to A&M knowing that I needed to pursue that. I wanted to major in English, a chance to learn about a topic I love. When I entered college, I just knew we had to test for teaching. As I got closer to graduating, I was advised about the program, and it seemed like a great fit. It was a very easy and natural decision." *(Daphne)*

Participants also reported satisfaction with their decision to join the SGCP.

> **"**I have been so thankful I made that (at the time crazy) decision to leave my paychecks and return to student life!" *(Althea)*

> "It wasn't until later that I realized how grateful I was to have made this decision. If I wasn't a member of this program I would definitely not be prepared to be a first year teacher. I can't imagine going into teaching without taking these graduate courses. I am confident in myself and would recommend this program to all teachers." *(Honoria)*

Participants describe their experience with joining the SGCP as a satisfying experience that helped them reach the goal of becoming certified teachers. These descriptions further suggest that participants' stated satisfaction with the program is linked to participants' expectations of the program.

Importance of media literacy in E/LA. All participants recognized the importance of including media literacy in the E/LA curriculum.

> "I think media really can bring life to the written word of literature and this will help so many more students learn and take the morals or key points from lessons that they might not have understood before." *(Althea)*

> "I think it's very important, especially in today's times…. Today's students need to use technology in their everyday lives because their future successes depend on it. We as teachers have to find a way to help them get an education that is useful to them, and using media literacy is necessary." "…students need to be engaged with the text, and

> incorporating videos, sounds, ppts, the internet, etc can definitely help students stay on track." (*Cecilia*)
>
> "I think it is really important for students to be able to function in our high tech society. I think there's much opportunity for students to get a better job with media literacy skills. It is how life works these days." *(Daphne)*
>
> *"*Media literacy is important because rhetoric, advertising, and politics are intertwined with technology and media. Media literacy is necessary to be fully literate and to participate in a democracy given that all of our information is given to us via TV, the internet, etc." *(Hector)*
>
> "Media literacy can enhance learning….Technology is a great resource to accompany texts…" *(Honoria)*
>
> *"*I would want to expose them to technology, but more so just one thing that I believe in is just teaching them strategies and methods they can use on their own for different content areas and different things that they're going to have to learn, cause I know you can't approach learning everything with the same strategies, but if you can master a few and then, be flexible and then adapt to a new situation, I don't know… cause I know I can't teach them to do everything technological related to English Language Arts, but if I can teach them ways to learn, then maybe they can apply them to their new situations." *(Sophia)*
>
> "I think media literacy learning is essential to English/language arts, because it gives kids a medium to be creative and represent their learning in new ways." (*Wanda)*

Most participants related that they believed media literacy education delivered in the English/Language Arts curriculum consisted of essential real-world skills that not only would lead to greater student engagement and understanding in the classroom, but also would provide students with the skills needed for greater access to information, communication, creativity and opportunity in life. However, some teachers revealed beliefs about the importance of media literacy in the E/LA classroom that indicated they thought media literacy best serves to

supplement lessons focused on other academic skills. These descriptions reveal beliefs held by participants that could affect the way they teach media literacy in the content area.

Summary. The previous sections present the results of Interview 1 and example statements made by each of the participants in the study. In this interview, participants described life experiences that served to make them who they are today. These topics include: descriptions of their family, the importance of education, their educational experience, involvement in extracurriculars, work experience, current and past experience with media and technology, the decision to become an E/LA teacher, involvement in the SGCP, and the importance of media literacy in E/LA. Participants' descriptions of these foundational life experiences give insight into the beliefs, attitudes and experiences that may influence participants' integration of media literacy in E/LA. The following section presents the results of Interview 2.

Interview 2. The goal of Interview 2 was to determine the details of what was, at that time, participants' present experience as a novice Texas teacher seeking to integrate media literacy curricula in the E/LA content area. These interviews took place at the mid-point of the novices' first teaching semester, in the last week of October 2010.

Workday. Each of the participants described a typical workday in terms of how their time was committed.

> "I try to get to school around 7 to set up for warm-ups, and write objectives on the board (1st bell is at 7:50). I have 6 classes of British

Literature consecutively, and have 7th period conference. School is out by 3:15, and I am lucky to leave by 4:30 or 5." (*Athlea*)

"I arrive at school at 6:15 everyday to let athletes in the building. I have morning practice from 6:30-7:50. I teach 8th grade ELA four periods, starting at 7:55. I don't have a conference period so there is no time during the day to plan anything. Then I have 8th grade athletics and after school practice from 2:23-4:30. I usually have a few minutes to run some copies, so I leave on an early day about 5 pm. Jr high and HS game nights I leave around 8-9pm." *(Cecelia)*

"I wake up at 5:15, get ready and leave for school an hour later. I arrive at school no later than 6:45. I log in to my computer, check my teacher email and respond. Email is the main communication piece in my building. Around 7:10am, my students first arrive. The tardy bell rings at 7:25. I have fifty minutes. We usually have a lesson that has whole group instruction, groupwork, then independent work. I teach 4 periods straight, then lunch, then I teach 5th, 6th period is conference, then finally, I teach 7th. I stay at school about an hour and a half how students leave, choose one activity to bring home and leave to cook dinner. I try to be in bed before 11pm." (*Daphne)*

"I wake up at 4:30 A.M. and leave my house at 5:00 A.M. I drive one hour to my job and arrive at 6:00 A.M. in order to make copies, organize the classroom, prepare for the day, etc. School starts at 7:25 A.M. and I teach five classes. I teach English IV (level) and Literary Genres/Practical Writing. I teach the only two sections of Literary Genres and do all of the planning myself. I teach three sections of level English IV and I work with a planning team of five teachers. Unfortunately, we do not have common planning periods. I have two planning periods (3rd and 5th) and school ends at 2:45 P.M. I usually leave the school between 5:00 and 6:00 P.M. If I do not finish my grading and planning at school then I finish at home." (*Hector)*

"I have volleyball practice in the mornings and will soon transition into track. I teach 4 classes of English- Two classes of English I Honors and two classes of English II." (*Honoria)*

"I get to school at 7:30am every day to get ready for the day. During this time, I also usually have several students that come in my room to finish homework, talk to me, or get tutorials. I teach four sections of English IV, two sections of Reading, and I also teach yearbook. During my conference period and lunch (which are back-to-back :) I usually grade papers, make copies, visit with my students out in ISS or AEP, check my school e-mail, and eat. 8th period ends at

> 3:28pm, and I usually stay at school preparing for the next day until about 4:30pm." (*Sophia)*
>
> "I leave the house at about 6:30 in the morning to get there at 7:00. School doesn't start until 8:00, but I like to have plenty of time to go over my lesson plans in my head, make last-minute copies, answer any emails, and take care of some paperwork before the students get there. First period I have 15 juniors, second I have 20 sophomores, then we have study hall. Typically during study hall I attend student council meetings (I am one of the sponsors), help tutor students, or work with TAKS remediation students to improve their writing skills. After study hall, I teach 14 seniors during third period and then I monitor students in ARC credit recovery (an A+ program our school uses for students who are behind in their coursework) during fourth period. Sometimes I am able to sit down during this time (whew!) and get some grading done.
> After a thirty-minute lunch, I teach another junior English class to 5 juniors, and then sixth period is my conference period. During seventh period I teach 28 freshmen, and I have 8 students in my yearbook class for 8th period. After the day is over at 3:40, I typically stay after until 4:30 or 5:00 (sometimes later, depending on the work load or the number of students who stay after school for extra help) in order to get as much work done without having to bring it home with me. Still, though, I almost always have something that I end up taking home with me. I usually go to bed around 11:00 or 12:00." *(Wanda)*

One study participant noted the toll that such a hectic schedule is taking on her, emotionally.

> **'**Stress! I'm still trying to learn the ropes of classroom management and engaging lessons." *(Honoria)*

Participants' descriptions of a typical workday included descriptions of their teaching course loads, curriculum and additional duties. These descriptions reveal that participants are working long days that are taking a toll on some of them and many are responsible for additional duties beyond their E/LA teaching assignments. The descriptions suggest that the hectic and arduous schedules

assigned to novice E/LA teachers may affect teachers' quality of work and quality of life.

Media in the classroom. Participants described the reasoning behind and the manner in which they utilize media and teach media literacy in the classroom.

> "I have a presentation station (50 inch flat screen LG), equipped with an Elmo (projector) and a smart board attached to it." *(Althea)*

> *"*I often teach with powerpoints, videos, music clips, projected charts or worksheets. Why? Because of my kids are motivated and driven by technology, so they expect it. They connect with technology, so if I want my students to connect with 300 year old literature, I have to meet them where they are. Also, almost all of my students have been issued laptops, so we often use these for research tools." (*Daphne)*
> "As of now, I let them listen to music if they're working on silent work or allow them to google things if they need more help. They like having some form of technology in the classroom…..Having access to more technology would greatly benefit them, and definitely keep them more engaged than they currently are in my class." (*Cecilia)*

> *"*I use music, film, and PowerPoint in my classroom to complement lectures. I use music to stimulate personal reflection while reading and writing. I use film to provide a visual representation of certain events/ideas. I use PowerPoint to enhance lectures by providing structure and visual aids. My students enjoy the use of music and film. They are somewhat indifferent to PowerPoint. I think they take PowerPoint for granted and would appreciate it more if they were forced to take notes simply by listening to a lecture." (*Hector)*

> "I learn along with the kids. I am not tech savvy, so I learn before and/or sometimes while the kids learn. I think the kids feel a sense of freedom when they use technology; they can show their creativity." (*Honoria*)

> "I use different types of media to teach in my classes mainly to keep my students engaged because they think that learning though different types of media they are learning in a new and fun way. I use different types of animated power point presentations, movies and movie clips, music, and websites mainly." *(Sophia)*

> "I often show related videos, excerpts from movies, and pictures of something we are discussing on the Smart Board. As far as the interactive

> aspect of the board, I use it primarily for writing instruction and to model active reading habits (before, during, and after strategies for reading and comprehension). I love using the Smart Board because it's a visual aide for the many visual learners I have in the classroom, and it helps when the students have something up on the board right when they walk into the room so they know to get into classroom mode." *(Wanda)*

These descriptions also revealed some of the barriers to media literacy integration that the participants face.

> **"**Between visits to the computer lab, I felt like I was always having to teach how to properly use Microsoft word. Many students didn't even have email addresses set up to email themselves their work (for homework). Rather then teaching students how to analyze and interpret various media, I feel like I have had to spend more time teaching internet etiquette." (*Althea)*

> "I would like to use more media literacy however I am very limited in the technology available. I have Windows 2003 on my school PC and recently got a school MacBook, but I don't have a projector screen or an Elmo to show things like powerpoints/keynotes. Also, about 95% of the staff at my school are older teachers and do not feel comfortable using technology. Thus, trying to incorporate some of it with my planning partner for ELA is kind of difficult to get across, especially since I am the newbie and she's got 18 years of experience. The students have recently been given iPod touches, thanks to a Texas T-3 grant. The kids can use them and one teacher in the building can put apps on them. I want to make podcasts to send to them, but as of now it would be almost impossible to sync all their iPods to retrieve the content in a timely manner.… I feel like we are not preparing them for the real world. Even McDonalds and Walmart use technology in most of their daily functions; we aren't preparing them for their future endeavors. Most of my 8th graders don't know what PowerPoint or Word are, and they peck type when they even get a chance." (*Cecilia*)

> "Also, almost all of my students have been issued laptops, so we often use these for research tools. I often have to teach the students how to use the education technology. They all know how to use youtube, but not the editing tools of word, or wordle or google docs…..Each of the students I work with, if they are in US History(which is about 97 percent) are issued a laptop at our school. It is the second year of this program…. Many of my students who encountered computers for the first time (with any sort of frequency) with the laptops often express frustration, even act out in class to avoid having to use the computers

> educationally (for research or writing). It is our 10th week, and some of them are just now feeling comfortable to use them as an educational tool…. We have been a little slow on the uptake, but we are learning to use these laptops as a learning tool. This part of technology is wonderful, however, our teaching tools are desktop computers, which really cramps our style when it comes to teaching. I am not nearly as free as I would like to be. I am confined to be close to my computer. I find that I sometimes forego the powerpoint for other options because it is frustrating to use." (*Daphne*)

> "As far as computers go, this is another story. The school district in which I teach was able to purchase Smart Boards for several teachers because they qualified for a technology grant due to the extreme poverty of most students' families. Since many students do not have computers at home, I do not often assign homework that requires use of computers. If we do use computers, I book one of the labs for the students to use for 45 minutes during their class period. I try to do this often so that students will be able to have practice using computers and that they will master the TEKS for technology and research within English/Language Arts and Reading…..During the first week of school, I made the mistake of asking students to complete an online questionnaire about their learning styles. I was told by almost half the class in most of my classes that students did not have computers at home, so they could not complete the assignment. I managed to have several students come in during study hall, lunch, and before/after school in order to complete the survey, but I definitely don't plan on ever assigning anything like this assignment again. (*Wanda)*

In describing their use of media and teaching of media literacy in the classroom, many participants focused on describing available technology resources. They also described interactions with students in the context of media literacy in the classroom. Participants' descriptions of their teaching related to media literacy teaching also reveal their understanding of and attitudes about media literacy. Further, participants' descriptions of the barriers to media literature integration note the overall effect that these barriers have on the students.

Faculty and media literacy. Participants described their interactions with other faculty in the context of media literacy.

> "We have had training for our presentation stations/smart boards because our entire school has new ones this year. Otherwise, unless I have a technical problem, I typically do all technology issues myself." *(Althea)*

> "Many of the faculty is not familiar with much technology, so getting them to use it is difficult. A few teachers are trying to use the iPods for lots of stuff, but the majority of teachers are not as in favor of it because they think that it is too much work to create content for it." *(Cecilia)*

> *"*We have a new textbook, so we are all learning the online components. Because of my age, I tend to be quicker when it comes to learning these things, and I often get the technology-heavy jobs when delegating. We use email as our primary communication piece throughout the school. Also, I am piloting use of turnitin.com for our junior teachers." *(Daphne)*

> "Other teachers also use film and PowerPoint to enhance their instruction." (*Hector*)

> ***"***We team teach, so we find/use new programs together." *(Honoria)*

> "Many of the other teachers at my school are veteran teachers that have their traditional way of teaching that they have been doing for many years. Since their lesson plans and teaching styles were most likely developed during a time when media was not as popular or relevant as it is today, they do not include much media in their classes. I don't feel like they think me incorporating media into my class is necessarily a bad thing, I think they just don't want to do it because they don't want to change what they've been doing for all these years. The other novice teachers like myself (there's 7 other new teachers on our campus) use just as much media as me." *(Sophia)*

Some participants described their interactions with other faculty in the context of media literacy in terms of professional development opportunities and collaboration with other teachers. However, participants' descriptions of their interaction with other faculty in the context of media literacy also reveal resistance to technology integration from

other teachers. Resultantly, novice teachers describe a need to seek collaboration with other novice teachers, or to develop curricula on their own.

Parents and media literacy. Participants described their interactions with their students' parents in the context of media literacy.

> "Our school has an "online grade book" for parents to supervise and monitor their student's grades. I update their grades every Tuesday. I often communicate with parents via email to discuss student grades, missing assignments, or discipline problems." (*Althea*)

> "Most of my parent contact is through email. I have had no parent-initiated calls, in fact. It is quicker for both parties to communicate through emails. Some parents are intimidated by their children's laptops, so I rarely hear from them. They are not comfortable with the computers, it is not part of their educational knowledge." *(Daphne)*

> "I have had no interactions with parents regarding the use of media in the classroom." (*Hector*)

> "Most parents always want to be 'in the know' about their child's grades. They can access their grades online through our school's parent viewer." (*Honoria*)

> "Unfortunately, the parents of my students are not that involved in their education and therefore, do not know how I use media in my classroom. If they do know, I have never had an interaction with them about it." (*Sophia*)

> "I like corresponding via email because it gives me time to produce a more thoughtful answer and to calm down and reread messages if parents are frustrated due to a misunderstanding. So far the email correspondence has been positive for the most part." (*Wanda*)

In describing their interactions with students' parents in the context of media literacy, participants note a general lack of such interaction outside of using technology to communicate, mainly about students' academic progress or classroom behavior.

Administration and media literacy. Participants described their interactions with school administrators in the context of using media and teaching media literacy in the classroom.

> "Other than providing training services for our new presentation stations, we have not had any interaction with the administration in the context of using or teaching media literacy. In many ways, they prohibit the use of most media by banning cell phones, ipods, or any other personal electronic devices" *(Althea)*

> "The administration has been overwhelmingly supportive of incorporating technology into the classroom so far, and we almost always have tech people to help out if something goes wrong." *(Wanda)*

The types of interaction with administration with regard to media literacy varies from interest due to state curriculum requirements,

> "My administration is very interested in using media and teaching media literacy. I think this is mainly because of the inclusion of media literacy in the new Career and College Readiness Standards. So, they support my use of media in the classroom as long as I can connect it to state objectives." *(Sophia)*

to a focus on technology use as a communicative tool between adults in the school.

> "I usually get information based emails sent campus/district wide from administration. We also often set up emails this way. I have gotten e-vites to meetings for SpEd Ards and such. This seems to be a tradeoff- the administration is more accessible, but less visible." *(Daphne)*

One participant's description revealed that her administrators' lack of support was due to financial concern, and also revealed the inequitable distribution of technological resources at her school.

> "I have asked my principal for a projector screen and/or an Elmo, but he said our budget is limited. I have also learned that science and math got projectors and Elmos first because their math scores were the lowest on

> TAKS the last few years. ELA and History are lacking technology." *(Cecilia)*

Participants presented mixed perspectives regarding the level of support provided by school administrators with regard to integrating media literacy in the classroom curriculum.

Teacher preparation. Participants provided descriptions of their preparation to teach media literacy in the classroom.

> "My education at A&M always involved utilizing technology for classes…. The course I read [Dr. X's] book introduced me to the importance of media literacy in his book, [curriculum related text]. Reading [Dr. X's] recommendation to incorporating cross-curricular activities with technology and media in classrooms was something that I found essential for teaching. I forget the course name, but remember watching many interesting videos and participating in analysis and discussion online about them. " *(Althea)*

However, participants' understanding of media literacy as well as their implementation of media literacy skills was limited by the availability of resources in the school environment.

> "Honestly what I did learn I haven't really been able to use. I have one computer in my classroom but it would be difficult to show students a PowerPoint or pictures by turning my monitor for them to see." *(Cecilia)*

Several participants indicated that their media literacy related skills are self-taught.

> "I feel my media literacy knowledge is mostly self-taught as a result of my education or personal expectations." *(Althea)*

> "I was prepared to teach media literacy in my content area in the sense that I can teach students how to analyze media. I was not taught how to use media as part of my instruction, but I was prepared to teach media literacy." *(Hector)*

> "I feel moderately adequate to teach media literacy mainly because of the use of media I learned from in college. I never took a class in my teaching preparation courses specifically teaching us how to teach media literacy, but through the professors use of media, I kind of learned how to model what they did." *(Sophia)*

Participants also indicated a desire for additional training relating to their preparation to teach media literacy in the E/LA classroom, especially in terms of how to accomplish media literacy related tasks without appropriate resources.

> "I am still trying to figure out how to incorporate more into my curriculum. Use of any PowerPoints would be nice. I'd like to be able to show the students things using the internet; simple things like pulling up pictures or even showing them how our vocabulary words are seen on even popular websites everyday. I'd like to be able to show them video clips too; maybe even create podcasts for them….Also, more access to computers and internet would allow them to complete research papers and practice their typing skills." *(Cecilia)*

> "I am expected to teach students adequate research skills, but I feel that it would be much easier if they all had access to computers or at least were able to access the computers in the library after school hours." *(Wanda)*

> "Honestly I don't know. I feel like a lot was covered. In fact, I feel more at a loss trying to teach using an overhead, transparencies, and stories from the textbook. My HS teachers used more technology than I am using four years after the fact!" (*Daphne)*

In particular, these novice E/LA teachers asked for modeling of best practices in media literacy education in their teacher preparation experience.

> *"*Example lessons about teaching media literacy would have been helpful in my teacher training classes." *(Sophia)*

> *"*Well on the first day I didn't know how to turn on the projector...so I feel like I didn't know anything….I wish I would have know about more programs or ideas in ways to tie media literacy into English…. I think if we are shown how media literacy is effective in the classroom, teachers are more likely to learn it and teach it." *(Honoria)*

One participant's response, in particular, indicates a heavy reliance on local curriculum and expectations, and disregard for or misunderstanding of the state standards, especially as they relate to media literacy in E/LA.

> "Well, it seems that whether or not media literacy is emphasized in a classroom is somewhat dependent on what the objectives of the course require/encourage. I teach British Literature and 'media literacy' has not been mentioned once. Any media literacy that I have taught has simply been incorporated by me where it seemed appropriate." *(Hector)*

These descriptions indicated that, although participants felt they did receive technology related training through undergraduate university coursework and through their teacher education program, some participants described the training as insufficient given the reality of their school environments. In this context, three participants explicitly indicated their desire to learn more about how to teach media literacy, particularly in the technologically under-resourced classroom. Many participants relate that they developed media literacy skills on their own, further highlighting the absence of adequate media literacy education in their secondary teacher education program and the importance of participants' personal use and exposure to media and technology in the development of media literacy skills.

School support. Participants described the support they received from their school districts, in terms of helping the participants to address media literacy in E/LA. Some report that they did receive support in terms of professional development training opportunities.

> "Our district technology department offers workshops monthly addressing different topics." (*Althea*)

> "I received some information about incorporating the use of media in instruction." (*Hector*)

> "My school has each teacher set up on a "teaching with technology" website where we are supposed to do online trainings in our content area, but the trainings are not required. I have not spent much time on it, but if it was required I would." (*Sophia*)

However, other participants reveal that the support they have received is deficient,

> "I had to go to a 1-day training in Waco due to the T-3 grant we got for ELA media literacy incorporation. I learned ways to use the MacBook in the class; however the Apple people thought we also had projectors, etc. so I can't actually use the things I learned in the training. Other than that, I haven't learned anything else." (*Cecilia*)

> "Twice in the last three weeks a district E/LA person has come to train us on our textbook web supports and turnitin.com. These have been so helpful, but have been answered slowly. It adds stress to planning because I do not know what I have available, but it is getting better. So, in service training would have been best, or training weeks in advance of potential integration time. The resources are there, now we just need to the support to integrate them, teacher-specific training!!!!" (*Daphne*)

> **"**I'm honestly not very sure what this kind of support would look like. I am thankful to be here for the first year with a Smart Board in the classroom at this school, but I'm not sure if the school administration or school board is interested in having any other technology brought into the classroom." (*Wanda*)

Participants' perspectives on the support they received from their school district in support of helping them to address media literacy in E/LA are varying. Support, as described by participants, consisted largely of technology integration skills that, although foundational to media literacy education, should not be equated with integration of media literacy curriculum.

Summary. The previous sections present the results of Interview 2 and example statements made by each of the participants of the study. In this interview, participants described details of their present experience as novice Texas teachers integrating media literacy curriculum in the E/LA content area. The timeframe for this interview was the mid-point of the participants' first teaching semester. The topics discussed by participants and related here include: the typical workday, media literacy in the classroom, faculty and media literacy, parents and media literacy, administration and media literacy, teacher preparation and school support. Participants' descriptions give insight into the preparation of novice Texas E/LA teachers to teach media literacy in the content area and the actual experience of integrating media literacy in the content area as a novice Texas E/LA teacher, factors that may influence participants' integration of media literacy into E/LA. The next section presents the results of the final in-depth interview.

Interview 3. The final interview provided an opportunity for participants to reflect on the meanings they ascribed to their experiences with media literacy in the E/LA classroom. These interviews took place shortly after the participants' first teaching semester, in the last week of December 2010.

Classroom curriculum. Participants described the curriculum used in their classrooms.

> "Curriculum . . . is unorganized and lacks leadership. I . . . am almost living day by day as to how to do my lesson plans. The other (2) teachers only have 1 or 2 sections of English IV and do not have a solid curriculum model to follow for the year. Our school just adopted new textbooks . . . and . . . I am following pretty close to the book expectations. This is definitely the hardest part of my job as a new teacher. This has been

> wonderful because I can be creative and innovative and am not limited to a boring curriculum, but at the same time very stressful because it is twice as much work to prepare and many times I hope my lessons work out! It has been frustrating because as a first year teacher I don't have resources or references to pull from for class. I feel like I do most of the planning on a weekly basis and for the most part alone. I have used the textbook but I have also just made things up as I go." *(Althea)*

> "Structured without conformity. The students know the routine and we have procedures, but I often change the seating or the warmup, so their little brains are always in gear." (*Daphne*)

> "Planned, fast paced. Many worksheets and powerpoints to aid each lesson. Lots of reading and writing, few projects." (*Honoria*)

> "My curriculum is very flexible. I am able to do a wide range of things with in my curriculum. It is very open, which allows me to do a wide range of activities and lessons." (*Sophia*)

> "My curriculum is all self-designed, but I use a lot of different resources…. It has been stressful having to come up with absolutely everything…" *(Wanda)*

Participants reported using a variety of resources to develop their own classroom curriculum.

