

Bergh, B., Edge, C., Cameron-Standerford, A., Imdieke, S., Standerford, N.S., and Reissner, L. (2014). (Re)seeing our teacher education practices through visual literacy. *American Reading Forum Annual Yearbook* [Online]. Vol. 34.

(Re)Seeing Our Teacher Education Practices through Visual Literacy

Bethney Bergh
Northern Michigan University

Christi Edge
Northern Michigan University

Abby Cameron-Standerford
Northern Michigan University

Sandy Imdieke
Northern Michigan University

N. Suzanne Standerford
Northern Michigan University

Laura Reissner
Northern Michigan University

Abstract

Guided by feminist communication theory and the transactional theory of learning, eight teacher educators used self-study methodology to critically “read” their teaching in light of the Common Core State Standards for visual literacy. Results demonstrated (1) visuals served as both objects and mediums; (2) teacher educators were part of the interpretive act of making meaning through visual texts; (3) in order to implement educational mandates, teacher educators needed time and space; and (4) the use of a collaborative conference protocol facilitated the teacher educators’ ability to step back and re-see policy as a medium for transformation. Together they learned that while policy initiatives are likely not going away, educators can learn to change their response to mandates by becoming part of the interpretative act of implementing educational policy.

(Re)Seeing Our Teacher Education Practices through Visual Literacy

As a group of eight educators representing many facets of teacher education, we conducted a self-study of our teacher education practices with the guiding question of: “How do we use visual literacy to re-see our worlds and to help others to construct meaning in theirs?” We began by looking back at educational policy patterns within the United States and the state of Michigan as a broader context for our work as educators. We then examined our individual practice in order to critically “read” our teaching in light of the Common Core State Standards for visual literacy. Together we sought to understand how we use and learn through visual literacy in order to better help others—students, prospective teachers, practicing teachers, administrators, parents, policy makers and the general public—to understand how visuals communicate and construct meaning (Debes, 1970; Eisner, 1998; Langer, 2011). Through collaborative self-study, we learned that visuals can be both the product of past meaning-making events and the starting point for present and future meaning-making. The purpose of this paper is to present the research process we used, to share what we came to understand as we studied our teaching practices, and to discuss broader implications for the future of the profession. While policy initiatives and mandates are likely not going away, we can re-see our response to that policy.

Context

As we began our study of the Common Core State Standards, we recognized the need to understand the broader context of this particular reform movement. We wanted to place ourselves in a similar position that public school teachers face when navigating new standards. We understand that we can’t teach the new standards within this policy until we make sense of them for ourselves. To know the policy, we have to first experience it as learners; it is from this vantage point that we can better prepare our own education students to learn and teach the standards. The reason we went to policy is that we recognize that this is not the first time that policy has impacted what happens in the classroom. In our institution, we are fortunate to be part of a larger self-study group comprised of eight teacher educators representing various disciplines who each have one to four decades of teaching experience. Early in our conversations we wondered, would Common Core State Standards be just another swing of the policy pendulum?

Policy

Since the publication of *A Nation at Risk* in 1983, state and federal policies have driven educational reform (Ravitch, 2013; Standerford, 1997). To complicate matters, individuals and corporations with the deepest financial resources have the most influence on the direction of policy. As school reform continues to be influenced by those outside of the profession—major corporations, Wall Street hedge fund managers, and entrepreneurs—the role of the teacher to provide perspective and input into the reform measures diminishes (Ravitch, 2013). Teachers are expected to embrace changes to the curriculum and the pedagogy through which the curriculum

is taught without the opportunity to internalize and make meaningful the changes for themselves first (Cohen & Hill, 2001).

Most recently, the state education chiefs and governors in 48 states worked together to develop the Common Core State Standards. Through their work, they established a set of college-and career-ready standards for kindergarten through 12th grade in the content areas of English language arts/literacy and mathematics. The overarching goal for the implementation of these standards was to ensure that high school graduates are prepared for college or career entry (National Governors, 2010). However, the published standards do not address the crucial role of the teacher in the process of implementation. As teachers attempt yet another change in their instruction with few opportunities to experience and construct clear understandings of what those changes mean for learners and require from teachers, the outcomes could be dismal.

