REACHING OUT: RELATIONSHIP BUILDING IN A MIDDLE SCHOOL STUDENT TEACHING EXPERIENCE

by

Ethel Scrivner Haughton

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APPROVED:

Jerome A. Niles

Thomas E. Gatewood

Rosary V. Lalik

Mary Ann Lewis

Josiah Tlou

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Blacksburg, Virginia

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Dr. Jerome A. Niles, Chairman

Teaching and Learning

(ABSTRACT)

The purpose of this study was to describe how relationships between student teachers and pupils were constructed within the context of the middle school classroom. The questions guiding the study were: How do student teachers develop relationships with pupils in their classes? What factors in the teaching and learning environment influence the development of these relationships? How do these relationships influence the student teaching experience?

This study was a qualitative case study. I observed and interviewed two middle school student teachers as they participated in their student teaching experience. Data include observations of student teachers as they worked with their pupils during typical school activities. In addition, interviews were conducted with the student teachers and the cooperating teachers of the two student teachers. All transcripts of interviews, observation notes and other field notes were analyzed for salient categories and subsequently major themes were developed (Patton, 1990).

The findings of the data analysis indicated that the student teaching relationship

building process could be explained within the five phases of relationship building (Levinger, 1982,1983). These five phases are: acquaintance, buildup of relationships, continuation and consolidation of relationships, deterioration and decline of relationships and the ending of relationships. Within this framework, relationship building between student teachers and pupils emerged as a multi-layered process, that includes such interactive factors as the educational history of the student teacher and their self-image as a teacher, knowledge of middle school pupils, tendency for self-disclosure, the demonstration of care and concern, extent of lesson planning and finally, classroom management. Suggestions for further research include such ideas as a study of relationship building with first year teachers and how relationship building would differ from a variety of student teaching experiences. Implications for the practice of teacher educators are that specific experiences need to be planned for student teachers that increase awareness of and strategies for building relationships with learners.

DEDICATION

To The Memory Of My Parents

Joe Will and Joanna Swain Scrivner

When I began my work at Virginia Tech, I brought with me the warm, loving memories of parents who would have approved of what I was doing and would have shared in the excitement of the experience. My mother would have loved the adventure of moving, living in a new place, meeting new people and experiencing a new way of life. She gave to me the thirst for adventure and the desire to see "what's down the next road". Traveling was one of my parent's favorite pastimes. My mother was the one who never wanted to come and go the same way. "Why travel down the road you've been on?" she would say. "There's always a new road out there ahead of us". Thank you, Mother, for giving me the spirit to try new things, the determination to follow my heart and the wisdom to enjoy life.

Daddy never had the chance to go to college, but he was one of the best-educated persons I ever knew. There was always an open book on his favorite chair. He read about many different people, places and events. He enjoyed sharing what he had learned from his studies. It was from my father that I learned the importance of education and how it could impact my life. Thank you, Daddy, for setting the example of learning for me to follow.

My parents gave me love and security. By the examples of their lives, they taught me how to love my family, my God, my friends and those in the world who do not have

love, but need it. Thank you, Mother and Daddy, for the love of life and learning that you gave me. In your special way, I know that you share this accomplishment with me.

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With each new day comes opportunities for forming new relationships that have the power to change our lives. One such person for me has been my advisor, friend and mentor, Jerry Niles. Jerry, you have encouraged me, listened when I needed an ear and helped me find the self-confidence to keep going anytime I wanted to quit. You have challenged me to expand my horizons and find qualities in myself that I did not realize were there. Thank you.

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A special thank you to Emma Alexander and Natasha Chirikov. You provided me an insight into building relationships that would not have been possible without you. Thank you for allowing me to be a part of your student teaching experience.

There were three very special friends with whom I built relationships with when I first arrived at Virginia Tech. Pam Simpson, Bea Taylor, Dawn Walker and I started this process together and have been there for each other as endings came and beginnings started. We played together, talked for hours, cried and prayed. Through the sharing of our experiences, frustrations and joys, we grew as women and scholars. Thank you for

your support and love. Though we are now separated by miles, the bonds we shared during this time of our lives will ensure that we are always together in spirit.

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A loving thank you goes to my husband, Henry Haughton. Henry was willing to change his entire life, leaving behind his friends and family to join me in this quest. Henry, your love and support has helped to make this quest a reality. Thank you for your continued support and encouragement. Whatever the future holds for us, I know that we will enjoy and share it, as we have always done in the past.

Relationships with my family members have always been special, but within the last four years these relationships have been deepened and strengthened. My daughters, Pamela Francis and Lisa Schindehette have been a source of unlimited love and comfort. Thank you for the support you have given to me during my stay here at Virginia Tech. I am proud of you, who you are, and who you are becoming. Also I would like to express to my step-daughter, Allison Martin, a note of thanks for your care and concern regarding me and my work and the special attention you have given to your father.

Another relationship that has developed during my time here at Virginia Tech is

with my son-in-law, Greg Granger, a fellow doctoral student. Greg and I have commiserated together and supported each other. Thank you, Greg, for letting me share a part of your life.

There is probably no more precious relationship for a grandmother than the special bonds that she shares with her grandchildren. Jon Michael Schindehette and Aaron Paul Schindehette are the best grandsons that a grandmother could ever hope to have. My desire for you is that you will always have a thirst for knowledge and a love of life. I love you both.

Life-long relationships are far and few between for these require the bonding between two very special individuals. I share such a relationship with my best friend and sister, Brownie Barbo. Her love, care, concern, prayers and encouragement have always been an important part of my life. Her family has been very special and supportive of me through the years. Thank you Howard, Wendy and James for your love and support.

There are those relationships that are formed between humans that add new dimensions to our lives in ways too numerous to describe. Often, these relationships have the power to change both our personal and professional lives. Pat Archer has been such a friend. Pat, thank you for the special support, care and encouragement that you have extended to me during these past four years. You will never fully know what your friendship means to me.

There are other special people in my life who are too numerous to mention. Each of them has given to me something very special and unique. My total growth would not

have been the same without all of the special relationships that have touched my life so deeply. Thank you.

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CHAPTER I

INTRODUCTION

Relationships of all types are important in our lives. We build relationships with family members, friends, co-workers, doctors and teachers. But, how much do we know about these relationships? What is a relationship? How are relationships constructed in our personal and professional lives? How do our relationships influence what we do? Duck (1991) tells us that relationships have to be made and developed; they do not just happen. Gilligan (1993) states that a relationship involves at least two people and is characterized by a certain amount of reciprocity. When two people have a relationship, each one can and does influence the other (McClintcock, 1983; Morton & Douglas, 1981). When two former strangers develop a close relationship, they move from total independence to a high degree of interdependence (Levinger, 1982, 1983; Tannen, 1986). Interdependence may be defined as strong and diverse interactions between the two persons within the relationship. Each individual will have a strong and frequent impact on the other that is expected to last over a long period of time (Kelley & Thibaut, 1978; Morton & Douglas, 1981). The thoughts, actions and feelings of each person in the relationship help determine the thoughts, actions and feelings of the other (Levinger, 1982 1983; Tannen, 1986). As individuals interact within relationships, they build a network of interdependent community structures (i.e. schools).

Relationships play an essential role in the building of a learning community in school settings. In relationships between teacher and pupils, there exists a high degree of

interdependence. Within the school setting, many different types of relationships exist. A teacher will have relationships with the administrative staff, other teachers, and parents as well as with pupils. Children will have the opportunity to relate with teachers during recess, lunch, P.E., music or other times during the school day. Pupils also relate with their peers and the administrative staff. The administrative staff relates with parents, teachers, itinerant staff members, office personnel, central office personnel as well as with pupils in the school. Typically, the most important relationship within the school is between the teacher and pupil. At the beginning of each new school year, groups of children are assigned to teachers. As the learning community is established, these individuals build relationships and become a classroom of personalities sharing common experiences within a similar daily framework (Kliensasser, 1989).

Often, student teachers enter the classroom community as totally separate, independent entities who will need to learn the behaviors and textures of the classroom in which they are assigned (Doyle, 1977). Teachers, pupils, and student teachers become involved in the act of creating relationships throughout the duration of the student teaching experience. It is the case of student teachers and the relationships they construct with their pupils in the classroom that I was interested in exploring. Understanding the essence of the relationship between student teachers and their pupils can help teacher educators understand the early process of the relationship building that occurs between student teachers and their pupils.

Reasons for Interest

My interest in the relationship building experiences of student teachers came about as a result of almost 30 years of teaching and administering as a principal, as well as my background as a supervisor of student teachers. My first teaching assignment was in a rural Arkansas school that served grades 1-12. With an undergraduate degree in Sociology and absolutely no formal preparation for classroom teaching, I applied for the job of elementary counselor. I did not meet the requirements for the counseling position, but was offered a second grade teaching assignment. I accepted the job and began teaching the following week.

The mechanics of putting together lessons and running a classroom were overwhelming. For the first few weeks in that classroom the pupils were of secondary importance (cf. Fuller & Bown, 1975). As classroom life settled into more of a routine, I had the chance to become better acquainted with the pupils. All of my pupils were from Air Force families and had already made three to four moves in their short lives. I began to talk with the pupils about the many places where they had lived. We used their travels for interdisciplinary studies in the social sciences. Making the effort to talk with the children about their travels made it easier for me to begin building personal relationships with them.

One of the main lessons I learned in my first year of teaching was that the pupils had to come first. As important as lesson plans, making classroom games and materials, grading papers, contacting parents and keeping the classroom in good running order were,

these activities had to take second place to the needs of the children. When I had made the effort to acquaint myself with my pupils and their lives, the planning for academic needs would often begin falling into place. During my third year of teaching (while still in Arkansas), a seven year old boy named Elvin joined our class. He had attended a small, rural, one-room school during his first year of school. Elvin came to our class without knowing his colors, the letters of the alphabet, how to write his full name, and with very few social skills. This was in 1962, a time when special education placement was not a course of action for children who were functioning below grade level. For Elvin, this was a blessing in disguise.

I spent time with Elvin those first few days of school and realized that he was intelligent and wanted to learn. Elvin was a shy child who had mostly been ignored by the teacher in the small, rural, one-room school who was very busy with too many other children and subjects. I visited with Mrs. Jackson, Elvin's mother, who reaffirmed my belief that Elvin could learn. All he needed was attention and support. Mrs. Jackson had the equivalent of a second grade education and wanted better for her children. By knowing Elvin's experiences, his academic and social requirements, I was able to provide Elvin with a curricular and instructional program that met his needs so that he was able to work with the other children by the end of that school year.

Through the next 15 years, I had the opportunity to teach in other schools under many different circumstances. In 1969, there was a fourth grade student in my class who was supposedly a "non-reader". His third-grade teacher had informed me that David

would not do his work and was a slow learner. David's parents had decided to have David tested for Special Education because they felt that he had a learning problem. David and I spent a lot of time together in conversation during the first week of school. As a part of our classroom activity that week, we engaged in discussions where we shared our various interests. Through my conversations with David, and the sharing times in the class, I found that he was very knowledgeable about the world around him. He could identify any animal, bird, snake and most plants in our area. David came in one day and told me that his cat had delivered her babies on his bed the night before and described just what had happened in great detail. This child certainly did not sound like one who could not learn. Our conversations continued and broadened. We had wonderful discussions about the space program. He unquestionably knew more about the space program than I did.

When I handed David a science book one day, he began to read for me. David was able to read, write and do math. Tapping into David's interest and background experiences opened his world to me and led to an exciting journey. We designed units of work based on his scientific interests and knowledge. Once David had experienced success with his science curriculum, I began to notice David attempting materials in the other content areas as well as working with his classmates on various projects. By the end of that year, David was functioning above grade level in all content areas. In April, David's California Achievement Test scores indicated that he had shown gains of two to three years growth since the previous test.

Today, David is a veterinarian and also flies his own plane. His parents have

thanked me repeatedly for taking the time to get to know David and being willing to let him use his talents to aid in his learning. In this case, what David needed most was someone who would take the time to find out who he was, what he enjoyed, and who was willing to allow him to use that knowledge in his learning. David reinforced for me the importance of teacher-pupil relationships. My experiences with David revealed to me the relevance of building these relationships and the positive influences that personal relationships can have on the teaching-learning process in the classroom.

For me, knowing that relationships are important, and being able to act on that knowledge, were not always one in the same. The next year, after three weeks into the school year, Patsy entered my classroom. In my efforts to make Patsy feel welcome, and a part of the classroom, I spent time with Patsy that first day of school filling out an interest inventory and taking the first steps toward getting acquainted. As hard as I tried, we never did get into a comfortable conversation that day. The pattern that was established that first day continued throughout the school year. Patsy made friends easily and interacted well with other children, but she always rebuffed any efforts I made to get to know her better.

Throughout the year, I made a point of having lunch with every student in my class. Lunch with Patsy was strained and she resisted joining in conversation. It became evident that we would never build a relationship that would go beyond polite interaction. After Patsy left for high school, she would often come back and visit with her teachers. Even then our conversation was polite and brief. Patsy taught me that no matter how hard

we as teachers try to build relationships with our pupils, some of these pupil-teacher relationships do not develop beyond superficial, polite interaction.

Professional Experiences

My experiences with Elvin, David and Patsy were important elements of my professional background when the time came to leave the classroom and enter the principalship. My experience as a principal spanned a total of nine years; eight years in a small rural K-8 school, with one year in a small inner city school. During my principalship, I realized that building relationships with teachers was just as important as building relationships with pupils. My experiences with relationship building in the classroom were a significant factor to my understanding the interactions between principal and teachers in my supervisory capacity.

