CROSSROADS OF THE CLASSROOM: NARRATIVE INTERSECTIONS OF TEACHER KNOWLEDGE AND SUBJECT MATTER

ADVANCES IN RESEARCH ON TEACHING

Series Editor: Volumes 1–11: Jere Brophy Volumes 12–28: Stefinee Pinnegar

Recent Volumes:

Volume 18	Emotion and School: Understanding How the Hidden Curriculum Influences Relationships, Leadership, Teaching, and Learning
Volume 19	From Teacher Thinking to Teachers and Teaching: The Evolution of a Research Community
Volume 20	Innovations in Science Teacher Education in the Asia Pacific
Volume 21	Research on Preparing Preservice Teachers to Work Effectively with Emergent Bilinguals
Volume 22A	International Teacher Education: Promising Pedagogies (Part A)
Volume 22B	International Teacher Education: Promising Pedagogies (Part B)
Volume 22C	International Teacher Education: Promising Pedagogies (Part C)
Volume 23	Narrative Conceptions of Knowledge: Towards Understanding Teacher Attrition
Volume 24	Research on Preparing Inservice Teachers to Work Effectively with Emergent Bilinguals
Volume 25	Exploring Pedagogies for Diverse Learners Online
Volume 26	Knowing, Becoming, Doing as Teacher Educators: Identity, Intimate Scholarship, Inquiry
Volume 27	Innovations in English Language Arts Teacher Education

CROSSROADS OF THE CLASSROOM: NARRATIVE INTERSECTIONS OF TEACHER KNOWLEDGE AND SUBJECT MATTER

EDITED BY

VICKI ROSS

Northern Arizona University, Flagstaff, AZ, USA

ELAINE CHAN

University of Nebraska-Lincoln, Lincoln, NE, USA

DIXIE K. KEYES

Arkansas State University, Jonesboro, AR, USA



United Kingdom – North America – Japan India – Malaysia – China Emerald Publishing Limited Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2017

Copyright © 2017 Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-78635-797-7 (Print) ISBN: 978-1-78635-796-0 (Online) ISBN: 978-1-78714-637-2 (Epub)

ISSN: 1479-3687 (Series)



ISOQAR certified Management System, awarded to Emerald for adherence to Environmental standard ISO 14001:2004.

Certificate Number 1985 ISO 14001



LIST OF CONTRIBUTORS

Bobby Abrol College of Education, University of

Houston, Houston, TX, USA

Chestin Auzenne-Curl College of Education, University of

Houston, Baytown, TX, USA

Dottie Bossman Unaffiliated

Trudy Cardinal Department of Elementary Education,

University of Alberta, Edmonton, AB,

Canada

Kathy Carter College of Education, University of

Arizona, AZ, USA

Elaine Chan College of Education and Human Sciences,

University of Nebraska-Lincoln, Lincoln,

NE. USA

Colleen Fadale Curriculum and Instruction Program,

Northern Arizona University, Flagstaff, AZ

Sulva Fenichel Faculty of Education, Department of

Elementary Education, University of Alberta, Edmonton, AB, Canada

Elissa Fenton Avondale School District, Avondale, AZ,

USA

Laura Franklin Department of Educational Foundations

and Leadership, College of Education & Counseling, Wayne State College, Wayne,

NE, USA

Shannon Guerrero Department of Mathematics and Statistics,

Northern Arizona University, Flagstaff,

AZ, USA

Dixie K. Keyes School of Teacher Education and

Leadership, Arkansas State University,

Jonesboro, AR, USA

Jing Li College of Education and Human

Development, Texas A&M University,

College Station, TX, USA

Kayla Davenport College of Education, University of

Logan Houston, TX, USA

Michelle Novelli Department of Teaching and Learning,

College of Education, Northern Arizona

University, Flagstaff, AZ, USA

Joey Persinger Curriculum and Instruction Doctoral

Program, Northern Arizona University,

Flagstaff, AZ, USA

Pamela Powell Department of Teaching and Learning,

Northern Arizona University, Flagstaff,

AZ, USA

Vicki Ross Department of Teaching and Learning,

College of Education, Northern Arizona

University, Flagstaff, AZ, USA

Kathleen Jablon Stoehr Department of Education, Santa Clara

University, Santa Clara, CA, USA

Amanda Sugimoto Curriculum and Instruction Department,

Portland State University, Portland, OR,

USA

Gang Zhu College of Education and Human

Development, Texas A&M University,

College Station, TX, USA

ACKNOWLEDGMENTS

This project has been an illuminating adventure. We thank Stefinee Pinnegar for her confidence in allowing us the freedom to follow our vision. This project has not only grown our skills as writers and editors, it also provided us an opportunity to showcase the insights of a cadre of talented scholars, many of whom are at the beginning of their academic careers. Stefinee's support, guidance, and faith in us has deeply inspired us.

We thank the Emerald Publishing Group, for their support and patience as we continue to learn about the vagaries of book editing.

Our scholar friends Cheryl Craig, Mary Lynn Hamilton, and Mary Rice provided strong and helpful feedback through our work with this group of authors. The manuscript is stronger from their guidance and contributions.

We also acknowledge and thank Michael Connelly and Cheryl Craig, both of whom have demonstrated through word and deed the importance and process of developing scholarship in the field.

And last, but not least, we thank our families for their ongoing support without which this work could not have been possible.