Visual Literacy

Just as K-12 teachers are being asked to reform their practice in light of the adoption of the Common Core State Standards (CCSS), it is assumed that teacher educators are poised to be able to prepare teacher candidates and practicing teachers to implement these new standards. Our desire to explore this assumption coupled with our inspiration from one member's recent (2013) work as the chair of the Caldecott committee that recognizes excellence in illustrations, became the impetus for our research group to explore our current use of visual literacy in our university classrooms. The Common Core English Language Arts State Standards, for both narrative and informational texts, reference components of multimodality in standard seven across all grade levels. Multimodality refers to the multiple modes through which we communicate. Modes are made up of socially and culturally agreed ways through which we create meaning linguistically, visually, artistically, auditorially, and spatially, each with its own grammars (Martens, Martens, Doyle, Loomis, & Aghalarov, 2013). Relative to the CCSS, standards emphasize illustrations in stories in the early grades, but in later grades, the images from a variety of sources such as digital texts, multimedia elements, or live performances become embedded in the standards reflecting the multiple modes through which meaning can be communicated.

The introduction of the term "visual literacy" is credited to John Debes (1970), who defined it as the ability to discriminate and interpret the visible actions, objects, and symbols in a person's environment. Although verbal and visual texts are both used to communicate a message, the way in which they do so differs. Nodelman (1998) observed that verbal texts are arranged and read in a linear, forward motion, and that any movement forward in time and space must be expressed through words, while visual texts are viewed at a single moment in time across a spatial plane. The way in which visuals convey meaning (Langer, 1942) is essential in the study of visual literacy. If, as Sipe contended, reading visual images is not a skill that is learned

automatically (2008), the role of teachers in developing visual literacy in learners becomes even more critical.

Teacher Education

In our study, we examined a standard meant to guide K-12 student learning. However, because we were working with adult learners, we consciously situated our thinking in adult learning theory. As teacher educators of undergraduate and graduate students, the researchers were mindful to model the pedagogy related to visual literacy instruction while respecting the learning differences between a K-12 learner and a postsecondary adult. Andragogy, generally defined as the scholarly approach to the learning of adults, was originally coined by Alexander Kapp in 1833 and later developed into a theory of adult education by Malcolm Knowles (Knowles, Holton, & Swanson, 1998). Andragogy, as outlined by Knowles, et al., includes five guiding principles: 1) self-concept – an adult learner views him/herself as a self-directed human; 2) adult learner experience – an adult learner accumulates experiences which becomes a resource for future learning; 3) readiness to learn – an adult learner’s readiness to learn is oriented toward the development of skills related to social roles; 4) orientation to learning – an adult learner seeks knowledge for immediate application to a problem-centered issue; 5) motivation to learn – an adult learner is intrinsically motivated. Drawing on adult learning theory, we assumed our university students were ready and motivated to understand themselves and their future or current teaching practices through the courses we were teaching.

Theoretical Frameworks

Building from our prior self-study research, we situated our study in transactional reading and learning theory (e.g., Dewey, 1938; Dewey & Bentley, 1949; Rosenblatt, 1978/1994; Rosenblatt, 2005) complemented by feminist communication theory (e.g., Belenky, Clinchy, Goldberger, & Tarule, 1986; Belenky, Bond, & Weinstock, 1997; Colflesh, 1996). Epistemologically, transactional and feminist communication theories recognize the relationship between a knower and his or her environment, both in what they know and how they communicate that knowledge.

Most commonly associated with Louise Rosenblatt’s theory of reading and writing, the transactional theory of reading asserts that meaning is not located in the text for the reader to withdraw; rather, it is made through the active coming together of a reader and a text in a context. Meaning—whether as a poem or a scientific report—“happens during the interplay between signs and a particular reader and a particular time and place” (Rosenblatt, 2005, p. x). Humans share an ecological relationship with their environment—both taking from it and contributing to it (Dewey & Bentley, 1949; Rosenblatt, 2005), much like Gee’s (1990, 1996, 2008) notion of society as an ambiguous cultural text that is read and composed by its members. The knower, the known and knowing are aspects of one process (Dewey & Bentley, 1949).

Transactional theories of reading (Rosenblatt, 1978/1994; Rosenblatt, 2005) and knowing (Dewey & Bentley, 1949) also suggest that learning occurs when people consider, discuss, and inquire into problems and issues of significance to them. From a feminist perspective, care and understanding are at the center of teaching and learning (e.g., Noddings, 1984); they are essential components of knowers' seeing knowledge as actively constructed by all human beings (Belenky, Clinchy, Goldberger, & Tarule, 1986).