As principal, I had the opportunity to observe teachers interacting with pupils in classroom settings, as well as on the playground and at other school functions. It was interesting to observe that some teachers took the time to talk with their pupils, while other teachers engaged pupils only when asking questions in class. I was also able to notice that some teachers seemed to genuinely enjoy being with their pupils, while others appeared to be more detached, having little or no interaction between them and the pupils. When team meetings were held to discuss pupil progress, it was interesting to note that some teachers could tell many things about their pupils' home, social and academic lives, while others stuck only to academic facts. What made the difference? Why did some teachers seem to really know their pupils and other teachers recite only the academic

dimensions? Although I noted the differences at the time, I did not really begin to reflect upon the reason for these discrepancies until I began my doctoral studies at Virginia Tech.

When I came to Virginia Tech five years ago, my graduate assistantship assignment was the supervision of student teachers, which I did for a year. This was my first experience working with novice teachers. During my own personal educational preparation I did not student teach, nor did I supervise any prospective teachers in my roles as teacher and principal. Since my first assistantship, I have had the opportunity to supervise student teachers two more times, each in a very different setting from the first supervision experience. As I worked with novice teachers, I observed, as I had with veteran teachers, that some were able to create rich relationships having profound influences on the teaching and learning environment, while others did not. These two different supervisory experiences led me to question how student teachers learn about and build relationships with their pupils.

As I have talked with student teachers during the past four years, it has been of particular interest to me to hear their comments about observations they have made concerning the pupils within their classrooms. Some student teachers appear to be very aware of the social, emotional, academic and physical needs of their pupils. In contrast, other student teachers are often so focused on the academic work that other needs of the pupils seem to get pushed to the side. In my observations of these novice teachers I have often reflected upon my first few weeks as a second grade teacher, trying to balance the curriculum needs of the pupils against my needs to learn about them.

I wondered "Why"? What makes some student teachers focus on the whole child while others do not? What do student teachers do with the knowledge gained about children? Does the student teacher's enhanced awareness of pupils as unique individuals assist in the professional growth of the student teacher? And finally, does this knowledge lead to the development of an interdependence in the teaching\ learning process that enriches the experience for both members of the relationship? These questions paved the way for this proposal.

PURPOSE

The purpose of this study was to describe how relationships between student teachers and pupils were constructed within the context of the middle school classroom. The relationship building process between student teachers and their pupils should be considered a special case due to the fact that student teachers often have a very limited time frame, usually 10-15 weeks, in which they are expected to develop and evolve into teachers (Kleinsasser, 1989). It is during this time frame that the novice teacher is expected to develop instructional techniques, acquire a teacher identity, learn classroom management skills, and also develop strategies for learning about and relating to their pupils (Knowles & Cole, 1994; Rogers & Webb, 1991; Zeichner, 1986). The purpose of this research investigation was to capture the essence of the relationship building process by observing student teachers and their pupils. Through an understanding of the relationship building process occurring between student teachers and pupils, teacher educators raise the awareness of student teachers about the importance of relationship

building in middle school settings and assist them in developing specific strategies to incorporate in their practice.

For prospective teachers who enter a classroom after the school year has begun, there is often a feeling of being out-of place (Kleinsasser, 1989). The student teachers have to learn pupils' names as well as the classroom environment and school procedures well after the classroom procedures have been established. In addition, they often have to leave the class before the school year is over, thus missing the closure of the school year (Kleinsasser, 1989). In some special cases, however, student teaching programs will begin when teachers report back to school in the fall and will remain until the end of the year. Virginia Tech, for example, has some student teaching models that begin when public school pupils begin school, but end just before the university graduation date. The Professional Development School movement (Darling-Hammond, 1994) moves even farther in this direction as it promotes student teachers as full members of the faculty during the student teaching experience with a master teacher. In the Professional Development Schools, the student teaching year is based on the public school calendar as opposed to traditional teaching programs that are based on the university calendar (Darling-Hammond, 1994). Situations such as these present unique and challenging sets of conditions from which to build meaningful relationships.

Although all aspects of the student teaching experience are significant, this research investigation examined what happened as student teachers and pupils began to get to know each other and build relationships. For many student teachers, building

personal relationships with pupils is not as important as other aspects of student teaching. Many student teachers are often overwhelmed with the demands of teaching. Yet, for others, knowledge of pupils is very important. Kagan & Tippens (1991) remind us that one criterion of growth for student teachers is the knowledge gained of their pupils. This knowledge assists the student teacher with building bridges to their own background of experiences.

The Effects of a Student Teacher's Background Experiences

By the time student teachers enter the classroom, they have spent approximately 16 years as a pupil observing teachers and teaching (Ciscell, 1987; Lortie, 1975). Having been exposed to the many facets of school life, student teachers often feel that they have a thorough understanding of what teaching is all about (Buchmann, 1989; Calderhead, 1988; Feiman-Nemser, 1983; Hollingsworth, 1989). Prospective teachers come to the student teaching setting with a wealth of knowledge and ideas that affects how they teach and learn. What a student teacher learns is shaped by the classroom experiences they bring to the practicum (Applegate, 1986; Calderhead, 1988; Feiman-Nemser & Buchmann, 1989; Kagan, 1992). Many of these novices have worked with children in situations removed from the academic classroom setting, such as teaching Sunday School, coaching, counseling at summer camps and baby sitting (Book, Byers, & Freeman, 1983; Wilson, 1990). However, many of these student teachers have not had experiences with the particular age group with which they will conduct their student teaching. This perception of lack of experience is a concern for many student teachers (Maxie, 1989).

Gaining a practical understanding of their pupils' developmental stages (Miller, 1993) adds yet another dimension of complexity to the student teaching experience.

Although student teachers may lack practical experience with various age groups, they often come to the classroom setting with their own ideas and beliefs about what makes a successful teacher (Applegate, 1986; Calderhead, 1988; Clark, 1988; Perry & Rog, 1992). Student teachers' personal histories provide a background against which they make professional choices about how to act as a teacher. These background experiences can be a powerful influence on a novice's perspective of teaching (Bullough 1991; Calderhead, 1991; Calderhead & Robson, 1991; Ciscell, 1987; Kagan, 1992; Knowles & Holt-Reynolds, 1991; Lortie, 1975; Maxie, 1989; Perry & Rog, 1992; Zeichner & Tabachnick, 1981). Even though a student teacher's personal history is important in the formation of ideas of teaching, university classes, methods classes, and other field experiences play a large part in the formation of the teacher image.

The image of a student teacher's favorite teacher often represents for them what good teaching should be (Applegate, 1986; Calderhead, 1988; Calderhead & Robson, 1991; Feiman-Nemser, 1983). Perhaps if a favorite teacher worked to build relationships between the teacher and pupils, it may be more likely that the student teacher will want to do the same for his/her pupils (Haughton, 1994).

Results from research I conducted in the spring of 1994 indicate that favorite teachers did affect the student teachers' attitude toward and methods of teaching (Haughton, 1994). In this study, 12 student teachers were interviewed during their student

teaching semester. The research focused on discussions of student teacher attitudes toward teaching, how student teachers viewed themselves as teachers, as well as the external influences such as teachers and pupil relationship building that led them to the decision to become a teacher. Of the 12 novices who were interviewed 95% mentioned a favorite teacher who had significantly influenced their desire to teach and the way they wanted to teach. One aspect of this study was to explore the prospective teachers' schooling experiences. The study also investigated the influence of past favorite teachers in helping to develop how these student teachers related to their pupils.

RESEARCH QUESTIONS

The primary guiding question for this research was: How do student teachers develop relationships with pupils in their classes? Two related questions of interest were: What factors in the teaching and learning environment influence the development of those relationships and How do these relationships influence the student teaching experience?

Chapter II contains a review of ideas relevant to the process of relationship building in school settings. Themes discussed in the literature review include: communication, self-disclosure, care and concern, supervisory relationships, cultural diversity and a description of the development of middle school pupils.

The research methodology used for this study is presented in Chapter III. The methodology review includes an overview of qualitative research, phenomenology and case studies. Chapter III also describes the setting time frame and participants in this research investigation.

Chapter IV presents an analysis of the results of the research study. The stories of the two student teachers are told together to present themes found in the analysis process.

In Chapter V, there is a discussion of what I have learned from this study and how these findings could be used by teacher educators. Areas of future research are also discussed.

CHAPTER II

LITERATURE REVIEW

Theoretical Framework

The theoretical framework of this study will be based on ideas from the following areas: elements of a relationship, communication, self-disclosure, care and control, supervisory relationships, cultural diversity and teaching and learning in middle school settings.

Elements of A Relationship

Relationships may be described as regular social encounters with people, with the expectation that the relationship will continue over a period of time (Duck, 1991). Relationship building has been compared to a game. It is important to know the rules, the skills involved, and the environmental setting. Unlike a game, however, cooperation rather than competition is the rule (Argyle & Henderson, 1985).

Relationships are constructed through talk, daily interactions, reliability, acceptance and understanding (Duck, 1994; Fisher & Brown, 1988). Health and happiness is affected more by personal relationships than by income, social status, or education (Argyle & Henderson, 1985; Berchild & Peplau, 1983; Duck, 1991). People are not always aware that problems such as depression, suicide, family violence, truancy, alcoholism, poor school and job performance can often be traced back to difficulties in relationships (Ginsberg, Gottman & Parker, 1986). Duck (1991) contends that these tragedies come about partly because many people in our society act as if relationships do

not need any attention or care. It is assumed that relationships, once begun, should automatically take care of themselves.

Too often, people feel that relationships just grow with no need to understand the elements necessary for maintaining a relationship. To help relationships grow and develop, the relationship builders need to be thoughtful and active (Duck, 1991). The individuals who are building the relationship started out as strangers to each other. Several sophisticated skills such as assessing the other persons needs accurately, adjusting behavior to the other person's behavior, selecting and revealing the right kinds of information in appropriate ways help to form relationships (Altman & Taylor, 1973; Duck, 1991; Duck, 1994). Relationships are also governed to some extent by rules, both formal and informal. These rules tend to be related to the past experiences (such as opening doors for ladies) and must be constantly altered to keep up with present situations (Argyle & Henderson , 1985).

Altman & Taylor (1973) in their research on relationship building discuss three major factors that play a part in the development of relationships:

1. *Personal characteristics of participants.* Personal characteristics, personalities, and social needs will all have a bearing on how interpersonal affairs are managed.
2. *Outcomes of exchange.* When something is gained from the relationship on the part of all parties involved, a different history will ensue than if the exchange process is unsatisfactory.
3. *Situational context.* Situational contexts can have considerable impact on the

relationship. In some cases, people are free to enter or leave a relationship; in other cases, they may be forced to maintain ties with people when they do not want to.

Most people realize that the character of their lives is often shaped by relationships (Berchild & Peplau, 1983). Social acceptance and approval is usually important to everyone (Ginsberg, et al, 1986). Although it takes two people to have a relationship, it takes only one to change the quality of the relationship as one changes behavior to match the reactions of the other individual (Fisher & Brown, 1988). Relationships do not simply bring people together, rather, they transform people. No relationship can be inert and static due to the fact that people are always changing (Altman & Taylor, 1973; Duck, 1994). Relationships change as people change. As individuals continue to define their relationship, they gradually move toward a deeper understanding of their mutual personalities through the use of words, bodily behavior and environmental factors (Altman & Taylor, 1973; Duck, 1994).

As much as people differ, everyone shares a common humanity. Almost all people have a need to make contact with other people. A relationship requires something of each person and promises something in return (Brenton, 1974). The outcome for any participant in an ongoing interaction can be stated in terms of the rewards received and the cost incurred by the participant. People assess interpersonal rewards and costs, satisfaction and dissatisfaction gained from the interaction with others. The advancement of the relationship is heavily dependent on the amount and nature of the rewards and costs involved (Altman & Taylor, 1973; Kelley & Thibaut, 1978).

Levinger (1982, 1983) discussed five phases of relationship building that provides a framework for the development of relationships. These phases are:

1. Acquaintance with another person
2. Buildup of the relationship
3. Continuation or consolidation of the relationship
4. Deterioration or decline of the relationship
5. Ending, either voluntary or involuntary, of the relationship

An acquaintance between two or more people cannot begin until they are together in the same environment. The acquaintanceship phase may last indefinitely thus many relationships never go beyond this point. Within the acquaintanceship phase, there exists two domains, "closed field" and "open field". In a "closed field" situation the environment makes individuals aware of each other. In the "open field" environment, such as in a busy airport terminal, the attention of individuals may be directed to a wide variety of individuals.

When people meet for the first time, their experiences may or may not be favorable. If this first acquaintance does not leave a good impression, little more may happen unless they are together long enough to find something mutually appealing about each other. In the classroom, a student teacher and the pupils are forced to be together, even if their initial relationships are not favorable. Some student teachers and pupils will remain at the acquaintanceship level throughout the entire student teaching experience. However, for most pupils, they will begin to move from the acquaintanceship phase to the

building up of a relationship with the student teacher.

During the build-up phase of relationships there is an ever increasing oneness between those involved in the relationship (Altman, Vinsel, & Brown, 1981). This oneness of communication oscillates between a superficial exchange of ideas and information and a deeper disclosure of personal facts. In the classroom, the buildup of relationships between student teachers and pupils is observed as they share personal experiences and common school events.

The continuation, or the middle phase of relationship building, is accompanied by familiarity and predictability. As people become more and more familiar with each other, they are more freely able to self-disclose and share the events of their lives. Within classroom settings, student teachers and pupils at this phase find it easier to disclose experiences that previously would have been kept to themselves.