> "Many worksheets and powerpoints to aid each lesson. Lots of reading and writing, few projects." *(Honoria)*

> "My curriculum is all self-designed, but I use a lot of different resources! I use everything from the school's textbooks to online resources and teacher materials to helpful materials I have from other teachers who were willing to share" *(Cecilia)*

> "I use everything from the school's textbooks to online resources and teacher materials to helpful materials I have from other teachers who were willing to share. I also did come up with my own curriculum for a three-week unit on poetry" (*Wanda)*

A few of the participants included discussion of their aims in designing curriculum,

> "I strive to make English language arts personally meaningful and socially relevant." (*Hector)*

"I try to make the instruction as student-centered as possible" *(Wanda)*

Only one participant mentioned using state-mandated standards as a curricular guide,

> "I recently experimented with incorporating more of the CCRS into my lessons. We are doing a mini-unit now in all four of my English classes in which the students are learning about and producing procedural texts, such as letters, applications, and instruction manuals. Much of this material is required by both the TEKS and the CCRS" *(Wanda)*

Of the study's seven participants, only three mentioned state curricular standards in their interview transcripts. Two mentioned state curricular standards (e.g., TEKS, TAKS, CCRS) directly and one participant mentioned privately developed commercial standards that are aligned with state standards (CSCOPE). One of the three who referenced state curricular standards also mentioned using a textbook, which are commonly aligned with state standards, as a curricular resource. Of the 55 pages of edited interview transcript material that comprise the Participant Profiles (see Appendix D), state standards or state aligned standards are mentioned only seven times.

Participants' descriptions of their curricula echo sentiments mentioned previously with regard to reliance on locally developed curriculum. Further, these responses indicate that the novice E/LA teachers in this study are largely creating their own curricula, with little guidance.

Personal beliefs. Participants described their personal beliefs about using media and teaching media literacy.

> "I have been surprised how much students still need to be 'taught' media literacy. Many of my students still do not know how to use simple computer programs like Microsoft Word, so my instruction focuses more

> on technology enhancement than media literacy . . . . "I would enjoy spending more time on [media literacy], but currently do not know how to how to find the resources to teach more." *(Althea)*
>
> "I honestly believe it would have been beneficial for the kids if we would have used media literacy more often, if not everyday, since the kids are surrounded by technology daily." *(Cecilia)*
>
> "My students need to know how to use media, and media has been the ONLY way to connect my students with some of this older literature." (*Daphne)*
>
> "I think using media in the classroom can enhance any lesson plan, activity, or lecture." *(Hector)*.
>
> "Media literacy will help them in college and in their future careers. Media can also help kids understand different concepts and enhance their creativity" *(Honoria)*
>
> "I believe that using media and teaching media literacy in the classroom are very important. Familiarizing students with all different types of media helps them meet the standards of the career and college readiness." *(Sophia)*
>
> "I am constantly awed by how much more my students know about technology and media than I do! Even just being a few years older, I feel so out-of-touch with what's new and how to use it . . . . Also, as an English teacher, I really feel it's important to stress the ethics of authorship, such as how to properly use information that is not your own and how to give the proper credit when you use someone else's information." (*Wanda*)

Participants' responses indicated their understanding of student need as well as participants' own attitudes toward media literacy in the E/LA classroom.

Connections. Participants described the connections that they felt existed between teaching, learning and media literacy.

> "I think teaching learning and teaching media literacy could be a parallel process. Media literacy would require students to think, analyze, and compare; which is the same process involved in teaching literature

> interpretations. The critical thinking skills I hope to inspire in my students could definitely also be taught through media literacy." (*Althea*)
>
> "The three of them connect well because you can't do one without the other; they keep each other in balance. In today's society, it doesn't seem like a person can teach or learn with media literacy." (*Cecilia*)
>
> "If we are weaving a blanket of learning, you need all three to stay warm. Use of media should never come without teaching or in lieu of teaching. It takes good, relevant teaching for the students to learn, and that is often aided by the use of media." (*Daphne*)
>
> "They all go together in today's society. We can teach and learn from media literacy. Many kids learn on their own using media and begin to teach each other. Media intrigues students, so by teaching and using it, they are more inclined to learn." (*Honoria*)
>
> *"*I feel that teaching, learning, and media literacy are all connected. Media is used as a teaching tool to help students learn with their highest ability. In order for the most learning to occur, the media being used to teach has to be understood, and that's where media literacy comes in. Students and teachers have to know how to interpret and learn from the different types of media for them to be effective" (*Sophia*)

One teacher recognized the learning effect that can occur when teachers model using media to teach another skill or strategy.

> "I think that if a teacher utilizes media then the students will learn media alongside other information." (*Hector*)

Participants' descriptions indicate that the novice teachers recognize that media literacy education includes pedagogical skills they already possess, and aims to teach skills necessary throughout the E/LA curriculum and life.

Student learning processes. Participants described student learning processes when media literacy learning activities are undertaken and noted any differences.

> "I don't think learning processes are much different; students still need to be able to interpret a message, and analyze the implications of its meaning. Media literacy requires creative thinking that can be used both

> by the students and their ability to inspire creative thought. Again, I think the learning-processes are very much parallel." (*Althea*)
>
> "The students are more engaged, so more learning takes place. If it is something that they enjoy and can learn a new procedure that they can apply to their lives immediately, they'll reap even more benefits." *(Cecilia)*
>
> "[It makes learning] more interactive, [and] easier to sell." (*Daphne*)
>
> "Student learning-processes would involve prior knowledge that is not tapped into otherwise. The student's visual and technological sensibilities are activated." (*Hector*)
>
> "Most students love anything to do with media. I think because it is different and fun. It's like something switches on in their brains when using media- *It's ok to learn.*" (*Honoria*)
>
> "I think student learning-processes are more impactful and students are more engaged when activities that promote media literacy are employed. I think students find different types of media interesting and different from the norm, which motivates them to learn more." (*Sophia*)
>
> "I think students learn more and retain this knowledge when activities that promote media literacy are employed because it makes the information and skills they are learning more relevant to them. It seems that a society in which i-Pads with apps for reading books on them are replacing books should reflect such changes in its schools if it wants its future leaders to be successful living in a technology-driven world." (*Wanda*)

Participants described differences in student learning processes when media literacy education is pursued, in terms of how the real-world skills help to engage students and help them acquire new knowledge and skills through bootstrapping and engaging multiple intelligences.

School impact on students. Participants described the impact they perceive schools make on students.

> "A student's school experience impacts their view of education, the value it has for their life, and the role that it plays in society." (*Althea*)

> "I think a student's school experience definitely impacts his or her future. If he/she only sees that school is boring, easy and they can do more on their own time, then they'll choose to do something other than go to college or tech school. But if they go to a school from pre-K on that constantly challenges them, and uses up-to-date technology and curriculum, then they can see the value and importance of education." (*Cecilia*)
>
> "I still identify myself as a _____ Mustang. It shapes who they are." (*Daphne*)
>
> "A student's school experience impacts their view of education, the value it has for their life, and the role that it plays in society." (*Hector*)
>
> "I believe school impacts their future tremendously . . . . If students understand the importance of education and realize its benefits, then education will definitely impact their future through the choices they make and the careers they choose." (*Honoria*)
>
> "A student's school experience greatly impacts his or her future. A student's school experience effects what they choose to do with his or her future. If a student had a positive school experience, his chance of furthering his education at college or a technical school is significantly higher. On the other hand, if a student had a negative school experience, I think the chances of him pursuing a higher education is more unlikely. And what a student chooses to do after he or she graduates from high school greatly impacts what the rest of their life will be like." (*Sophia*)
>
> "I think a lot of what kids learn in school may become obsolete to them, either because they were just learning the information to take a test and then forget about it all, or because they don't see the relevance it has to them. But I think students will always take with them the valuable skills of learning to work with people (especially people that they may not like personally), communicating effectively both in written and oral facets, and the desire for learning in general." (*Wanda*)

The descriptions participants gave of the impact that schools have on students include: the instillation of a sense of value, and schools functioning as a source of inspiration or discouragement.

School impact on the community. Participants described the impact that schools make on the communities in which they are located.

> "I think if students have a good school experience they will have more respect for the community and themselves because they hopefully will understand the importance of education and what they can do with it." *(Honoria)*

> "Students see their future within their community. My school is a low-socio economic area and students aim their goals around the jobs they know are available in their community. Their idea of economic success is very limited based on the opportunities they have seen and do not fully realize there is a big world they can still conquer."*(Althea)*

> "….In _____, the community tried to push it, but if you were a student and you see that the next largest employer to _ISD in the city is Walmart, and then McDonalds, and so forth, what does that show you?" *(Cecilia)*

In describing the impact that schools make on communities in which they are located, participants mentioned that schools provide job training and also asserted that the community holds a large amount of influence over the students.

Others' perceived benefits of media literacy. Participants described what others (administrators, parents, community members) perceived as being the benefits of media

> ***"***I believe everyone would find [media literacy] useful, however unattainable. Budgets are tight, and attention to anything beyond standardized testing is far from conversation." (*Althea*)

> *"*The administration was for media literacy, but the principal lacked funds to buy materials needed. Other older teachers weren't for it, but the younger ones were…" (*Cecilia*)

> "College and Career ready" students." (*Daphne*)

> "Benefits may include efficiency and flexibility, or increased interest from the students. Administrators perceive the use of media as a benefit because the can say that they are employing the "latest" techniques and community members (business people) can make money." (*Hector)*

> **"**As a good tool for their future and as a member of society. Knowing media literacy can mean you are well educated and can help in many areas of study." (*Honoria*)

> **"**I think others see the benefits of media literacy activities in the classroom as being tools to help prepare the students for the future. As technology advances, others want to know that the future leaders of the world are literate in all different types of media." (*Sophia*)

> "The administration at my school is definitely trying to move toward implementing more recent technology and encouraging all teachers to use it, but honestly, many of the teachers are older and close to retirement, and many of the kids don't have computers at home…. This is generally a sign of the community's poverty and struggle to keep up-to-date with expensive technology that is associated with wealth and living in a more urban/suburban area closer to a major city." (*Wanda*)

Participants' descriptions of others' perceived benefits of media literacy included: increased productivity and status, preparation for the future, profitability, usefulness, and exemplifying best practices. However, their responses also indicated some of the barriers preventing effective integration.

Teacher's role in the school. Participants described the role they played as a teacher in the school.

> "[My role, as a teacher in the school [is to be a] role model, leader, friend, counselor, encourager; the list goes on forever. As a teacher, your hats are endless. As an English teacher, I have learned more about my students than I could have ever dreamed by reading their essays, building relationships with them, and being available for help before or after school. For the most part, my students need someone to believe in them. I also think they need someone to push them and not let them "slack" through their senior year, as many hope to do." (*Althea*)

> "[My role is to] educate students not only about subjects, but about life choices and goals, [to be a] a positive role model." *(Honoria)*

> "The teacher's role in school is to be a role-model, care-taker, and educator. A teacher should be looked up to by her students and work her

> hardest to set a good example for her students to follow. A teacher should also genuinely care about each of her students. At the least, a teacher should care about the education of each of her students, but a great teacher also cares about her students' well-being as well. Lastly, the most obvious role of the teacher is to be an educator. Students look to their teachers for knowledge, and it is the teacher's job to share as much knowledge with her students as possible. A teacher should always reflect and evaluate herself to make sure she is teaching the best way for her students to learn. A great teacher also never stops learning so that she can always present her students with the most up-to-date and relevant information." *(Sophia)*

These descriptions reveal that teachers' feel that their roles in the schools are multifaceted and complex.

Teacher's role in the community. Participants also described teachers' roles in the community.

> "When you live in a small community, everyone knows everyone and everyone know everything. I make decisions I know that I can face in front of my students, administrators, and student's parents. I enjoy seeing the parents of my students around town and hope I am a positive role model." *(Althea)*

> "Well I also coached, so my view to the community overall was our win-loss record and if their child played. It saddened me that my teaching merits were not considered to be as important as my coaching to many of the parents I spoke to, as if a person cannot be successful at both." *(Cecilia)*

> ". . . to be present, to be a role model, to help." (*Daphne*)
>
> ". . . to be a positive role model and an active citizen." (*Hector*)
>
> ". . . give students an excellent education, support system, and extracurricular activity opportunities." (*Honoria*)
>
> "The teacher's role in the community is to be a representative of the school and education as a whole." *(Sophia)*
>
> ". . . teaching students how to effectively communicate in order to have persuasive influence on an audience, work effectively in groups, and maximize their full potential." (*Wanda*)

Participant descriptions also reveal that teachers' roles within the community are multiplicitous and that their roles as community members were mirrored by their roles as teachers.

School values. Finally, participants described the values held by the educational stakeholders in their schools: faculty, administrators, staff, students and parents. These values, as described by the participants, are illustrated in Table 10.

Table 10

Values of School Stakeholders as Perceived by Participants

	Stakeholders				
	Faculty	Administrators	Staff	Students	Parents
Values					
Behaviors	• Support from administration	• Self-motivation • Recognition • Enthusiasm • Obedience • Confident Staff	• Recognition • Patience • Well-behaved kids • Teamwork • Being involved in child's education	• School spirit • Positive influences	• Patience • Good kids • Giving extra help • Active, friendly, regular communication via email and/or phone
Environment	• Instructional time		• Community's small town feel		• Safety
Expectations	• Consistency	• Accountability • Reliability • Best for the students • High standards • Well-being of all children • Pressure from the Board and Community		• Rigor • Fairness	• Belief that children should succeed
Extracurriculars				• Activities	• Sports
Finance		• Money			
Professional Development	• Adequate preparation and collaboration time				
Relationships	• Students	• Students • Faculty • Staff	• Students	• Each other • Faculty • Relationships	• Good teachers • Teachers who take the time to get to know their students
Skill	• Good teaching	• Creativity • Classroom management		• Teachers who can maintain an organized, respectful and safe environment	• Professionalism
Status				• Class rank and GPA	
Student Performance	• Good learning • Good test scores • TAKS scores	• TAKS scores • Test scores			• Students' ability to succeed • Not failing • Good test scores • Good education
Value	• Adequate compensation	• Respect	• Respect	• Respect • Care	• Care

Table 10 displays significant statements from participants' interview responses regarding their understanding of what is most valued by the stakeholders in their schools. Row headers on the left indicate the sub-themes identified in the School Values thematic domain and column headers at the top of the table indicate each of the school stakeholder groups referenced by participants.

Summary. The previous sections present the results of Interview 3 and example statements made by each of the participants of the study. In this interview, participants described the meanings they ascribed to their experiences. The timeframe for this interview was the end of participants' first teaching semester, at the end of December of 2010. The topics discussed by participants and related here include: classroom curriculum; personal beliefs about media literacy; connections between teaching, learning, and media literacy; student learning processes and media literacy; school impact on students; school impact on the community; others' perceived benefits of media literacy; their own role as a teacher in the school and community; and their understanding of what is most valued by the stakeholders in the school. The next section discusses an additional format in which the data from this study is presented.

Participant Profiles

Participant profiles were composed from participants' significant statements (i.e., statements that strike the researcher as interesting in the context of the study). Information that I considered superfluous to the study was omitted, and the significant statements were then crafted into first-person narratives, using the exact language from participants' transcripts. Participant profiles are presented in Appendix D in order to

give as complete a reflection of each participant's consciousness (Seidman, 1998) as possible.

Summary. Chapter IV presented the results of the mixed-method analysis of the data in this study. A three-survey/interview protocol was implemented over the course of seven months in 2010. A survey instrument was utilized to gather demographic information as well as participants' self-reported level of confidence with regard to their ability to teach media literacy. Statistical analysis of these data revealed decreases in participant confidence over time. Seidman's (1998) three-interview protocol was adapted for this study and a content analysis was performed on the data gathered through the interview process. The content analysis process revealed a total of 32 thematic domains across the three interviews. Further, multiple sub-themes were identified within each thematic domain. The interview data presented in this chapter constitutes a composite description of the experience of novice Texas E/LA teachers who integrate media literacy in the content area and emphasizes both the textural and structural elements of that experience.

This description, drawn from the interview data, reveals that participants share many similarities in their background experiences, such as middle class socio-economic status, a strong sense of the value of educative experience influenced by family, and a belief that media literacy is a valuable to students' English/Language Arts experiences. Participants share the burden of long workdays and multiple duties within the school setting and all seek to integrate media literacy in the classroom. However, the degree to which media literacy curricula are integrated varies by participant and shares a

connection with each participant's personal understanding of media literacy. The composite description further reveals that teachers' efforts to integrate media literacy in the E/LA curriculum are hampered by a non-supportive school culture and climate and inadequate teacher preparation at both the university and professional development levels. Participants perceive positive changes in student learning processes when media literacy learning activities are undertaken that serve to reinforce participants' personal beliefs and practices regarding media literacy integration in the content area curriculum. Finally, these descriptions indicate that, in the absence of clear curricular demands and guidance participants' personal beliefs and values heavily influence classroom curriculum and that participants contextualized these personally held beliefs and values against and within those of other educational stakeholders such as school administrators or the community at large. The next chapter presents the discussion of these findings, situates them within the context of existing research, identifies implications for current practice, and makes recommendations for future research.

CHAPTER V

DISCUSSION AND CONCLUSIONS

This chapter discusses the findings of the study, particularly as they relate to the five research questions that began and guided the study. These findings are further discussed and contextualized in relationship to existing research. Finally, implications for current practice and recommendations for future research are presented at the conclusion of the chapter.

Overview and Analysis of Key Findings

Teaching environment. Participants' confidence in their ability to teach students media literacy skills decreased over time. Based on triangulation of the survey response data and the participants' interview transcripts, I posit that the decrease in participant confidence revealed by the data is not symptomatic of participants' assessments of their own skills and knowledge related to media literacy. Rather, the decrease in participants' confidence about their ability to teach students media literacy skills is attributable to environmental factors in schools in which participants teach. Such environmental factors include access to technology resources and school culture and climate. Triangulation of the data collected from Cecilia serves to illustrate this point.

Cecilia rated initially as the second most confident participant. However, for the Survey 2 and Survey 3 time points, she rated as the least confident participant. Through the interview process, Cecilia stated, "Honestly what I did learn, I haven't really been able to use. . . . I am still trying to figure out how to incorporate more into my curriculum." As her first survey scores indicate, Cecilia felt confident in her abilities to

integrate media literacy in the content area. Her interview statements reveal that she felt she learned the skills necessary to teach media literacy. However, Cecilia's training was insufficient given the realities of her school environment, and this deficiency adversely affected her confidence and pedagogy.

Most study participants reported that they did not have adequate access to appropriate technological resources in the classroom, students did not have adequate access to technological resources outside of the classroom, and school administrators were not supportive of participants' efforts to acquire necessary technology. With regard to school culture and climate, participants largely reported that locally and/or individually developed curricula were used in the classroom and that state and national standards were not primary guides for the development of this curriculum. Professional development opportunities provided to participants did not fully meet the needs of participants in this study. Participants further indicated that most veteran teachers were not supportive of their efforts to integrate media literacy curriculum, many school administrators were not supportive of participants efforts to acquire necessary technology, and, in several cases teacher/school values were in conflict with the values held by students, their families and the community at large.

Multiple media. Participants responses to two particular items on the survey were either statistically significant, or approached significance. These items concerned teachers' abilities to teach students to *access, analyze, evaluate and communicate in a multitude of possible and existing forms* and teachers' abilities to teach students to *access, analyze, evaluate and communicate in a variety of forms.* The two Likert-type

items referenced here both emphasize teaching the literacy skills needed to be able to utilize multiple forms of media. The latter example emphasizes a variety of presumably existing forms of media and the former suggests an emphasis on literacy skills that would be applicable not only to existing forms of media, but also to emerging media. Participants indicated, via survey response data, that they were more confident in their abilities to teach literacy skills (accessing, analyzing, evaluating and communicating) when there was not a direct emphasis on utilizing unspecified multiple media. Interview data, such as Hector's response that asserted "I can teach students how to analyze media" even though he was "not taught to use media as part of [his] instruction," support the conclusion that participants may lack the necessary pedagogical content knowledge with regard to the skills necessary to be able to utilize multiple forms of media and suggest that they lack the necessary content knowledge about these skills (i.e., technology use and integration skills). This finding suggests that technology integration, as it relates to media literacy education, is an area of needed development within teacher preparation programs and district professional development programs for novice teachers.

Age factor. Analysis of the survey data indicates that, although confidence self-ratings declined for all participants in this study, the older participants were more confident in their abilities to teach media literacy than the younger participants. Additionally, older participants were found to be more confident over time than their younger peers in their abilities to teach students to *be active critical users of visual language* and *use an array of technologies to gather information.* Older participants also indicated that their beliefs about the importance of media literacy were more

theoretically oriented, suggesting that they situate the importance of media literacy skills in terms of how media literacy affects the "big picture" of people's every day lives, on a socio-cultural level. Triangulation of the survey and interview data suggests that these findings may be attributable to the life experiences of the participants gained through environmental interactions with every day technologies, such as those encountered in the workplace, as well as a mature world-view that comes from participating as a citizen in the world. However, one of the older participants, Althea, was also the most well equipped, in terms of access to appropriate technologies needed for effective media literacy integration in the E/LA curriculum. Therefore it is also possible that her responses to those particular questions were influenced by her access to appropriate resources needed to accomplish those actions.

Findings in Light of Research Questions and Existing Research

This section presents the significant findings of the study, as they apply to each of the five research questions, and discusses these findings in the context of existing research.

Research question 1. …*how a teacher's own experiences, belief systems and background influence his or her perceptions of media literacy.*

Data analysis revealed that the study participants were a fairly homogenous group. However, one notable difference within the study's participant group concerning the relationship between participants' experiences and their perception of media literacy became evident when age groups were compared. Older participants were more confident in their abilities to teach media literacy over the course of the study than the

younger participants. This study's findings suggest life experience gained with the passage of time contributes to increased confidence in one's abilities to teach media literacy and are supported by findings in other studies related to experience and media literacy education (Cuban, 2001; Zehr, 1997). Previous findings suggest that successful implementation of media texts in the classroom require at least three years of teaching experience, in addition to support in the form of professional development (Hobbs, 1998). Research question 5 explores possible interactions between teacher confidence levels and integration of media literacy curriculum.

Similar beginnings, similar attitudes. Overall, participants' interview transcripts revealed more similarities in experiences, background and belief systems amongst participants than differences. All self-identify as being heavily influenced by their families, coming from middle class families, experiencing familial struggles in their formative years, being educated in Texas from at least the high school level through college, and being exposed to digital technologies at home and in school as youth. All participants were educated in either suburban or rural areas and all participants indicated that their strong belief in the value of education stems from family experiences. Further, each of the participants indicated that they believed that possessing technological skills and media literacy is a necessary part of functioning in every day life and is essential to students' future success. Hobbs (2005) and Tyner (1994) found that teachers who incorporate media literacy curricula allow their own attitudes to influence the way in which they integrate the material. The findings in this study support this assertion. The effect of participants' technologically infused, middle class experiences, belief systems

and background is evident in participant responses to interview questions regarding the value that they believe stems from media literacy.

Background, beliefs and perception. Participants' backgrounds influence their beliefs about the aim of public education and the resulting role of media literacy education in light of that aim. For example, the study participant who also held history certification and a minor in philosophy asserted that he believed that public schools should prepare students for participatory citizenship and to be critical consumers.

> "Media literacy is important because rhetoric, advertising, and politics are intertwined with technology and media. Media literacy is necessary to be fully literate and to participate in a democracy given that all of our information is given to us via TV, the Internet, etc." (*Hector*)

Althea, who spent a year working in a law firm before returning to graduate school and the SGCP, also expressed her beliefs about the role of schools in preparing students to be morally autonomous critical consumers,

> "Students have an opportunity to learn how to not be vulnerable to the "peer pressures" of society. They need to be able to think for themselves and learn what is best for their own lives. Their financial success is delicate in the hands of irresponsible spending due to the lure of marketing companies eager to take advantage of the uneducated (or irresponsible)." (*Althea*)

The nuanced perceptions about the importance of media literacy education described by participants, as it relates to theoretical concepts of citizenship, morality and consumerism, and the ways in which media literacy works in peoples everyday lives, were presented by the study group's two oldest participants who self-identified as being in the 23-27 year old age group.

Participants falling in the younger, 18-22 year old age group tended to present a practically oriented view of the importance of media literacy education as it relates to

students' future employment possibilities. These participants noted that media literacy skills would provide students with better job opportunities, saying, for example,

> "I think it is really important for students to be able to function in our high tech society. I think there's much opportunity for students to get a better job with media literacy skills. It is how life works these days." (*Daphne*)

Although all participants revealed that they were familiar with digital technology through past and current exposure, some indicated that they were more comfortable and felt more skillful than others. However, all participants indicated they believed media literacy is a valuable component of E/LA instruction due to its relevance in students' current and future real world life experiences. These findings support my supposition that an influence other than past exposure to technology more significantly contributes to participants' beliefs in the importance of media literacy education.

Participants' interview responses indicate that life experiences contribute to the belief that media literacy is a valuable educational component. For example, Sophia related a story about how her mother used technology to create a training presentation in fulfillment of her job duties as a corrections officer and how the participant herself used computer technologies to fulfill her job duties as a waitress. These stories were offered by the participant as examples of how she justified her view that media literacy education in the E/LA content area curriculum was important because it would help to prepare students for future jobs in the real world.

Problematic beliefs, problematic perceptions. Participants repeatedly expressed beliefs such as

> "…technology is everywhere in every job…" (*Sophia*)

despite the reality that some occupations, particularly manual labor intensive jobs such as domestic or custodial service, do not regularly require the employment of technological skills. Statements such as,

> "…today's students need to use technology in their everyday lives because their future successes depend on it. We as teachers have to find a way to help them get an education that is useful to them, and using media literacy is necessary…" (*Cecilia*)

suggest that participants believe that, in order to be successful in life, one must be media literate. Taken together with the previous example, these two participant statements suggest that participants do not consider those who enter professions not requiring technological skill or demanding media literacy to be successful. These statements of belief serve as further evidence that participants approach their jobs as teachers and their subsequent beliefs about teaching media literacy and their perceptions about the aim of media literacy education from a middle-class world-view. Further, these beliefs about what constitutes success and what it takes to be successful are mirrored in educational policy and practice (Panel on Educational Technology, 1995; President's Technology Learning and Literacy Challenge, 2000).

