## Figure I.1 Case Matrix

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
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<th>Focus</th>
<th>Primary Issues</th>
<th>Secondary Issues</th>
<th>Commentators</th>
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| 1       | Dealing With Religious Intolerance                                    | Elementary | A principal faced with issues of diversity looks to the school’s mission statement for inspiration. | • Religious diversity  
• School policies  
• Multiple perspectives  
• Ethical decision making | • Conflict resolution  
• Assumptions  
• Collaboration and leadership | • Judith Lessow-Hurley  
• Lyn Miller-Lachmann  
• Poonam C. Dev  
• Harold Brathwaite |
| 2       | Is the Teacher’s Gender an Issue in a Kindergarten Classroom?         | Elementary | A young teacher wonders if the problems he encounters are gender related. | • Gender issues  
• Stereotyping  
• Relationships between teacher and student  
• Support for new teachers | • School policies  
• Student learning  
• Power struggles | • Ellen Moir  
• Barbara B. Levin  
• Kristopher Wells  
• Jerry Lee Rosiek and Becky M. Atkinson  
• Paul Axelrod |
| 3       | Working With a Challenging Student and His Family                     | Elementary | A teacher works hard to meet the target needs of a challenging child and his father. | • Student behavior  
• Parental relations  
• Programming  
• Teacher self-image | • Schools in society  
• Support and resources  
• Developing trust | • Deborah J. Trumbull  
• David Booth  
• Peter McLaren and Nathalia Jaramillo  
• David E. Wilson and Joy S. Ritchie  
• Janna Dresden |
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| 4       | Negotiating Different Styles When Two Teachers Share a Class         | Elementary | Two teachers who share a classroom have differing approaches to instruction and classroom management. | Teaching styles  
Power struggles  
Classroom management  
Student culture | Teacher isolation  
Communication breakdown  
School policies | Rita Silverman  
Ron Wideman  
Cheryl J. Craig |
| 5       | Managing Conflict When Working With Educational Partners             | Elementary | A teacher finds her or his teaching strategies are challenged by a tutoring company and the parents of a child with special needs. | Trust relationships  
Teacher identity  
Strategies and assessments for students with special needs | Power struggles  
Communication | Becky Wai-Ling Packard  
Nancy L. Hutchinson  
Anne Jordan |
| 6       | A Student Teacher Faces the Challenges of the Classroom              | Middle  | When a mentor teacher is absent from class, a teacher candidate gains insight into students, colleagues, and herself. | Classroom management  
Identity issues  
Power struggles  
Support for new teachers | Gender issues  
Communication  
Mentoring | Tom Russell  
William J. Hunter  
D. Jean Clandinin  
Janet L. Miller |
| 7       | Engaging in Action Research in the Classroom                         | Middle  | A teacher reflects on the effect an action research project has on a class. | Student behavior  
Teacher support  
Action research  
Power struggles | Teacher self-confidence  
Reflection  
Student behavior under diverse conditions | Robert E. Stake  
Stefinee Pinnegar  
Andrea K. Whittaker |
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| 8       | Evaluating a Teacher’s Classroom Management Strategy | Secondary | A teacher’s classroom management strategies are questioned when she applies for a permanent teaching credentials. | • Teaching strategies  
• Relationships with students and colleagues  
• New teacher support  
• Classroom management | • Reflection  
• Teacher self-confidence  
• Multiple intelligence theory | • Elizabeth Campbell  
• Iain Munro  
• Frances Squire  
• Jay Martin |
| 9       | Balancing the Needs of All Students in an Inclusive Classroom | Secondary | An experienced teacher must decide how to balance the needs of all her or his students when one boy presents a challenge. | • Working with students with special needs  
• Classroom management  
• Reflection  
• Teacher support | • Inclusion issues  
• Privacy issues  
• Partnerships | • Anna Ershler Richert  
• Lynne M. Cavazos  
• Tania Madfes  
• Linda F. Rhone |
| 10      | Implications of Student Cheating for the Teaching Community | Secondary | When a teacher is alerted to evidence of cheating in class, she or he finds that solutions can be complicated. | • School policies  
• Ethical decision making  
• Collegial relationships  
• Power struggles | • Teacher responsibilities  
• Teacher support | • Jean McNiff  
• Aria Razfar  
• Michael Manley-Casimir  
• James McCracken |
| 11      | Challenges Teachers Face When Reentering the Classroom | Secondary | A teacher returning to teaching unexpectedly receives support from a student. | • Classroom dynamics  
• Teacher confidence  
• Support networks  
• Effective teaching | • Teacher self-esteem  
• Diversity  
• Communication | • Patrick M. Jenlink  
• Margaret Olson  
• A. G. Rud |
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<td>12</td>
<td>Developing Appropriate Boundaries With a Troubled Student</td>
<td>Secondary</td>
<td>A teacher considers the role she or he plays in the life of a troubled student.</td>
<td>Gifed students, Student expectations, Teacher roles, Trust</td>
<td>John Loughran, Airda L. Cole, Allen T. Pearson, Janine Remillard</td>
</tr>
<tr>
<td>13</td>
<td>School Politics Divide a Community</td>
<td>All levels</td>
<td>The closing of a school causes a superintendent to question the role policies play in her or his town.</td>
<td>Political slogans, Leadership, Reflection</td>
<td>Michael Dale, Elizabeth Jordan, Fred MacDonald, Ron McNamara</td>
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