Levinger's (1982,1983) fourth phase of relationship building is deterioration. During the deterioration phase of relationships, such as those between pupils and teachers, there is often a noticeable breaking away. As the school year approaches an end, pupils and teachers begin to pull away from each, often without realizing what is happening. In some cases, an incident occurs that may bring about a premature deterioration in the relationship between a pupil and teacher. In the case of student teachers and pupils, the deterioration phase is often skipped or omitted by the nature of the student teaching experience. During student teaching, time often becomes a factor in the beginning and ending of relationships. These factors often inhibit the deterioration that is frequently

experienced between teachers and pupils.

The ending of relationships can be either voluntary or involuntary. With a voluntary ending to a relationship, individuals mutually agree that the relationship no longer serves a purpose. In an involuntary ending to a relationship, one member feels that the relationship continues to meet the original expectations which the other perceives the relationship as no longer being effective. In classroom settings, these conditions do not apply. The school year has a definite time line with a specific starting point and conclusion. This specified conclusion of a school year results in the ending of the relationships between pupils and teacher. Therefore, relationships within the context of the classroom are neither voluntary nor involuntary, as described by Levinger (1982,1983), but are prescribed by the school.

Student Teacher Relationships

Not all of Levinger's (1982, 1983) steps are followed in personal relationships. However, within the context of student teaching many of these phases often apply. Student teachers often seem to be concerned about building personal relationships with teachers and pupils (Moon, Niemeyer, & Karls, 1989). The student teachers and pupils will begin to get acquainted, build-up the relationship and continue it during specified time periods. Relationships within a school have a definite beginning date, the first day of school, and a definite ending date, the last day of school. The student teaching experience is often too short to develop the rapport necessary for the development of personal relationships with their pupils (Kleinsasser, 1989). There will be a natural closure of the

relationship between the pupils and student teacher due to time limitations.

COMMUNICATION

As individuals build relationships they are involved in a process of communication. Conversation is one of the many ways that people can get acquainted with each other and share common interests (Duck, 1991; Duck, 1994; Ruffner & Burgoon, 1981). There must be some shared meaning of the topic of conversation between the persons involved if there is to be any communication. Strangers often have a stylized and relatively superficial communication based upon "tit-for-tat" reciprocity (Duck, 1991). That is, each person responds in kind to what the other person is saying and will wait to see what the other person says or does before acting. The conversation is therefore superficial, lacking depth or real meaning (Kelley & Thibaut, 1978). However, as individuals get to know each other better, they begin to develop deeper and more personal forms of communication (Altman & Taylor, 1973; Duck, 1977; Duck, 1991).

People have a powerful need to communicate. Ruffner & Burgoon (1981) describe communication as a "symbolic behavior that occurs between two or more participating individuals" (p.2). Ruffner & Burgoon (1981) also state that communication is transactional in nature and that "communication must have an impact on someone or it is not communication" (p.3). Communication must exist in order to develop a working relationship. Relationships are built on the transaction of meaning. Talk is a key activity through which relationships are created, developed, and sustained (Duck, 1992; Duck, 1994). Communication is not just limited to verbal expression, but non-verbal as well

(Altman, & Taylor, 1973; Duck, 1992; Duck, 1994; Morton & Douglas 1981; Ruffner & Burgoon, 1981). Body posture and facial expressions such as smiles, frowns, gestures, nods of the person who is talking are just as important as their spoken words. When speaking, the tone of voice, inflections, and tempo of speech often express not only words, but also feelings about the subject being discussed (Athos & Gaboarro, 1978; Duck, 1992; Duck, 1994). In normal human interactions, verbal and non-verbal factors interact to send messages to those around us. Altman & Taylor (1973) postulate that a person who is physically rigid or passive, who avoids eye contact and does not respond to any touches, will not reflect as close a relationship as one who reacts in kind to the friendly non-verbal messages sent out by the other person. Inconsistent non-verbal and verbal components of a message can be confusing (Altman & Taylor, 1973; Duck; 1977; Ramey, 1976; Ruffner & Burgoon, 1981; Tannen, 1986). The person who is angry and shows it through eyes, hands, and body posture, but denies the anger in words, is sending out a mixed message. Pupils often learn to read a teacher's body language and interpret it even more than the words the teacher may say (Athos & Gaboarro, 1978).

Too often classroom communication is not reciprocal. Within the classroom, teachers are often the primary talkers (Jones &Vesilind, 1994). This excessive teacher talk is usually not interactive in purpose and often discourages two-way conversations with pupils. In a typical middle school classroom discussion, the teachers do well over half the talking, and some teachers talk at the pupils as much as 80 to 90 percent of the time (Gatewood, 1995; Jones & Vesilind, 1994). The more the teacher talks, the more passive

pupils become. In this scenario, the teacher becomes the expert while the pupils play the role of the observer (Jones & Vesilind, 1994). Teachers need to be good listeners and follow the same conversational rules in the classroom as they would expect of their pupils. Pupils must have a chance for input into the class and their own learning, or they will give the teacher answers they think the teacher wants rather than do their own thinking (Jones & Vesilind, 1994; Roanoke City Public Schools, 1994).

For communication to be effective, there must be reception as well as transmission. Listening is an essential part of the communication process. Ruffner & Burgoon (1981) remind us that effective listening is possible only when the listener is motivated to listen to the speaker. Listening takes attention, energy, and skill. Pupils in a middle school classroom are often conditioned to listen only for factual information and are frequently distracted by note-taking (Jones & Vesilind, 1994).

Communication was an important element between student teachers and pupils as they began to establish relationships within the classroom. As a part of this research study, I observed communication patterns that evolved between student teacher and pupils. Some examples are: Did the student teacher control most of the conversation inside and outside the instructional setting? Did she listen to her pupils? Did the student teacher primarily lecture or did she provide for cooperative learning opportunities? Were pupils really listening to the student teacher or just going through the motions in order to look busy? These questions helped to guide my initial classroom observations of the student teachers as they engaged in the relationship building process, but did not limit

other areas of focus from developing.

SELF-DISCLOSURE

The term self-disclosure has been used to describe the degree to which people reveal information about themselves to others (Jourard, 1971). One of the main features that stabilizes, establishes, and develops relationships is the revelation of one's self and thoughts to others (Burnard & Morrison, 1992; Derlega, Metts, Petrino, Margulis, 1993; Duck, 1991). Self-disclosure is an important element in the relationship building process. Each person is provided with an opportunity to get to know the other individual and is able share feelings, thoughts and views (Chelune, 1979; Duck, 1994; Jourard, 1971). If one person in the relationship is unwilling to disclose information about themselves, the others usually feel inhibited to continue disclosing about themselves (Ruffner & Burgoon, 1981).

Self- disclosures can include thoughts, feelings and experiences that are usually held in private and not revealed to just anyone (Burnard & Morrison, 1992; Chelune, 1979; Ruffner & Burgoon, 1981). Jourard (1971) considers self-disclosure as the opening of oneself in order to create a transparent self with others. A more rigorous definition of self-disclosure would be "...any information exchange that refers to the self, including personal states, disposition, events of the past, and plans for the future" (Chelune, 1979). Self-disclosure usually consists of "I" statements and reveals personal information about the individual. Self-disclosure is usually verbal, but can also include bodily actions such as crying as a way of communicating "I'm unhappy" (Burnard & Morrison, 1992; Chelune,

1979).

Chelune (1979) divided the function of self-disclosure into the following five classes:

1. Expression-"I'm sorry" after a sad experience.
2. Self-clarification-Talking about individual beliefs and opinions in order to clarify one's own position.
3. Social validation-eliciting feedback from others and validating one's own self-concept.
4. Relationship development and maintenance-as one person discloses, the other does, also.
5. Social control-individuals may use information about themselves to control their own and other peoples' actions. They may even provide misleading information about themselves or provoke others to disclose information in order to learn about intentions and expected behavior.

Self-disclosure can benefit many people in the relationship building process, but is not necessary in all relationship endeavors (Derlega & Berg, 1987; Duck, 1991). Often, cultural traditions influence what people talk about and how much of themselves they are willing to reveal as well as influencing other dimensions of relationship building. Most people tend to develop relationships in which they are willing to disclose private information, but some are not comfortable with this and should not be forced to interact against their wishes (Chelune, 1979; Duck, 1977). Some people may feel that others do

not care about their problems. These individuals often feel that by disclosing feelings or thoughts they are showing signs of weakness. Others may not have the internal resources to bring up self-related information. Still others may be willing to disclose positive aspects of themselves in one context, such as work, and share negative aspects only in personal relationships (Burnard & Morrison, 1992; Derlega & Berg, 1987; Duck, 1973).

Too often, the institutional lives of pupils as viewed by school personnel are "open books" to teachers and other professionals within the school, yet pupils' lives outside of school are virtually unknown (Simpson, 1994; Taylor, 1991). By the time a child has reached middle school, there are numerous records available to teachers that reveal information about a pupil's personal life and academic progress. Pupils are expected to share even more personal information about themselves through journals, life stories, class discussions and other class activities.

In recent years, journals (also called logs or diaries) have been used more and more in middle school classrooms for the purpose of self-disclosure. The use of dialogue journals present the opportunity for pupils to express themselves honestly and use their own voice (Fulwiler, 1987). These journals are just one way for the student teacher to get to know their pupils better and communicate with them.

Student teachers usually expect pupils to openly talk about their lives or feelings, yet student teachers often do not reciprocate this same personal information with pupils. In fact, student teachers are often encouraged not to get "too friendly" with their pupils and keep a stern demeanor. As the student teacher and pupils begin to share their life

experiences, they initiate a process of self-disclosure which paints self-portraits that become clearer each time they interact (Brenton, 1974; Duck, 1973; Duck, 1994). Prospective teachers who enter the student teaching experience unsure about their image as a teacher, may be even more reluctant to let pupils see them as something other than "the teacher" (Knowles & Cole, 1994). The tension between authority and friendship creates ambiguity between how student teachers view their roles and how they relate to pupils (Feimer-Nemser, 1986). Student teachers often go into the classroom wanting to be friends with the pupils because they want to be liked by their pupils. When the time comes to take the teacher stance, the friendship relationship often stands in the way of effective classroom management (Feiman-Nemser, 1983; Kagan, 1992; Tardif, 1985).

In this research investigation, I spent time self- disclosing personal information with the student teacher participants, as well as the goals for this project. In return, the student teachers disclosed their individual goals and plans. In the classroom, observations included examples of self-disclosure between student teacher and pupils. For example, did the student teacher self-disclose with the pupils or did she expect pupils to self-disclose about their personal lives without reciprocation?

CARE AND CONTROL

The roles we play in life place us in certain relationships with others (Noddings, 1984). Caring is a part of almost any relationship and we must be open to the demands of that caring (Noddings, 1995). Caring for our pupils comes with our role as teacher. Our obligation to pupils provides a connection with their psychological needs, as well as with

the actual teaching methods employed (Noddings, 1986). Human relationships require us to recognize the need of continuous caring and be active about our caring. In personal relationships, caring is a reciprocal act and provides a source of strength to maintain those relationships (Mayerhoff, 1971; Noddings, 1984).

Most student teachers go into teaching because they care about students. Caring for pupils is often one of the main expectations of the student teachers (Feiman-Nemser, 1983; McLaughlin, 1991). Many elementary education students feel that warmth, empathy, and patience are the most important qualities in helping them to become teachers (Feiman-Nemser, 1983; McLaughlin, 1990). Many student teachers have spent time working with children in all type of activities and want to help their pupils have good experiences in school. On the other hand, preservice teachers are also very concerned about "controlling" their classrooms and being seen as a teacher who can keep the classroom orderly (Goodman ,1988; McLaughlin, 1990). What does caring mean to the prospective teacher and how can a caring teacher also provide an appropriate classroom environment? Does a student teacher have to choose one over the other? Are care and controlling independent or interdependent elements in a classroom?

Noddings (1986) reminds teachers that when they work from an "ethic of caring", the development of the whole person is a major concern. Mayerhoff (1971) indicated that caring involves promoting the growth of those who are cared for. Teaching requires care for and fidelity to pupils. Noddings (1986) describes fidelity as a direct response to persons with whom there is a relationship. According to Noddings (1986), fidelity is not

faithfulness just because of duty or principle, rather it is an important aspect of the teacher and pupil relationship and is a precondition for the maintenance of these relationships . How does a student teacher develop and maintain caring relationships with 30-150 pupils every day, especially when she\he has no choice about who is assigned to the classroom (Kohl, 1984; Rogers & Webb, 1991)? Kohl (1984) felt that this ethic of caring could be fulfilled by "loving the student as learner" (p.66), and making sound decisions about pupils' educational needs.

In the text Caring: A Feminine Approach to Ethics and Moral Education (1984), Noddings states that "[t]he primary aim of every educational institution, and of every educational effort, must be the maintenance and enhancement of caring" (p 172). She goes on to say that all institutions must make caring a primary concern and all must share in the responsibility for nurturing the ethical ideal of caring. Noddings (1984) quotes Joseph Junell who asked:

> To what part of man does public education owe its first obligation? Is it to his academic-intellectual-academic world, or his emotional-social one? Which one is more likely to insure him a measure of happiness and a reasonable chance of survival? (p.2).

If humankind is to survive, should happiness be the aim of life? Noddings (1984) asserted that the primary aim of life is caring for and being cared for by others in the human and non-human world. Dr. Tony Compolo, at the Virginia Middle School Association Annual Conference (1995), discussed the fact that American families are more concerned with the

happiness of their children as opposed to the Japanese who were more concerned with their children doing their best in all aspects of life. Dr. Compolo stressed that we as educators must care for all children and encourage our pupils to learn to care for all humanity.