Perceptions, pedagogy, and alignment in the classroom. The positioning of teachers' curricular perceptions, and thus their pedagogy, in direct relationship to their personal background and beliefs, as well as those beliefs perpetuated by the public educational system is significant in light of current and changing realities of Texas schools. Recent enrollment reports show that the student groups that are most rapidly growing in Texas public schools are those who are economically disadvantaged, have limited English proficiency and are attending urban schools (Gandara & Rumberger,

2007; Mumane & Steele, 2007; Texas Education Agency, 2010). Thus, the experiences, belief systems and values held by the participants in this study do not necessarily align with those of an increasing number of Texas students.

Two responses indicate that these participants recognized the disparity between teachers' and schools' world-view and their own students' realities. One participant stated that she did not

> "…necessarily feel that there is a lack of technology in the school; rather, there is a lack of technology within the students' homes. This…. seems to be a bigger problem that is much more difficult to solve, because schools cannot simply purchase computers and pay monthly high-speed Internet connection bills for its students' families." (*Wanda*)

In describing school expectations and the lack of resources in students' home lives, she further said she believed that

> "…this is generally a sign of the community's poverty and struggle to keep up-to-date with expensive technology that is associated with wealth and living in a more urban/suburban area closer to a major city" (*Wanda*)

This disparity acknowledged by study participants presents a real barrier to successful implementation of media literacy curriculum and to achieving the aims of educational policy advocating the integration of media literacy curriculum.

Research question 2. *...the roles of teacher education programs and school districts in preparing and supporting novice teachers to include media literacy within the content area.*

Media literacy training in teacher education programs. The study participants' descriptions of their own teacher education experiences suggest that their teacher education program successfully trained them in content area knowledge, but that they

lacked sufficient training in pedagogical content knowledge as it related to media literacy. For example, Hector explained that he "was prepared to teach media literacy in my content area in the sense that I can teach students how to analyze media. I was not taught how to use media as part of my instruction, but I was prepared to teach media literacy." He felt that his content area knowledge was enough to allow him to be able to teach media literacy, despite his lack of training with regard to how to effectively use media as part of his pedagogy.

Previous research indicates that the technological skill and knowledge of faculty in teacher education programs is often behind the times and therefore, insufficient for modeling best practices (Brush, et al., 2003; Northrup & Little, 1996; Vanatta & Beyerbach, 2000). Participant descriptions of their teacher education experiences support these findings, but also reveal more detail. The technological integration modeling provided in teacher education coursework as described by participants does not reveal whether they learned how to teach media literacy. Instead, those participants who indicated they did receive instruction in technology integration learned from faculty how to physically manipulate particular technologies and how to use limited technologies to deliver messages, (e.g. using Microsoft Power Point, or by showing films). However, this instruction was to the exclusion of learning how to help their future students engage in the meaning-making process by creating and communicating their own messages through multiple media. Participants' responses further suggest that the little training they did receive in technology and/or media literacy integration was often rendered moot by inadequate access to technology resources within their teaching schools.

Hector reported media literacy had not "been mentioned once" in the objectives of the course that he was assigned to teach. However, section 12 of the Texas Essential Knowledge and Skills for English Language Arts and Reading (2010) for English IV is explicitly identified as a Reading/Media Literacy standard, and other media literacy skills (though they are not explicitly marked as such) are located throughout the 26 standards in the TEKS for that grade level (see Appendix D). Statements such as Hector's suggest that these secondary E/LA teacher candidates did not receive adequate instruction prior to entering the classroom with regard to media literacy requirements in existing standards, such as those created by the State or professional organizations. Participants' experiences support researchers' claims that few teachers are actually receiving media literacy education training (Beggs, 2000; Considine, 2002, Newhouse, 1999). Further, the participant experiences presented in this study, read in the context of the coursework requirements of the secondary E/LA certification programs at the State of Texas's two largest universities as presented in the review of literature, suggest that media literacy training for many novice Texas teachers of English/Language Arts is seriously deficient.

Media literacy training in school districts. Participants' descriptions of the support they received from their school districts with regard to integrating media literacy curriculum in the content area suggest that schools expect novice teachers to have sufficient pedagogical content knowledge to be able to effectively teach media literacy. Therefore, instead of providing training regarding pedagogical content knowledge, participants' schools most often provided limited professional development training

opportunities in the operational uses of school-specific technology devices. Participants' descriptions of their experiences suggest that, in the limited instances that teachers do receive pedagogical content knowledge training from their school districts, other factors under control of the school district can undermine this effort.

Studies in the past decade have indicated that technologies available in schools are being underused (Cuban, L. 2001; *Education Week,* 2001*)*. Participant responses corroborate these findings, but suggest that the under use may stem from different circumstances. Previous studies on technology use in schools (Cuban, L. 2001; *Education Week,* 2001*)* identify lack of training and (negative) teacher attitudes as barriers to technology use. However, data from this study indicate that participants did receive some training in technology use and they held positive attitudes toward the use of technology in the classroom. For example, Cecilia related that she attended a professional development session that taught her ways to use a MacBook (issued to her by virtue of a technology grant won by the school) in class, but that she was unable to use the knowledge she gained because she did not also have access to equipment such as a projector, which would help her share the technology with her students. This participant's experience adds an additional perspective to existing research on teachers' under use of available technology. Tyner (2003) suggests teachers might fail to use available technology because they do not possess the pedagogical content knowledge required to do so effectively. In this case, however, although the teacher received the necessary pedagogical content knowledge training, the under use of technology in her classroom was attributable to a lack of resources required to fully integrate the

technology to its fullest potential and curricular aim. Both potential causes for under use—lack of resources and lack of pedagogical content knowledge training—are under control of the school district.

Teachers who do receive media literacy training return to the classroom excited to apply their new knowledge and skills in the classroom (Considine, 2004). However, participants' descriptions of their teaching experiences suggest that novice teachers' enthusiasm for and skill with the new technologies associated with media literacy are being hampered, not only by a lack of adequate technological resources, but also by school culture and climate. Of particular concern, is the feeling espoused two-thirds of the study's participants that veteran teachers' discomfort or lack of experience with current technologies inhibits participants' own integration of media literacy curricula within their classrooms. Instead of being collegial resources of professional development, veteran teachers in participants' schools were largely sources of discouragement and models of non-practice.

Participants' descriptions of their interactions with campus administrators in the context of media literacy in the secondary E/LA classroom support research findings that suggest media literacy is failing to be addressed in classrooms due to accountability measures such as NCLB (Hargreaves & Shirey, 2008; Miners & Pascopella, 2007). Cecelia's experience offers a nuanced view of the influence of accountability measures, suggesting that such measures indirectly create inequity amongst the core curricula. This participant revealed that when she asked her principal for technology resources needed to effectively integrate media literacy curricula, he pointed to a lack of funding as the

reasoning behind his refusal. However, Cecelia noted that the math and science teachers at her school received the same equipment that she was requesting due to the fact that students TAKS scores were lowest in these disciplines. The failure of school administrators to effectively appropriate resources, in addition to perceived bias toward certain content areas, creates school culture and climate that is not supportive of teachers' efforts to integrate media literacy curriculum into the English/Language Arts.

Research Question 3. *...the relationships between the way that novice teachers define media literacy and the way that they integrate media literacy into the E/LA curriculum.*

Defining by describing media literacy. Participants were provided with the following definition of media literacy prior to the survey/interview portion of this study: "For the purposes of this study, media literacy is defined as the ability to access, analyze, evaluate and communicate messages in the multitude of possible and existing forms." However, participants' descriptions of media literacy revealed that, in practice, media literacy held different definitions for participants. Participants' interview transcripts revealed that they described media literacy in terms of how the use of media kept students engaged in the classroom and how media literacy was a necessary skill for students' lives. Daphne also described teaching media literacy as a requirement of the job.

Describing media literacy integration. Subsequently, participants described overwhelmingly how their use of media in the classroom enhanced student engagement, and that they used technology "because my kids are motivated and driven by technology,

so they expect it." However, participant transcripts included very few mentions of participants teaching students to create or communicate messages utilizing various technological media. Instead, the media literacy instruction offered by the participants emphasized skills necessary for the consumption of media. For example, participants taught students to analyze websites to determine their credibility as source material for research papers, however participants neglected to teach students to utilize websites or the internet as a source to disseminate or discuss the information gathered and presented by those research papers. Hector asserted that media literacy was an important skill to teach to students because students needed media literacy skills in order to be fully literate and able to participate in our democratic society. However, Hector's inclusion of media in the classroom was limited to the use of "music to stimulate personal reflection" and "film to provide visual representation of certain events/ideas." So, in this case, the participant's own actions were not meeting his stated aims. Thus participants' descriptions of their understanding of media literacy reveal that they privilege the skills necessary for consumption of media messages to the detriment of skills needed to effectively produce and communicate media messages, in definition and in practice. Thus, participants' personal definitions of media literacy are not in agreement with the definition of media literacy presented in this and other studies (Auferheide & Firestone, 1993; Flood, Heath & Lapp, 2005; Hobbs, 1997; Swan, 2000).

Althea and Honoria indicated that their students used digital technologies to create word-based messages through computer programs such as Microsoft Word, Wordle, or "slideshows." Only Althea mentioned that her students used media to create

digital messages utilizing film or visual imagery. Notably, Althea described media literacy in terms of its abilities to engage students by "bringing to life the written word" as well as in terms of its abilities to "combine cross curricular learning and differentiated learning instruction methods to reach more students."

All participants who indicated that media literacy integration was beneficial for reasons of student engagement tended to integrate media in such a way that it attended to this aim, although the same cannot be said for participants who attributed media literacy skills to potential future success in one's job or life. These findings refute Swan's (2000) assertion that teachers lack the knowledge and skill required to successfully integrate non-print media and digital technology within their everyday curriculum. Although the small sample size in this study makes it impossible to generalize results with statistical reliability to the broad population of new teachers as a whole, the experiences of participants in this study indicate that some new E/LA teachers are integrating non-print media and digital technologies within the E/LA content curriculum. However, there can be some argument about the extent to which they are doing so successfully. With the one exception noted above, participants fulfilled their own aims (largely, to engage students) in integrating non-print media and digital technologies. However, most failed to utilize these resources to the fullest extent of their capabilities and thus also failed to teach critical aspects of media literacy. Hobbs (2004a) indicated that most young teachers lack personal experience with analyzing and creating media messages. In this study, participants' descriptions of their experiences with media literacy indicate that they did have personal experience with analyzing media messages, but lacked experience creating

media messages. Therefore, Hobbs' (2004a) findings, along with participants' descriptions of their experience support the conclusion that participants' failure to teach students to create media messages may be attributable to their own lack of experience in doing so. This lack of personal experience could also explain failure on the part of the participants to define media literacy within their interview responses in terms of the creation and communication of media messages.

Research Question 4. *...how teachers negotiate the relationships between curriculum and pedagogy in relation to media literacy.*

On their own. Participants' descriptions of their experiences suggest most are creating their own classroom curriculum, without a focus on state curricular standards. Absent the curricular mandate to do so, participant descriptions of their experiences suggest that they are, nonetheless, managing to integrate media literacy curricula and are doing so because of their beliefs regarding how media literacy skills fulfill student needs and their perceptions that media literacy helps to engage student learning. Participants' descriptions of the connections between teaching, learning and media literacy indicate that participants recognize parallels in teaching processes related to media literacy and other required E/LA content. Participant descriptions show that these novice E/LA teachers have identified that, in integrating media literacy curriculum, they are allowed and encouraged to take on the "more active, student centered approach to higher learning [emphasizing] the development of higher-order reasoning and problem solving skills" advocated by early media literacy-related policy, such as the President's Panel on Educational Technology (1995). Whether the teachers are doing so innately, or because

of influences from teacher education programs or professional development training, or whether their actions are a result of a combination of the two, is undetermined by this study. However, participants' interview transcripts reveal that they recognize parallels in teaching processes related to media literacy and other required E/LA content. At the same time, interview responses suggest that some of the participants exhibit pedagogy that is biased toward a print-based curriculum and relegates media to a supporting role as a technical cast member in the classroom. These findings support earlier research that suggests literacy educators privilege print-based literacies and subordinate media literacy (Goody & Watt, 1988; Flood, et al. 1997). However, rather than being "irrational[ly] [loyal] to reading and writing" as those studies suggest, participants' descriptions of their experiences suggest that these teachers are simply acting on the basis of their life experiences and training, and in accordance with the expectations set for them.

These teachers are not necessarily the "digital natives" (Prensky, 2001, p. 1) that many expect them to be (Hobbs, 2004a). None of them were born users of digital technology, most did not have regular access to digital technology, and were not subject to expectations of technology use until their own adolescence. They describe themselves as comfortable users of technology, but none of them has had explicit training regarding the teaching of media literacy in the secondary E/LA curriculum. As previously mentioned, analysis of participants' teacher preparation curriculum in addition to the descriptions they provided of the experience, suggests that participants did not receive direct instruction in media literacy curriculum or pedagogy. The 18 pages of media literacy-related standards presented as a table in Appendix F was culled from the more

than 85 pages of standards comprising the secondary E/LA (grades 8-12) TEKS, suggesting that the state standards present a bias toward print-based curriculum. All of this serves to suggest that the participants in this study are integrating media literacy within their own classrooms, albeit at various levels of effectiveness, despite inadequacies in the various curricular structures maintaining influence over their experiences as novice Texas secondary E/LA teachers.

Research Question 5. *...how teacher confidence in his or her preparation is related to a teacher's integration of media literacy curriculum in his or her classroom.*

The Likert-style survey items directly assessed participant confidence in his or her abilities to integrate media literacy curriculum in the classroom. Participants described the ways they integrated media literacy curricula in the classroom through their interview responses. Triangulation of these two types of data yields conflicting results regarding the relationship between teacher confidence and integration of media literacy curricula in the classroom.

The two participants who were most confident over time, Wanda and Daphne, were two of the three participants to mention state curricular standards in connection with media literacy and/or classroom curriculum in their interview transcripts. However, the third participant to mention state curricular standards, Cecilia, was the least confident participant. Given this disparity, the data do not suggest a connection between participant confidence in his or her abilities to teach media literacy and the tendency to relate media literacy instruction to state curricular standards.

It's all in the timing. Althea ranked as the least confident participant after the first survey time point, despite the fact that her interview transcripts reveal that she had the most experience with workplace applications of digital technologies. However, Althea ranked as the most confident participant for Survey 3, and the third most confident participant over time. This pattern of widely ranging confidence scores is similar in the case of the study's least confident participant, Cecelia. At the beginning of the study, Cecilia ranked as the second most confident participant for Survey 1. However for both Survey 2 and Survey 3, Cecilia exhibited the lowest confidence scores.

An examination of the timing of individual participant rankings over the course of the three-interview/survey protocol may help to explain these rankings. Interview 1 and Survey 1 took place in early August, before the participants had begun teaching. Many of them had not seen their actual classrooms and did not know what technologies would be available to them. In Cecilia's case, however, she was aware that the technology resources immediately available in her classroom were limited to "an ancient PC….and an old overhead projector." Despite her concern as to how she was going to use technology in the classroom given these resources, her survey responses suggest that she remained confident in her abilities to teach media literacy prior to entering the classroom. However, Cecelia's subsequent interview responses reveal her significant struggles in the classroom related to her inability to successfully integrate media literacy curricula due to both a lack of resources and under use of available technology resources. Cecilia's description of her struggles to integrate media literacy suggests that her

decrease in confidence was related to environmental factors rather than indicative of self-doubt in her own knowledge and skill.

Conversely, Althea initially expressed slight concern regarding a possible decrease in her technological skill and knowledge, given that she was no longer in the highly technical atmosphere in which she had previously worked. However, by Survey 2 (which occurred in the middle of the participants' first teaching semester experience), Althea posted the highest confidence score amongst participants. Her interview transcripts revealed that she was better equipped, in terms of immediate access to classroom technology, than all of the study participants. She further indicated that she "tr[ied] to make them most of [her] technology." These data suggest that, similar to Cecilia, Althea's change in confidence over time was related to the environmental factor of having access to technology resources.

Hector was the most steadily confident participant over time. His scores fell solidly in the middle of the participant group at ranks four, three and three for each of the three survey time points. Hector's interview transcripts did not reveal any concerns about either his technological skills, or his access to classroom technologies over the course of the study. The data suggest that Hector's steady level of confidence can be attributed to the fact that his teaching environment gave him no cause to doubt his expectations regarding his own skill and available resources. These three cases are illustrative of how the data in this study suggest that participants' levels of confidence regarding their ability to teach media literacy skills are affected by environmental factors such as the availability of appropriate technologies.

However, identifying a relationship between confidence and participants' integration of ML in the classroom is more complex. The data suggest that participant confidence is affected by classroom experiences that affect his or her perception of being able to successfully or unsuccessfully integrate media literacy curriculum in the classroom. The perception of successful integration, however, should not necessarily be confused for successful integration, because, as has been previously noted, the participants in this study are not actually addressing all of the aspects of successful media literacy curriculum integration.

For example, Althea was the only participant to directly indicate through her transcripts that her students utilized media to create and communicate messages (although one other participant indicated her students liked how technology allowed them to express their creativity, suggesting that her students also explored the creative power of technological media). Hector indicated that he was equally confident at teaching all aspects of media literacy presented through each of the seven the Likert-type items, however his interview responses revealed that he did not actually address each of these aspects in his classroom practices. In fact, Hector's interview transcripts revealed that his classroom practices privilege print-based, literacies and teacher-delivered meaning while relegating technological media and student creation of technologically mediated meaning to a subordinating role. This discrepancy between confidence and classroom practices is found amongst two of the four participants residing at the top of the overall confidence scale. In summary, data suggest that teacher confidence levels are affected by environmental factors such as access to technology and are not a good

indicator of whether a teacher will effectively implement media curricula in the E/LA classroom.

Implications and Recommendations for Current Practice

Shared responsibility. The Requirements for Educator Preparation Programs section of the Texas Administrative Code outline the general requirements for educator preparation in the State of Texas. These requirements explicitly acknowledge that the responsibility for educator preparation is jointly held between educator preparation programs and public school districts. The results of this study serve to emphasize the necessity for collaboration between stakeholders responsible for preparing quality educators for Texas students.

Participants in this study described feelings of frustration and hopelessness associated with trying to teach and encourage values held by the participants and their school districts (e.g. being able to manipulate technology and communicate via digital media is a skill that will lead to success for students) that were not also held by their students, students' parents, or the communities in which they taught. Schools of education and school districts are appropriately positioned to provide support to novice Texas E/LA teachers whose world-view may differ from that of their students and the members of the community in which they teach. Such support could take the form of formal and informal coursework at the educator preparation program level, or mediated discussion in professional learning communities at the school district level.

Because it is important that all teacher candidates understand the potential realities that face them in the classroom before they enter it, the results and analysis of this study

suggest schools of education must take care to address this topic, along with strategies that would help a teacher to continue to do his or her job effectively despite such challenges, through teacher education curriculum. Schools of education can address this issue in several ways. First, schools of education can design and implement coursework that emphasizes the influence of socio-cultural interactions on pedagogy. In particular, schools of education should take care to ensure that media literacy education be taught in conjunction with strategies for culturally responsive pedagogy. Such coursework could include scenario analysis that utilizes current student population demographic data to simulate the possible classroom environments in which novice educators may find themselves. Students should be allowed ample opportunities to consider pedagogical and curricular concerns that may arise in individual situations and to work collaboratively with each other to find solutions. Teacher candidates should be instructed to employ self-reflection and exploration as methods to confront possible bias and create a trusting and accepting learning atmosphere (Richards, Brown & Ford, 2006; Villegas & Lucas, 2002). One of this study's participants, Cecilia, illustrated the potential power of self-reflection by revealing that she assigned homework involving the required use of computers outside of school early in the school year. Cecilia's negative experience might have been avoided if she had realized her own (inaccurate) assumptions about her students' access to technology and taken the opportunity to educate herself about the realities of her students' lives. Had Cecilia been familiar with consistently assessing her own assumptions as they relate to her instructional practice as a regular part of her lesson planning process, she might have taken care to inquire about students' technology access

(perhaps by informal survey, or by asking peer teachers or administrators), she may have been able to arrange for alternate instructional activities, or worked collaboratively with school officials to help students gain access to the technology that she wished to use. Culturally responsive media literacy education for preservice teachers should further include a focus on strategies that help teachers to recognize and utilize the culture and language of their students in instructional practice in a way that is respectful to students personal and community identities (Richards, Brown & Ford, 2006). For example, blogs and other informal writing settings offer an opportunity for student self-expression outside of the rigid rules of formal academic writing and offer an opportunity for students and teachers to explore perceptions about authoritative content, and global community.

Educator preparation programs can also help to reduce the occurrence of inadequate media literacy instruction in the classroom due to discrepancies in values held by various stakeholders (particularly between teachers and students; teachers and parents; and teachers and the community) by actively recruiting and retaining teacher candidates of varied backgrounds and experiences. In this study, most of the teachers came from a similar background and espoused similar values, which subsequently clashed with those of the schools and communities in which they taught. An influx of teacher candidates with varied backgrounds and values would provide all teacher candidates the opportunity to interact with and collaborate with a diverse group of potential colleagues that could potentially be more reflective of the diverse population of communities within the State of Texas. Further, the recruitment and retention of teacher candidates with varied

backgrounds and values may help to decrease the occurrence of instances of the disparity between backgrounds and values held by novice teachers and those of the school district officials, students, students' parents or community members, such as those that were revealed by this study.

It is also imperative that teachers are afforded the opportunity to assess and analyze the unique details of competing ideologies, as they exist in the particular culture, climate and time period in which they teach. Therefore, administrators in school districts and individual schools are best positioned to address this need by organizing professional development opportunities for novice and veteran teachers and administrators, in order to trouble-shoot concerns and share experiences with best-practices that are particularly fitting to their environment. For example, considering the scenario mentioned earlier, wherein Cecilia assigned outside of class online homework to students who did not have access to computers or internet, the school's new teacher induction program should have notified Cecilia of reasonable expectations concerning her students' access to technology and instructed her about resources that were available at the school and in the community that might help to increase student access to technology. In Cecilia's case, her peer teachers gave her (defeatist) advice after the fact. Cecilia could have benefited from the experience of a positive, proactive mentor teacher who was driven to solve problems, rather than dismiss them. In this regard, it is crucial to include administrators, curriculum specialists, or other district officials in discussions related to the support of media literacy education. Their support for and insistence upon best practices for students and full implementation of state curricular standards is likely to deter the technology shirking

behaviors exhibited by some veteran teachers that was described by participants in this study.

It would further be beneficial to heed the advice of curricular scholar Joseph Schwab (1969) by including representatives from all stakeholding parties in curricular discussions about the relationships between teaching, learning, and values, particularly as they relate to media literacy. Schwab, who advocated for a practical and eclectic curriculum, would advocate for the integration of media literacy curricula in an effort to provide education that is relevant to the lives of students. In doing so, he would require that representatives from the four groups comprising stakeholders of the educative experience (he calls these groups the commonplaces) be present and active in discussions about crafting and implementing curriculum. At the discussion table should be representatives of the learners, the teachers, the subject matter, and the milieu (i.e., the socio-cultural context in which the activities of education are located). The aim of such deliberative efforts should be "intelligent consensus" (Schwab, 1969, p. 21) that will help to ensure that the particular needs of the representatives are met.

Teacher education curriculum. While the teacher preparation coursework at the state's two largest university-based teacher preparation programs does include technology integration instruction, according to their reports to the Educational Technology in Teacher Education Programs for Initial Licensure (Kleiner et al., 2007), participant descriptions of their experiences reveal that this instruction does not adequately address media literacy education in English/Language Arts. Noticeably absent in existing titles and descriptions of courses required by the State's two largest

university-based secondary E/LA teacher education programs is any mention of media literacy. If media literacy is an explicit (albeit often overlooked) portion of the state-mandated curriculum for secondary students, it is only logical that individuals engaged in preservice teacher education at these institutions should also receive some formal training in the subject. Thus, teachers of the English/Language Arts should be exposed to purposeful study of media literacy education. Teacher education program media literacy education course designers could take cues from the best practices identified for preservice teacher technology education (Gronseth et al., 2010) and use the following approaches to effective media literacy education design:

- courses blending media literacy skills and media literacy curriculum integration
    - This course should instruct teachers in how to use digital applications such as the Prezi presentation editor, while also instructing teachers how and when to include applications like Prezi, as a part of their instruction and students' media literacy learning experiences. For example, teachers might be encouraged to plan to have students create, publish and present a Prezi that presents the arguments in student-written persuasive papers.
- media literacy skills courses paired with field experiences
    - The campus-based skills courses should instruct teachers on the use of various technology hardware and applications (taking care to include those commonly found in school districts, as well as new and emerging technologies), while the field experiences should seek to expose

preservice teachers to several different teaching environments with varying levels of access to technology and different types of technology.