Framed by transactional and feminist perspectives, the crux of professional learning for educators is to first actively make meaning and then to use and communicate constructed knowledge in ways that can empower others to construct meaningful understanding through educational experiences. Teachers work in an environment influenced by policy-driven reform; in order for teachers to use their knowledge to improve their teaching practice and to create educative experiences for others, they must first construct an understanding of the new standards as learners and meaning makers. This process of making meaning, as opposed to getting meaning, from teaching standards is dependent on teachers' opportunity to transact with the policy texts, and is aided by communication with and support from a caring community of learners.

Methods

We chose to situate our inquiry in self-study methodology. Each year this group engages in a year-long self-study, inviting new colleagues to join the research family. In 2011, we—Christi, Abby and Bethney—were new faculty members who were invited to join the self-study group as we transitioned from our work as K-12 educators and into the academy as new assistant professors. By the end of our first self-study, we too had come to view the conference room where we met as our public homeplace; seated at a table, we were colleagues who acted as critical friends and gradually became a collegiate family.

Rooted in post-modernist and feminist thinking (LaBoskey, 2004), self-study methodology both informs the researchers and generates knowledge that can be shared within and beyond the professional discourse community. Self-study research does not prove answers, but instead helps the researchers to explore and challenge their assumptions with the purpose of improving their understanding and practice of teaching (Bullough & Pinnegar, 2001).

Drawing from our previous self-study research (Cameron-Standerford, Bergh, Edge, Standerford, Reissner, Sabin, & Standerford, 2013) in which we “textualized” (Edge, 2011, p. 330) our teacher education practices, we decided to examine our individual practice in order to critically read our work in light of the Common Core State Standards for visual literacy. In order to examine our ongoing work with visuals, our group of eight met over the course of one year—every two weeks during

academic semesters and once monthly during the summer. To guide our study, we collectively asked: “How do we use visuals as texts to re-see our worlds and to help others to construct meaning in theirs?” Early in our study, we each identified a way in which we had or could use visual texts (e.g. illustrations, symbols, photographs) in our teaching practice. From this initial point, we examined artifacts from our teacher education practices in order to understand how the visuals facilitated the construction or communication of meaning. Data included visual and written artifacts—such as teaching materials and work our students produced during critical events (Webster & Mertova, 2007) from our teaching practices—documented observations, reading responses from professional literature, and field notes from our self-study meetings composed by multiple members.

Articulated in the theoretical frames of feminist communication theory and transactional theory of learning, data analysis was multifaceted and guided by our agreed upon epistemological stance. We viewed ourselves as active meaning makers who could learn from our teacher education practices by textualizing (Edge, 2011) them, critically reading them, and discussing them with “critical friends” (LaBoskey, 2004, p. 819) in the safe space of a public homeplace (Cameron-Standerford, et al., 2013).

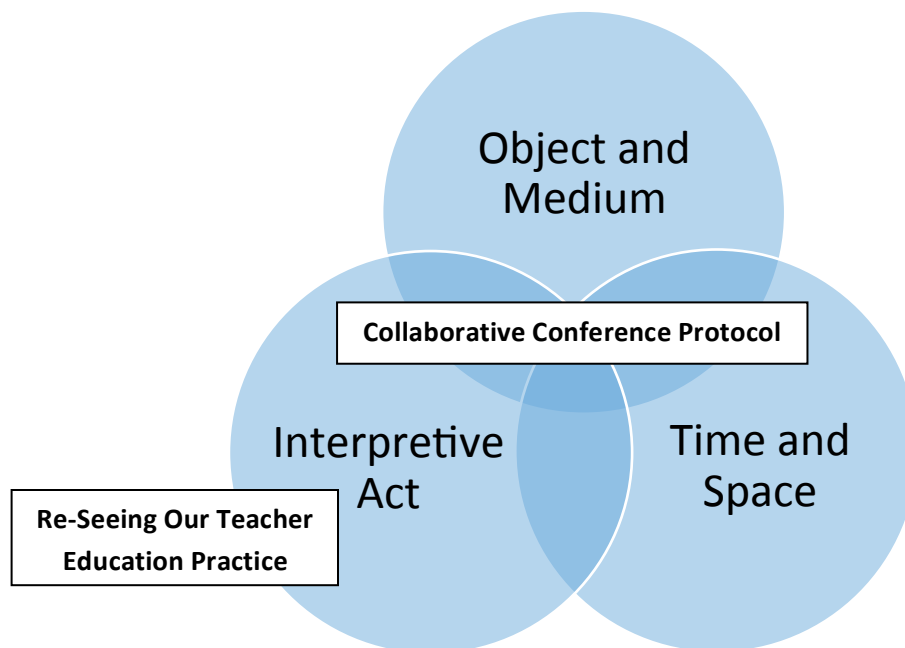
Independently, we each engaged in meaning analysis (Kvale & Brinkmann, 2009) and wrote to construct an initial understanding (Richardson, 2000) of what we thought was happening through the use of visuals in our practice. Next, we each orally shared the teaching event with our critical friends and presented visual and written artifacts related to the teaching event.