Yet, as teachers care for pupils, they must realize that caring often involves issues of power and control. When teachers care for their pupils, they often make attempts to impose their control over them (McLaughlin, 1990). In the middle school classroom, controlling is often defined as classroom management or discipline. Maintaining discipline in the middle school classroom is very important to student teachers. Balancing the roles of authority, being "the teacher", and "being a friend" with pupils creates an ambiguity in how teachers see their roles and relate to their pupils (Feiman-Nemser, 1983; Goodman, 1988). Successful teachers tend to see themselves as problem solvers and diagnosticians, rather than "mother figures" or disciplinarians (Brophy & Evertson, 1976). The caring student teacher will provide opportunities for pupils to build on personal knowledge, to create concern for the common good and to create bonds within the school and classroom so that each individual has the chance to learn and grow (Berman, 1987).

In a research study conducted by Goodman (1988), student teachers were not only interested in "controlling" pupils, but they also desired to teach the pupils to "cooperate". The majority of the student teachers in the study felt that cooperation was necessary in order to get the pupils through a predetermined curriculum within a specified time period. Goodman (1988) stated that student teachers, cooperating teachers, principals, and

university faculty members almost unanimously cite the "problem of control" as the most important aspect of learning for student teachers. Student teachers quickly learn that "while they could 'get by' with mediocre organization, planning, or curriculum development, their ability to 'be in control' had to be assured by graduation" (p.124).

Many studies reveal that student teachers became more controlling and authoritative as the student teaching experience progresses (Fuller & Bown, 1975; Silvernail & Costello, 1983; Tardiff, 1985, Zeichner, 1980; Zeichner & Tabachnick, 1981). Getting the class through the lesson in a quiet, orderly manner often becomes the deciding factor in determining if a particular teaching activity will be taught or is successful. The necessity of securing control and developing authority in the classroom did not allow for the interpersonal relationships that novice teachers expected or wanted when they began their teaching experiences (Goodman, 1988; McLaughlin, 1991; Tardiff, 1985).

From a study of student teachers, McLaughlin (1990) concluded that there were three primary ways of showing caring: being both real and spontaneous, establishing personal relationships with students in and out of class and altering both the curriculum and learning environment to keep students engaged in the learning process. A caring student teacher will not negate the importance of good curriculum development and teaching for the sake of caring (Noddings, 1992). The guiding principle for teaching subject matter is determining how instruction will develop both caring and knowledgeable pupils (Noddings ,1988; Rogers & Webb, 1991). Caring is the basis for thoughtful

educational decision-making and for encouraging student learning (Rogers & Webb, 1991; Simpson & Garrison, 1995).

Student teachers are often given the advice "don't smile until Christmas". This concept suggests that adults establish relationships with pupils through manipulations and not through sensitive person-to-person respectful interactions (Knowles & Cole, 1994). Teachers have total control over pupils' school lives. The teacher is expected to be the leader of the classroom, and as such, does have power over the pupils. Even when the teacher and pupils establish a "democratic" classroom where pupils have a strong voice in the structure of the class, the teacher is the one who has delegated that authority to the pupils (Tom, 1984).

Student teachers have the choice to use this control or to find ways to develop caring, professional relationships with pupils that show genuine interest in and care about the pupils as people, not pawns in the classroom (Knowles & Cole, 1994). A caring relationship with pupils is a necessary part of the student teacher's moral and educational growth (Liston & Zeichner, 1987). To help shape young people who can be admired, trusted and respected, student teachers need a reservoir of knowledge about their pupils as well as knowledge about their intellectual abilities (Noddings, 1988).

Caring is not just a warm, fuzzy feeling, but more of a way of acting (Noddings, 1995). Tom (1984) states that teaching is a moral responsibility in the development of pupils to grow in desirable ways and to become knowledgeable about society and life. Tom (1984) further states that the teacher must be the instructional leader of the class,

but should not use his\her power to exploit the pupils.

Caring in classrooms is about the ethical use of power (Noblit, 1993). In order to care, the student teacher needs to know and understand who the pupils are, what their needs are, and how to respond to those needs (Mayerhoff, 1971). A theory of caring in teaching should include the needs of the pupils, the process of instruction, the curriculum and student learning (Rogers & Webb, 1991). To care for their pupils, student teachers need to be able to understand the pupils' world as if they lived in that world themselves (Mayerhoff, 1971).

Caring in the classroom involves much more than words of praise and "warm fuzzies". This research investigation was interested in discovering what student teachers think caring is and how it should be shown. Was caring and concern on the part of the student teacher communicated to pupils through the lessons that were taught and by connecting those lessons to pupils' real life experiences? Did discipline techniques indicate care and concern for the pupils? Are there definite guidelines outlining classroom expectations that also revealed a teachers' care and concern? Most of all, did the pupils know and understand that the student teacher enjoyed being in that classroom and was comfortable with the personal interaction between pupils and student teacher?

SUPERVISORY RELATIONSHIPS

No person or classroom in a school is an isolated entity unto itself. Just as in the business world, there is a hierarchy that defines how the system is to be operated. As in any business, supervisors of all sorts play an important role in the atmosphere of the

school (Bain, 1991; Glickman & Bey, 1990; Richardson-Koehler, 1988).

An important person in the student teaching experience is the cooperating teacher (Bain, 1991; Knowles & Cole, 1994; Maxie, 1989). The cooperating teacher can make an important contribution in the areas of integrating preparation and practice (Alverman, 1981; Zeichner, 1986). Relationships between the student teacher and cooperating teacher can make the experience a good or bad one for the student teacher (Barrows, 1979; Guyton & McIntyre, 1990). The student teacher and cooperating teacher each come to the student teaching experience with their own expectations and perceptions. Those expectations and perceptions will affect the interactions between the student teacher and cooperating teacher (Bain,1991). Each person has a story to tell, and each person has the obligation to listen. Those stories are about individual identities as teacher, past experiences and expectations of the student teaching experience. Supervisory communication is a two-way exchange between supervisor and student teacher in an attempt to create shared meaning (Moon, Niemeyer & Simmons, 1988). The cooperating teacher is responsible for the steady, day-by-day advice, feedback, and encouragement needed by the student teacher. Student teachers who are supported by cooperating teachers and supervisors, and who use a similar language about teaching, seem to develop in a secure and positive fashion (Moon, et al, 1989).

The novice teacher is still a student trying to develop an identity as a teacher in addition to fulfilling responsibilities to both of those roles (Knowles & Cole, 1994; Tardiff, 1985; Walker, 1994). The cooperating teacher has a significant part in helping the student

teacher grow from student to teacher (Knowles & Cole, 1994). Because of this, I have attempted to include an examination of the influence of the cooperating teacher on the process of relationship building for the student teacher. The cooperating teacher (often called the supervising teacher) provides techniques and practical suggestions for classroom management, discipline and problem-solving (Feiman-Nemser & Buchmann, 1989; Maxie, 1989). The cooperating teacher is usually the most significant person in the student teacher's professional development (Brodbelt & Wall, 1985; Knowles & Cole, 1994; Richardson-Koehler, 1988; Zeichner, 1980). The cooperating teacher is the individual who will be in the class every day to supervise the learning of the novice. Most cooperating teachers welcome the supervisory role as a challenge as well as the benefits a student teacher offers for their pupils. Cooperating teachers tend to feel responsible for the success, or lack of success, of the student teacher (Barrows, 1979; Richardson-Koehler, 1988; Stout, 1982). Supervising a student teacher is not always an easy job for a teacher. The cooperating teacher must balance the needs of their pupils, the student teacher's needs and their own professional duties (Moon, et al, 1988). Being valued by the university, as well as the student teacher, is important for the supervising teacher (Bain, 1991).

The preservice teacher is a guest in the assigned school and classroom. Student teachers lack much, if any, input in the life of the classroom, such as planning and developing classroom activities that are usually associated with being a full-time teacher (Hollingsworth, 1989; Maxie, 1989). The student teacher often perceives the cooperating

teacher as knowledgeable and superior in teaching skills (Brodbelt & Wall, 1985; Moon, et al, 1988). The student teacher is acutely aware that the cooperating teacher will have significant input into the grade given at the end of the internship. The cooperating teacher's letter of recommendation will normally be very important in the process of being appointed to an initial teaching position (Barrows, 1979; Stout, 1982). Many novice teachers will refrain from challenging opinions of the cooperating teacher or doing anything to create conflict. Brodbelt & Walls (1985) found that 93% of student teachers questioned in their study of role model influences said that they felt some degree of need to conform to the style and ideology of their supervising teacher. The goal of many student teachers is to do what is necessary for survival (Barrows, 1979; Moon, et al, 1988; Silvernail & Costello, 1983; Tardiff, 1985).

Many student teachers may not agree with the cooperating teachers' practices, but will choose to adapt to those techniques because of the evaluative role of the cooperating teacher (Brodbelt & Walls, 1985; Maxie, 1989; Moon, et al, 1988). However, many student teachers recognize the dissonance between their beliefs and the supervising teachers' practices, but are willing to conform (Alverman, 1981; Silvernail & Costello, 1983; Tardiff, 1985). The student teaching experience is not always viewed by the cooperating teacher as a time to learn and try new things (Maxie, 1989; Moon, et al, 1988). For some student teachers, the dissonance between their methods classes and what actually happens during their student teaching experience provides opportunities for them to adapt what they have learned while retaining their own ideas (Alverman, 1981).

CULTURAL DIVERSITY

The school and classroom community of today is comprised of pupils from many culturally diverse groups. Pupils from these culturally diverse groups possess vastly different frames of reference and experience (Newman, 1994). Due to these broad cultural boundaries that can be anticipated in today's middle school classroom, the building of meaningful relationships within school and classroom communities is essential (Grossman, 1995).

The demographics of school-age children today are rapidly changing. In 1976, 24 percent of the total school population was non-white. It is estimated that by the year 2000, between 30 and 40 percent of the total school population will be children from a mixture of culturally diverse groups (Grant & Secada, 1990). Today's pupil population is increasingly composed of children of color, children living in poverty, immigrant children and those who speak English as a second language (Gay, 1994). In 1993, the latest year for which statistics are available, there were approximately 14, 961, 000 children under the age of 18 at or below poverty level in the United States (U.S. Statistical Abstract, 1995). The official United States poverty level is $14,763 for a family of four; $17,449 for a family of five (U.S. Statistical Abstract, 1995). These children from low Socio-Economic Status (SES) and other minority groups will be representative of all racial, Socio-Economic and cultural groups.

Although the current student population is about 20 percent non-white, only 12-14 percent of the present teaching force is non-white. Of that 12-14 percent, 67-68 percent

of the teachers are female (Gay, 1994; Grant & Secada, 1990). The teacher force will be predominantly white and female for the foreseeable future. The percentage of minority college students going into teacher education is dropping and white women are expected to continue to be the majority of teacher candidates and teachers (Grant & Secada, 1990). Many of these teacher candidates come from middle-class backgrounds with few contacts with minority or low SES classmates (Feiman-Nemser & Buchmann, 1989; Grant & Secada, 1990; Grossman, 1995).

Just as prior experiences in the classroom helped to form an image of teaching for prospective teachers, so do the relationship experiences of these young people influence their ideas and conceptions of how to build relationships with their pupils (Feiman-Nemser, 1983). Since the schooling experience of diverse culture groups will be different than those of the middle-class white teacher candidate, student teachers will need to recognize and take steps to accept pupils who have different perspectives and backgrounds from their own (Feiman-Nemser & Buchmann, 1989; Gay, 1994; Ross & Smith, 1992). Student teachers usually have a relatively limited knowledge about the social and environmental factors that influence the pupils they teach. The most predictable thing that can be said about pupils as individuals whether elementary, middle school, or high school is that they are all different, with their own lives and backgrounds (Newman, 1994). In any classroom there will be a range of differences and diverse experiences.

By the time pupils from culturally diverse backgrounds arrive at school, they have already absorbed the negative values attached to their groups by mainstream society. The

pupils come to school only to discover that there is little of significance about their groups' culture and heritage within the school setting (Gay, 1994).

Educating student teachers to be culturally sensitive to these many diverse groups is a challenge facing teacher education programs. In 1973, the American Association of Colleges of Teacher Education adopted a policy statement that institutions seeking National Council for the Accreditation of Teacher Education (NCATE) accreditation would begin to include multicultural education as a part of their teacher preparation programs (Cooper, Beare & Thorman, 1990). The Carnegie Report," Turning Points" of 1989 as well as the Holmes Group report "Tomorrow's Teachers" (1986) recommended that teacher education programs be developed to help prospective teachers become aware of and meet the needs of a culturally diverse school population.

One of the first things that those enrolled in a teacher education program must be aware of is the fact of cultural diversity in the school setting. Student teachers must be made apprised of what is involved in teaching culturally diverse pupils (Feiman-Nemser & Buchmann, 1989; Ross & Smith, 1992). Prospective teachers also need to have commitment to the idea that all learners will be able to participate in the learner's society as well as in other societies (Gomez & Comeaux, 1990). Future teachers need to learn about the world around them and how to participate in other cultures (Newman, 1994). Teacher educators have the task of helping student teachers identify beliefs about education, society and the social functions of teaching (Liston & Zeichner, 1990). An awareness of the different communication patterns, roles of adults and children, and social

systems of other cultures must be a part of the student teacher's training (Cooper, Beare & Thorman, 1990; Gollnick, 1992; Milk, 1994).

In examining student teachers, a study conducted by Gomez and Comeaux (1990) found that the failure of student teachers to consider their pupils' needs, interests and concerns led to pupils that were hard to manage. Rather than examining their own teaching and attitudes, the student teachers blamed the pupils for not fitting into the designed curriculum. The prospective teachers blamed the pupils' families or the low Socio-Economic status, not the school, for the pupils's failure to learn. These novice teachers did not consider what the pupils brought with them to school. Consideration of differences in learning styles, cultural differences and pupil interests were not a part of the planning process. It was as if the student teachers assumed that their pupils would be similar to them, their school experiences and their life in school. Gay (1994) states that the conventional thought in education is that schooling must recognize personal differences, but treat all pupils with respect. This idea is possible because every person is a human being, but is unique in mental abilities, social, physical and emotional development and total personality. Gay (1994) goes on to say that "[t]he only way to ensure that everyone is treated the same is to treat everyone differently!" (p.85). The individual diversity that all children bring with them to school must be accepted and affirmed. To do otherwise is to miss or deny the beauty of human diversity (Grant, 1995).