- project-based coursework focusing specifically on media literacy education strategies
    - This coursework should instruct pre-service teachers in how to the use of the Core Principles of Media Literacy Education (National Association for Media Literacy Education, 2007) to build project-based learning experiences for students. For example, preservice teachers could design a project based learning experience that requires students to identify a social problem particular to students' individual and/or collective socio-cultural identities, create a multimedia public service announcement addressing the problem, publish the multimedia product and analyze and reflect on responses to the finished product.
- a sequence of media literacy courses that are integrated with the teacher education program
    - This sequence should include coursework focusing on: media literacy skills (how to use physical technologies such as overheads and SmartBoards as well as how to manipulate digital applications such as Keynote and VoiceThread); developing media literacy curriculum in the content area (how, when, and why teachers should include media literacy skills in the E/LA curriculum); digital ethics (digital content law topics such as the concepts of educational and fair use and sampling as well as

concepts of authorship, authoritative content, etc.); and socio-cultural implications of media literacy education (how concepts of identity, inter-connectedness, privacy, value and authorship are promoted, challenged and developed in digital environments)

- a combination of these approaches

This study also reveals that novice teachers need to know how to address media literacy skills given inadequate resources. Given the various realities of Texas students' access to technology both at home and at school, it is insufficient for teacher education programs to assume that there is any set of normative circumstances for which teacher candidates should be prepared. Instead, teacher education programs should take care to expose teacher candidates to the wide variety of possible conditions they may face with regard to access to technological and pedagogical resources needed for the integration of media literacy curriculum. Effective teacher education regarding media literacy education should include regular practice in modifying and adjusting curriculum and pedagogy based on various scenarios involving different levels of access to resources. For example, teacher candidates should explore ways to teach students to "use comprehension skills to analyze how words, images, graphics and sounds work together in various forms to impact meaning" (Texas Essential Knowledge and Skills for English Language Arts and Reading, 2010) in each of the following settings:

- a classroom with access to a chalk or dry erase board
    - teacher candidates might discuss and suggest that printed images could be posted to the board, or students/teacher could create (draw)

images on the board; both methods could be employed and a discussion could be instigated around the idea of comparing the assessments of the printed digital images vs. those created in-class

- a classroom with access to an overhead projector and projection screen
    - Teacher candidates might discuss and suggest that the digital images might be printed onto overhead projection pages, or be hand-drawn and projected by the overhead onto the screen
- a classroom with access to a teacher PC and no projection screen
    - Teacher candidates might discuss and suggest that students could take turns using the teacher PC in a 'station rotation' manner, or teacher can print the digital images and post throughout the room
- a classroom with access to a SmartBoard
    - Teacher candidates might discuss and suggest that the teacher pre-select digital images to be displayed on the SmartBoard and then allow individual students to physically manipulate the images by writing on them via the SmartBoard.
- a classroom with access to a small number of student computers
    - Teacher candidates might discuss and suggest that students be organized into groups in order to analyze images that were pre-loaded onto the machines collaboratively. Teacher candidates might also suggest an extension of the activity by encouraging students to utilize

software applications such as PowerPoint, Keynote, or Prezi to organize, and display their analyses.

- a classroom with access to wireless internet and a laptop computer for each student
    - Teacher candidates might discuss and suggest that students be encouraged to utilize the internet to search for images to analyze (prompting discussion and practice of internet search technique). Teacher candidates might also suggest an extension of the activity by encouraging students to find already published critiques and analyses of the digital images they found and to compare/contrast these critiques with their own. Further, students could be encouraged to create a blog, website, VoiceThread or other presentation medium through which students could organize and present their analyses to others. Students could be encouraged to monitor their published presentations for feedback and reaction from the public and then to analyze, reflect on, and/or respond to those reactions.

Further, teacher education regarding media literacy education should include instruction on how teacher candidates can obtain curricular and pedagogical guidance regarding the implementation of media literacy curricula in the content area classroom. Instructing teacher candidates on how to find such support through sources such as state agencies and professional organizations empowers novice teachers to become informed teacher leaders in teaching environments where that support is otherwise lacking.

Until such media literacy education coursework at the teacher education program level is introduced and vetted, school districts should not assume that novice teachers possess the pedagogical content knowledge required to effectively integrate media literacy curriculum in the E/LA classroom. Therefore, school districts should take care to assess novice teachers' needs and address them accordingly through ongoing professional development opportunities.

On agency and teacher education. Some may question my assertion that teacher education programs bear a large share of the responsibility for preservice teachers' deficiencies integrating media literacy curriculum in the E/LA by asking whether teachers also bear some responsibility for learning. I do not mean to suggest that the teachers themselves play no role in learning the knowledge and skills necessary to successfully perform their jobs. On the contrary, I see the role of the teacher education program in preparing the preservice teacher as being quite similar to the role of the high school in preparing the high school graduate. That is to say, the educational institution and those working under its authority are responsible for educating its students to the standards applicable to that institution. Certainly, the school cannot force the student to learn it, but the material should be presented so that the student has the option to do so.

Texas high schools and the teachers employed by them are responsible for and held accountable to educating students to the standards outlined by the TEKS. It is a fair expectation that teacher education programs prepare teachers to effectively teach students the knowledge and skills outlined by those standards. In fact, the State Board for Educator Certification mandates through the Requirements for Educator Preparation

Programs, that the TEKS for each content area should be included in the curriculum for initial certification candidates. Media literacy knowledge and skills are part of the E/LA TEKS standards. Therefore, secondary E/LA teachers should be exposed to media literacy education through their respective teacher education programs to the extent that they are sufficiently prepared to teach the TEKS for their content area. I have also suggested, and will reiterate here, that teacher education programs and professional development programs do teachers a service by also familiarize them with professional organizations such as the National Council of Teachers of English, or the National Association for Media Literacy Education, through which teachers can pursue professional development independently. Several of the participants in this study indicated that they wanted to learn more about media literacy education and how to integrate it into their existing curriculum, but were lacking knowledge about how to do so. Part of being a good teacher is teaching your students not just *what* to learn, but *how* to learn. In this regard, teacher education programs and school district professional develop programs are missing the mark by not teaching novice teachers how to help themselves and supporting their efforts to become lifelong learners.

Policy. This study indicated that some school officials' decisions (such as the principal who told the study participant that state testing related concerns resulted in technology being inequitably distributed to targeted content areas at that school) are overtly influenced by the effects of educational policy (in this case, the emphasis placed on testing results due to the No Child Left Behind Act) to the detriment of the needs of teachers and students. This reality calls to light the real need for dedicated funding

supporting students increased access to technology in schools. The 2010 National Educational Technology Plan supports the goal of putting a computer and other digital devices directly into the hands of each and every student (at school and at home), a goal that directly speaks to the very real problem of inadequate and inequitable access to technology facing American public school students and teachers today. The plan also includes recommendations for the creation of technology leadership/stewardship positions within each school district and calls for an increased emphasis on personalized, interactive learning experiences (Ash, 2010). However, as federal lawmakers continue to battle over solutions to the country's current budget deficit crisis, the success of the plan hangs in the balance. The National Educational Technology Plan cannot succeed without necessary funds to support increasing technology infrastructure and professional development in schools. However, the current 2011 proposed budget eliminates a key program (the Enhancing Education Through Technology program) that would have provided much of the funding needed to support the National Educational Technology Plan (Ash, 2010). President Obama's administration has repeatedly identified technology as a driving force behind the American economy and it is time for this administration, to put its money where its mouth is, so to speak. In order to ensure that all students have the ability to develop media literacy skills crucial to success in the 21st century, students simply must have adequate access to technology. The 2010 National Educational Technology Plan provides the systemic policy change necessary to make this happen. Therefore, dedicated funding to support the National Educational Technology Plan must be restored.

It further appears that state lawmakers are also currently unable to live up to their stated commitments to increasing technology integration in schools due to budget concerns. Although the Texas Education Agency firmly re-established its commitment to the value of teaching 21st century skills such as media literacy by implementing the College and Career Readiness Standards in 2009, the state is currently unable to commit the funds necessary to give students adequate access to technology or to provide the necessary training for teachers and school technology personnel. Facing a $5 billion loss in state funds available for education, in January of 2011, the state Legislative Budget Board recommended eliminating funds that pay for programs and services deemed non-essential, including technology (Ayala, 2011). In this era of increasing accountability, Texas lawmakers should be accountable for ensuring that funding is available for educational technology related needs, so that students have the opportunity to meet the standards the policymakers set for them. The state education budget must continue to include existing and increased funding for technology.

Recommendations for Further Research

Due to the small sample size utilized by this study, the results of this study are not generalizable to the broad population of teachers as a whole in a statistically reliable way. However, the study could be replicated with a larger participant pool representing novice teachers who were matriculated from various teacher education programs. Opening up the study to a larger participant population would provide the opportunity to employ sampling techniques, such as simple or stratified random sampling, that would

enhance the external validity of the conclusions drawn by the study and allow for statistically reliable generalizations to be made.

This study that suggests novice Texas E/LA teachers are insufficiently prepared to integrate media literacy curriculum. This conclusion supports the National Research Council's (NRC) findings that identify the need for further research concerning the evaluation of teacher education program structures. According to the NRC, this evaluation should include an examination of the balance of pedagogy, content area coursework, and fieldwork. The NRC's proposed evaluation of teacher education structures is an especially needed and relevant endeavor in the context of media literacy education. Such a study might involve the exhaustive examination of the structures of existing media literacy education curriculum in teacher education programs throughout the state of Texas. A more expansive study might endeavor to examine selected teacher education programs from across the country, and perhaps internationally, that are determined to offer exceptional media literacy education curriculum and aim to form a the recommendations for a model curriculum for the effectively training E/LA teacher candidates to integrate media literacy education in the content area.

Closing Comments

My final recommendation based on the results of this study is borrowed directly from Honoria, one of this study's participants: "Ask teachers what they need and then give it to them." School districts and schools of education should regularly engage in thorough self-assessment that includes directly asking teachers and teacher candidates whether and to what degree their needs have been or are being adequately addressed and then adjust

teacher education coursework and professional development opportunities to make sure those needs are met.

I began this study after reading about the ongoing argument between schools of education and school districts regarding who bears the responsibility for teachers' failure to appropriately integrate technology into content area curriculum. Based on my own experiences as an E/LA classroom teacher, I recognized, as does Honoria, that the facts of this debate are incomplete without the perspective of teachers themselves, and that the line of questioning begun by the aforementioned debate is especially relevant to English/Language Arts education given current sentiments about the connections between technology and literacy. Through the exploration of experience, this study applied the question of whether teachers were being adequately prepared by schools of education and/or school districts to the focused population of novice Texas English/Language Arts teachers who sought to integrate media literacy curricula in the E/LA classroom. The findings of this study suggest novice Texas E/LA teachers strongly believe in the importance of media literacy education and that they are actively trying to teach media literacy in the E/LA classroom. However, more support is needed from schools of education, school districts, and state and local educational policymakers in order to allow these teachers to effectively integrate media literacy curricula into the English/Language Arts classroom

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APPENDIX A

INSTITUTIONAL REVIEW BOARD INFORMATION SHEET

INFORMATION SHEET
Novice Texas E/LA Teachers and Media Literacy

Introduction
The purpose of this form is to provide you (as a prospective research study participant) information that may affect your decision as to whether or not to participate in this research.

You have been asked to participate in a research study that will describe the experiences of novice Texas English/Language Arts teachers who include media literacy learning components within their content area curriculum. The purpose of this study is to determine what factors contribute to a new teacher's use of, and beliefs or attitudes about, media literacy learning components within the E/LA classroom. You were selected to be a possible participant because you

- are a first-year E/LA teacher in Texas
- indicated that you planned to incorporate or integrate media literacy learning components with your classroom curriculum

What will I be asked to do?
If you agree to participate in this study, you will be asked to complete a series of three surveys and interviews. This study will take place over the course of your first year of teaching. Each survey will take approximately 10-15 minutes to complete and each interview may take from 30 minutes to an hour to complete. Surveys will be delivered electronically via email and may be completed any time prior to the interview, which may take place at a time that is agreeable to you and the interviewer. Interviews may be conducted in person, by phone, or electronically via Skype or another internet-based telecommunications system. You will be able to select an interview mode that best suits you, and the interviewer can help you to identify and or learn to use internet-based telecommunications options if you so choose.

Your participation will be audio recorded.

What are the risks involved in this study?
The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

What are the possible benefits of this study?
You will receive no direct benefit from participating in this study; however, the understanding gained from data generated through this study will help to form recommendations to improve teacher education programs; new teacher induction programs; educator professional development; and state, local, and national curricular standards.

Do I have to participate?

No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University or the Secondary Graduate Certification Program being affected.

Who will know about my participation in this research study?
This study is confidential and the records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Allison Huie will have access to the records.

If you choose to participate in this study, you will be audio recorded. Any audio recordings will be stored securely and only Allison Huie will have access to the recordings. Any recordings will be kept for two years and then destroyed.

Whom do I contact with questions about the research?
If you have questions regarding this study, you may contact Allison Huie: allisonhuie@tamu.edu

Whom do I contact about my rights as a research participant?
This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979)458-4067 or irb@tamu.edu.

Participation
Please be sure you have read the above information, asked questions and received answers to your satisfaction. If you would like to be in the study, please visit the following link to take the initial survey:
http://tamucehd.qualtrics.com//SE?SID=SV_1T8cf5WSYAdYpko

APPENDIX B

SURVEY INSTRUMENT

Survey 1

Default Question Block

Please provide the information below so that the interviewer may follow up with you.

Name

(Teaching) School

Address

Address

City/Town

State

ZIP/Postal Code

Email Address

Phone number

Please identify your sex.

- Male
- Female

Please select the choice that best describes your ethnicity

- American Indian or Alaskan native
- Asian or Pacific Islander
- Latino(a)
- African-American
- White, not of Hispanic origin
- Other

Please identify your age group

- 18-22
- 23-27
- 28-32
- 33-37
- 38+

What degree or degrees do you currently hold?

- Associate's
- B.A.
- B.S.

- [ ] M.A.
- [ ] M.S.
- [ ] M.Ed.
- [ ] M.Arch.
- [ ] Ph.D.
- [ ] M.D.
- [ ] Other

In what field(s) of study did you receive your undergraduate degree?

Which of the following certifications do you have?

- [ ] Mathematics (8-12)
- [ ] Science Composite (8-12)
- [ ] Physical Sciences (8-12)
- [ ] Life Sciences (8-12)
- [ ] Chemistry (8-12)
- [ ] Reading/Language Arts (8-12)
- [ ] Social Studies Composite or History (8-12)
- [ ] Foreign Language (8-12)
- [ ] Other

What content areas do you expect to be teaching in the coming year?

- [ ] Algebra I
- [ ] Algebra II
- [ ] Biology
- [ ] Calculus
- [ ] Chemistry
- [ ] Earth Science
- [ ] Economics
- [ ] English I
- [ ] English II
- [ ] English III
- [ ] English IV
- [ ] French
- [ ] Geography
- [ ] Geometry
- [ ] German
- [ ] Government
- [ ] Integrated Physics and Chemistry
- [ ] Latin
- [ ] Physics

- ☐ Pre-Algebra
- ☐ Spanish
- ☐ Statistics
- ☐ U.S. History
- ☐ World History
- ☐ Other

Will you teach Honors/K-level or other advanced-level classes in the coming year?

- ○ Yes
- ○ No
- ○ Unknown

Will you teach AP/IB classes in the coming year?

- ○ Yes
- ○ No
- ○ Unknown

Will you teach in a Sheltered Instruction, Co-Teach or other supportive instructional environment in the coming year?

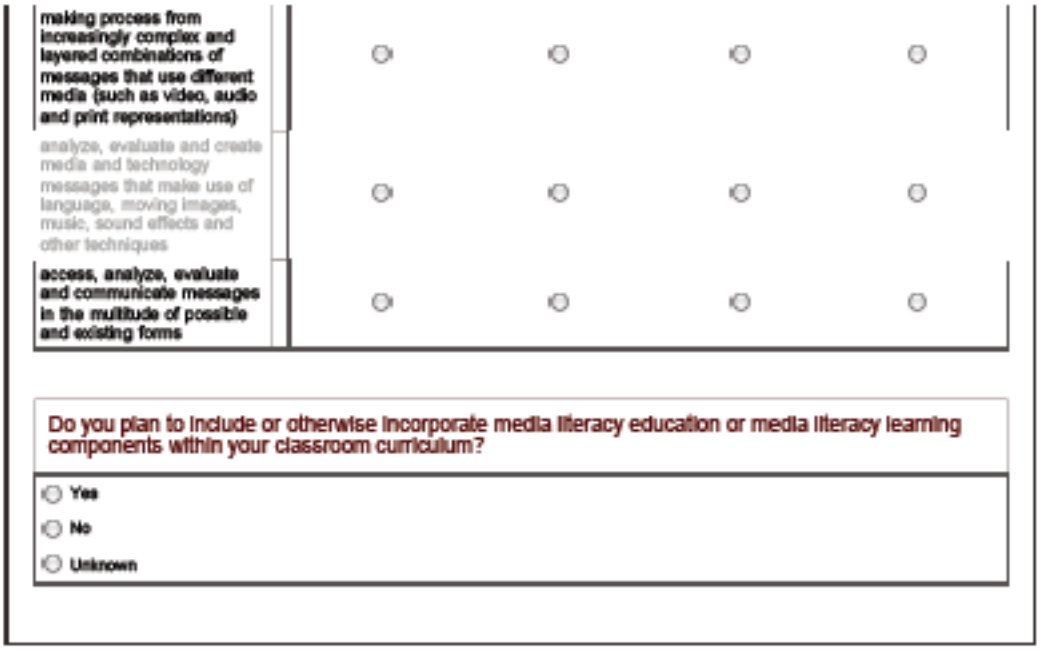
- ○ Yes
- ○ No
- ○ Unknown

Will you teach TAKS preparation classes in the coming year?

- ○ Yes
- ○ No
- ○ Unknown

How confident do you feel in your abilities to teach students to do the following?

	Not at all confident	Somewhat confident	Confident	Extremely Confident
be active, critical and creative users of print and spoken language	○	○	○	○
be active, critical and creative users of visual language such as film or television, commercial and political advertising	○	○	○	○
use an array of technologies to gather information and communicate with others	○	○	○	○
access, analyze, evaluate and communicate messages in a variety of forms	○	○	○	○
engage in the meaning-				

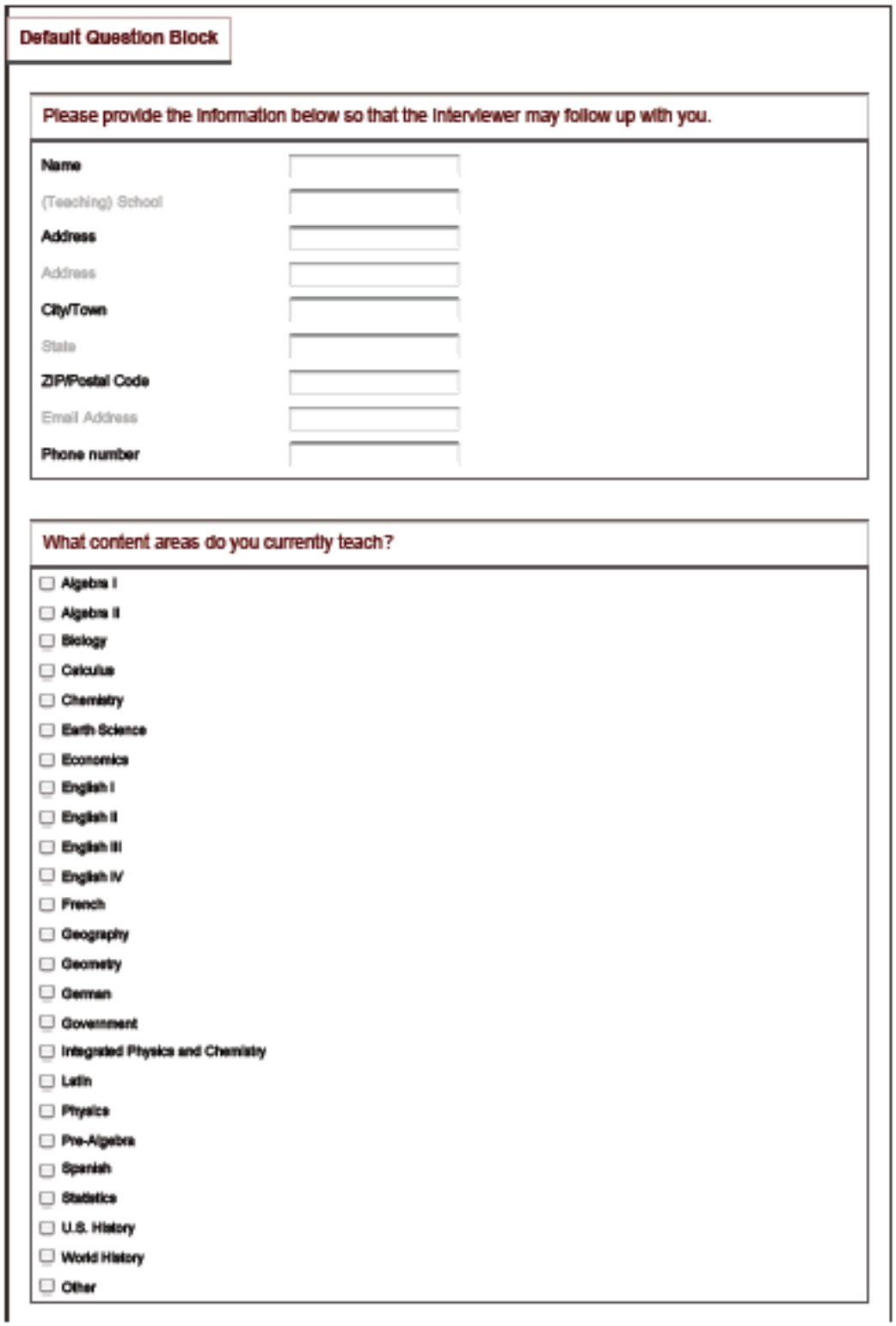


making process from increasingly complex and layered combinations of messages that use different media (such as video, audio and print representations)	○	○	○	○
analyze, evaluate and create media and technology messages that make use of language, moving images, music, sound effects and other techniques	○	○	○	○
access, analyze, evaluate and communicate messages in the multitude of possible and existing forms	○	○	○	○

Do you plan to include or otherwise incorporate media literacy education or media literacy learning components within your classroom curriculum?

- ○ Yes
- ○ No
- ○ Unknown

Survey 2



Default Question Block

Please provide the information below so that the interviewer may follow up with you.

Name

(Teaching) School

Address

Address

City/Town

State

ZIP/Postal Code

Email Address

Phone number

What content areas do you currently teach?

- Algebra I
- Algebra II
- Biology
- Calculus
- Chemistry
- Earth Science
- Economics
- English I
- English II
- English III
- English IV
- French
- Geography
- Geometry
- German
- Government
- Integrated Physics and Chemistry
- Latin
- Physics
- Pre-Algebra
- Spanish
- Statistics
- U.S. History
- World History
- Other

Do you teach Honors/K-level or other advanced-level classes?

- Yes
- No
- Unknown

Do you teach AP/IB classes?

- Yes
- No
- Unknown

Do you teach in a Sheltered Instruction, Co-Teach or other supportive instructional environment?

- Yes
- No
- Unknown

Do you teach TAKS preparation classes?

- Yes
- No
- Unknown

How confident do you feel in your abilities to teach students to do the following?

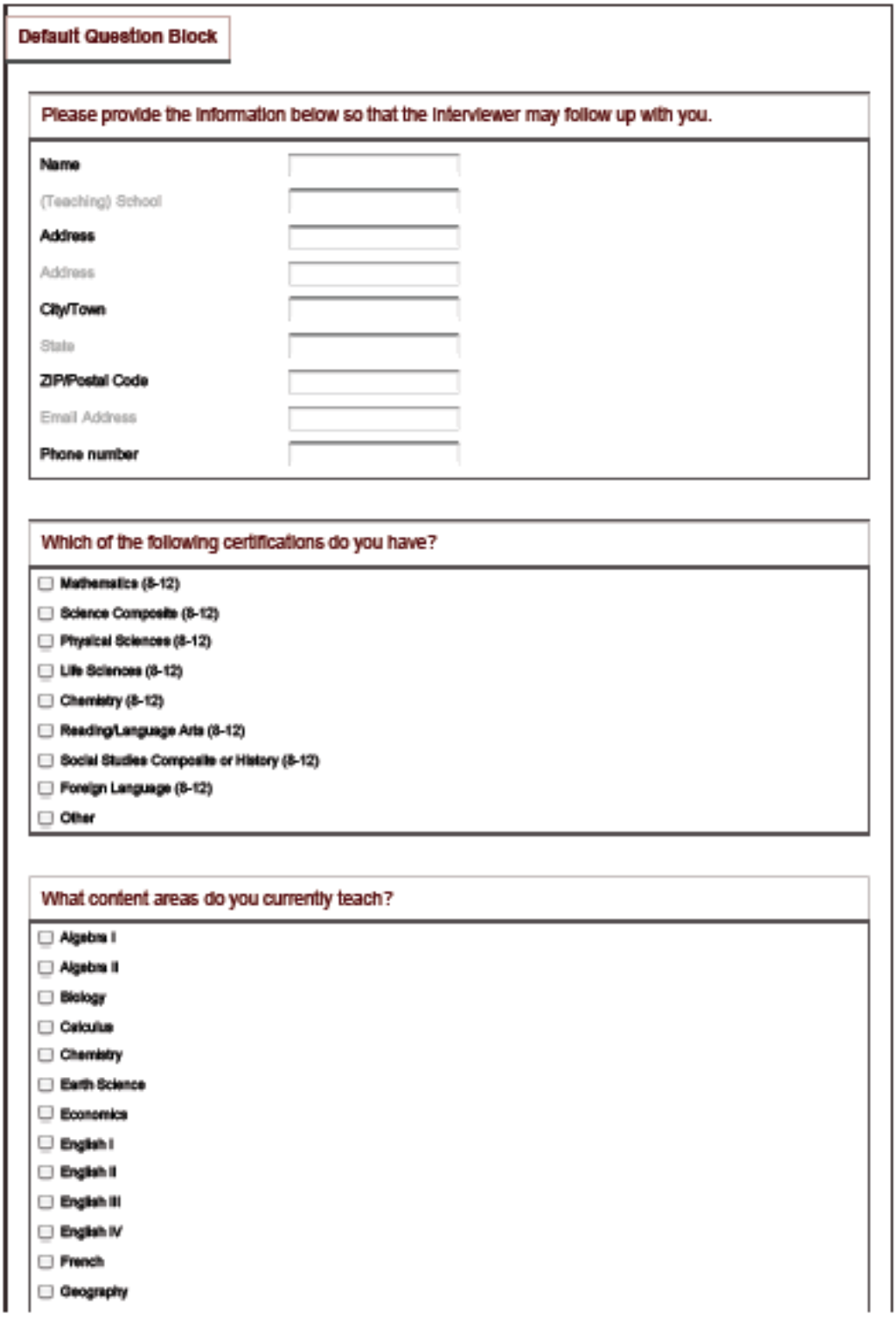
	Not at all confident	Somewhat confident	Confident	Extremely Confident
be active, critical and creative users of print and spoken language				
be active, critical and creative users of visual language such as film or television, commercial and political advertising				
use an array of technologies to gather information and communicate with others				
access, analyze, evaluate and communicate messages in a variety of forms				
engage in the meaning-making process from increasingly complex and layered combinations of messages that use different media (such as video, audio and print representations)				
analyze, evaluate and create media and technology messages that make use of language, moving images, music, sound effects and other techniques				

access, analyze, evaluate and communicate messages in the multitude of possible and existing forms	○	○	○	○

Do you plan to include or otherwise incorporate media literacy education or media literacy learning components within your classroom curriculum?