A modified collaborative conference protocol (Anderson, et al., 2010; Cameron-Standerford, et al., 2013; Seidel, et al., 1997) guided us to see and re-see our teaching event from multiple perspectives and form a new understanding of practice (Loughran & Northfield, 1998). This protocol included: listening to each individual’s initial analysis of the teaching event and subsequent learning; taking turns saying what we heard or noticed while the individual who had shared quietly took notes; taking turns offering speculative comments, connections, and wonderings; inviting the individual back into the conversation to respond to comments or questions offered by the group or to offer additional details or insights sparked by listening to the group; and writing take-away reflections. Individual take-away statements became a way to attend to the themes developing from our collective work. Examining teaching events and related artifacts through multiple data sources and perspectives, we “crystalized” (Richardson & St. Pierre, 2005, p. 963) our data by considering each emerging theme.

Results

We sought to see and re-see our teacher education practice through our study of visuals. Across our eight self-studies, we saw four common facets: (1) visuals acted

both as objects and as mediums in our teaching; (2) we are a part of, rather than outside, the interpretive act of making meaning through visual texts; and (3) educators need space and time in order to be reflect on their teaching practice and meaningfully understand educational policy. Seeing these three facets in each of our individual self-studies bolstered our ability to re-see our practice and to develop broadened and deeper understandings of our teaching and student learning. Stepping back from our research, we later realized that (4) what facilitated our recognition of these three themes was our use of a collaborative conference protocol to discuss our data from multiple vantage points.



Object and Medium

We realized we were using visuals as both objects and mediums. A visual object is a representation of the understanding or interpretation of the person who created it. The visual, once created, becomes static in meaning and no longer represents a transactional experience for the creator. A visual interpreted as an object can be further described as a noun naming or identifying an individual experience. Consider the interpretative act of naming clouds as representations of other known objects— e.g. one person names a dragon, another a dog. This process of identification of the object is personal and does not require the consideration of others' perspectives.

Beyond naming a visual as an object, we recognized that visuals also could be mediums or tools through which learning is constructed simultaneously between two or more individuals. Interpreting a visual as a medium requires the process to be

defined dynamically denoting the active role of both the teacher and the student in creating a shared understanding.

The visuals we selected for use in our classrooms were images that represented past meanings that we had made and wanted to share with our students. In sharing these images, we assumed our students would arrive at the same meaning we had made. We assumed that the visual was a medium. Through the use of a collaborative conference protocol, we were able to critically look at the assumption that our meaning would automatically become our students' meaning. As a result, we were later able to acknowledge that we were not providing students with time and space to make their own meaning. To them, the visual was an object. However, through connecting ideas and engaging in literate thinking (Langer, 1987) meaning can be created rather than superficially assigned and subsequently, transfers the perception of a visual as an object to a visual as a medium through which meaning making occurs. In order to do this, we—students and teachers—needed time and space in order to engage in our own interpretative act.

Interpretative Act

We came to realize we are a part of the interpretative act of viewing visual texts. That is, the image we either interpreted as an object or utilized as a medium for communicating our understanding involved a transaction with the visual text. In the transactional act, or meaning-making event, we the viewers, the image viewed, and viewing were aspects of one process.