The" melting pot" theory of American life was at one time the focus of education. Schools had a moral and civic obligation to transmit the American way of life to everyone

(Grant, 1995). The theory of assimilation, or the "melting pot" was that the schools had the duty to" fit children into society, by washing out cultural differences and ironing in values and behavior that conformed to Anglo-American ways" (Newman, 1994, p. 155).

The theory of separation, in contrast to the assimilation theory, stated that certain cultural groups were so inferior that those children were better off attending their own, separate schools. A separate school life prepared them to live in separate communities, hold separate jobs, and lead separate lives as adults. Members of these groups were considered too different to be assimilated-that is, too inferior (Newman, 1994). The "melting pot" was not hot enough to melt everyone, especially groups such as African Americans, Native Americans, Asians and others (J. Tlou, personal communication, September 11, 1995).

In contrast to the "melting pot" theory, cultural pluralism is the prevalent theory today. The cultural pluralism theory professes that a truly democratic society has the obligation to accept all ethnic groups and give equal treatment to everyone and recognize their contributions (Grant, 1995; Newman, 1994). Cultural pluralism is the consideration of more than one way of life in our schools and other institutes of society. Pluralism is a concept that tries to integrate equality with quality learning in the classroom (Gollnick, 1992). The issue of assimilation vs. pluralism has not been resolved in our schools today and continues to be an on-going debate. Because there is not legal definition of culturally appropriate education, there are many different opinions about what approaches to use to reach the goal of accepting all ethnic groups for who they are (Grossman, 1995).

Racial diversity, though, is not the only issue facing teachers. Educators are also faced with diversity in lifestyles (e.g. single parent families, homosexual families, children with grandparents, etc), economics, age, linguistics, mental abilities and physical handicaps (Grant & Secada, 1990; Grossman, 1995).

At one time it was common for teachers to live in the community in which they taught. They were a part of their pupils' world and understood the values, life-styles and cultural heritage that came into the classroom. Today, many teachers live in communities far removed from the world of their pupils (Gay, 1994; Gomez & Comeaux, 1990). The absence of shared living styles and frames of reference is a major hinderance to successful teaching and learning (Gay, 1994). There is no common understanding or sharing of life between teacher and pupils (Gomez & Comeaux, 1990). Wiggington (1992) asserted that it was not necessary for a teacher to be from the same culture in order to understand and appreciate the culture of the pupils. There must be an awareness, though, of what pupils bring with them to the classroom. The teacher must also accept the background of the pupils and use that knowledge to make learning relevant.

Today's student teachers must have the ability to build relationships with all their pupils, regardless of the cultural backgrounds. This study focused on relationship building process. I had planned to observe how these student teachers built relationships with pupils from culturally diverse backgrounds as well as how the student teachers encouraged relationship building among the pupils. The school setting for both student teachers in this study was primarily middle class white, with few minority students. Cultural and ethnic

factors were not a major factor in either classroom. The main cultural difference in this research was found in the backgrounds of the student teachers.

MIDDLE SCHOOL

This research project was based on student teachers who were working in a middle school setting. An important part of building relationships in this age group is to understand the particular characteristics and needs of middle school pupils. Too often, adults assume that a teenager is already an adult and does not need an adults' guidance and help. Adults often take a "hands-off" approach with adolescents and assume these young people can find their way into adulthood without any adult guidance (Elkind, 1984; Wiles & Bondi, 1981). Teenagers are not children but they are not yet capable of carrying out the adult responsibilities we often place on them (Elkind, 1984). Miller (1993) discussed Erickson's theory that constructing a sense of personal identify is perhaps the most important task during the teen-age years. To develop that identity, teenagers still need adult guidance and role models in the home, business, school and community. The physical, emotional, social and educational needs of this age group differ vastly from those of elementary and high school populations.

One of the main characteristics distinguishing middle level education from elementary or high school is the factor of early adolescence (Gatewood, 1995; George, Stevenson, Thomason, & Beane, 1992). The time frame of adolescence is usually divided into three periods-early adolescence (ages 10-14), middle adolescence (ages 15-17) and late adolescence (age 18 and up). However, there are no clear boundaries between these

stages (Miller, 1993). The lack of delineation between the stages makes it difficult for adolescents to determine when they move from childhood to adulthood (Hillman, 1991). The middle school years usually fall within the early adolescence time frame.

Middle school populations are characterized by many changes. During early adolescence physical changes occur and most pupils enter what Elkind (1984) calls the "Perils of Puberty" (p 45). During this period, young people begin to worry about themselves. Puberty is a time of unknown change. As each change is made, another change is there for the teen-ager to worry about. The main concerns for girls are: height and weight, breast development, body hair, and menarche. Boys are more concerned with height and weight and sexual development. It will be several years before the teenager knows how the changes will turn out and he or she can feel secure in their new body. Although the worries are a big stress to a youngster, a strong sense of self will be built that can be a source of strength to deal with the stresses of future life (Elkind, 1984).

As the pituitary gland "heats up" (Gatewood, 1995) and secretes growth hormone, there may be two to three inches of growth in girls and four to six inches of growth in boys within a period of six months to a year. It takes about three years to go through the changes associated with puberty, but not all children will go through the stages at the same time and same rate. The arms and legs will be the first parts of the body to start growing. It may take another six months for the internal organs to catch up with the skeletal growth. The heart does not always send enough blood to the brain and students are often sleepy during class. "Growing pains" are a reality for many of these young

people. Because of fast growth and changes, middle school pupils often feel uncomfortable and find it hard to sit still (Gatewood, 1995). Teachers are often unaware of or unsympathetic with the physical problems of early adolescents. As a result, teachers often expect youngsters to "sit still and listen". Adolescence is a time when physical needs often interfere with classroom and learning modes (Gatewood, 1995; George, et al, 1992).

It is estimated that as many as 25% of all pupils who enter the first grade will never graduate from high school. Since many of these "at-risk" pupils will drop out during the first year of high school, it is important that middle schools provide for the needs of these young people (Ruff, 1993). Teachers often assume that low-achieving students are lazy or do not want to learn. In a study of 220 at-risk middle school pupils conducted by Bergman (1989), the majority of the pupils declared that they valued education and wanted to succeed in school. Pupils felt that their needs had not been identified nor met. Many of these pupils were aware of their lack of knowledge of specific subject matter and they expressed the desire to have good relationships with both teachers and other pupils (Ruff, 1993). Pupils perceive that the system is impersonal and unaware of their special needs (Bergman, 1989).

During this period of adolescent growth, there will also be changes in the intellectual abilities of middle school pupils. Most young people from 10-14 are still at a concrete stage of reasoning as they enter middle school (Gatewood, 1995; George & Lawrence, 1982; Miller, 1993). George & Lawrence (1982) go on to state that not all children move from the concrete to the formal stage at the same time. Adolescents gain

the formal thinking skills only by experience as they perceive more and more of the world. Concrete thinking begins to move to more abstract reasoning by the eighth grade or age 12 as pupils begin to develop multiple ways of solving problems (Miller, 1993).

Middle school pupils are usually very curious and typically show a willingness to learn things they consider to be useful. Using skills to solve real-life problems is a good learning technique for pupils. Since there is a wide range of skills and abilities in a typical middle school classroom, teachers need to differentiate instructional approaches and materials in the teaching-learning process (Wiles & Bondi, 1981).

The typical attention span for middle school pupils is about 10-15 minutes (Gatewood, 1995). The student teacher will need to be aware of the necessity to change activities throughout the period and provide opportunities for movement. Group work at this age is also very important. Cooperative learning (Evans, Gatewood, & Green, 1993; Johnson, Johnson, & Holubec, 1985; Slavin, 1983; Tyrrel, 1990) can be an important tool in providing chances for pupils to talk together, move around and build social and problem-solving skills.

Most people have the impression that middle school pupils are "at risk" in all aspects of their lives. The Carnegie Report (1989) indicated that 25% of early adolescents were severely or moderately at risk and the other 75% had no signs of being at risk. These figures are in keeping with the same percentages for the general population. Adults have learned how to cover up their problems better than adolescents, so adolescents' problems are more visible to the general population (Gatewood, 1995).

Middle school is a time of mental, physical, and emotional changes for pupils (Bray & LaPorte, 1990; Eichorn, 1966). Bray & LaPorte (1990) remind us that middle school pupils act like an adult one day, a child the next day. Student teachers beginning work in a middle school need to be aware of the special developmental needs of this age group. Middle school pupils judge their teachers, not by their teaching skills, but by the teacher's personal attributes (George, et al, 1992; Maddux, Samples-Lachmann, & Cummings, 1985). As I observed student teachers interacting with middle school pupils, I looked for the acceptance that middle school pupils need from their teachers. Did these middle school student teachers build relationships with young adolescents? How did they try to build relationships with a large number of pupils? Did the student teachers cope with the mood shifts, physical changes and needs, and intellectual needs that are a part of the middle school experience? These were some of the questions I considered while observing the relationship building experiences between the two student teachers and their pupils.

SUMMARY

Through this literature review, areas of study that are important parts of relationship building have been explored. Many of these materials were drawn from the fields of Sociology and Psychology. The literature review began with a broad overview of what is in involved in building all types of relationships. The factors of communication and self-disclosure will be important in any type of relationship building. Another section of the paper concerned relationship building in a school setting, particularly the middle

school. Factors of care and control, supervisory relationships, and cultural diversity all play an important role in building relationships between student teachers and pupils. Since this research was conducted in a middle school setting, there was also a description of one way that relationship building can occur in middle schools settings as well as a description of middle school pupils and their educational needs. Despite the wide variety of materials covered in this literature review, little research is available that explores the particular area of student teacher-pupil relationship building. One of the goals of this literature review was to provide the background for research in relationship building skills between student teachers and pupils. Marshall & Rossman (1989) remind us that research is worth doing if it helps to build knowledge and contribute new knowledge to a field. As a result of this research study, perhaps new knowledge will be added to the field of student teacher-pupil relationship building processes.

CHAPTER III

Method

The purpose of this qualitative study was to investigate relationship building between middle school student teachers and their pupils. This study investigated the process used by novice teachers as they learned about their pupils and the factors that affected relationship building in the middle school classroom. The study also explored ways by which the interactions between student teachers and pupils affected the student teaching experience.

Qualitative research is a term used to refer to several research strategies that share certain characteristics (Bogdan & Biklen, 1992). Qualitative research enables researchers to learn, first hand, about the world and to better understand the behaviors of the world they are investigating by means of involvement and participation in the subject's frame of reference (Bogdan & Bilken, 1992; Hitchcock & Hughes, 1989; Marshall & Rossman, 1989; Sprinthall, Schmutte, & Sirois, 1991). The resulting data are rich descriptions of people, places and situations that are not always easily translated into statistical data (Bogdan & Biklen, 1992; Patton, 1990; Sprinthall, Schmutte, & Sirois, 1991). The researcher becomes the main "measurement device" in the study (Miles & Huberman, 1994). Patton (1990) explains that in order to understand many situations, direct observation and participation may be the best research method. He goes on to say that the task of the researcher is to provide a framework that accurately portrays the part of the world in which the people being researched live. Qualitative researchers often do not start

with specific questions or hypotheses to test. By avoiding a precise problem statement, researchers retain the right to explore and generate hypotheses in the area of the stated problem (Bogdan & Biklen, 1992; Marshall & Rossman, 1989; Miles & Huberman, 1994). However, the researchers usually have at least a rudimentary conceptual framework, a set of general research questions, some ideas about sampling, and notions abut the data-gathering process (Miles & Huberman, 1994). The term qualitative research may be better understood by its characteristics rather than a rigid definition. Qualitative research typically produces a wealth of information about a small number of people or cases, which increases understanding of the situation being studied, but limits generalizability (Patton, 1990).

Five characteristics of qualitative research have been described by Bogdan & Biklen (1992). They are:

1. *Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument.* Qualitative researchers assume that human behavior is significantly influenced by the setting in which it occurs, and whenever possible, they go to that location.
2. *Qualitative research is descriptive.* The data collected are in the form of words or pictures rather than in numbers.
3. *Qualitative researchers are concerned with process rather than simply with outcomes or products.*
4. *Qualitative researchers tend to analyze their data inductively.* Theory emerges

from the bottom up (rather than from the top down), from many disparate pieces of collected evidence that are interconnected. The researcher is not putting together a puzzle whose picture is already known.

5. *"Meaning" is of essential concern to the qualitative approach.* Researchers are interested in the ways different people make sense out of their lives. They set up strategies and procedures to enable them to consider experiences from the informants' perspectives. (p.29-32).

Some of the different types of qualitative research are: grounded theory, ethnography, the phenomenological approach, symbolic interactionism, and social anthropology (Bogdan & Biklen, 1992; Miles & Huberman, 1994; Strauss & Corbin, 1990). This qualitative study was planned to be conducted in the phenomenological approach. Stated briefly, phenomenology is an attempt to understand meanings of events and interactions of ordinary people in particular situations (Bogdan & Biklen, 1992; Patton, 1990; Van Manen, 1991). From a phenomenological point of view, to do research is always to question the way people experience the world, to want to know and give meaning to the world in which people live (Patton, 1990; Van Manen, 1991). The act of researching-questioning-theorizing is the intentional act of becoming a part of the world (Bogdan & Biklen, 1992). Phenomenology aims at gaining a deeper understanding of the nature or meaning of everyday experiences (Bogdan & Biklen, 1992; Patton, 1990; Van Manen, 1991). The researcher wants to understand what meaning people construct around events in their lives and does not assume to already know what things

mean to the people being studied. The researcher questions the world's secrets and intimacies and wants to know what is most essential to being (Patton, 1990; Van Manen, 1991).