- ○ Yes
- ○ No
- ○ Unknown

Survey 3



Default Question Block

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Name

(Teaching) School

Address

Address

City/Town

State

ZIP/Postal Code

Email Address

Phone number

Which of the following certifications do you have?

- Mathematics (8-12)
- Science Composite (8-12)
- Physical Sciences (8-12)
- Life Sciences (8-12)
- Chemistry (8-12)
- Reading/Language Arts (8-12)
- Social Studies Composite or History (8-12)
- Foreign Language (8-12)
- Other

What content areas do you currently teach?

- Algebra I
- Algebra II
- Biology
- Calculus
- Chemistry
- Earth Science
- Economics
- English I
- English II
- English III
- English IV
- French
- Geography

- [ ] Geometry
- [ ] German
- [ ] Government
- [ ] Integrated Physics and Chemistry
- [ ] Latin
- [ ] Physics
- [ ] Pre-Algebra
- [ ] Spanish
- [ ] Statistics
- [ ] U.S. History
- [ ] World History
- [ ] Other

Do you teach Honors/K-level or other advanced-level classes?

- ○ Yes
- ○ No
- ○ Unknown

Do you teach AP/IB classes?

- ○ Yes
- ○ No
- ○ Unknown

Do you teach in a Sheltered Instruction, Co-Teach or other supportive instructional environment?

- ○ Yes
- ○ No
- ○ Unknown

Do you teach TAKS preparation classes?

- ○ Yes
- ○ No
- ○ Unknown

How confident do you feel in your abilities to teach students to do the following?

	Not at all confident	Somewhat confident	Confident	Extremely Confident
be active, critical and creative users of print and spoken language	○	○	○	○
be active, critical and creative users of visual language such as film or television, commercial and political advertising	○	○	○	○

APPENDIX C

INTERVIEW PROTOCOL

Interview #1

The first interview will focus on your life experiences and the purpose is to get a sense of 'your story': who you are, where you come from – essentially what makes you, you.

A: What can you tell me about your family?

P:

A: Tell me about where/how you grew up & where/how you were educated.

P:

A: Tell me about your involvement in extra-curricular activities.

P:

A: What can you tell me about your past exposure to media/technology?

P:

A: Talk about your current exposure to media/technology.

P:

A: Tell me about why you decided to become an E/LA teacher

P:

A: Tell me about how (and why) you became a member of the Secondary Graduate Certification Program.

P:

A: What can you tell me about the importance of including media literacy learning in E/LA?

P:

Interview #2

The goal of this interview is really to get a sense of the details of your present experience as a first-year classroom teacher.

A: What does a typical workday entail for you?

P:

A: Talk about how and why you use media and or/teach media literacy in your classroom.

P:

A: Tell me about your interactions with students (in the context of using media and/or teaching media literacy in your classroom).

P:

A: Tell me about your interactions with other faculty members (in the context of using media and/or teaching media literacy in your classroom).

P:

A: Tell me about your interactions with parents (in the context of using media and/or teaching media literacy in your classroom).

P:

A: Tell me about your interactions with your school's administration (in the context of using media and/or teaching media literacy in your classroom).

P:

A: In what sense do you feel you were or were not adequately prepared to teach media literacy in your content area?

P:

A: How do you think teacher education programs should train new teachers to address media literacy in the content area? Particularly, talk about what has been, or would have been, helpful to you.

P:

A: Tell me about the support you receive from your school, in terms of helping you to address media literacy in your content area. Particularly, talk about what has been, or would have been, helpful to you.

P:

Interview #3

The final survey/interview will provide an opportunity for you to reflect upon the meanings you ascribe to your experiences with media literacy in the English/Language Arts classroom.

A: How would you describe your curriculum?

P:

A: Describe your personal beliefs with regard to using media and teaching about media literacy in the classroom.

P:

A: Talk a little about the connections that you feel might exist between teaching, learning and media literacy.

P:

A: How do you think student learning-processes are different when activities that promote media literacy are employed?

P:

A: How do you think a student's school experience impacts his or her future?
- the community?

P:

A: What do you think others (administrators, parents, community members, etc.) perceive as being the benefits that are derived from the media literacy activities in the classroom?

P:

A: Talk to me about what you think is your role as a teacher in the
- school
- community

P:

A: What do you think is most valued at your school
- by faculty?

- staff?
- administration?
- students?
- parents?

P:

APPENDIX D

PARTICIPANT PROFILES

Participant Profiles

Background Vignettes.

Althea. My Mom is from _____, Canada, and my father is from a small village in Iran! They both came to the US when they were in their 20s to pursue education and have stayed in Texas ever since. Both sides of the family still live in those countries, respectively.

I have 2 younger brothers, 21 & 18, and there is never a dull moment at my house. Being raised with two different cultures, there is always wonderful big meals and lots of great travel adventures. I was born and raised in _____, Tx (small town 45 min south of Houston). Education was/is always very important in my family and my parents have always encouraged us to pursue academics as our first priority. I would say my educational experience was average- our schools in suburban _____, were not exceptionally challenging or intense, but for the most part I've always had encouraging teachers and good learning environments. My parents always pushed me to take AP or Advanced classes, so I stuck with those throughout school and graduated Suma Cum Laude at a 5A HS before heading to Aggieland!

I have been playing tennis since I was probably 7 years old. In high school I was the Varsity Captain for 2 years, and in college I played on the A&M Club team. I love being involved in organizations so at A&M I was a member of Aggie Leaders of Tomorrow (ALOT). I have recently ran the Austin Half-Marathon and completed in a few triathlons for fun and hope to continue doing more of those this fall.

Cecelia. I am married to a visiting assistant professor, so we value education. I hope to pursue a PhD in education after my masters. We live in _____ now and commute to our jobs (him – 90 miles, me – 48 miles). We are avid readers, enjoy the outdoors and exercising. We both train for marathons. I lived with both parents during K-12. My mother had cancer when I was in HS, and as a family we encountered many other family problems during my HS career. I ended up almost "raising" my sister who was 8 yrs at the time. My parents divorced when I was a junior in HS. My dad is a procurement director for the City of Dallas and my mom is a senior analyst for United Healthcare. We lived in a suburban of Dallas (_____) and I went to _____ HS (_____ ISD – 5A) with many wealthy students (although I wasn't one of them). Fortunately I was able to stay in the same school district/schools from K-12. The student body was about 40% white, 40% hispanic, 20% others. I have a younger sister and three step siblings. I was the first one in my immediate family to attend and graduate from college. I was influenced to go to college by my peers and teachers. College was always expected of me, and my parents never gave me an opportunity to consider any other options. I always liked school and was the teacher's pet. I took advanced courses, always made A's and never had to study. I graduated number 10 out of 450. At A&M I learned to study on my own and ended up graduating cum laude with a BA in English, minor in coaching. In HS, I played volleyball (1 yr), was the newspaper editor (2 yrs), was in NHS, NSHS and Beta Club as well as Ac/Dec (3 yrs). I enjoyed being at school as it kept me very busy and active. At A&M, I was a Resident Advisor (2 yrs) and in various clubs

(Sports for Kids, Aggie School Volunteers, Aggie BSM, FC Bryan, Pre-Law Society, etc). I was involved the most my freshman year but it dwindled greatly by my senior year due to searching for jobs, getting married, etc.

Daphne. Well, I am the older of two children. My parents were high school sweethearts and are still very much in love today. We grew up a lower middle class family. I grew up in [the panhandle] (born & raised). I went to a private elementary school because my parents wanted me to have solid background of Christianity before I went to public school. Both of my parents worked, and it was a financial struggle for them to put us through school. Then I went to a public junior high and high school. I transferred into one of the more well reputed high schools instead of my neighborhood school, which had a not-so-good reputation. I chose A&M, then spent 3 ½ years loving it here, studying English. I was sort of nerdy kid; I always really liked school. I was really involved in choir and student council during high school. I also did theatre my senior year of high school. In college, most of my extracurriculars were related to my faith. I got rather involved at my church, all four years of school. My freshman year I was in a leadership organization as well as a social justice organization.

Hector. My family is white and middle-class. My father is a geophysicist and my mother is an accountant and household manager. My sister is in college. My mother's parents were working class, Catholic, and from the Midwest. My father's parents were professionals (dentist), Methodist, and from the South. I grew up in Louisiana and attended public schools. My elementary and middle schools were diverse racially and economically. I went to high school and college in Texas. My high school was mostly white and middle-class. I played golf, was a member of a student government, founded a student organization, and participated in an annual "pageant" in high school. I was a member of student council and philosophy club in college.

Honoria. My family is very big and very close. I have two sisters and one brother and most of my extended family lives in my hometown. We are always together for holidays and celebrations. We are also a proud Aggie household. My dad, both sisters and I are Aggies, and I'm sure my younger brother will follow in our footsteps! We tailgate every home football game and I love that my family is so involved with A&M. I grew up in the church and was raised a Christian Baptist. My family is very involved in the church and the majority of our close family friends are fellow church members. I grew up in the small town of _____, TX. Of course I didn't realize it was that small until I came to A&M and realized most people are from big cities. I grew up where you knew somebody everywhere you went- grocery store, post office, mall, high school football games. The community was highly involved in school sports and events because most people had children or friends that went to the high school. So, high school football games were a big deal, because that's where everybody would be on Friday nights, and besides there was nothing else to do. But I loved growing up in such a close town and I love going back home. My parents expected me to do well in school and I always wanted to make them proud. I was a good high school student; I don't think it was because I was exceptionally smart, but just because I always finished my work and turned it in on time. There are a lot of students in _____ who don't care and aren't motivated, and eventually get "stuck" there. I wish my high school teachers would have pushed us more,

expected more out of us, and showed us the options college could bring us. There are many smart students, they just need to be motivated and encouraged to succeed. I am a big athlete. I was a volleyball player in high school and played club volleyball since I was 13. It is a huge part of my life and I am excited that I get to coach it in just a few short weeks. At A&M I was involved in several organizations where I met my best friends and learned essential leadership skills. I also played several intramural sports which I was thankful I got to be a part of. I think extra-curricular activities should play a part in everyone's education because they teach you many social and leadership skills that you may not get in a classroom.

Sophia. I grew up in _____, Texas. It's a small town northwest of [a big city]. And, I went to school there from first grade to graduation, to the 12th grade. It's a 2A school, out in the country…It's a pretty nice town… We started out living in _____, which is in the Metroplex, but he wanted us to grow up in the country, so before I started school, we moved out to ____ and, then my parents got divorced… But my mom and my brother and sister and I stayed in _____, cause she didn't want to take us out of school, or change schools. I loved it and I think that's why I feel prepared to teach in _____, cause I feel it's the same type of school, _____ is also a 2A school and I kinda would like to start out with something that I'm familiar with. And then, maybe, well, who knows what happens after that. I liked how _____was like 35 minutes outside of [a big city] and so, I feel like I still was open to a lot of the things that were available in the city. But then, well, maybe more of the negative things… we didn't have a lot of the gang violence or drugs, or anything like that in our schools. Whereas, I know, I came to college and I know a lot of people from the bigger cities and they had to deal with stuff like that and I even imagine. And, it made me question like, and it made me really realize that I was really lucky to not have to deal with that stuff. At the same time it was nice having a school, like country living and easy access to the city. And, especially since my dad lived there too, so I could spend time in both places. And I feel like that really has made me adaptable and flexible to people from the country and the city…. I feel like it's just prepared me to have a deeper understanding and more adaptability to different areas and different people, cause I have different exposure to both. I started playing basketball when I was ten and I played all the way through high school… I tried playing softball. And then I did yearbook junior and senior year. I was the photo editor Junior year and the general editor senior year. And I loved that more than anything because it made me involved in everything at the school. So, it really made me feel connected to the entire student body. And, I did UIL writing my Junior and Senior Year. Then I was on Student Council…. and, well then, I worked. I worked at Sonic as a carhop when I was sixteen through until I graduated….

Wanda. My parents started out pretty poor. They got married when they were in their early 20's, a semester before my Dad graduated from Michigan State University and joined the Marine Corps. My mom never had the opportunity to finish her degree, but she worked hard at low-end jobs to make ends meet. My parents have been together for more than 30 years now, and things have definitely improved. They now live comfortably, as my Dad went on to pursue two (almost three) master's degrees in mechanical engineering and now works as a retired military contractor. I am the first

female in my family to go to college. I am also the first generation in my family to live in Texas and consider it home. You can probably imagine how difficult it is to explain Aggie traditions to a family from a small farming town in up north! Needless to say, education is valued in my family because my Dad was the first person to go on and pursue further education and upward mobility.

I have an older brother who just graduated from Texas State University last year with a degree in business. He is currently raising support full-time, working for a college ministry called _____, which is in _____. He loves kids and young adults and hopes to be a youth pastor some day.

My husband and I have been happily married for over a year now. I just graduated college, but he has about a year or two left. It has been challenging being married while going to school, but it is definitely rewarding. He is very supportive of my goals and he encourages me to follow my dreams. We are praying that I will receive a job offer to teach somewhere nearby the university he will be attending next year. The daughter of a U.S. Marine, I moved around a lot as a kid….Having moved around so much, I had to get used to being "the new kid" at school every year. I didn't attend the same school more than once until I was in fifth grade, and even after that I was forced to switch schools a couple more times. Looking back on it, I am thankful that I had such difficult experiences because I am comfortable with change and I look forward to new things in life. Still, it was difficult making new friends every year when most kids had been there since kindergarten.

I went to public school most of my life. For three years, my parents were able to put my brother and me in a private school at a local church we attended. The school only went up to eighth grade, though, so by the time my brother was ready for high school, they pulled me out too and I went to a public school in San Antonio from seventh grade until I graduated from high school. I have never told my parents this, because I don't know if they would appreciate hearing it after sacrificing so much to send my brother and me to a private school, but I actually feel like I got more out of public school than I did out of private school. As a Christian, I appreciated the extra class period devoted to studying the Bible. But I really saw first-hand the problems with lack of accountability in private schools. To this day I still think that I excelled more in English because I didn't have very solid math or science instruction. I'm not terrible at either subject, but I really felt like I was behind in both math and science when I came from a private school into a public school. When it comes to extra-curricular activities, I usually have the tendency to over commit myself. I made the mistake of signing up for way too many service clubs in high school and ended up having to decide which ones I really wanted to be a part of. You would think that I would learn my lesson after that, but I ended up trying to balance a bunch of stuff while working 30 hours a week and taking 15 or 16 hours a semester. I ended up sticking with a few main activities—leading worship for my church, being a volunteer English teacher with A&M's English class for international students, and being a counselor for spring and fall high school and middle school retreats with _____ Youth for Christ's Campus Life program. Spending time teaching and being with young people has definitely confirmed my desire to be a high school teacher.

Past Exposure to Media/Technology.

Althea. After graduating A&M with a English degree, I worked for a law firm in downtown _____ for a year where technology and innovation was a core value of the firm. We were a paperless office, Mac operated, and ShoreTel technology run. I did not really receive training in all the bells and whistles, I dove in and embraced the challenge. I really enjoyed utilizing technology and being paperless because although it was hard to keep from writing post-its, my work was always so organized and easily traceable.

Cecelia. I would say I have been able to keep up with technology over the years. I feel very comfortable with technology; somewhat "addicted" to it. I actually feel uneasy if I leave my phone at home and I'm traveling alone.

Daphne. When I was 7th grader, my family got a computer. Before that, I learned to type on a typewriter I asked for Christmas a few years prior to the computer. At school we had a computer lab in elementary school, but they were mainly used for students with disabilities. In junior high, we had a computer lab and computers in the library. Same for high school. In college, there were computer labs everywhere on campus and smart boards in the classroom.

Hector. I grew up with TV and video games. I learned how to use a computer in school and at home when computers became "commonly" used during the mid 1990s.

Honoria. I definitely would not put myself in the "technology saavy" category. Honestly, I am a little afraid of technology because I think it is smarter than me. I wasn't exposed to that much technology as a student, but when we would have a technology assignment I would feel already defeated. I don't want to have this attitude! I know that I want to use media in the classroom and I don't want to view it as overwhelming. I want to learn as much as I can about technology and become comfortable with it so that I can use it to my benefit and the students' benefit.

Sophia My dad had, digital cameras before and my mom did too, so I had used them before. In my high school, we didn't have a lot of technology**.** We didn't have a lot of computer access...I mean, we didn't have a computer lab. There were computer classes. But that was it. Our teachers didn't use a lot of media in the classroom by beyond the powerpoint or video technique and, actually a lot of them never used powerpoints. That kind of was a newer thing but we didn't have a lot of it. We got digital cameras for yearbook my Junior year. And we got the really cool software, I forgot what it's called. Like Adobe picture placer, ….our teacher had to go through the training for that …. and then she taught us. We just kind of played around and all of us would take turns looking at it and when one of us would figure something out, we'd be like oh, to do that, you have to do this. And we would tell each other… just a lot of trial and error**.** We kind of just played around and would figure out what we could do with it. It just was real complicated, but everyone just, we learned it fine.

Wanda. My dad first bought a computer when I was about 9 or 8 years old, and at about that same time I began using computers in school. I was taught how to type properly in school, but I really learned how to type by using AOL Instant Messenger to talk to my friends online when I was in late middle school and high school. I learned how to use the Internet, hope to use Microsoft Office programs, and how to create websites mostly by trial and error. My high school had minimal technology courses that

were required for graduation, but they were mainly for teaching proper business etiquette for typing letters.

Current Exposure to Media/Technology.

Althea. . I feel like I have taken backward steps since leaving the office because currently my exposure to media/technology revolves around my iPod or Mac book. I have heard "hints" of a smart board being in my classroom so I'll find out this week if that promise is met.

Cecelia. I feel connected. I have a Blackberry, a laptop, an Ipad, and an Ipad. I check email, facebook, the internet, etc a few times a day. It's part of my routine. I am very concerned about how I am going to use technology in my classroom. I have an ancient PC in my class and an old overhead projector – that's it!! I almost flipped out when I saw my classroom.

Daphne. I have a laptop and ready access to the university's facilities. At school, I can check out clickers and smartboards for our students.

Hector. I have a laptop, iPod, and cell phone. I use an Elmo in my classroom.

Honoria. I have been exposed more to technology as a grad student, but I am still learning. I have learned about some programs and websites that will be useful in the classroom, but I want to become more comfortable with it and confident to explore new things.

Sophia. Well, in College…it's limited…it's limited I guess cause of like lecture style classrooms is kind of the style in college, but I had a few teachers who tried to go out of their way to use media in the classroom beyond a PowerPoint. Basically, a PowerPoint was standard, I think. Which, was kind of new to me, cause in high school very few of my teachers would use a PowerPoint presentation or any type of visual for us to watch other than a move. But, in college that was kind of the standard. Like, everyone had a PowerPoint. So that anything anyone did above that, was kind of impressive to me as far as things that they had created or had found to show us and stuff like that. And most of them, honestly were in my education classes. Like, my English classes and many of my core classes they didn't really move beyond anything past a PowerPoint, but a lot of my education professors were the ones that brought different types of media into the classroom. I just got an iPhone and I love it and I was just like how did I live before, is how I feel, cause I just use it all the time. And then, my laptop. I use that a lot, but I don't use it as much since I have my iPhone, since I can check my email I have a Wii, Nintendo. My dad got me a really nice TV, a 32 inch flatscreen for Christmas. I don't know, I feel like there are a lot of things that are new that I don't know about. Like, for instance Skype. I don't have Skype. My laptop doesn't have…it doesn't have the little camera. So, I guess I could buy a webcam to do that but I don't know, I was just kind of waiting till I get a new laptop. But like, when people were first talking about Skype I didn't know what that was. Um, which I know I kind of was, it was kind of embarrassing, but there's some other things that people will talk about, I can't think of anything right now, but they'll talk about that I feel kind of out of the loop with, but then at the same time, like my roommate, her mom saw my iphone the other day and she just couldn't believe it was real, that something so small could do those things. So, I guess it's like that for everyone. Just depending on your access to things,

everything looks cool or there's stuff you don't know about.

Wanda. I currently use basic functions of technology, including the Internet, Microsoft Office, email, social networking sites like Facebook, blogs, and websites like Moodle and Windows Vista for school. I would like to use some of these resources in my classroom, if available. However, it's looking like I might be teaching in a small town about an hour outside of San Antonio that doesn't pay very well (around the state minimum of $27,000—plus, I'm supporting my husband and paying for grad school out of my salary.) and doesn't have a whole lot of technological resources available for teachers and students to use. I will definitely be looking into finding ways to get grants for technology, because what is available is extremely limited.

Becoming an E/LA Teacher.

Althea. I love teaching students and I have been a big reading nerd since I could read. My major in college was literature, and I hope to convince the world, with enthusiasm, that reading is such a powerful way to learn about cultures, learn about the past, and learn about the possibilities of the future. I think I can relate to students because I have definitely struggled to make good grades throughout school, and will do everything I can do help them to have a successful learning experience in the class I teach. Teaching is such a great profession that allows you to wear many "hats" as you are a teacher, counselor, custodian, coach, (you name it), and I look forward to the challenge of just being available to my students!

Cecilia. Honestly, I started out studying Spanish. I had always wanted to teach Spanish and coach. Ever since I was little I remember playing school all the time and being the teacher; I loved school. Midway through college however, I thought I wanted to be a lawyer and Spanish didn't seem as helpful for law school (although becoming bilingual would have been very nice). I switched my major to English for law school. Later I decided to ditch that plan and reverted back to the idea of teaching – law school just didn't seem like the right fit. I switched my plan to ELA because I have always enjoyed reading/writing, but never thought I could do anything with an English teacher (partly my father's fault/input). Now I am very excited to be an ELA teacher/coach!!

Daphne. Firstly, I love Literature. It is such a connective window into the human condition. People can understand themselves better when they see characters. I think there is such opportunity to teach high schoolers to understand themselves, to find their voice. I have wanted to teach since I was 5 years old, and that dream comes true in 4 weeks.

Hector. I like literature and I like rhetoric.

Honoria. I have a passion for reading and writing and I want to instill that in my students. I believe English is underrepresented as a core subject and the importance of it should be stressed. Students can express their creativity through writing and find inspiration through reading. It doesn't have to be boring!

Sophia. I've always wanted to become a teacher. I didn't realize I wanted to be an English teacher…because… really until I realized that's where my strengths are. I've always been kind of a nerd and interested in everything. And, for a while I thought about being a biology teacher, or majoring in biology or some type of science. And also, I loved history all through school, but when I really thought about where my passion was

and my strengths and what I thought was important, it was reading and English. So then I had the debate on whether I wanted to teach high school or younger grades. And it was hard for that, because I really wanted to teach like first grade where they really are introduced to reading. Cause my brother didn't really have a good English teacher when he was younger and he can't spell simple words today and he's 21 years old. He'll text me and it's so sad, and he's so smart. He's always been smart, it's just… that teacher basically messed him up for life because he didn't get these basics down and he's kind of been behind ever since. And so I wanted to teach kids how to read cause it's such an important skill. ….I really liked the idea of being a last chance teacher. So if someone like my brother gets passed on and passed on, I'd be his like Junior year or Senior Year teacher and can still be saved then, there are still things that can be taught to you. And kind of be the last stop before they enter the real world, so. And obviously that's what I ended up choosing and I'm really happy about it and I'm excited to get to do something that I've wanted to do for so long.

Wanda. I knew I wanted to be a teacher since second grade, but I didn't know what my favorite subject was for a long time. I thought I liked math and science, but I struggled with them in high school and didn't do so well in them in college. I wanted so badly to be a biology major, but I just couldn't make good enough grades. The only class I made an 'A' in my first semester at A&M was my elective—a writing class. I discussed my options with counselors and decided to switch my major to something I loved and was capable of excelling in—English. I majored in English with a literature track because it was the most compatible with teaching certification programs, but my passion is really for writing.

While I personally love writing, what really excites me is teaching it because it is my mission to help students learn to articulate their ideas. What shocked me a lot in college was reading my friends' papers when they would ask me to peer edit their work. So often I found that very intelligent people had a hard time writing a good paper, even if they were really passionate about the subject matter. I think it's difficult to learn a skill like writing, but having a great teacher who is willing to help and takes the time to give useful advice and encouragement is the key to becoming a great writer.

Becoming a Member of the SGCP.

Althea. I had been in the corporate world for a year (the law firm I referenced earlier) and was so frustrated with the idea of the monotonous responsibilities of deskwork. Although I worked for and with a great team, I wasn't meant to be in that field any longer. After some really challenging conversations, I realized teaching is where my heart is. I have been so thankful I made that (at the time crazy) decision to leave my paychecks and return to student life! (Needless to say that I am sooo ready to start getting paychecks again!) ☺

Cecilia. I became a part of this program because at my N[ew] S[tudent] C[onference] freshman year I learned that the post-bacc program would help me become certified as a teacher. I didn't realize their were any other options to getting certified until late my senior year. The perk of getting a masters in 5 years also intrigued me (and my parents). I filed a teaching field plan my freshman year and luckily didn't lose any hours when switching from SPAN to ENGL.

Daphne. Well, since I knew my dream about becoming a teacher, I came to A&M knowing that I needed to pursue that. I wanted to major in English, a chance to learn about a topic I love. When I entered college, I just knew we had to test for teaching. As I got closer to graduating, I was advised about the program, and it seemed like a great fit. It was a very easy and natural decision.