As a transactional event, viewing and creating images necessitated transmediation—reorganizing meaning we made from one sign system to another (Harste, 2000). We either began with a visual that we interpreted as a text, using words, or we began within a linguistic sign system in the form of words we wrote, spoke, or thought and reorganized meaning into a visual text. For example, Bethney began with an image to prompt conversation in an online discussion forum whereas, Abby and Christi asked students to generate images to represent their perception or lived experiences. Sandy and Margi began with illustrations in children's books and asked students to use words to articulate ideas that the pictures represented. In either direction, the meaning-making event required us to actively make sense by taking what we understood in one sign system and translating that knowledge into another sign system. This act of transmediation was an interpretive and creative act. We read visual or verbal texts and created new visual or verbal texts through the meanings we made (Smagorinsky, 2008).

In retrospect, we felt that recognizing ourselves as part of the interpretative act of viewing visuals should have been more obvious at the outset of our study. Theoretically and practically, we claimed to view knowledge as constructed through transactions with texts. Nevertheless, our initial limited understanding of the specific language and compositional elements of visual texts prohibited our ability to

recognize that we were engaged in an interpretive act akin to what we knew we experienced as readers of a written text. Once we began to explore, to understand, and to construct a language for interpreting elements of visual texts—for example, perspective, color, lines, and shape (Connors, 2011; O’Neil, 2011)—with which we could speak to what we did to make sense of images and how we constructed interpretations of the visuals, we were able to recognize that we were a part of the interpretive act of reading and making sense of visual texts.

With this new focus, we were able to textualize (Edge, 2011) our interpretation—to step back from the meaning we made, examine how it was constructed, and consider how our knowledge, experiences, assumptions, and values as educators guided our interpretations. From this vantage point, we were able to see and re-see the teaching events we were studying as a kind of text we constructed—a text itself open to interpretation, connections, and questions (Cameron-Standerford, et al., 2013). This is significant in that the textualized vantage point allowed us to see and to understand how and why we selected particular images to use in our teaching and to understand how or why we responded to student-produced images the way that we did. The metacognitive layer to our thinking aided our sense of agency and created space for us to become a part of the standards and the visuals we were studying. Within our individual self-studies, the images students produced were created in formative assessment tasks. Therefore, our textualized vantage point both created space for us to see and to candidly articulate the extent of our understanding of the student-produced image to our fellow researchers and to be conscious of communicating with care, respect, and encouragement toward our students and their in-process thinking.

Time and Space

In order to engage in the interpretive act, we needed time and space. By time and space, we mean room—a social and cognitive place—to allow us to engage in meaning making over time. Without the needed time and space, we resorted to assigning meaning to visual objects and responsive texts based on assumptions. As teacher researchers, we recognize that we need time and space to engage in research, however, when it comes to our classroom practices we focus on preparation and teaching rather than on reflection. We are bound by limited amounts of time and space, which removes the opportunity for engagement in an authentic, interpretive act between ourselves and the visual text. When our teaching and research were connected through self-study, our teaching events became texts and we allotted ourselves the necessary time and space from which we could study our practice.

Through ongoing data analysis in our collaborative conference protocol, we discovered how to use the language and composition of visual texts to create a space that allowed opportunity to step back from our initial responses and assumptions. In this space, we were able to plunge beneath the surface of our initial thinking in order to observe patterns, make connections, ask questions, consider other’s perspectives

and experiences, and essentially (re)see our teaching practice through a more objective and broadened perspective. Visuals are both the product of past meaning-making events and the starting point for present and future meaning making. We needed meaningful time and space to be able to inquire into, transact through, and make new meanings from the inquiry puzzles we brought to our collaborative self-study space.

Educational Significance

One of the most significant outcomes of our collective self-study was the realization that we would not have come to deeply understand and to re-see our practice had we not participated in collaborative self-study with critical friends. Individually, we would have likely ignored the issues that led to meaningful understanding, but through collaborative self-study, we reframed our teacher education practices in ways that led to re-envisioning our practice and ourselves in relationship to that practice.

In addition to re-seeing our practice, we were able to re-see policy by drawing insights parallel to those from our study of visuals. In other words, we came to recognize our individual studies mirrored our study of policy patterns. From this point of understanding, we were able to take ownership and accept responsibility for teaching the Common Core State Standards because we no longer viewed them as an object we had to demonstrate compliance toward. We came to envision policy as a medium. Prior to this study, we viewed the standards as a thing we documented or talked about without ever becoming a medium within of our own teaching.