Phenomenology is a human science which studies people, not subjects or individuals. Phenomenology always begins in the lifeworld (the every-day world in which we live) and attempts to gain insightful descriptions of the way the world is experienced (Van Manen, 1991). These descriptions enable the researcher to apply rules of thumb to situations in order to make sense of them (Hitchcock & Hughes, 1982). The researcher has knowledge from which explanations can be extracted and provide solutions to problematic situations in every day life (Patton, 1990; Van Manen, 1991). Human actions are based on social meanings, intentions, motive, attitudes, and beliefs (Hammersley & Atkinson, 1983). It is assumed that people the researchers comes in contact with make the same kind of assumptions that they do and if they were to change places, they would see the world as the researchers do (Hitchcock & Hughes, 1982).

The every day world, or the lifeworld, of student teachers and pupils is located in the school setting. Within this lifeworld, student teachers and pupils will begin to build relationships. This study provided a brief glimpse of two student teachers in a specific situation, teaching middle school English. The setting for each student teacher was different, yet there were similarities in their lifeworld. This research examined the lifeworld of student teachers and pupils in order to gain awareness regarding the elements that went into the act of relationship building in middle school settings.

To do phenomenology is to attempt to construct a full interpretive description of some aspect of the lifeworld, and yet recall that the lived life is always more complicated and dynamic than any explication of meaning can reveal. The researcher learns that while complete explanation of data is impossible, that full or final descriptions are attainable (Patton, 1990; Van Manen, 1991). The researcher does continued reading of source material, such as interviews and observations, that leads to a practical understanding of meanings and actions (Miles & Huberman, 1984). Phenomenology does not problem solve, rather, it asks questions that seek the meaning and significance of certain phenomena. Phenomenology on the one hand is the description of the lived-through quality of lived experience, and on the other hand, a description of the meaning of certain expressions of lived experiences. A good phenomenological description is collected by lived experience and recollects lived experience. The description is validated by lived experience and it validates lived experience (Patton, 1990; Van Manen, 1991).

Although I intended to do a phenomological study, the actual research moved away from phenomenology to a case study format. The two student teachers in this research study were very different from each other and the settings in which they worked were very different. Both personality and setting played a part in how I reacted to each of them. Natasha and I were able to build a more personal relationship due to the fact that we spent more time together away from the classroom. Our interviews were usually conducted in her apartment, whereas Emma and I usually conducted our interviews in the school library. Natasha and I usually had lunch together on the days that I observed. I

was not at the school during Emma's lunch period.

Natasha was easy to converse with. She answered questions with little prompting and I could use an unstructured questioning approach with her which is how a phenomonlogy interview should be. She seldom asked for my opinion about her teaching or what was happening in the classroom. On the other hand, although Emma and I could converse somewhat comfortably outside of the research situation, she was seldom at ease during our interviews. I began our first interviews with unstructured questions, but it soon became apparent that she would limit her answers to one or two words and needed prodding to get more from her. She seldom volunteered any information about herself or her classroom work. About five weeks into the student teaching experience, Emma began to get very stressed with her teaching and classroom experiences. Although my position was that of the researcher and not a supervisor, she trusted me and asked for some help. I had to make the decision to let her sink and perhaps quit or abandon my position as "researcher only", and offer the help she had asked for. Ethically, I could not stand by and watch her lose her self-esteem and any hope of a good student teaching experience. I spent time with her giving suggestions about ways to organize her classroom and her work load. She did not follow through with all the suggestions, but she made an effort to try some of the suggestions. With these experiences with Emma, my research method began to shift from phenomonology to more of an educative framework as explained by Gitlin (1992). In this frame, I found myself trying to help Emma learning from our research relationship.

DESIGN

Case Study

A case study can be described as an exhaustive study that describes the past history or current behavior of the person(s) being studied, a description of the present circumstance and why this behavior may have happened (Gay, 1987; Sprinthall, et al, 1991). The primary purpose of such a study is to determine the factors and the relationship among the factors that have resulted in the current status of the subject (Good & Brophy, 1978). A case study is likely to have the following characteristics:

1. A concern with the rich and vivid description of events within the case.
2. A chronological narrative or description of events within the case being studied and leading up to that case.
3. An internal debate between the description of events and the analysis of events described.
4. A focus upon particular individual actors or groups of actors and their perceptions and accounts.
5. A focus upon particular individuals and particular happenings within the case.
6. The integral involvement of the researcher in the case.
7. A particular mode of presentation that is able to capture the parameters of the case. (Hitchcock & Hughes, 1989, p. 214).

Case study methods may be described as naturalistic, qualitative, descriptive, responsive, hermeneutic or idiographic (Stenhouse, 1988). The case study may utilize

various methods such as interviews, participant observation, life histories, diaries and statistical information about the personal and clinical records (Hamel, 1993; Patton, 1990). The goal of any method used is to obtain as much pertinent and interpretable information as possible, while trying to keep an objective out-look on the events that are happening (Good & Brophy, 1978). One of the draw backs to a case study is possible observer bias: observing only what he or she wants to see. Another drawback to the case study is the lack of generalizabiltiy to any other case (Gay, 1987).

A case record is developed to construct the case study. The case data contain all of the information gathered concerning the case. The case analysis will include all interview and observational data, any documental data and any other information the researcher has gathered about each particular case (Patton, 1990). The case data will be used to reconstruct and analyze a case (Hamel, 1993).

The case study data for the two research participants in this study were gathered through observations, interviews and their journals. All case data were analyzed and used to construct the case record that was used to write the analysis of the study. The story of both student teachers was built as separate cases, but in the telling of the story, they were not treated separately. Rather, I integrated their experiences, although no two people will have the same experience.

Time Frame

Data were collected during the fall semester of 1995. Student teachers began university classwork on August 21 and ended on December 13, 1995. The student

teaching experience consisted of five weeks of methods classes and seminars at the university as well as student teaching in their assigned classrooms at Melrose Middle School and Caldwell Middle School. The student teachers spent 11 weeks in the classroom, observing and teaching as well as attending a two hour weekly seminar at the university. Student teachers came back to the university for a period of reflection at the end of their student teaching experiences.

Setting

One of the research participants, Natasha, was assigned to Melrose Middle School in Melrose, Virginia. The school has a principal, one assistant principal, two counselors, and a faculty of about 54. The middle school concept of teaming and block scheduling was the basis of the curriculum design for the school. The school day was divided into seven periods. On selected days during the week, the first period was set aside for planned advisory activities. Natasha never did any advisory activities with the home room class. The teachers in Natasha's team had an individual planning time during first period and a team planning time during second period, in which she participated. Natasha's cooperating teacher, Mrs. Wilcox, taught a sixth grade English class during third period, giving Natasha an extra planning time. Mrs. Wilcox taught eighth grade English the remaining four periods. When Natasha took over for her teaching experience, she taught fourth, fifth and sixth periods. Lunch was in the middle of fifth period.

The other research participant, Emma, was assigned to Caldwell Middle School in Caldwell, Virginia. Caldwell Middle School was a very large school and no provisions

were made for teaming between the teachers. The building had three floors with the seventh grade on the first floor, sixth grade on the second floor and the eighth grade on the third floor. All three grades had their own schedules and the grade groups seldom mixed together. The day was divided into seven periods, with only one planning period for the teachers. Emma's cooperating teacher, Mrs. Paige, taught six periods of eighth grade English with her planning period during sixth period. Emma chose to teach periods one, two and five. Fridays were usually devoted to Reading or Writing Workshop activities.

Participants

Natasha Chirikov

Natasha grew up in an Army family that moved a great deal. Her father was of Russian descent who was born in Europe and raised in the United States. Mr. Chirkiov's whole family was from Russia. The Chirikov family were immigrants to the United States after escaping from Czechoslovakia during World War II, thus making Natasha a first generation American. Natasha's parents met while they were attending college. After college both became members of the U.S. Army. Her mother was a nurse in the Army, but retired shortly before Natasha was born. Natasha was born in Belgium while her father was stationed at a U.S. Army base. The Chirikovs had a second daughter, Valarie, who is three years and three months younger than Natasha. Being from a military family, Natasha has experienced numerous cultures throughout the world. Her background experiences ranged from Belgium and Germany to Texas and New York. Natasha and her family

moved to northern Virginia when Natasha was in the eighth grade. Natasha shared with me that living all over the world has been a help to her: " [Living in a lot of places] helps me to adjust to different situations easier because I've been used to adjusting to different situations [all of my life]".

When Natasha entered the eighth grade, the school year had already started. She had been living in Germany for the last three years in a culture very different from the one to which she moved. Her clothes and hair style were different from the other girls. She moved into a school where everybody had known each other most of their lives which made it very hard for her to find a group in which she felt accepted. Natasha stated that her experiences in the eighth grade did not give her a good foundation of feeling good about herself, school or other people at school.

Natasha was a good student in school, although she disclosed that she did not always like school very much. During high school, Natasha was able to make A's and B's without studying, so college provided a "wake-up" experience for her. Natasha shared that she always did her homework and assignments in her classes. Natasha described herself as a "kiss up" with her teachers as she always came in and spoke with them and was always present and early to class. Natasha said that she was always "... nice to them and complimented their clothing and their hair and such". She had been raised to always be polite to her teachers . Natasha went on to say: "I did all of my work, but I treated subs and student teachers with complete contempt just like everybody else did. We were horrible to our subs".

Natasha told me of an incident when she was in the third grade that was to have an impact on the rest of her school life. When she was in the third grade, she was a big talker and usually had to stay in during recess because of her talking. The teacher threatened to put her in a box if the talking continued. It was not an actual box, but a cubicle in the middle of the room where she would be totally isolated and could not talk to anyone. After that incident, she stopped talking altogether in class. She no longer participated in any of the class activities and became depressed. Natasha said that she was in college before she began participating in class again.

> I've always been the kind of person who doesn't quite fit in. I wasn't a geek and I wasn't a popular kid and I wasn't a greaser type of kid. I just sort of was a woodwork type, blended in to the woodwork type of kid. So I didn't participate very well.

During high school she was on a crew team and loved it until her sister joined. Natasha battled numerous self-esteem issues throughout the eighth grade and on into high school. Natasha disclosed that she felt as if she never really fit in anywhere, so except for crew, she did not participate in many activities. These experiences of not "fitting in" continued into Natasha's collegiate years with few exceptions. One such exception was her active participation in Campus Crusade for Christ. Natasha attended retreats and occasionally took a leadership role, such as speaking to groups of high school pupils. She applied to work with the Crusade for Christ organization after graduation, but it would have been another year before they could have accepted her to go to work.

Natasha comes from a very close family who have been supportive throughout her life. She and her sister experienced the usual sibling rivalries during childhood and adolescence, but are now close friends. Natasha's father retired from the military less than two years ago and works as a Senior Consultant for a company that deals with government contracts. Her mother works part-time as a records technician for a visiting nurses company.

Emma Alexander

Emma came from a small, rural mountain town located in north central Virginia about an hour's drive from the university. She has spent her entire life there and has not traveled far from its boundaries. She described herself as shy and not very comfortable with large groups of people. Emma is a home town girl who completed her elementary and high school education, as well as two years of junior college, in her home town. While in high school, she taught swimming for children ages one to twelve. Emma said she was an average student. During her junior and senior years in high school, Emma realized she could do better than she had been doing and managed to earn the grade point average necessary to be admitted to college. The two years at the junior college were good ones for Emma and helped her learn more about herself. It was there she discovered that she enjoyed the study of English, particularly grammar. Her Junior College professors encouraged her to continue her studies at the university and major in English. It was these professors who suggested that she could perhaps teach.

Emma came from a family that enjoyed family activities and being together. During her time at the Junior College, Emma's father was diagnosed with cancer. After her father's diagnosis of cancer, Emma stayed close to home to help with her father and provide support for her mother and family. When Emma graduated from the Junior College, she spent one semester at a college close to home. Her father died at the end of that semester and she enrolled in the university the following semester. The death of her father was difficult for Emma and made the transfer to the university even harder than it would have been otherwise.

During her student teaching semester, her brother began showing symptoms that had been a forerunner of her father's cancer diagnosis. Fortunately, tests showed that there were no major problems with him, but Emma had a difficult time dealing with the possibility that her brother could be facing a major problem. Although she does not live at home now, she remains close to her family and visits with them almost every week-end.

Human subjects forms were used to protect the rights and identities of all participants. Pseudonyms are used when reporting the data.

Supervising Teacher

The supervising teacher is usually a major influence in the teaching experience of a novice teacher (Brodbelt & Wall, 1985; Knowles & Cole, 1994; Richardson-Koehler, 1988; Zeichner, 1980). Research has shown that student teachers often copy the posture, tone of voice, and the attitude of the supervising teacher (Polachek, 1992; White, 1989). It would be reasonable to assume that the preservice teacher would also notice and adopt

ways that the cooperating teacher uses to interact with the pupils.

I contacted Natasha's cooperating teacher on September 13 , 1995 and Emma's cooperating teacher on September 15, 1995 to explain the research project. In the initial interview, I attempted to get an idea of how the cooperating teacher viewed relationship building with pupils. Follow-up interviews with the cooperating teachers of the two participants in the study were conducted during the weeks of October 18 and December 11, 1995 to get responses to their impressions of how relationship building was evolving between the student teacher and pupils.