Hector. I needed to become certified and I wanted to earn a Masters degree.

Honoria. My advisor told me about the program and since I was graduating a semester early, I thought it would be a good idea to get a head start on grad school. It wasn't until later that I realized how grateful I was to have made this decision. If I wasn't a member of this program I would definitely not be prepared to be a first year teacher. I can't imagine going into teaching without taking these graduate courses. I am confident in myself and would recommend this program to all teachers.

Sophia. Honestly, I didn't know there was any other way to get. I thought this was the only way. Dr. _____ and I, the advisor, I guess… I don't even remember him asking me if this is what I wanted to do. And he just signed me up for it, I guess. So, really I didn't know there was another way and really I didn't know what it was until I met with an advisor in the education department I think it was the end of my sophomore year and that's when she explained that it was grad school and secondary certification at the same time, and she explained the other one so that I would know what the difference was. And basically what I got out of it was the master's.

Wanda. I have always wanted to teach, so it was simply a matter of finding a way to get certified. I originally planned on simply graduating with my undergraduate degree in English and then quickly getting certified through an online program. But I decided to go ahead and go with Texas A&M's post-baccalaureate graduate certification program because it offers the opportunity to get a masters of education in one year and a summer. I really want to be the best teacher I can be, and I don't want to short-change myself by taking the quickest and easiest route to becoming a teacher. What really attracts me to the program is the support of teaching mentors, fellow graduate students/first-year teachers in my cohort, and professors within the Department of Teaching, Learning, and Culture.

Importance of Media Literacy Education in E/LA.

Althea. The most exciting aspect of media literacy to for English/Language Arts is the ability to combine cross curricular learning and differentiated instruction methods to reach more students! I think media really can bring life to the written word of literature and this will help so many more students learn and take the morals or key points from lessons that they might not have understood before. I definitely think other opportunities exist beyond teaching literature- like having access to online "Grammar Girl" podcasts, or different grammar blogs, etc. that gives students such freedom to practice standard American English guidelines outside of repetitive worksheets.

Cecilia. I think it's very important, especially in today's times. Students need to be engaged with the text, and incorporating videos, sounds, ppts, the internet, etc can definitely help students stay on track. It's very boring to read straight from a textbook. Today's students need to use technology in their everyday lives because their future

successes depend on it. We as teachers have to find a way to help them get an education that is useful to them, and using media literacy is necessary.

Daphne. Well, its part of the TEKS, so its part of my job. I think it is really important for students to be able to function in our high tech society. I think there's much opportunity for students to get a better job with media literacy skills. It is how life works these days. I worked at a school in Bryan where more than 90% percent of the students were on free and reduced lunch, and most of them had cell phones with nice covers and the internet access. A couple of them got jobs this summer and it was because they had learned computer skills. We had COWs at our school, and the students had regular exposure to MACs. Some students who were at risk really excelled. Media Literacy is a skill that really give a kids a chance for the kinds of job they aspire to. I am excited to give them opportunities to learn this skill.

Hector. Media literacy is important because rhetoric, advertising, and politics are intertwined with technology and media. Media literacy is necessary to be fully literate and to participate in a democracy given that all of our information is given to us via TV, the internet, etc.

Honoria. Media literacy can enhance learning. It can be a way to connect with your students and relate the material to their lives. Technology is a great resource to accompany texts, and students may be able to see something in a different way or better understand a concept by incorporating media.

Sophia. Technology is everywhere in every job and I mean, like, my mom is a corrections officer for a jail and she as an older person, she knows how to use a computer basically, and I'm so impressed with her cause she taught herself how to make….And I was so impressed. I was like, mom I didn't even know you knew how to make a Word doc let alone a PowerPoint presentation with animation and clipart and everything. So, seeing my mom do that and in a jail system the do stuff like that, it's like I know its everywhere. I don't know personally everything, but I know that, well even when I was waitressing….and they have this high tech computer system that we had to use to put in orders and tvs that show orders. And I remember one day the system shut down and we had to shut down, we couldn't…. the whole restaurant. I mean without the technology that we used to put in orders and stuff for the cooks to see, we couldn't function. And I was like that's so sad, but that's really the way it is, like everything from waitressing to working in a jail, you have to use technology. So, I would want to expose them to technology, but more so just one thing that I believe in is just teaching them strategies and methods they can use on their own for different content areas and different things that they're going to have to learn, cause I know you can't approach learning everything with the same strategies, but if you can master a few and then, be flexible and then adapt to a new situation, I don't know… cause I know I can't teach them to do everything technological related to English Language Arts, but if I can teach them ways to learn, then maybe they can apply them to their new situations. I'm not sure, but I think _____ has a limited technology department probably, so things like Webquest and I mean if there's a computer lab, I guess we can use that. I mean, just navigating and looking at different types of information on the internet, and anyone can post anything on the internet and knowing, I would like to teach them what's valid and what's not. I mean,

you can't use someone's blog for a research paper. But then, not to say that something in a blog is completely useless, I mean its information but it could be used somewhere. I really like the idea of music, examining music especially from a poetry, language arts position. Cause I really feel that kids these days relate to music a lot better sometimes than literature and its just a different way to listen to it than reading I guess and to take it in.

Wanda. I think media literacy learning is essential to English/language arts, because it gives kids a medium to be creative and represent their learning in new ways. Some of the most memorable activities from my high school experience were English projects using multimedia and videos I made with a group. I love these kinds of activities because they're fun, interactive, and give kids a chance to use their skills with technology. While I consider myself to be fairly good with technology, I am prepared to be blown away by future generations' abilities with technology.

Typical Workday.

Althea. I try to get to school around 7 to set up for warm-ups, and write objectives on the board (1st bell is at 7:50). I have 6 classes of British Literature consecutively, and have 7th period conference. School is out by 3:15, and I am lucky to leave by 4:30 or 5.

Cecilia. I arrive at school at 6:15 everyday to let athletes in the building. I have morning practice from 6:30-7:50. I teach 8th grade ELA four periods, starting at 7:55. I don't have a conference period so there is no time during the day to plan anything. Then I have 8th grade athletics and after school practice from 2:23-4:30. I usually have a few minutes to run some copies, so I leave on an early day about 5 pm. Jr high and HS game nights I leave around 8-9pm.

Daphne. I wake up at 5:15, get ready and leave for school an hour later. I arrive at school no later than 6:45. I log in to my computer, check my teacher email and respond. Email is the main communication piece in my building. Around 7:10am, my students first arrive. The tardy bell rings at 7:25. I have fifty minutes. We usually have a lesson that has whole group instruction, groupwork, then independent work. I teach 4 periods straight, then lunch, then I teach 5th, 6th period is conference, then finally, I teach 7th. I stay at school about an hour and a half how students leave, choose one activity to bring home and leave to cook dinner. I try to be in bed before 11pm.

Hector. I wake up at 4:30 A.M. and leave my house at 5:00 A.M. I drive one hour to my job and arrive at 6:00 A.M. in order to make copies, organize the classroom, prepare for the day, etc. School starts at 7:25 A.M. and I teach five classes. I teach English IV (level) and Literary Genres/Practical Writing. I teach the only two sections of Literary Genres and do all of the planning myself. I teach three sections of level English IV and I work with a planning team of five teachers. Unfortunately, we do not have common planning periods. I have two planning periods (3rd and 5th) and school ends at 2:45 P.M. I usually the school between 5:00 and 6:00 P.M. If I do not finish my grading and planning at school then I finish at home.

Honoria. Stress! I'm still trying to learn the ropes of classroom management and engaging lessons. I have volleyball practice in the mornings and will soon transition into

track. I teach 4 classes of English- Two classes of English I Honors and two classes of English II.

Sophia. I get to school at 7:30am every day to get ready for the day. During this time, I also usually have several students that come in my room to finish homework, talk to me, or get tutorials. I teach four sections of English IV, two sections of Reading, and I also teach yearbook. During my conference period and lunch (which are back-to-back ☺) I usually grade papers, make copies, visit with my students out in ISS or AEP, check my school e-mail, and eat. 8th period ends at 3:28pm, and I usually stay at school preparing for the next day until about 4:30pm.

Wanda. I leave the house at about 6:30 in the morning to get there at 7:00. School doesn't start until 8:00, but I like to have plenty of time to go over my lesson plans in my head, make last-minute copies, answer any emails, and take care of some paperwork before the students get there. First period I have 15 juniors, second I have 20 sophomores, then we have study hall. Typically during study hall I attend student council meetings (I am one of the sponsors), help tutor students, or work with TAKS remediation students to improve their writing skills. After study hall, I teach 14 seniors during third period and then I monitor students in ARC credit recovery (an A+ program our school uses for students who are behind in their coursework) during fourth period. Sometimes I am able to sit down during this time (whew!) and get some grading done. After a thirty-minute lunch, I teach another junior English class to 5 juniors, and then sixth period is my conference period. During seventh period I teach 28 freshmen, and I have 8 students in my yearbook class for 8th period. After the day is over at 3:40, I typically stay after until 4:30 or 5:00 (sometimes later, depending on the work load or the number of students who stay after school for extra help) in order to get as much work done without having to bring it home with me. Still, though, I almost always have something that I end up taking home with me (usually papers to grade, a test to write, or a few chapters from the books we are reading that I need to reread because I literally haven't read them since I was in high school). I usually go to bed around 11:00 or 12:00.

Media Literacy in the Classroom

Althea. I have a presentation station (50 inch flat screen LG), equipped with an Elmo (projector) and a smart board attached to it. I use my presentation station daily for warm-ups, powerpoints, or note taking on the interactive smart board. I try to make the most of my technology because it really helps students who are visual and kinesthetic learners because we take turns writing on the smart board. I constantly am doing searches on the TV screen on the internet, and try to incorporate teaching how to appropriately use the internet. We have a computer lab we use often for writing papers equipped with a computer for each student. I have taught appropriate ways to find sources, what is an academic source, and how to research on the internet. In addition, we use media websites to enhance classroom discussion. Often I play music from the internet or show video clips to support what topic we are discussing. We spent a lot of time on "Bullying" this semester and its relationship to facebook. The papers and responses we produced with this topic were all reproduced in the computer lab. We covered some commercials and movies throughout the year (esp. with bullying) I just spend more time trying to get everyone in the computer lab and working rather then

doing other technology geared activities in the classroom. We have also watched the 2010 film Robinhood (with Russell Crowe) to supplement our Middle Ages/post Canterbury Tales unit. From this, I had students create their own "code of chivalry" and expectations for "students at _HS" based on the social system also supported in the movie. Students also created a "living" Canterbury Pilgrim and some did movies, slideshows, or facebook pages for their Canterbury Prologue character.

Cecilia. I would like to use more media literacy however I am very limited in the technology available. I have Windows 2003 on my school PC and recently got a school MacBook, but I don't have a projector screen or an Elmo to show things like powerpoints/keynotes. Also, about 95% of the staff at my school are older teachers and do not feel comfortable using technology. Thus, trying to incorporate some of it with my planning partner for ELA is kind of difficult to get across, especially since I am the newbie and she's got 18 years of experience.

Daphne. Well, I use email to communicate with others in the building because this is our only connective piece other than a panic button. I often teach with powerpoints, videos, music clips, projected charts or worksheets. Why? Because of my kids are motivated and driven by technology, so they expect it. They connect with technology, so if I want my students to connect with 300 year old literature, I have to meet them where they are. Also, almost all of my students have been issued laptops, so we often use these for research tools. I often have to teach the students how to use the education technology. They all know how to use youtube, but not the editing tools of word, or wordle or google docs.

Hector. I use music, film, and PowerPoint in my classroom to complement lectures. I use music to stimulate personal reflection while reading and writing. I use film to provide a visual representation of certain events/ideas. I use PowerPoint to enhance lectures by providing structure and visual aids.

Honoria. The kids like it. They like using the computer and using new programs. Of course they enjoy watching videos and making them as well. I think it is important that kids know how to navigate and use a computer properly and effectively.

Sophia. I use different types of media to teach in my classes mainly to keep my students engaged because they think that learning though different types of media they are learning in a new and fun way. I use different types of animated power point presentations, movies and movie clips, music, and websites mainly.

Wanda. I use my Smart Board every class period, from the beginning of the class period to the very end. When the first bell rings, I stand outside my door while it is turned on for students to see that day's agenda on the board. Students have a warm-up on the board for them to complete, which we then go over afterward. I also use it to have students view documents and additional information related to what they are learning. For example, I often show related videos, excerpts from movies, and pictures of something we are discussing on the Smart Board. As far as the interactive aspect of the board, I use it primarily for writing instruction and to model active reading habits (before, during, and after strategies for reading and comprehension). I love using the Smart Board because it's a visual aide for the many visual learners I have in the classroom, and it helps when the students have something up on the board right when

they walk into the room so they know to get into "classroom mode." ☺

As far as computers go, this is another story. The school district in which I teach was able to purchase Smart Boards for several teachers because they qualified for a technology grant due to the extreme poverty of most students' families. Since many students do not have computers at home, I do not often assign homework that requires use of computers. If we do use computers, I book one of the labs for the students to use for 45 minutes during their class period. I try to do this often so that students will be able to have practice using computers and that they will master the TEKS for technology and research within English/Language Arts and Reading.

Media Literacy in the Classroom.

Althea. Between visits to the computer lab, I felt like I was always having to teach how to properly use Microsoft word. Many students didn't even have email addresses set up to email themselves their work (for homework). Rather then teaching students how to analyze and interpret various media, I feel like I have had to spend more time teaching "internet etiquette." For example, which websites are ok to visit, how to appropriately search for scholarly information, etc. My students only seem to know YouTube or some "BeJeweled" game. I just assumed they would know how to do research or web quests. (I know, first wrong is to assume anything for seniors!).

Cecilia. The students have recently been given iPod touches, thanks to a Texas T-3 grant. The kids can use them and one teacher in the building can put apps on them. I want to make podcasts to send to them, but as of now it would be almost impossible to sync all their iPods to retrieve the content in a timely manner. As of now, I let them listen to music if they're working on silent work or allow them to google things if they need more help. They like having some form of technology in the classroom. I feel like we are not preparing them for the real world. Even McDonalds and Walmart use technology in most of their daily functions; we aren't preparing them for their future endeavors. Most of my 8th graders don't know what PowerPoint or Word are, and they peck type when they even get a chance. Having access to more technology would greatly benefit them, and definitely keep them more engaged than they currently are in my class.

Daphne. Each of the students I work with, if they are in US History(which is about 97 percent) are issued a laptop at our school. It is the second year of this program. We have been a little slow on the uptake, but we are learning to use these laptops as a learning tool. This part of technology is wonderful, however, our teaching tools are desktop computers, which really cramps our style when it comes to teaching. I am not nearly as free as I would like to be. I am confined to be close to my computer. I find that I sometimes forego the powerpoint for other options because it is frustrating to use.

Hector. My students enjoy the use of music and film. They are somewhat indifferent to PowerPoint. I think they take PowerPoint for granted and would appreciate it more if they were forced to take notes simply by listening to a lecture.

Honoria. I learn along with the kids. I am not tech saavy, so I learn before and/or sometimes while the kids learn. I think the kids feel a sense of freedom when they use technology; they can show their creativity.

Sophia. My students respond with great interest anytime media is used in my class. I think it's almost like they feel like they aren't learning because they aren't being

taught in a traditional lecture-style way. Anything that they learn from that is not just a textbook or notes is "cool" and interesting to them- and they are learning media literacy as well as the content that I am teaching through the media.

Wanda. During the first week of school, I made the mistake of asking students to complete an online questionnaire about their learning styles. I was told by almost half the class in most of my classes that students did not have computers at home, so they could not complete the assignment. I managed to have several students come in during study hall, lunch, and before/after school in order to complete the survey, but I definitely don't plan on ever assigning anything like this assignment again.

Faculty and Media Literacy.

Althea. We have had training for our presentation stations/smart boards because our entire school has new ones this year. Otherwise, unless I have a technical problem, I typically do all technology issues myself.

Cecilia. Many of the faculty is not familiar with much technology, so getting them to use it is difficult. A few teachers are trying to use the iPods for lots of stuff, but the majority of teachers are not as in favor of it because they think that it is too much work to create content for it.

Daphne. We have a new textbook, so we are all learning the online components. Because of my age, I tend to be quicker when it comes to learning these things, and I often get the technology-heavy jobs when delegating. We use email as our primary communication piece throughout the school. Also, I am piloting use of turnitin.com for our junior teachers.

Hector. Other teachers also use film and PowerPoint to enhance their instruction.

Honoria. We team teach, so we find/use new programs together. We currently used animoto.com for the kids to make a free promo video about the novel they have been reading. These were really cool! It allowed the kids to choose their own music (which they loved of course) and they inserted text and pictures that went along with their books. The kids really enjoyed this project, as opposed to the written assignments that we usually do. I think making these videos can also portray how much the kids know about their books, so it is a good assessment.

Sophia. Many of the other teachers at my school are veteran teachers that have their traditional way of teaching that they have been doing for many years. Since their lesson plans and teaching styles were most likely developed during a time when media was not as popular or relevant as it is today, they do not include much media in their classes. I don't feel like they think me incorporating media into my class is necessarily a bad thing, I think they just don't want to do it because they don't want to change what they've been doing for all these years. The other novice teachers like myself (there's 7 other new teachers on our campus) use just as much media as me.

Wanda. After the incident I mentioned above [online assignment], I was told by several teachers not to ever assign homework that requires the use of computers or the Internet. So, I decided that I will simply book a computer lab and use class time to allow students to access the computers and improve their media literacy.

Parents and Media Literacy.

Althea. Our school has an "online grade book" for parents to supervise and

monitor their student's grades. I update their grades every Tuesday. I often communicate with parents via email to discuss student grades, missing assignments, or discipline problems.

Cecilia. I haven't heard much from parents other than to tell their kids to turn their iPods off if it causes a distraction. Most of my students' parents do not have internet access or if they do, they do not email or check their student's grades online. Many of our parents are not involved with their student's academic progress (or at least that is how it seems).

Daphne. Most of my parent contact is through email. I have had no parent initiated calls, in fact. It is quicker for both parties to communicate through emails. Some parents are intimidated by their children's laptops, so I rarely hear from them. They are not comfortable with the computers, it is not part of their educational knowledge. It is obvious which of my students had a computer or access to one prior to this year. I have had to teach how to double space in word and save things, skills I learned before I had a computer in my home (elementary). Many of my students who encountered computers for the first time (with any sort of frequency) with the laptops often express frustration, even act out in class to avoid having to use the computers educationally (for research or writing). It is our 10th week, and some of them are just now feeling comfortable to use them as an educational tool.

Hector. I have had no interactions with parents regarding the use of media in the classroom.

Honoria. Most parents always want to be 'in the know' about their child's grades. They can access their grades online through our school's parent viewer. This is a great tool that we have because the parents are updated on their child's grades and can help them stay on top. I talk with a least a couple parents daily. I can send a quick email to them about behavior issues, failure to turn in work, good grades, or upcoming projects and tests. All of our notes and handouts are also posted online so the parents can see what we are doing in class and the kids can print off the worksheets if they happen to lose them or are absent.

Sophia. Unfortunately, the parents of my students are not that involved in their education and therefore, do not know how I use media in my classroom. If they do know, I have never had an interaction with them about it.

Wanda. I ask that parents please email me or come see me during my conference or after school if they have any questions or would like to discuss their child's progress. I do not provide my phone number to protect my personal privacy, because I only have one phone! I like corresponding via email because it gives me time to produce a more thoughtful answer and to calm down and reread messages if parents are frustrated due to a misunderstanding. So far the email correspondence has been positive for the most part.

Administration and Media Literacy.

Althea. Other than providing training services for our new presentation stations, we have not had any interaction with the administration in the context of using or teaching media literacy. In many ways, they prohibit the use of most media by banning cell phones, ipods, or any other personal electronic devices

Cecilia. I have asked my principal for a projector screen and/or an Elmo, but he said our budget is limited. I have also learned that science and math got projectors and Elmos first because their math scores were the lowest on TAKS the last few years. ELA and History are lacking technology.

Daphne. I usually get information based emails sent campus/district wide from administration. We also often set up emails this way. I have gotten evites to meetings for SpEd Ards and such. This seems to be a tradeoff- the administration is more accessible, but less visible.

Hector. I have had no interactions with administration regarding the use of media in the classroom. However, the faculty did receive a presentation during in-service on how to effectively incorporate the use of technology in the classroom.

Honoria. A million emails a day! Instant communication. We also learn about new technology during our staff meetings and they have seminars about these processes. They usually send the staff powerpoints of meetings or seminars they have been to for our reference.

Sophia. My administration is very interested in using media and teaching media literacy. I think this is mainly because of the inclusion of media literacy in the new Career and College Readiness Standards. So, they support my use of media in the classroom as long as I can connect it to state objectives.

Wanda. I am so thankful I spoke up during my interview, because I originally wasn't going to be provided with a Smart Board in my classroom. However, I mentioned the fact that I plan on incorporating technology as often as possible, and I asked what available resources I would have for doing so. The administration has been overwhelmingly supportive of incorporating technology into the classroom so far, and we almost always have tech people to help out if something goes wrong.

Preparation to Teach Media Literacy in E/LA.

Althea. My education at A&M always involved utilizing technology for classes. I feel my media literacy knowledge is mostly self-taught as a result of my education or personal expectations. I enjoy trying to incorporate technology in my classroom and try to embrace the media rich world our students live in. The course I read [Dr. X's] book introduced me to the importance of media literacy in his book, [curriculum related text]. Reading [Dr. X's] recommendation to incorporating cross-curricular activities with technology and media in classrooms was something that I found essential for teaching. I forget the course name, but remember watching many interesting videos and participating in analysis and discussion online about them. Really, my courses have taught me (again don't remember the names!) to value the holistic approach to learning; incorporating arts with curriculum for a better rounded learning experience. Through visual representations, music, or theater, students all learning styles can be reached. Watching movies like "American History X," documentaries about painters (forget the title), or life in Africa helped me to learn about racial differences, social differences, and society's prejudices.

Cecilia. Honestly what I did learn I haven't really been able to use. I have one computer in my classroom but it would be difficult to show students a PowerPoint or pictures by turning my monitor for them to see. I am still trying to figure out how to

incorporate more into my curriculum. Use of any PowerPoints would be nice. I'd like to be able to show the students things using the internet; simple things like pulling up pictures or even showing them how our vocabulary words are seen on even popular websites everyday. I'd like to be able to show them video clips too; maybe even create podcasts for them. Also, one project I learned about was discussing a book (or any other ELAR issue) and having the students create a class wiki page about it. That would be cool. Also, more access to computers and internet would allow them to complete research papers and practice their typing skills.

Daphne. I feel like I have a very natural knowledge of computers, etc. so it makes it easier to integrate than anticipated. I wish I had more time to provide time on their computers. It would be nice to have electronic turn in of papers, which I am just now figuring out. I would love to offer notes, etc.

Hector. I was prepared to teach media literacy in my content area in the sense that I can teach students how to analyze media. I was not taught how to use media as part of my instruction, but I was prepared to teach media literacy.

Honoria. Well on the first day I didn't know how to turn on the projector...so I feel like I didn't know anything. Our school just got elmos, so we will see if I can figure that thing out. I wish I would have know about more programs or ideas in ways to tie media literacy into English. I don't want it to be just books, books, books!

Sophia. I feel moderately adequate to teach media literacy mainly because of the use of media I learned from in college. I never took a class in my teaching preparation courses specifically teaching us how to teach media literacy, but through the professors use of media, I kind of learned how to model what they did.

Wanda. I am expected to teach students adequate research skills, but I feel that it would be much easier if they all had access to computers or at least were able to access the computers in the library after school hours. Since our library closes when the school day ends, the kids literally have no place to go except their friends' houses if they want to use a computer. The fact that they live in a rural area also means that reliable Internet connection can be expensive, and not many people see the need for computers if they cannot afford to pay for Internet connection.

Teacher Education Programs and Media Literacy.

Althea. I would love ways to learn how to build my own class webpage. Keeping up with make up work, worksheets, and lesson plans could be organized so well online.

Cecilia. Honestly I don't know. I feel like a lot was covered. In fact, I feel more at a loss trying to teach using an overhead, transparencies, and stories from the textbook. My HS teachers used more technology than I am using four years after the fact!

Daphne. District specific talks on filters/firewalls. I have some incredible tools that are blocked by our firewalls at school. Teacher specific education on what is available for teachers. Just exploration of a database for all secondary English pieces. A place to go to find what's out there on grammar or Macbeth or To Kill a Mockingbird.

Hector. Well, it seems that whether or not media literacy is emphasized in a classroom is somewhat dependent on what the objectives of the course require/encourage. I teach British Literature and "media literacy" has not been mentioned once. Any media literacy that I have taught has simply been incorporated by me where it

seemed appropriate.

Honoria. I think teachers need to know more in order to successfully teach it to their students. Even the basics (like turning on the projector!) I think if we are shown how media literacy is effective in the classroom, teachers are more likely to learn it and teach it.

Sophia. Example lessons about teaching media literacy would have been helpful in my teacher training classes.

Wanda. I would appreciate if teacher education programs would simply instruct pre-service teachers how to write grants for technology. I know this may not apply to bigger schools that have larger funding pools, but for the small schools it's difficult sometimes to simply have the resources in the community to teach using new technology. I have not yet written a grant for technology, but I would like to do so within my first year of teaching.

School Support for Media Literacy.

Althea. Our district technology department offers workshops monthly addressing different topics. It would be helpful to have one of these workshops be on an in service day because I cannot imagine ever having extra time right now to attend an evening workshop after a school day. I also think there needs to be more mandatory keyboarding/computer expectations. Our school has many ways for students to get shuffled through this class, and many seniors in my classes cannot even type correctly. Computer/Media literacy should be a requirement for graduation.