At the end of this study we were able to re-see our prior understanding of policy as divorced from our educational beliefs. Much like the teacher educator who lectures about active learning rather than uses active learning to educate perspective teachers, we talked about the need to teach the Common Core without ever actually first understanding it as learners.

We now recognize that for teachers to first understand as learners they need time and space—for example, through the use of self-study—to move the Common Core State Standards beyond an object placed upon them, to a space in which to continue to create meaningful learning opportunities. Until that time, we advocate for teachers to create opportunities to interpret ongoing policy reform efforts, such as the Common Core State Standards, as a medium through which their own learning and the learning of their students can begin. We are advocating for educators at all levels to become a part of the critical conversation by choosing to see the standards as a medium through which they make educative experiences rather than as an object imposed upon their classrooms.

Well-captured in a sentiment expressed by some educators: I can just wait for the pendulum to swing and the new policies will simply disappear and something

else will come along. However, we are no longer content to wait for the pendulum to swing. Like visuals, standards can be interpreted as both objects and mediums. Recognizing the need for teachers to engage in the meaning making process—that is, the opportunity to create meaning which allows the knower, knowing, and known to become one process—can result in policy becoming a window through which we can re-see opportunities for schools.

Now, we see true educational reform as not a *thing* to be mandated. Rather, educational reform is a process of transformation in which teachers become empowered through a sense of agency to work in collaboration with their students and colleagues to create meaningful, educative experiences. As long as policy mandates for standards-based education are imposed upon classrooms from outside with little input from teachers, policies have little chance to succeed at the classroom level (Cohen, 2011; Elmore & McLaughlin, 1988). Policy does not educate nor do mandates as objects create space for educators to first understand them as learners. What teachers know and do is one of the most important influences on student learning (National Commission on Teaching and America's Future, 1996).

References

- Anderson, D., Imdieke, S., Lubig, J., Reissner, L., Sabin, J. & Standerford, N. (2010). Self-study through collaborative conference protocol: Studying self-study through the eyes of colleagues. *Teaching & Learning: The Journal of Natural Inquiry & Reflective practices*, 24(2), 59-71.
- Belenky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York, NY: Basic Books, Inc.
- Belenky, M. F., Bond, L. A., & Weinstock, J. S. (1997). *A tradition that has no name: Nurturing the development of people, families, and communities*. New York, NY: Basic Books, Inc.
- Bullough, R.V., & Pinnegar, S. (2001). Guidelines for quality in autobiographical forms of self-study research. *Educational Researcher*, 30(3), 13-21.
- Cameron-Standerford, A., Bergh, B., Edge, C., Standerford, S., Sabin, J., Reissner, L., & Standerford, C. (2013). Textualizing Experiences: Reading the "texts" of teacher education practices. *American Reading Forum Annual Yearbook*. Retrieved from http://americanreadingforum.org/yearbook/13_yearbook/volume13.htm
- Cohen, D. K., & Hill, H. (2001). *Learning policy: When state education reform works*. New Haven, CT: Yale University Press.
- Colflesh, N. A. (1996). *Piece-making: The relationships between women's lives and the patterns and variations that emerge in their talk about school leadership* (Unpublished doctoral dissertation). Michigan State University, East Lansing.
- Connors, S. P. (2011). Toward a shared vocabulary for visual analysis: An analytic toolkit for deconstructing the visual design of graphic novels. *Journal of Visual Literacy* 31 (1), 7-92.