Researcher

In spite of all efforts to remain neutral in the research setting, the researcher can and often does influence the phenomenon that is being observed (Ely, Anzul, Friedman, Garner, & Steinmetz, 1991; Hammersley & Atkinson, 1983). As an observer in the classroom, my presence did have an effect on what happened. In the spring of 1994, I interviewed the 12 student teachers I was supervising and made a point of discussing with them the importance of building relationships with their pupils. As part of their journal assignments, they were asked to discuss their pupils and what methods they used to get to know their pupils and continue developing those relationships. On their end-of-the year summaries, all student teachers ranked developing relationships with their pupils as very important.

I was not sure just what effect my questions and discussions had on the group of student teachers in 1994, so in the spring of 1995, while working with another group of

student teachers, I made a point of not saying anything about developing relationships with pupils. It took four weeks before the first student teacher made any remarks about the pupils in her journal. Within the next three to four weeks, eight of the eleven student teachers had begun to say things about their pupils in their journals and to me in our interviews. Three of the student teachers referred to their pupils only when discussing class situations. For this group of student teachers, building relationships with pupils ranked from very important to nice to do, but not all that important. My question then was, What was my influence on the first group of student teachers? Were they just more aware of pupils, or did I cause them to become more aware? Was the second group of student teachers really very different from the first group, or had my influence caused the first group to focus on the topic that I had considered important?

In the research investigation during the fall of 1995, my presence was also an influence on the research participants. Both student teachers were aware of the subject of the study before we started. They knew that I would be in their classrooms studying their relationship building skills with pupils. As much as I tried not to influence Emma and Natasha in any way, Ely, et al (1991) and Hammersley & Atkinson (1983) remind us that the presence of a researcher does often influence the phenomenon that is being studied.

When Natasha and I talked at the end of her student teaching experience, I asked her what, if any, part did my presence have in her experience. She replied:

> In the beginning I was very conscious of the fact that you were sitting there writing down everything that I was doing ... it wasn't like it was bothersome to me, but I

knew it ... I remember I was sitting there and I happened to glance at your screen [the laptop computer] and it said something like "sitting at the desk" and right before that, it said "sitting on the counter" and that really motivated me to do something. I had to do something because I didn't want the whole day just moving from one place to the other and not saying anything. So ... at one time I ... actually did talk to a student or [did] something to help them because I knew you were typing and I wanted it to be ... I didn't want to look bad ... but honestly, since that point, I know that you're there and the kids have asked me, "What is that lady doing?"... I think they were more influenced when you were here that I was ... I honestly didn't think about it as the weeks went on. I knew you were there, but it wasn't like, "Oh, my gosh. I have to act a certain way and do a certain thing" because it just didn't bother me as much as it did at the beginning. And the kids of course, were very influenced ... I don't think they acted any differently when you're here because they didn't even notice you the first five weeks ... They're very curious about your computer and stuff ... [but] when I would think about it [my being there] I would get a little bit nervous, but it was "Oh, man. She's writing everything I do". [I thought] Man, you know, I can't believe that I'm the subject of somebody's study and that, ah, what I'm doing is going to be directly related to what you publish in your dissertation ... you know, that's a kind of a step back kind of thing.

Emma's reaction to my presence in her room was very different from Natasha. When

asked about the effect of my being in her classroom, she said:

> I honestly didn't do anything different. Because, you know, I was more concerned about getting the lesson across and doing whatever. I mean, I honestly did nothing any different [sic] because you were there ... I did the same things every day ... It was a part of my experience ... but [it] was fairly weak because it really didn't bother me. It's like Natasha said [in seminar] that she was trying to really develop good relationships with them [the pupils] ... I was more concerned about developing them [relationships], but not really for the purpose of you to see me just to have relationships with them.

Even though both Emma and Natasha reacted differently to my presence in their classroom, the fact that I was there did make some differences. Natasha referred to the fact that the pupils were curious about why I was there with a computer and a tape recorder. Once the pupils learned what I was doing, they often made comments to me about what Miss Chirkiov was doing and the fact that she was a good teacher. In her classes, I was accepted as a part of Natasha's student teaching experience. The pupils often came by my desk in the back of the room and talked with me. They were very curious about my laptop computer and I often demonstrated its use to some of the pupils. When my laptop computer "crashed" and I resorted to taping two observations, they sympathized with me over the problem with the computer. They also enjoyed the fact that they were being taped, even when I explained that the tapes would be destroyed. Even though Natasha's pupils acted the same when I was not in the room as when I was there,

they recognized and accepted my presence in the room.

Emma's classes were different. On the first day that I observed, one of the pupils in the second period class asked Mrs. Paige about the lady with the computer in the back of the room. Mrs. Paige explained that I was studying Emma for a research project. The pupil said "cool" and nothing else was said. The only pupils in either the first or second period that paid any attention to my presence in the classroom were some of the ones who sat near my desk. Two or three of the pupils were interested in the laptop computer and we often discussed differences in computers. As with Natasha's classes, when my laptop computer "crashed" and I tape recorded for two days, the pupils who sat close to me sympathized with my computer problems. Except for these two or three pupils in each class, no one else paid any attention to my being in the room or the equipment that I used. To Emma's classes, I was not a part of her student teaching experience as I was with Natasha's classes.

Natasha was very aware that she was a research participant. She worked with me on any project that I asked her to take part in and often asked about my work. As quoted earlier, my presence in the classroom helped to motivate her to get up and do something that first day of observations because she did not want to look bad in my notes. There were times when a lesson was not going well that I knew my presence made her nervous. Natasha would have begun to build relationships with her pupils, no matter whether I was there or not, but my presence perhaps impelled her to move a little quicker than she would have otherwise.

Emma, on the other hand, denied that she did anything differently than she would have if she had not been a part of this research study, and I am inclined to agree with her. Emma was so intimidated from the beginning with the demands of lesson planning, instruction, grading and classroom control that had to be taken care of, and I was the one factor that could be safely ignored without any fear of failure. Our interviews were not very important to her. Even when they were conducted at school, she would cancel if something that she perceived to be more important came up. She seldom showed much interest in the project and asked very few questions about what I was doing or about her part in the study.

Natasha and Emma's perceptions of the influence of the study are a puzzle to me in one sense. That is, though I was able to maintain my phenomenological stance with Natasha, she reported being highly sensitive to the nature of the study. Conversely, Emma reported little influence related to my presence in the classroom. Yet, I consciously changed my stance to become more proactively helpful to her in offering suggestions for her practice because I believed that she needed it. According to Emma, she did not sense this shift or find it helpful. It may well be that I was asking the wrong questions as I tried to uncover the effects of the study on the participants. Clearly, it is an enigma to me what influence the procedures of the study had on the happenings that I observed, described and interpreted.

DATA COLLECTION PROCESS

The data which were collected during the fall semester of 1995 includes

observations of student teachers in the classroom, interviews with student teachers, university supervisor, and supervising teachers and the student teachers' reflective journals. Interviews were audio taped and transcribed. Observations were kept in a field notes journal. The student teacher used their planning and teaching journals to reflect upon what was happening in their classrooms. I used their journals to explore their reactions to the relationship building processes in which they were involved.

Observation

One source of data came from classroom observations of student teachers and their interactions with pupils. Marshall & Rossman (1989) remind us that the researcher can use observation as a way to learn about behaviors and the meanings attached to those behaviors. One essential method of gathering data is by looking and listening (Ely, et al, 1991). My role in the classroom was that of a passive observer, one who was present in the classroom but not participating or interacting with others to any great extent (Spradley, 1980; Stenhouse, 1988).

During the first five weeks of the semester I attended four of the five methods classes and seminars. I also observed three times when they were observing in their assigned classroom. Observing during the same periods each week gave me a chance to get a feel for the classroom setting and observe the student teacher as she observed and spent time in the class.

In the eleven weeks of the student teaching experience, I observed each student teacher twice a week, always during the same block of time, with one exception. I visited

Emma's fifth period class once because she told me that this was her best class and I wanted to compare it with her first two periods. Observing at the same time periods gave me the chance to observe the relationship development with the same pupils (See Table 1).

Field Notes

Field notes are one means for recording data. They consist of relating concrete descriptions of social processes and their contexts (Hammersley & Atkinson, 1983). Spradley (1980) describes two types of field notes, the condensed account and the expanded account. Since it is impossible to write down everything that goes on or everything that is said, condensed accounts often include phrases, single words, and unconnected sentences. Spradley expressed the idea that short, condensed notes are better than no notes because they were recorded on the spot. He adds that the real value of condensed notes comes when they are expanded after completing an interview or field observation. The use of the laptop computer made note-taking easier as I could write faster and could fill in gaps easier when I left the field.

Spradley (1980) suggests that the researcher should fill in details and recall events that were not recorded on the spot as soon as possible after each field session. The key words and phrases from the condensed account serve as useful reminders when creating the expanded account. The ability to recall events and conversations increases through the discipline of creating expanded accounts from condensed accounts. Descriptions in the field notes should accurately reflect the actual field situation.

Twice during the student teaching experience, the tape recorder was used to

record observations. Permission was requested of and granted by the student teachers as well as the cooperating teachers. The tapes were transcribed and my handwritten notes were added to the notes. No pupils were identified in the transcriptions and the tapes will be destroyed after the dissertation defense date.

Table 1

Weekly Timeline

Weeks 1-5 Aug.21- Sept. 22	Get acquainted interviews with student teachers Meet cooperating teachers, interview them Sit in on methods classes and seminars Observe student teachers during their observations periods Interview university supervisor
Weeks 6-10 Sept. 25- Oct. 20	Observe at least twice a week in each class Interviews once a week Interview cooperating teachers
Weeks 11-15 Oct. 23- Nov. 17	Observe twice a week in each class Interviews follow once a week
Weeks 16-17 Nov. 27- Dec. 6	Observe in methods classes and seminars Final interviews with student teachers Final interviews with cooperating teachers Final interview with university supervisor

Interviews

Interviews can be formal or informal. Bogdan & Biklen (1992) define an interview as "a purposeful conversation usually between two people, but sometimes involving more, that is directed by one in order to get information" (p.96). Interviews can be used as the main strategy for data collection or used with other data collection methods (Bogdan & Biklen, 1992; Ely, et al, 1991). Stenhouse (1988) pointed out that seating arrangements are significant. Sitting side-by-side is a good position for a collaborative interview, whereas a face-to-face setting favors interrogation. My interviews with the student teachers, cooperating teachers and the university supervisor were usually side-by-side and more collaborative than interrogative.

Interviews were used to collect additional in-depth information from student teachers to expand the elements of relationship building that were noted during classroom observations. The student teachers and I discussed how relationship building affected their teaching experiences. Both student teachers were aware of the purpose of this research investigation and the relationship building emphasis of the study. It should be noted that whatever kind of interview is used, " the fact that an individual, the researcher or interviewer, is directly involved with another individual means inevitably that the presence of the researcher will have some kind of influence on the finds or data" (Hitchcock & Hughes, 1989, p.88). All interviews were audio taped and transcribed. Transcriptions were returned to the interviewees for any corrections, clarifications, additions, or deletions.

Documents

I maintained a journal of activities, thoughts, and ideas about the project as it developed. Spradley (1980) asserts that the researcher must keep a detailed record of objective observations as well as the researcher's subjective feelings. The journal (or log) contains the data that is reflected upon. It also serves as a guidepost for beginning analysis and to help work out meanings for what the researcher has found (Ely, et al 1991).

Each student teacher was required to keep a reflective journal and portfolio as a part of the student teaching model requirements. The reflective journal was divided into two sections: teaching and planning, with ideas, thoughts and activities written each day. I read these journals each week. During the initial interview with the research participants, they were informed about how I intended to use the reflective journals. At that time, I encouraged the research participants to include comments about the relationship building process with their pupils. Photocopies of their journals were maintained in my files. Since I did not want to take a supervisory stance with these student teachers, their journals were used only for data collection purposes and no feedback was given to them. The journals provided valuable information about their teaching experiences, and what was happening as they tried to build relationships with their pupils.

ANALYSIS

Data analysis is the process of bringing order and meaning to the collected data (Marshall & Rossman, 1989). Ely, et al (1991) stated that analysis is always an ongoing

process . As such, analysis was ongoing throughout the field work period and continued after leaving the field.

As a first step to data analysis, a careful reading of the data is important because the data are used to think with (Hammersley & Atkinson, 1983). Reading and re-readings of the data sources led to categories being developed and major themes identified. Interviews with and observations of student teachers, university supervisor, and cooperating teachers were transcribed and read through multiple times. For example, during the first reading I made notes regarding the themes or topics found. Another reading was used to organize the identified themes and ideas found during the first reading. These themes and ideas were put together into categories. After naming the categories, the transcripts were read again to locate information pertinent to each category. Additional sources such as field notes and student teachers' reflection journals provided additional sources for the triangulation for major themes and provided background material. Some of the categories developed were: approaches or strategies methods used by student teachers to get to know pupils, relationships with the cooperating teacher, culture of the pupils, personal feelings about certain pupils, and how the relationship building affected the student teacher's identity as a teacher.

Once the categories were defined and developed, it was necessary to decide on a structure to frame the conclusions of the data that had been collected. Levinger's (1982, 1983) work on courtship and marriage provided such a framework. Levinger's (1982, 1983) first two categories, acquaintance with another person and buildup of the

relationship was used by him to describe what happened when two people met, became interested in each other and started dating. I used these two categories to describe Emma and Natasha's first two weeks in the classroom as they met their pupils, learned names and personalities and began interacting with the pupils.

The continuation or consolidation of the relationship was described by Levinger (1982, 1983) as the period of marriage and the birth of children, which affected the relationship. He described the changes within each person and the couple as they adjusted to each other and the new roles they began to assume. I used this period to describe the five week period when the student teachers began to take on teaching responsibilities and assume their new role as teachers. They began to interact more with their pupils and the pupils accepted Emma and Natasha as their teacher.