Cecilia. I had to go to a 1-day training in Waco due to the T-3 grant we got for ELA media literacy incorporation. I learned ways to use the MacBook in the class; however the Apple people thought we also had projectors, etc. so I can't actually use the things I learned in the training. Other than that, I haven't learned anything else.

Daphne. This has been a rollercoaster. We have campus support from a Technology Liason, but her answers are not always timely. We have district support that is slowing becoming helpful. Twice in the last three weeks a district E/LA person has come to train us on our textbook web supports and turnitin.com. These have been so helpful, but have been answered slowly. It adds stress to planning because I do not know what I have available, but it is getting better. So, in service training would have been best, or training weeks in advance of potential integration time. The resources are there, now we just need to the support to integrate them, teacher-specific training!!!! Cater what you are showing to practical, real, classroom use. Ask teachers what they need and then give it to them.

Hector. I received some information about incorporating the use of media in instruction.

Honoria. We have a big push for technology this year. They are more lenient on phone usage because this is part of everyday life. Phones these days pretty much have unlimited access to all sorts of things, so why not use them? Sometimes we take online polls using the kids phones- they text a code to a number and we can survey the class that way through this anonymous poll. We can see the results on the screen. The kids like this, not only because they can use their phones, but also because it's something new and

exciting. We also want kids to become 'computer literate.' We have a lot of projects in the computer lab so the kids can become familiar with different programs and tools.

Sophia. My school has each teacher set up on a "teaching with technology" website where we are supposed to do online trainings in our content area, but the trainings are not required. I have not spent much time on it, but if it was required I would.

Wanda. I'm honestly not very sure what this kind of support would look like. I am thankful to be here for the first year with a Smart Board in the classroom at this school, but I'm not sure if the school administration or school board is interested in having any other technology brought into the classroom. Also, I do not necessarily feel that there is a lack of technology in the school; rather, there is a lack of technology within the students' homes. This, to me, seems to be a bigger problem that is much more difficult to solve, because schools cannot simply purchase computers and pay monthly high-speed Internet connection bills for its students' families.

Classroom Curriculum.

Althea. Curriculum at my school is unorganized and lacks leadership. I currently teach English IV and English IV Advanced and am almost living day by day as to how to do my lesson plans. The other (2) teachers only have 1 or 2 sections of English IV and do not have a solid curriculum model to follow for the year. Our school just adopted new textbooks from Holt McDougal, and for British Literature, I am following pretty close to the book expectations. This is definitely the hardest part of my job as a new teacher. At _____, we plan curriculum by grade with a team leader. However, this year I am the only one with the majority of the English IV courses (2 other teachers have 2 sections each). Although our school requires an outline of our semester before the semester begins, the "mock" draft we began has been completely disregarded and not used. It has been frustrating because as a first year teacher I don't have resources or references to pull from for class. I feel like I do most of the planning on a weekly basis and for the most part alone. I have used the textbook but I have also just made things up as I go. Last 6 weeks we spent writing college admissions applications just because I knew it was time for them to have those essays written. This has been wonderful because I can be creative and innovative and am not limited to a boring curriculum, but at the same time very stressful because it is twice as much work to prepare and many times I hope my lessons work out!

Cecilia. The curriculum outline was from CSCOPE, but mostly my teaching partner and I used old TAKS packets and workbooks to find material.

Daphne. Structured without conformity. The students know the routine and we have procedures, but I often change the seating or the warmup, so their little brains are always in gear. I hope to change the décor more often than I have. I think it's a fun, friendly place. Kids will often come talk to me or to say hi. I think they feel safe in here.

Hector. I strive to make English language arts personally meaningful and socially relevant.

Honoria. Planned, fast paced. Many worksheets and powerpoints to aid each lesson. Lots of reading and writing, few projects.

Sophia. My curriculum is very flexible. I am able to do a wide range of things with in my curriculum. It is very open, which allows me to do a wide range of activities and lessons.

Wanda. My curriculum is all self-designed, but I use a lot of different resources! I use everything from the school's textbooks to online resources and teacher materials to helpful materials I have from other teachers who were willing to share. I also did come up with my own curriculum for a three-week unit on poetry for the freshmen, which many of them said they enjoyed and wished we could've done more of that semester. It has been stressful having to come up with absolutely everything, but I try to make the instruction as student-centered as possible, which helps because the kids are required to engage with the material and, in some cases, to come up with questions or research on their own (which definitely saves time for me on the lesson planning side of things!).

I recently experimented with incorporating more of the CCRS into my lessons. We are doing a mini-unit now in all four of my English classes in which the students are learning about and producing procedural texts, such as letters, applications, and instruction manuals. Much of this material is required by both the TEKS and the CCRS, and I am getting them involved in place-based education simultaneously by having them write friendly letters to kids their age in a Russian orphanage for one of the community's members who contacted me recently about having my students write letters for her to take with her on her humanitarian aid trip to Russia later this month. I am really excited to introduce the project tomorrow—all they know today is that they are supposed to bring a picture of themselves to class this week!

Personal Beliefs About Media Literacy.

Althea. I have been surprised how much students still need to be "taught" media literacy. Many of my students still do not know how to use simple computer programs like Microsoft Word, so my instruction focuses more on technology enhancement than media literacy. I would enjoy spending more time on this, but currently do not know how to how to find the resources to teach more. Students at my school have few role models in their home environment and are easily persuaded by whichever outside resource is most persuasive. Teaching them to filter the effective types of media to make positive impacts on their lives is something that would really benefit their personal growth.

Cecilia. I honestly believe it would have been beneficial for the kids if we would have used media literacy more often, if not everyday, since the kids are surrounded by technology daily. However, this particular school lacked technology, and many of the older teachers (20+ years teaching) seemed threatened by the new ideas.

Daphne. My students need to know how to use media, and media has been the ONLY way to connect my students with some of this older literature. The movie of *The Crucible* created the framework for them to love the Proctors and to disdain Abigail Williams. They still talk about her with angst in their voices. It makes literature come alive for them.

Hector. I think using media in the classroom can enhance any lesson plan, activity, or lecture.

Honoria. I believe it is a good thing to teach kids. Media literacy will help them in college and in their future careers. Media can also help kids understand different concepts and enhance their creativity.

Sophia. I believe that using media and teaching media literacy in the classroom are very important. Familiarizing students with all different types of media helps them meet the standards of the career and college readiness.

Wanda. I am constantly awed by how much more my students know about technology and media than I do! Even just being a few years older, I feel so out-of-touch with what's new and how to use it. One thing I think my students definitely need to understand is the ethics behind using media and technology. For example, I just taught a class this morning and stressed the importance of protecting privacy when publishing things online (even on Facebook or other social networking sites) as opposed to in print. They just don't realize sometimes that what they put online becomes public the second they hit "send."

Also, as an English teacher, I really feel it's important to stress the ethics of authorship, such as how to properly use information that is not your own and how to give the proper credit when you use someone else's information. I've had a few incidents with kids copying and pasting things directly off the Internet and maybe giving a hyperlink, or not even listing a source at all (in which case I would automatically give a zero, because they are well aware at this point that this is plagiarism and that plagiarism is wrong).

Connections Between Teaching, Learning and Media Literacy.

Althea. I think teaching learning and teaching media literacy could be a parallel process. Media literacy would require students to think, analyze, and compare; which is the same process involved in teaching literature interpretations. The critical thinking skills I hope to inspire in my students could definitely also be taught through media literacy. Students have an opportunity to learn how to not be vulnerable to the "peer pressures" of society. They need to be able to think for themselves and learn what is best for their own lives. Their financial success is delicate in the hands of irresponsible spending due to the lure of marketing companies eager to take advantage of the uneducated (or irresponsible).

Cecilia. The three of them connect well because you can't do one without the other; they keep each other in balance. In today's society, it doesn't seem like a person can teach or learn with media literacy.

Daphne. If we are weaving a blanket of learning, you need all three to stay warm. Use of media should never come without teaching or in lieu of teaching. It takes good, relevant teaching for the students to learn, and that is often aided by the use of media.

Hector. I think that if a teacher utilizes media then the students will learn media alongside other information.

Honoria. They all go together in today's society. We can teach and learn from media literacy. Many kids learn on their own using media and begin to teach each other. Media intrigues students, so by teaching and using it, they are more inclined to learn.

Sophia. I feel that teaching, learning, and media literacy are all connected. Media is used as a teaching tool to help students learn with their highest ability. In order for the

most learning to occur, the media being used to teach has to be understood, and that's where media literacy comes in. Students and teachers have to know how to interpret and learn from the different types of media for them to be effective.

Wanda. I really think that most of what I do as an English teacher as far as teaching, learning, and media literacy involves around 99% teaching "Internet etiquette." It's like how you can buy a car for a teenager, and they probably know where the gas pedal (and hopefully the brake pedal!) is, but until you teach them how to obey the traffic laws, they shouldn't be on the road because they will likely hurt themselves or other people. It saddens me to turn on the news and hear stories about kids who killed themselves because they were bullied online or sent inappropriate pictures of themselves to a boyfriend or girlfriend who later betrayed them by sending them out to a bunch of other people. The power of technology is amazing, but it can be amazingly devastating if it is used to hurt other people.

Student Learning Processes & Media Literacy.

Althea. I don't think learning processes are much different; students still need to be able to interpret a message, and analyze the implications of its meaning. Media literacy requires creative thinking that can be used both by the students and their ability to inspire creative thought. Again, I think the learning-processes are very much parallel.

Cecilia. The students are more engaged, so more learning takes place. If the students enjoy it, then they are going to gain something from the experience. If it is something that they enjoy and can learn a new procedure that they can apply to their lives immediately, they'll reap even more benefits.

Daphne. [It makes learning] more interactive, [and] easier to "sell."

Hector. Student learning-processes would involve prior knowledge that is not tapped into otherwise. The student's visual and technological sensibilities are activated.

Honoria. Most students love anything to do with media. I think because it is different and fun. My students love making anything from slideshows to book demos to creating their own videos. It's like something switches on in their brains when using media- *It's ok to learn.*

Sophia. I think student learning-processes are more impactful and students are more engaged when activities that promote media literacy are employed. I think students find different types of media interesting and different from the norm, which motivates them to learn more.

Wanda. I think students learn more and retain this knowledge when activities that promote media literacy are employed because it makes the information and skills they are learning more relevant to them. It seems that a society in which i-Pads with apps for reading books on them are replacing books should reflect such changes in its schools if it wants its future leaders to be successful living in a technology-driven world.

School Impact on Students.

Althea. The school a student is educated either inspires or inhibits (in some circumstances) their future. In a perfect world, all school's would inspire and encourage their students to reach their full potential (whatever that may be), however I see how many students are frustrated with administration, teachers, and parents, and choose to give up in their environment also.

Cecilia. I think a student's school experience definitely impacts his or her future. If he/she only sees that school is boring, easy and they can do more on their own time, then they'll choose to do something other than go to college or tech school. But if they go to a school from pre-K on that constantly challenges them, and uses up-to-date technology and curriculum, then they can see the value and importance of education. Also, the teachers have to sell the idea to them.

Daphne. I still identify myself as a _____ Mustang. It shapes who they are.

Hector. A student's school experience impacts their view of education, the value it has for their life, and the role that it plays in society.

Honoria. I believe school impacts their future tremendously. If they don't care about school or learning or their future, then why would they care once they get out of school? If students understand the importance of education and realize its benefits, then education will definitely impact their future through the choices they make and the careers they choose.

Sophia. A student's school experience greatly impacts his or her future. A student's school experience effects what they choose to do with his or her future. If a student had a positive school experience, his chance of furthering his education at college or a technical school is significantly higher. On the other hand, if a student had a negative school experience, I think the chances of him pursuing a higher education is more unlikely. And what a student chooses to do after he or she graduates from high school greatly impacts what the rest of their life will be like.

Wanda. I think a lot of what kids learn in school may become obsolete to them, either because they were just learning the information to take a test and then forget about it all, or because they don't see the relevance it has to them. But I think students will always take with them the valuable skills of learning to work with people (especially people that they may not like personally), communicating effectively both in written and oral facets, and the desire for learning in general.

School Impact on Community.

Althea. Students see their future within their community. My school is a low-socio economic area and students aim their goals around the jobs they know are available in their community. Their idea of economic success is very limited based on the opportunities they have seen and do not fully realize there is a big world they can still conquer.

Cecilia. Additionally, the community has to sell it. In _____, the community tried to push it, but if you were a student and you see that the next largest employer to _ISD in the city is Walmart, and then McDonalds, and so forth, what does that show you? Many of these students live below the poverty line, yet still can get iphones and Cadillacs, so when they see that both parents work in fast food yet they can still have these so called luxuries, the students don't see anything wrong with it. Also, _____ is not close to any major cities. The big cities of _____ and _____are 45+ minutes away, respectively. Many of these students never left _____. I drove in from _____ everyday.

Daphne. The school is one of the few places that sees the future everyday. I educate the workforce, the brilliance and the future criminals of the community

everyday. School has a huge impact on that. For good and bad. Think about students who commit suicide because of school influence, or students who get published at the push of the school.

Hector. --

Honoria. I think if students have a good school experience they will have more respect for the community and themselves because they hopefully will understand the importance of education and what they can do with it.

Sophia. A student's community also greatly impacts his or her future. A student's surroundings help shape who she is, which helps shape her future and what she will do with it. For example, if a student is from a community where many members of the community, not just the leaders, have college degrees, then the student will feel more that it is expected of her to receive a college degree. But, if a student is from a community where a college degree is not prominent, then the student will not value going to college because she did not grow up around people who do.

Wanda. Generally speaking, more jobs are available to those who have education and training in those jobs' requirements. Education is absolutely essential for students to positively impact their community.

Others' Perceived Benefits of Media Literacy.

Althea. I believe everyone would find [media literacy] useful, however unattainable. Budgets are tight, and attention to anything beyond standardized testing is far from conversation.

Cecilia. The administration was for media literacy, but the principal lacked funds to buy materials needed. Other older teachers weren't for it, but the younger ones were. I don't know what the parents' views or community views were.

Daphne. "College and Career ready" students.

Hector. Benefits may include efficiency and flexibility, or increased interest from the students. Administrators perceive the use of media as a benefit because the can say that they are employing the "latest" techniques and community members (business people) can make money.

Honoria. As a good tool for their future and as a member of society. Knowing media literacy can mean you are well educated and can help in many areas of study.

Sophia. I think others see the benefits of media literacy activities in the classroom as being tools to help prepare the students for the future. As technology advances, others want to know that the future leaders of the world are literate in all different types of media.

Wanda. The administration at my school is definitely trying to move toward implementing more recent technology and encouraging all teachers to use it, but honestly, many of the teachers are older and close to retirement, and many of the kids don't have computers at home, so it is difficult to assign online homework when sometimes half of the students don't have computer and Internet access, and there is no library open after school hours. This is generally a sign of the community's poverty and struggle to keep up-to-date with expensive technology that is associated with wealth and living in a more urban/suburban area closer to a major city.

Parents always want the best for their kids, of course, so they are generally supportive of media and technology in the school. I have only had one complaint from a parent, whom I kindly answered by explaining that the state-mandated standards require students to have some experience with technology and media in order to meet the requirements for research, and really just so that they can actually have a competitive chance at succeeding if they choose to attend college later on.

Teacher's Role in the School.

Althea. **.** [My role, as a teacher in the school [is to be a] role model, leader, friend, counselor, encourager; the list goes on forever. As a teacher, your hats are endless. As an English teacher, I have learned more about my students than I could have ever dreamed by reading their essays, building relationships with them, and being available for help before or after school. For the most part, my students need someone to believe in them. I also think they need someone to push them and not let them "slack" through their senior year, as many hope to do.

Cecilia. In Mexia, my role was supposed to be to teach 8th grade students higher level thinking skills and prepare them for HS and TAKS. But, when I got into the classroom, I realized that my students didn't even know the parts of speech. So, it was very difficult to try to expand their thinking and have them "evaluate, analyze, and critique" when that was not where they were. I focused on the little strides we did make as positives.

Daphne. [My role is] to teach, to mentor, to facilitate, to believe in, to hope for, to correct, to love.

Hector. [My role is] to teach my subject and be a positive role model.

Honoria.[My role is to] educate students not only about subjects, but about life choices and goals, [to be a] a positive role model.

Sophia. The teacher's role in school is to be a role-model, care-taker, and educator. A teacher should be looked up to by her students and work her hardest to set a good example for her students to follow. A teacher should also genuinely care about each of her students. At the least, a teacher should care about the education of each of her students, but a great teacher also cares about her students' well-being as well. Lastly, the most obvious role of the teacher is to be an educator. Students look to their teachers for knowledge, and it is the teacher's job to share as much knowledge with her students as possible. A teacher should always reflect and evaluate herself to make sure she is teaching the best way for her students to learn. A great teacher also never stops learning so that she can always present her students with the most up-to-date and relevant information.

Wanda. [My role is] Preparing students for post-secondary education while simultaneously giving them the opportunity to learn valuable, real-world skills.

Teacher's Role in the Community.

Althea. When you live in a small community, everyone knows everyone and everyone know everything. I make decisions I know that I can face in front of my students, administrators, and student's parents. I enjoy seeing the parents of my students around town and hope I am a positive role model.

Cecilia. Well I also coached, so my view to the community overall was our win-

loss record and if their child played. It saddened me that my teaching merits were not considered to be as important as my coaching to many of the parents I spoke to, as if a person cannot be successful at both. However, the few parents that were concerned with their child's grades that I had conferences with did appreciate my willingness to keep them updated with progress and contact them if needed.

Daphne. [My role is] to be present, to be a role model, to help.

Hector. [My role is] to be a positive role model and an active citizen.

Honoria.[My role is to] give students an excellent education, support system, and extracurricular activity opportunities.

Sophia. The teacher's role in the community is to be a representative of the school and education as a whole.

Wanda. [My role is] teaching students how to effectively communicate in order to have persuasive influence on an audience, work effectively in groups, and maximize their full potential.

Values in the School.

Althea. [Knowing what is most valued at your school] takes a while to learn! In the chaos of a new teacher, sometimes it is hard to be on the same page with the "drama" of the school because I am in more of a survival mode. [Faculty] probably [wants] consistency and support from administration. For everyone to understand and be on the same page for procedures and expectations- the confusion creates chaos and frustrated faculty. [I'm] not sure about [what staff values most]. [Administration] wants….teachers to be accountable, self-motivated, and reliable. They want the best for their students and feel it is up to them to hold the teachers to a high standard. I also think Admin feels pressure from the "Board" and Community for academic performance expectations. I wish [students] valued "learning" more but I'm afraid class rank and GPA is more important (was the same when I was in high school). Parents value their child's ability to succeed in high school. Regardless of expectations, they seem to believe their child should succeed in any class (not necessarily pushing their students to do better).

Cecilia. **[**Faculty values] adequate preparation and collaboration time, [staff values] respect, recognition and patience, [administration values] respect, recognition, enthusiasm, creativity, [and] obedience, [students value] respect, care, rigor [and] safety, and [parents value] professionalism, care, and patience.

Daphne. [Faculty values] good teaching, good learning, and instructional time, [staff values] well-behaved kids, [administration values] good test scores, [students value] each other, [and] their reputations, and [parents value] not failing, good test scores, and good kids.

Hector. **[**Faculty values] the students, [staff values] the students/faculty, [administration values] students/faculty/staff, [students value other] students/faculty, [and parents value a] school facility for their kids to be safe all day. Most students arrived by 6:30am and stayed as long as we'd let them.

Honoria. [Faculty values] the students, [staff values] the students, teamwork [administration values] confident staff and the well-being of all children, [students value] activities, school spirit, and positive influences [and] [parents value] good education [and] good teachers.

Sophia. [Faculty values] TAKS scores, [administration values] TAKS scores and money, [students value] relationships [and] [parents value] sports.

Wanda. [Faculty values] administrative support and adequate compensation for their efforts, [staff values] the community's small town feel, and being involved in ther child's education—many of our staff members have children who attend the school, [administration values] test scores and classroom management, [students value] fairness and teachers who can maintain an organized, respectful and safe environment [and] [parents value] teachers who take the time to get to know each of their students one on one and give extra help when needed [and] active, friendly, regular communication via email and/or phone.

APPENDIX E

AUTHOR'S PROFILE

Background Vignette. I am the oldest of three children and my sister and brother are four and five years younger than me, respectively. Although both of my parents attended some form of higher education for a short time, neither earned a degree beyond high school. My father, now deceased, was a car salesman and my mother was a homemaker during my youth and is now a professional photographer. My maternal grandparents also played a significant role in my life, as they were the source of childcare for my mother when I was very young and I spent every summer with them from Kindergarten through middle school.

Importance of Education. During these summers, we traveled by car throughout the country. Early on, the trips revolved around my grandparents' genealogical research hobby and focused on county courthouses across the American South. Later, the trips extended across the country and we visited state parks, national monuments and other sites of historical, geological or cultural interest. I developed a deep sense of connectedness to the history of our country, its people, and my own ancestors through the summer travels in which we engaged on those vacations from school. These experiences helped to instill in me a deep-seated love of learning. Although I don't recall any conversations about it, I know that my parents expected good grades.

Educational Experience. I attended K-12 grade in the same school district in a suburb of Dallas. I was selected for the district's GT program and later for the IB program. In general, I really enjoyed school and I think that had to do with the fact that it was something at which I excelled. Because of my early participation in the GT program, I was able to earn enough credits to graduate at the end of my Junior year. Rather than take an additional year of elective coursework, I chose to graduate and go to college a year early.

Extracurriculars. Beginning in the sixth grade, I was very involved in extra curricular activities. Sports were my primary activities, but I also participated in academic clubs and competitions (Spanish & Theatre) and choir. In middle school, I participated in Odyssey of the Mind and in high school I participated in the Medical Science Rotations program. In the summers, I ran for a club track team called the Texas Stars. I traveled and competed throughout the state and region and eventually competed in the Junior Olympics before being graduated from high school. In college, I was on the Liberal Arts Student Council, a member of Delta Zeta Sorority, editor of the AGORA, joined Alpha Psi Omega (theatre honor fraternity, and became a member of Aggie Players (theatre group consisting of only individuals cast in an All-U performance). I was also on the track team, which took up a considerable amount of time.

Work Experience. I think I was born a salesman; that probably has a lot to do with my very competitive nature. As I kid, I was always selling something: lemonade; bunches of mistletoe at Christmas; homegrown herbs from my neighbors backyard that she was going to throw out because she had too much; chocolate bars or cookie dough for cheerleading fundraisers; etc. I also babysat a lot. I even wrote a little column for our neighborhood newsletter all about babysitting. I got a lot of referrals that way. I got my first 'real' job at the end of my Sophomore year of high school. I didn't necessarily 'have' to get a job, I think I was restless and felt like I needed to. In fact, it was a pain for my parents since I didn't drive and the place that employed me was pretty far away. I

was hired to be an assistant for a parents' night out program at a gymnastics gym. Basically, I was expected to organize and play games with the kids, keep them happy and entertained and make sure they were safe. It was large scale babysitting. Anyway, the gym owner liked the energy and enthusiasm I showed and he hired me full time for the summer to teach classes and help run the summer camp program. The next summer, I decided to try something a little different and found a job as the front desk clerk at an exclusive health club located on the top floor of the Galleria in Dallas. I was responsible for opening the club each morning (at 5:00AM), scheduling all appointments, and sales and stocking in the pro-shop. I really loved that job. I didn't work my first two years of college because of my athletic commitment, but later, I held a few on-campus jobs. I was a student worker in the Dean's office in the College of Medicine during the summer and I worked as a student announcer at the campus NPR station throughout the year. Although the pay was pretty low, the radio station was a great job because the shifts were nights and weekends. Because there were long breaks where I didn't have to do anything while a program ran, I could study and do homework while being on the job. I also worked off campus giving lessons at a local cheerleading gym.

Past Exposure to Media. I recall having early access to new technologies, such as computers, both at school and at home. My grandparents purchased one of the early Tandy computers and I spent many hours during the summer time playing computer games and typing the journal entries they required I keep. The suburban grade-school in an affluent (although we were not) part of the greater Dallas-Fort Worth area that I attended allowed students to have limited access to computers as an instructional tool as early as Kindergarten, and I remember playing spelling games in the computer lab during that school year. My early home life did not include access to technology other than television during the school year, however my parents purchased a family computer in the early 1990s, when I was in middle school. I used the computer almost exclusively for researching and typing school projects. I received the gift of my own desktop computer and printer from my grandparents during my last year of high school.

Once in college, I distinctly recall being miserably unhappy for the first six weeks of classes due, in part, to an inability to connect to the Internet in the residence hall. All of my classes required me to have and use an E-mail address, which I had never had before, and to do Internet-based research or coursework. Once I had E-mail and Internet access, I remember how much easier everything seemed. During my college years, I also acquired my first cellular phone. I purchased my first laptop computer upon graduation from college. Its replacement was my first Apple product, a MacBook purchased in 2006 while I was in graduate school earning my Master of Education degree and teaching certificate. It was also at this time that I participated in my first online coursework. By this time, I also had owned several digital music devices

Current Exposure to Media. Now, I own and use a MacBook (with Apple creative and productivity software), iPod, iPhone, a digital camera, a digital video camera, and a Flip-video camera. I regularly use and create content for websites and blogs. I enjoy creating and editing digital films, creative digital photography, and creating digital mash-ups. I feel comfortable in the digital world and consider myself a technology enthusiast, but recognize that I am still a consumer-level amateur.

Becoming an E/LA Teacher. I am one of those people who 'ended up' a teacher. I definitely did not always dream of becoming a teacher. After college I went to law school. I found out in the first year that law wasn't for me and came back to College Station, where my boyfriend (now, husband) was in graduate school. I worked as the manager for an upscale ladies' boutique for two years. I hated it. The pay was very low, there was no opportunity for advancement, and to be honest, I felt like it was a waste of my education. During that time, I sent out countless resumes and had three—that's right—three—interviews for other positions. So, I started really thinking about what my talents were and what I thought I might be happy doing as a career. This led me to teaching.

