

BALANCING THE NARRATIVE: INCLUDING AND VALUING COUNTERNARRATIVES IN THE CURRICULUM AND ASSESSMENT OF A TEACHER EDUCATION LITERACY COURSE

***Shannon Prince* Teacher Education, UW-Parkside**

Pre-service teachers (PSTs) learn the content of “how to teach” through both the classroom setting and field-based experiential settings. PSTs often report a disconnect between the theories of teaching, traditionally learned in the classroom setting, and what they experience in the field. The challenge of working with diverse populations in field placements (Nash et al., 2021) may be assuaged through the critical examination of master narratives and counternarratives. One way to do this is by disrupting the master narratives in PSTs understanding of literacy learning by providing space for them to confront these narratives against counternarratives of minoritized groups (Aronson et al., 2020). This study explores how PSTs make sense of counter and master narratives of literacy development learned in a teacher education course. Participants were given a pre-and-post survey of perspectives on their understanding of literacy development. Course artifacts, such as lesson plans, were collected and analyzed.