- Debes, J. L. (1970). The loom of visual literacy—An overview. In C. M. Williams & J. L. Debes (Eds.), *Proceedings of the First National Conference on Visual Literacy* (pp. 1-15). New York, NY: Pitman.
- Dewey, J. (1938). *Experience and education*. New York, NY: Dover.
- Dewey, J. & Bentley, A.F. (1949). *Knowing and the known*. Boston, MA: Beacon.
- Edge, C. (2011). *Making meaning with “readers” and “texts”: A narrative inquiry into two beginning English teachers’ meaning making from classroom events*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (AAT 3487310).
- Elmore, R. F., & McLaughlin, M. W. (1988, Feb.) *Steady work: Policy, practice, and the reform of American education*. (R-3574-NIE/RC). Santa Monica, CA: The Rand Corp. (Prepared for the National Institute of Education).
- Eisner, E. W. (1998). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. Upper Saddle River, NJ: Merrill.
- Gee, J.P. (1990/1996/2007). *Social linguistics and literacies: Ideology in Discourses*. London, England: Taylor & Francis.
- Harste, J. (2000). Six points of departure. In B. Berghoff, K. Egawa, J. Harste, & B. Hoonan, *Beyond reading and writing: Inquiry, curriculum, and multiple ways of knowing* (pp. 1-16). Urbana, IL: National Council of Teachers of English.
- Kvale, S. & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing*. Los Angeles, CA: Sage.
- Knowles, M. S., Elwood, H. F., & Swanson, R. A. (2005). *The adult learner*. Houston, TX: Gulf Publishing.
- LaBoskey, V. K. (2004). The methodology of self-study and its theoretical underpinnings. In Loughran, J.J., Hamilton, M.L., LaBoskey, V.K., & Russell, T. (Eds.), *International Handbook of Self-Study of Teaching and Teacher Education Practices, Part Two*. (pp. 817-869). Boston, MA: Kluwer Academic Publishers.
- Langer, J. A. (1987). A sociocognitive perspective on literacy. In J. A. Langer (Ed.), *Language, literacy, and culture: Issues of society and schooling* (pp. 1-20). Norwood, NJ: Ablex Publishing.
- Langer, J. A. (2011). *Envisioning knowledge: Building literacy in the academic disciplines*. New York, NY: Teachers College Press.
- Langer, S. K. (1942). *Philosophy in a new key*. Cambridge, MA: Harvard University Press.
- Loughran, J., & Northfield, J. R. (1998). A framework for the development of self-study practice. In M.L. Hamilton (Ed.), *Reconceptualizing teacher practice: Self-study in teacher education* (pp. 7-18). London, England: Palmer Press.
- Martens, P., Martens, R., Doyle, M. H., Loomis, J., & Aghalarov, S. (2013). “Now it’s getting happier because it’s more colorful”: First graders read and write picture books multimodally. *The Dragon Lode, 31(2)*, 3-12.
- National Commission on Teaching and America’s Future. (1996). *What matters most: Teaching for America’s future*. New York, NY: Authors.

- National Governors Association Center for Best Practices & Council of Chief State School Officers. (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. Washington, DC: Authors. Retrieved from: http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf
- Noddings, N. (1984). *Caring*. Berkeley, CA: University of California Press.
- Nodelman, P. (1988). *Words about pictures: The narrative art of children's books*. Athens, GA: The University of Georgia Press.
- O'Neil, K. E. (2011). Reading pictures: Developing visual literacy for greater comprehension. *The Reading Teacher*, 65 (3) 214-223.
- Ravitch, D. (2013). *Reign of error: The hoax of the privatization movement and the danger to America's public schools*. New York, NY: Alfred A. Knopf.
- Richardson, L. (2000). Writing: A method of inquiry. In N. K. Denzin and Y. S. Lincoln (Eds.), *Handbook of qualitative research* (pp.512-529). Thousand Oaks, CA: Sage.
- Richardson, L., & St. Pierre, E. A. (2005). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (3rd ed., pp. 959-978). Thousand Oaks, CA: Sage.
- Rosenblatt, L. (1978/1994). *The reader, the text, the poem: The transactional theory of the literary work*. Carbondale, IL: Southern Illinois University Press.
- Rosenblatt, L. (2005). *Making meaning with text: Selected essays*. Portsmouth, NH: Heinemann.
- Seidel, S., Walters, J., Kirby, E., Olff, N., Powell, K., Scripp, L., Veenema, S. (1997). *Portfolio practices: Thinking through the assessment of children's work*. Washington, DC: National Education Association.
- Sipe, L. R. (2008). *Storytime: Young children's literary understanding in the classroom*. New York, NY: Teachers College Press.
- Smagorinsky, P. (2008). *Teaching English by design: How to create and carry out instructional units*. Portsmouth, NH: Heinemann.
- Standerford, N.S. (1997, March). Reforming reading instruction on multiple levels: Interrelations and disconnections across the state, district, and classroom levels. *Educational Policy*, 11(1), 58-91.
- Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. New York, NY: Routledge.