Becoming a Member of the SGCP. After I made the decision to become a teacher, I began looking for a route to certification. Because I was eager to make this career change as quickly as possible, I looked at the private alternative certification companies that offered very short programs. I was not able to join any of those programs because I did not have the required number of university credits in a teaching field. So, I looked into the SGCP at Texas A&M. I had a conference with the director, where I learned that becoming a teacher was really a possibility for me. I needed to take a very full semester and summer's worth of English coursework to fulfill credit requirements because my B.A. was in Philosophy and not English. However, the goal was attainable and I was excited to have the opportunity to earn a Master's degree through the process. The ability to do a paid internship instead of student teaching was also very appealing and helped to offset the costs of needing to do the additional coursework. I am so very thankful that I ended up in the SGCP. I felt that I was more prepared (in terms of classroom management skills and confidence) than other first year teachers at my school. I felt like I had support from my professors and cohort members, and I felt that the advanced degree and affiliation with the program set me on a path to stand out at the school in which I taught.

Importance of Media Literacy in E/LA. Their ever-changing world was not solely print-based and definitely not reflective of the print-privileged curriculum with which I was charged to instruct them. I sought to teach students through and with what I believed to be the language and modes of their everyday world: print, image, sound, movement, radio, film, music, & digital technologies (games, websites, forums, etc.).

Workday. In this first year of teaching, my course load was composed of five sections of on-level/sheltered instruction English I. I had one team planning period and one individual planning period. After school, I coached two sports.. Over fifty percent of my students were identified as having low socio-economic status or being otherwise at-risk. In any given class, five to twenty-five percent of my students were English language learners. On average, the classes I taught were composed of 45% Hispanic, 40% African American and 15% White students. A few of my students were known gang members. Many students were from single parent homes. Some were parents themselves. I know of at least two students in my classes who were homeless. Two of the students I taught in that first year were required to wear electronic monitoring devices as a condition of their release from the juvenile detention center. Many of my students held after school jobs. Several students had recently immigrated to the United States. Of the

students I taught in my first year, 16% were either taking my class for a second time due to previously failing the course, or were one or more grade levels behind their peers. What all of this meant for my daily classroom experience as a novice English I (ninth grade) teacher is that I had a room full of students with greatly varying personal backgrounds and experiential knowledge. I believed that a commonality that all of my students could share was that they had each been previously exposed, at least at some level, to technology use in the classroom and in his or her everyday life.

Media in the Classroom. As a new teacher, this complete lack of direction with regard to what I was supposed to be teaching was frustrating at first, simply because I thought I should have a better understanding of the expectations for both students and teachers and that there was supposed to be an established curriculum. Soon, however I realized that not having to follow a strictly outlined local curriculum was a boon that meant I could really develop my own pedagogy and classroom curriculum. Because the student assessments were content-specific common assessments, I was required to utilize the same pieces of literature that the other teachers used, but I was free to choose my own instructional methods.

Classrooms were equipped with an overhead and projection screen, in addition to a teacher computer (desktop PC) that was connected to a television monitor. This setup allowed teachers to display images or text from the computer onto the TV screen at the front of the classroom. Wireless Internet connectivity, though limited, was available in most areas of the campus and made the use of what we called COWs, or Computers on Wheels (i.e. portable laptop PC cabinets housing around 30 units each), possible in classrooms and instructional areas around the school. There were only a few of these units, and their use needed to be scheduled by individual teachers in advance. Computer laboratories were also available, although the equipment (hardware and software) was quite basic (word-processing capabilities only), out of date (five years or more), and in poor condition. The limited resources made scheduling specific time for classroom use far in advance a must.

Faculty and Media Literacy. Although the district expressed a desire that every teacher strive to make use of available technologies, particularly in an effort to improve student learning, it was my experience that, in practice, few teachers regularly integrated technology and learning through technology with classroom curriculum. Curriculum, within the 9th grade English team at least, seemed to be developed at the classroom level, although there was a general outline as to what the focus of each unit would be. Because there was nothing other than a general outline of skills (scope and sequence aligned to the state standards) provided by the district, and there was no formal curriculum established at the grade-level, we all taught the same works of literature in general, but it was up to each teacher to figure out how he or she would carry out that instruction. My fellow first-year E/LA teachers seemed to view the integration of media literacy curriculum as something that was only done when there was extra time and the ”real” learning (related to TAKS-tested domains) had been accomplished. In my own view, other novice teachers’ lack of integration did not seem to be as much a function of their own media literacy skill levels as much as it seemed that teachers were unsure of the value of such experiences, or more explicitly, what exactly students were supposed to be

learning through experiences with media other than print. Although I received a significant amount of praise from administrators and school officials with regard to my integration of media literacy education the in E/LA curriculum, I did not receive the support of my (novice or veteran) peer-educators. I also did not have success in sharing my experiences as best practices that could be replicated or applied to others' classroom experiences.

Parents and media literacy. I do not recall any contact with parents of my students in the context of media literacy education in my first year of teaching. Many of my students' parents were uninvolved. Those who were involved were concerned with their student's behavior, rather than academic progress. All of our technology related activities occurred within the classroom, so parents had little opportunity to understand the kinds of media literacy activities in which their children were engaged.

Administration and media literacy. My first teaching experience occurred within a large (5A), Title I high school in Texas, in a district that had made a commitment to increasing the availability and use of technology within the classroom. This commitment included participation in the Technology Immersion Pilot (TIP) Program Grant, which involved a one-to-one laptop program for middle school students at one of the three district middle schools and improvements and upgrades to traditional computer labs and mobile laptop labs at the other two middle grades campuses. The district also participated in the Write in the Middle (TARGET 2) Grant, a project aimed at utilizing technology to support writing instruction in grades three through eight. Further, funds from the Governor's Telecommunications Infrastructure Fund (TIF) grant helped to improve telecommunications access throughout the district.

Teacher preparation. I do not remember media literacy being a focus of either pedagogy coursework or content area coursework in my teacher education classes at Texas A&M University. Although many of my professors utilized the Microsoft PowerPoint software to deliver classroom instruction, essentially modeling the use of that instructional tool, I do not recall any direct instruction with regard to integrating media literacy curriculum in the content area. In my E/LA methods class, student groups were required to create a technology-based presentation about a specific content-area teaching strategy that was covered in our textbook. Most groups elected to deliver a PowerPoint-based presentation, however because I knew how to create a website, our group elected to display the information for our presentation this way, which made the resources we gathered and created further available to our classmates. I recall that the required content area knowledge coursework that I completed was largely-literature based and none of our professors utilized technology beyond an overhead display machine or television (as an instructional tool, or otherwise). I do not recall any mention of media literacy education or media literacy skills in my content area knowledge coursework, which was largely delivered by the English Department. I think this is largely due to the fact that these were not classes designated specifically for teachers, so topics related to teaching the material being presented were not viewed as relevant. I did not even know that media literacy was included as a learning domain within the Texas Essential Knowledge and Skills (TEKS) until I became a classroom teacher.

School support. Other than a mandatory brief introduction to using the district template to create a teacher webpage, I received very little training on the technology resources available through our school. Most teachers, including myself, set up an initial profile by listing their class schedule, contact information and a photograph and left the development of the required webpage at that, due to a lack of time and knowledge. I did have access to the school technology specialist, who was extremely helpful every time I sought her out. However, she was often so bogged down with basic computing related issues from other teachers that it was necessary make an appointment to see her. I received no content-area technology integration training and there were no known expectations for use of technology in the classroom, other than the expectation that teachers regularly use their E-mail and the online grade book.

Classroom curriculum. In an effort to capture students' attention and spark excitement for classroom activities, I sought to include available technology and media at every possible turn. Out of the entire state-mandated curriculum for that year, which outlined 29 different learning domains, only four directly addressed media literacy. I came to understand through interactions with veteran peer teachers that since these four domains were not directly tested on the state assessment, they ended up not being a focus in district-level curricular documents (scope and sequence), or locally developed assessments. This meant that media literacy received little to no instructional focus in the classrooms of other teachers.

Personal beliefs about media literacy. However, I sought to include activities that required students to analyze, interpret and create meaning by viewing, listening to or manipulating various media because it just made sense to me. After all, my students (and I, too) experienced the everyday world through multiple media. For example, from the time a student woke, to the time he or she entered my classroom, he or she might have: watched some T.V. or played a few downs of Madden NFL 12 on their Nintendo Wii game consol before breakfast, listened to the radio while getting ready for school, updated their Facebook status or MySpace page on their home computer or mobile phone, texted a friend while at the bus stop, seen billboards and political campaign signs on the way to school, read the last chapter of the book I assigned at lunch, stopped in at the library to print an article from a major newspaper for their current event presentation in Social Studies class and watched a YouTube video of last night's basketball game highlights posted by students from a rival school on a friend's iPhone in the hallway before class. Further, I believed that it was important to expose students to the varieties of meaning-laden media that they would encounter in real life and to help them hone their ability to analyze, interpret and create their own meaning-laden messages in return. It seemed to me that this was what true literacy was, and that developing literacy was what my job as an English/Language Arts teacher should be.

Connections between teaching, learning and media literacy. My approach to media literacy integration in the E/LA curriculum is greatly influenced by my belief that media literacy education "makes sense" in the context of a Language Arts classroom. Being *media* literate is being *literate* and one of my goals as a teacher is to improve my students' literacies. So, I sought to make media literacy a seamless part of the E/LA experience, rather than a 'stop and teach' type of one-time activity. I sought to treat

media the way it was experienced in the world, as part of everyday life. In that way, I hoped that students' learning experiences would also be seamless. I hoped that media literacy would just become part of the classroom culture, the way we do things around here. I felt that students appreciated the opportunity to learn and create through technology, although it required them to learn new skills and to challenge negative attitudes about new experiences. I had to go through the same thing as a teacher. I had to swallow the fact that including technology-based activities in my classroom would be a substantial challenge with regard to planning and scheduling and would take much more effort from me than just going with the status quo. I had to learn new skills, find or create new teaching materials and disregard the negative or ambivalent attitudes my colleagues exhibited toward my curriculum and pedagogy.

Student Learning Processes and media literacy. When given the opportunity to interact with multiple and varying media, students seemed more engaged in the work at hand and, in my experience, this resulted in better student output.

School impact on students. Schools have an enormous impact on students, as a structure of social influence, and as a provider of basic needs. Many of my students received vital support thanks to the school structure in the form of: nutritional support, physical and emotional therapy, academic support, housing assistance, etc. Teachers filled important social roles for students as mentors, parents, big-sisters/brothers, confidants, cheerleaders, shoulders to cry on, voices of reason, etc. Students learned to cooperate as members of society within the various social relationships established through the school environment (between students, student-teacher, student-coach, student-administrator).

School impact on community. My first teaching assignment taught me about the power that schools have within communities. Schools are an authority figure (deciding who passes, who graduates, who plays what position, who gets into the advanced courses, who goes on to the next grade, etc.); a social structure for students and adults(are you a 'band parent'?, on the school board?, an FFA advisor?, etc.); and a microcosm of the community at large. When something (good or bad) happens at the school, the event has a ripple-effect throughout the community.

Others' perceived benefits of media literacy. I think administrators felt that media literacy education facilitated the appropriate use of available resources. I think they were glad to see someone trying hard to do something they felt was important. I don't thing their understanding of why it was important was the same as mine. I think I parents thought that it was fine their students were using technology, as long as it didn't interfere with 'actual learning' and their students would still be ready for the state exam. I'm not sure whether staff had any idea what my students or I did in my classroom.

APPENDIX F

E/LA MEDIA LITERACY IN SECONDARY TEKS

E/LA TEKS			
Grade/Level	Strand	Standard	Performance Indicators
8	Reading/Vocabulary Development	Students understand new vocabulary and use it when reading and writing.	Students are expected to: • use a dictionary a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.
	Reading/Media Literacy	Students use comprehension skills to analyze how words, images, graphics and sounds work together in various forms to impact meaning	Students are expected to: • evaluate the role of media in focusing attention on events and informing opinion on issues; • interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message; • evaluate various techniques used to create a point of view in media and the impact on audience; and • assess the correct level of formality and tone for successful participation in various digital media.
	Writing/Expository	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	Students are expected to: • produce a multimedia presentation involving text, graphics, images and sound using available technology.
	Oral and Written Conventions/Spelling	Students spell correctly.	Students are expected to: • spell correctly, including using various resources to determine and check correct spelling.
	Research/Gathering Sources	Students determine, locate and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	Students are expected to: • follow the research plan to gather information from a range of relevant print and electronic sources using advanced search strategies.
	Research/Organizing and Presenting Ideas	Students organize and present their ideas and information according to the purpose of their research and their audience.	Students are expected to synthesize the research into a written or an oral presentation that: • draws conclusions and summarizes or paraphrases the findings in a systematic way; • marshals evidence to explain the topic and gives relevant reasons for conclusions; • presents the findings in a meaningful format; and • follows accepted formats for integrating quotations and citations into the written text to maintain a flow of ideas.
	Listening and Speaking/Listening	Students will use comprehension skills to listen attentively to others in formal and informal settings.	Students are expected to: • listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims; • follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and • summarize formal and informal presentations, distinguish between facts and opinions, and determine the effectiveness of rhetorical devices.
	Listening and	Students work	Students are expected to:

	Speaking/Teamwork	productively with others in teams:	• participate productively in discussions, plan agendas with clear goals and deadlines, set time limits for speakers, take notes, and vote on key issues.
English I			
	Reading/Vocabulary Development	Students understand new vocabulary and use it when reading and writing.	Students are expected to: • use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations and their etymology
	Reading/Comprehension of Informational Text/Persuasive Text	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	Students are expected to: • analyze famous speeches for the rhetorical structures and devices used to convince the reader of the author's propositions.
	Reading/Comprehension of Informational Text/Procedural Texts	Students understand how to glean and use information in procedural texts and documents.	Students are expected to: • analyze the clarity of the objective(s) of procedural text (e.g., consider reading instructions for software, warranties, consumer publications); and • analyze factual, quantitative, or technical data presented in multiple graphical sources
	Reading/Media Literacy	Students use comprehension skills to analyze how words, images, graphics and sounds work together in various forms to impact meaning.	Students are expected to: • compare and contrast how events are presented and information is communicated by visual images (e.g. graphic art, illustrations, news photographs) versus non-visual texts; • analyze how messages in media are conveyed through visual and sound techniques (e.g. editing, reaction shots, sequencing, background music); • compare and contrast coverage of the same event in various media (e.g. newspapers, television, documentaries, blogs, Internet); and • evaluate changes in formality and tone within the same medium for specific audiences and purposes.
	Writing/Writing Processes	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	Students are expected to: • revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
	Writing/Expository and Procedural Texts	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	Students are expected to: • write procedureal or work-related documents (e.g. instructions, emails, correspondence, memos, project plans) that include: o organized and accurately conveyed information; and o reader-friendly formatting techniques • produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.
	Oral and Written Conventions/Spelling.	Students spell correctly.	Students are expected to: • spell correctly, including using various resources to determine and check correct spellings.

	Research/Gathering Sources.	Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	Students are expected to: • follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry; • organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and • paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).
	Research/Synthesizing Information	Students clarify research questions and evaluate and synthesize collected information.	Students are expected to: • evaluate the relevance of information ot the topic and determine the reliability, validity, and accuracy of sources (including internet sources) by examining their authority and objectivity.
	Research/Organizing and Presenting Ideas	Students organize and present their ideas and information according to the purpose of the research and their audience.	Students are expected to synthesize the research into a presentation that: • marshals evidence in support of a clear thesis statement and related claims; • provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated view; • uses graphics and illustrations to help explain concepts where appropriate; • uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert evaluations) to examine the quality of the research; and • uses a style manual (e.g., *Modern Language Association, Chicago Manual of Style)* to document sources and format written materials.
	Listening and Speaking/Teamwork	Students work productively with others in teams.	Students are expected to: • participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision-making.
English II			
	Reading/Vocabulary Development	Students understand new vocabulary and use it when reading and writing.	Students are expected to: • use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations and their etymology
	Reading/Comprehension of Informational Text/Persuasive Text	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	Students are expected to: • analyze contemporary political debates for such rhetorical and logical fallacies as appeals to commonly held opinions, false dilemmas, appeals to pity, and personal attacks.
	Reading/Comprehension of Informational Text/Procedural Texts	Students understand how to glean and use information in procedural texts and documents.	Students are expected to: • evaluate text for the clarity of its graphics and visual appeal; and • synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).
	Reading/Media Literacy	Students use	Students are expected to:

		comprehension skills to analyze how words, images, graphics and sounds work together in various forms to impact meaning.	• evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; • analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music); • examine how individual perception or bias in coverage of the same event influences the audience; and • evaluate changes in formality and tone within the same medium for specific audiences and purposes
	Writing/Writing Processes	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	Students are expected to: • revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
	Writing/Expository and Procedural Texts	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	Students are expected to: • write procedural or work-related documents (e.g. instructions, emails, correspondence, memos, project plans) that include: o organized and accurately conveyed information; and o reader-friendly formatting techniques • produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.
	Oral and Written Conventions/Spelling.	Students spell correctly.	Students are expected to: • spell correctly, including using various resources to determine and check correct spellings.
	Research/Gathering Sources.	Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	Students are expected to: • follow the research plan to compile data from authoritative sources in a manner that identifies the major issues and debates within the field of inquiry; • organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs); and • paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).
	Research/Synthesizing Information	Students clarify research questions and evaluate and synthesize collected information.	Students are expected to: • evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including internet sources) by examining their authority and objectivity.
	Research/Organizing and Presenting Ideas	Students organize and present their ideas and information according to the purpose of the research and their audience.	Students are expected to synthesize the research into a presentation that: • marshals evidence in support of a clear thesis statement and related claims; • provides an analysis for the audience that reflects a logical progression of ideas and a clearly stated view; • uses graphics and illustrations to help explain concepts where appropriate; • uses a variety of evaluative tools (e.g., self-made rubrics, peer reviews, teacher and expert

			evaluations) to examine the quality of the research; and • uses a style manual (e.g., *Modern Language Association, Chicago Manual of Style)* to document sources and format written materials.
	Listening and Speaking/Teamwork	Students work productively with others in teams.	Students are expected to: • participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision-making.
English III			
	Reading/Vocabulary Development	Students understand new vocabulary and use it when reading and writing.	Students are expected to: • use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.
	Reading/Comprehension of Informational Text/Persuasive Text	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.	Students are expected to: • relate the characters and text structures of mythic, traditional, and classical literature to 20th and 21st century American novels, plays, or films; and • relate the main ideas found in a literary work to primary source documents from its historical and cultural setting
	Reading/Comprehension of Literary Text/ Literary Nonfiction	Students understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding.	Students are expected to: • analyze how rhetorical techniques (e.g.; repetition, parallel structure, understatement, overstatement) in literary essays, true life adventures, and historically important speeches influence the reader, evoke emotions and create meaning.
	Reading/Comprehension of Informational Text/Expository Text	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	Students are expected to: • synthesize ideas and make logical connections (e.g. thematic links, author analyses) between and among multiple texts representing different genres and technical sources and support those findings with textual evidence.
	Reading/Comprehension of Informational Text/Persuasive Text	Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.	Students are expected to: • evaluate how the author's purpose and stated or perceived audience affect the tone of persuasive texts; and • analyze historical and contemporary political debates for such logical fallacies as non-sequiturs, circular logic, and hasty generalizations.
	Reading/Comprehension of Informational Text/Procedural Texts	Students understand how to glean and use information in procedural texts and documents.	Students are expected to: • evaluate text for the clarity of its graphics and visual appeal; and • synthesize information from multiple graphical sources to draw conclusions about the ideas presented (e.g., maps, charts, schematics).
	Reading/Media Literacy	Students use comprehension skills to analyze how words, images, graphics and sounds work together in various forms to impact meaning.	Students are expected to: • evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; • analyze how messages in media are conveyed through visual and sound techniques (e.g., layout, pictures, typeface in print media, images, text sound in electronic journalism) used in multi-layered media

			• evaluate the objectivity of coverage of the same event in various types of media; and • evaluate changes in formality and tone across various media for different audiences and purposes.
	Writing/Writing Processes	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	Students are expected to: • revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
	Writing/Expository and Procedural Texts	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	Students are expected to: • write procedural or work-related documents (e.g. résumé's proposals, college applications, operation manuals) that include: o a clearly stated purpose combined with a well-supported viewpoint on he topic; o appropriate formatting structures o relevant questions that engage readers and consider their needs; and o appropriate organizational structures supported by facts and details (documented if appropriate) • produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.
	Writing/Persuasive Texts	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.	Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes: • information on the complete range of relevant perspectives; and • demonstrated consideration of the validity and reliability of all primary and secondary sources used.
	Oral and Written Conventions/Spelling.	Students spell correctly.	Students are expected to: • spell correctly, including using various resources to determine and check correct spellings.
	Research/Gathering Sources.	Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	Students are expected to: • follow the research plan to gather evidence from experts on the topic and texts written for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source • systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines; and separate factual data from complex inferences; and • paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number), differentiating among primary, secondary, and other sources.
	Research/Synthesizing Information	Students clarify research questions and evaluate and synthesize collected information.	Students are expected to: • differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument.
	Research/Organizing and Presenting Ideas	Students organize and present their ideas and	Students are expected to synthesize the research into a presentation that:

		information according to the purpose of the research and their audience.	• develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments; and • uses a style manual (e.g., *Modern Language Association, Chicago Manual of Style)* to document sources and format written materials.
	Listening and Speaking/Teamwork	Students work productively with others in teams.	Students are expected to: • participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision-making.
English IV			
	Reading/Vocabulary Development	Students understand new vocabulary and use it when reading and writing.	Students are expected to: • use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed.
	Reading/Comprehension of Literary Text/Theme and Genre	Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.	Students are expected to: • compare and contrast the similarities and differences in classical plays with their modern day novel, play, or film versions.
	Reading/Comprehension of Informational Text/Expository Text	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.	Students are expected to: • synthesize ideas and make logical connections (e.g. thematic links, author analyses) between and among multiple texts representing different genres and technical sources and support those findings with textual evidence.
	Reading/Comprehension of Informational Text/Persuasive Text	Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.	Students are expected to: • evaluate the merits of an argument, action, or policy by analyzing the relationships (e.g., implication, necessity, sufficiency) among evidence, inferences, assumptions, and claims in text; and • draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific uses of language.
	Reading/Comprehension of Informational Text/Procedural Texts	Students understand how to glean and use information in procedural texts and documents.	Students are expected to: • evaluate the structures of text (e.g.; format, headers) for their clarity and organizational coherence and for the effectiveness of their graphic representations.
	Reading/Media Literacy	Students use comprehension skills to analyze how words, images, graphics and sounds work together in various forms to impact meaning.	Students are expected to: • evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts; • evaluate the interactions of different techniques (e.g., layout, pictures, typeface in print media, images, text, sound in electronic journalism) used in multi-layered media; • evaluate how one issue or event is represented across various media to understand the notions of bias, audience and purpose; and • evaluate changes in formality and tone across

			various media for different audiences and purposes.
	Writing/Writing Processes	Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.	Students are expected to: • plan a first draft by selecting the correct genre for conveying the intended meaning to multiple audiences, determining appropriate topics through a range of strategies (e.g.. discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea; • revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.
	Writing/Expository and Procedural Texts	Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.	Students are expected to: • write procedural or work-related documents (e.g. résumé's proposals, college applications, operation manuals) that include: o a clearly stated purpose combined with a well-supported viewpoint on he topic; o appropriate formatting structures o relevant questions that engage readers and consider their needs; and o appropriate organizational structures supported by facts and details (documented if appropriate) • produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.
	Writing/Persuasive Texts	Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.	Students are expected to write an argumentative essay (e.g., evaluative essays, proposals) to the appropriate audience that includes: • accurate and honest representation of divergent views (i.e., in the author's own words and not out of context); • information on the complete range of relevant perspectives; • demonstrated consideration of the validity and reliability of all primary and secondary sources used; and • an awareness and anticipation of audience response that is reflected in different levels of formality, style, and tone.
	Oral and Written Conventions/Spelling.	Students spell correctly.	Students are expected to: • spell correctly, including using various resources to determine and check correct spellings.
	Research/Gathering Sources.	Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.	Students are expected to: • follow the research plan to gather evidence from experts on the topic and texts writtend for informed audiences in the field, distinguishing between reliable and unreliable sources and avoiding over-reliance on one source • systematically organize relevant and accurate information to support central ideas, concepts, and themes, outline ideas into conceptual maps/timelines; and separate factual data from complex inferences; and • paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page

			number), differentiating among primary, secondary, and other sources.
	Research/Synthesizing Information	Students clarify research questions and evaluate and synthesize collected information.	Students are expected to: • differentiate between theories and the evidence that supports them and determine whether the evidence found is weak or strong and how that evidence helps create a cogent argument.
	Research/Organizing and Presenting Ideas	Students organize and present their ideas and information according to the purpose of the research and their audience.	Students are expected to synthesize the research into a presentation that: • develops an argument that incorporates the complexities of and discrepancies in information from multiple sources and perspectives while anticipating and refuting counter-arguments; and • uses a style manual (e.g., *Modern Language Association, Chicago Manual of Style)* to document sources and format written materials.
	Listening and Speaking/Teamwork	Students work productively with others in teams.	Students are expected to: • participate productively in teams, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision-making.

VITA

Name:	Allison Martin Huie
Address:	Department of Teaching, Learning, and Culture, TAMU Mail Stop 4232, College Station, TX 77843-4232
Email Address:	allisonhuie@tamu.edu
Education:	B.A., Philosophy, Texas A&M University, 2003 M.Ed., Curriculum & Instruction, Texas A&M University, 2007 Ph. D., Curriculum & Instruction, Texas A&M University, 2011