

Learning in Place: Teachers' Experiences with a Place-Based Language Arts Curriculum in Rural Appalachia

Thursday 5 August 2021 - Parallel Session 4 - 11.30am to 12.30pm (GMT+1)

CAMERON - Embedding Learning in Culture

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This qualitative case study examined teachers' experiences with a language arts curriculum for high-poverty rural gifted students. The study focused on one rural Appalachian school district where elementary teachers in eight schools implemented the Promoting PLACE in Rural Schools curriculum with third- and fourth-grade students. Methods included analytic induction and thematic coding of four distinct sources of evidence: fidelity logs, observation documents, questionnaires, and an interview. These sources were used to generate understandings about how teachers perceived their experiences with a rural specific curriculum designed for gifted students. These understandings suggested existing barriers influence implementation and impede students from access to the curriculum in its entirety. Insights from this case study offer implications for educators to mitigate instructional challenges and increase access to gifted curriculum.