The deterioration or decline phase was described by Levinger (1982, 1983) as the time when the children began leaving home and the couple began to realize that they may have grown apart and were different people than when they first began their relationship. Often this deterioration is obvious to one of the partners, but not to the other. I used this period to describe the last four weeks of Emma and Natasha's student teaching experience when they and the pupils all knew that the student teachers would be leaving this relationship. Emma and Natasha had feelings of relief and regret as did many of the pupils as they contemplated the approaching ending of the student teaching experience.

Levinger (1982, 1983) pointed out that all relationships end, either voluntarily, such as divorce or separation, or involuntarily as in death. Student teaching experiences

have a definite end that is decreed by the university calendar. Once the student teachers left the classroom, their relationships with the pupils would end.

In the final reporting of the study (the dissertation) the project will be described in a narrative form. Stories from each student teacher's experiences will be related, compared and contrasted and used to describe the relationship building processes of these two novice teachers.

Trustworthiness of Data

Trustworthiness in qualitative research means at the least that the processes of research are carried out fairly, the products represent as closely as possible the experiences of the people being studied and that the readers of the work can believe the research that has been conducted. Ely, et al (1991) suggest actions that a researcher must take in order for the work to be believable. Those actions are:

have prolonged engagement in the field;

do persistent observation;

triangulate;

determine referential adequacy;

experience peer debriefing;

check with the people one studied. (p. 96).

These actions are not simple or neat, but will establish credibility. I performed all of these actions in the process of collecting and analyzing data.

SUMMARY

There were certain boundaries that helped to define this study. The first boundary was the questions that framed the research investigation. The main research question was: How do student teachers develop relationships with pupils in their classes? Other questions framing the study were: What factors in the teaching and learning environment influence the development of those relationships? How do these relationships influence the student teaching experience?

The boundaries of time, research participants and setting helped define the research investigation. The study was conducted during the fall semester of 1995. The investigation studied the relationship building experiences of only two student teachers in a middle school.

CHAPTER IV

ANALYSIS

Introduction

The relationships that exist between pupils and teachers, as well as pupils and student teachers are an important element in the overall instructional process. Quality relationships create an environment for promoting learning, caring, and acceptance of individual differences within classroom settings. How student teachers learn to build relationships with their pupils has received little attention in the field of teacher education research. This chapter will explore the process of relationship building for two middle school student teachers, Emma and Natasha, and the relationships they built with their pupils during the student teaching experience and the influence that these relationships had on the student teachers.

First, I will describe the history and personal frames-of-reference of both Emma and Natasha. Feiman-Nemser(1983) states that prior experiences as pupils are an important aspect that influences how student teachers form ideas and conceptions of relationship building with their own pupils. These prior experiences also frame their attitudes toward teaching, relationship building with their pupils and the view they have of themselves as teachers. Next, I will describe the development of relationship building that occurred during Emma and Natasha's student teaching experience. In this section, I will describe the first seven weeks of the student teaching semester that included five weeks of participation in their methods class and orientation visits to the student teachers' assigned

schools. It was during the two week orientation period in the schools, weeks six and seven, that Emma and Natasha actually began developing their relationship building skills with their pupils.

The relationship building process that continued during the next six weeks of student teaching is the focus of the Continuation and Consolidation section. The nature of the primary relationship building process is described and elaborated in order to reveal the development of relationships.

Finally, the section titled "Deterioration and Ending" describes the process of closure with respect to relationships within the student teaching experience. Excerpts from the data sources reveal how Natasha and Emma dealt with the ending of their field experience and how this influenced their relationships with their pupils. The Deterioration and Ending phase occurred during the last four weeks of the student teaching experience.

From the review of the literature, Levinger (1982, 1983) delineates five phases for establishing and building relationships. I have chosen to use these five phases because they provide a framework for the development of relationships as seen in the classroom. In the beginning of the student teaching experience, student teachers are functioning at Phases One and Two, Acquaintance with Another Person and the Build-up of Mutual Relationships. During this phase, student teachers and pupils are beginning to get acquainted, thus laying the foundation for the building of relationships. The Continuation or Consolidation of relationships will be explored within the context of Levinger's (1982,1983) Phase Three. During this phase, student teachers were assuming major

teaching duties. Their relationships with their pupils became a central concern in their practice. The Deterioration and Ending of relationships, Levinger's (1982, 1983) Phases Four and Five, will be used to examine the last segment of student teaching. During this final segment of the student teaching experience, student teachers were consolidating the teaching and relationship building experiences of the past 11 weeks and bringing an end to the relationships with their pupils. As the student teaching experience came to an end, student teachers were able to reflect on their relationship building experiences, thus bringing closure to student teaching and relationships with their pupils.

Other factors that play a part in the formation of relationships are the personal characteristics of participants, outcomes and exchange and situational context (Altman & Taylor, 1973). The personal characteristics and personalities of the student teachers had a role in how they began to develop relationships. Emma was shy and very nervous about the student teaching experience, which made it even more difficult for her to reach out and make initial contacts. Natasha found it difficult to begin relating to the pupils because of her fear of the pupils and being in the classroom.

The history of a relationship will depend on how satisfactory the relationship is for all parties involved with respect to its outcomes and exchanges (Altman & Taylor, 1973). Natasha and Emma had pupils who did not like them and therefore the relationship between student teacher and pupil was difficult and uncomfortable. Most of their relationships were positive and all parties considered the relationship acceptable.

Because pupils are not free to come and go from the classroom, they do not have

much choice in leaving the relationship the student teacher is trying to form. Thus, the situation is influential in relationship building. For many pupils, this is not a problem and they accept the student teacher just as they do their regular classroom teacher. For those who did not like the student teachers, having to stay in the same classroom was not a positive experience for either the student teacher or the pupil.

Histories

Student teachers' personal histories provide the background setting against which they make professional choices about how to act as a teacher (Applegate, 1985; Calderhead, 1988; Clark, 1988). The image of student teachers' favorite teachers often represents for them what a good teacher should be (Applegate, 1986; Calderhead, 1988; Calderhead & Robson, 1991; Feiman-Nemser, 1983). Natasha and Emma's experiences as eighth graders and as student aides helped them form ideas about who eighth grade pupils really are, as well as define their image of teachers. Emma related:

> I can see myself acting like some of the students in the classes that I have. I think as a middle school student ... I think I was probably pretty quiet because I've always been kind of shy, but I'm sure .. .I acted like a couple of little brats sometimes, but ... I see myself in a lot of these students thinking about the way I reacted to situations and I was probably the same, kids going "Oh, I don't wanna do that"... [The most important things] for middle schoolers are having friends and fitting in ... For me, grades and academic stuff ... was a priority, but it wasn't at the top of the list, you know ... [the most important thing to me] was having friends,

fitting in, belonging, being popular or whatever.

Natasha recalled some of her experiences as an eighth grade pupil:

> Actually in the area of relationships and, all that, they [her pupils] are much more advanced that I am ... I never had a boyfriend in my life so ... I've never had that experience, but, in the eighth grade I don't think I even thought about it. Or if I did, it was kind of like a wishful type of somewhere in the future I'd like to have a boyfriend ... They [the pupils] know a lot more than I did when I was in the eighth grade ... and a lot of these kids smoke and stuff ... and I never thought about smoking until I was a senior ... maybe I was just naive in eighth grade, but I don't remember anyone smelling like smoke ... there were boyfriends and girlfriends, but I don't think to the degree that there are here.

Student teachers often come to the classroom setting with their own ideas and beliefs about what makes a successful teacher (Applegate, 1986; Calderhead, 1988; Clark, 1988). In the same interview where both Emma and Natasha shared memories of who they were as eighth graders, they also revealed their thoughts regarding some of their past teachers and the influences these teachers had upon their own teaching experiences. Emma remarked:

> I had a couple of teachers that ... made you really enjoy their class, but I have to say that most of them ... their classes weren't enjoyable ... [those teachers I enjoyed] made you feel like an individual. They ... related to you ... I had a really influential English teacher and that's what made me decide to major in English

because I really liked my high school English teacher and she was just down to earth ... I try to have good relationships with my students because ... that's one of the things I've liked about all of the teachers that I've had good experiences with. I've liked the fact that they're friends, but not somebody way above you either ... My high school English teacher asked me to be a tutor ... and then to help with the writing lab ... I liked helping the students when she had me doing the writing lab and doing the tutoring ... I may actually be better on an individual basis. I liked the one-on-one thing.

Natasha discussed some of the teachers that had influenced her:

If I went into the classroom and liked the teacher right off, by the end of the school year I hated that person. If I didn't like them in the beginning, by the end I liked them a lot ... I don't think I've ever continued to like or dislike someone [teachers]. But it was teachers who didn't seem to care about what was going on in my life. They just kind of played along and [it] didn't matter if my world was shattering around me ... they just had to get their agenda done. Those were the ones that I really, well, at least didn't connect with and so it was really hard for me to, ah, to like them ... mainly, it was the ones that really took the time to talk and, you know, if there was someone who was zoning out or if I just looked miserable or something they would pull me aside at some point and go "Hey, you know, what's going on? Are you okay?" ... because at least they know and are aware of what's going on in the kid's life.

Both Natasha and Emma had role models for whom they considered to be good teachers. These teachers took the time to talk to pupils and genuinely cared about what was happening in their lives. These model teachers made an impression on Natasha and Emma that aided them in making attempts to be globally aware of their pupils' lives.

Natasha had not worked much with children in a school setting before the year of her student teaching experience. As a student aide in the spring semester of 1995, she found herself in a difficult situation. In an interview with me, Natasha stated:

> My experience during student aiding was not a good one because students did not like the teacher I was working with. I came into the class after she had been teaching for a while and they had no respect for her and made comments about her. And so, by default, I came in allied with her, because obviously, I'm a student aide and she's the teacher and they had no respect for me.

This perception on the part of the pupils defeated efforts by Natasha to get to know them. Often, a student teacher's primary goal is to be liked by the children, with instruction and pupil assistance as a secondary goal (Book, Byers, & Freeman, 1983; Perry & Rog, 1992; Weinstein, 1990). Natasha shared that she did very little to earn the respect of her pupils in this setting because her main goal was to have the pupils like her. These experiences as a student aide impressed upon Natasha the need for disciplining the pupils and having instruction as the primary goal. From these experiences, Natasha formed the view that pupils are "moldable and malleable". Her idea of building relationships with pupils was: "meeting them on their level, maybe above their level, to encourage them to meet you

there, also ... But, I guess, just being there for them and listening to them and reacting and being a friend".

Most of Emma's experiences with children had been with her younger siblings and teaching swimming to various age groups. Emma also had a negative experience during her semester as a student aide. In an informal conversation with me, Emma remarked that she had gotten along well with the pupils in the class where she was a student aide and enjoyed working with them. These feelings were reinforced with Emma as she assisted within the classroom and worked one-on-one with pupils during her student aiding experience. However, Emma felt intimidated by the cooperating teacher. These feelings caused Emma to be even more nervous about beginning student teaching.

Emma made the decision to become a teacher based on encouragement from her English teachers at the Junior College she had attended. She had not considered teaching as a career and was still not sure that she wanted to be teacher, but she did not know what other career to pursue with an English degree. In our first interview, Emma shared with me that the very prospect of student teaching made her feel fearful. Yet, in spite of the fear, Emma felt that she would be able to build relationships with her pupils and enjoy being with them.

Another important component in the educational history of Emma and Natasha was their professional preparation for student teaching. They were required to take courses in British and American literature as well as language (grammar, etc.) and writing beyond the freshman level. Requirements also included classes in literature by women

writers, minority writers and adolescent literature. Their major was in English in the College of Arts and Sciences, with a teaching "option" consisting of 28 hours of work.

Emma and Natasha did not take any Education courses until their Junior year. Included in their Education courses were Social Foundations of Education, Education of Exceptional Learners, Psychological Foundation of Education and Teaching in the Secondary School which included an Aide Experience. Emma and Natasha also had the three hour method class "Teaching in the Secondary School" as well as the 10 hours of Internship in Education (student teaching). Except for the "Education of Exceptional Learners" course, there was no formal training in working with pre-adolescents. Neither Emma nor Natasha took an Adolescent Psychology course during their professional training.

Methods Class

The period of August 21, 1995-September 29, 1995 was the beginning of the student teaching experience for Natasha and Emma. The first five weeks were spent in their methods class. I met Natasha and Emma for the first time during the first session of their English method class. In our initial telephone interviews when I asked them about participating in the research study, both student teachers had told me that they were nervous about beginning student teaching.

The five weeks spent in the methods course was a pivotal period in the professional development for both Emma and Natasha. This period provided an opportunity for these student teachers to make connections between the foundations

provided in previous coursework, as well as to link their past experiences as pupils in the formation of their teacher image. It was also through the methods course that student teachers began to come to terms with the issues of lesson planning, classroom management and instructional delivery. The pupils within the methods course also served as a cohort group of support between the various members of the class.

The class was composed of eight pupils. Everyone but Natasha and Emma would be student teaching in a high school setting. I attended four of the five classes with Natasha and Emma. One of the objectives for attending this class was to observe how Emma and Natasha interacted with their peers. An additional objective was to observe how they prepared and presented their mini-lessons.

During the first day of their methods course, everyone in the room was quiet and seemed to be nervous about interacting. Dr. Watson began to ask questions of specific members in the class and soon had them talking together. As the semester progressed, the pupils in this class began to relate well with each other and became a good source of support. The student teachers shared ideas about how to teach certain topics, discussed classroom management and problems they encountered in their classrooms. At least two of the student teachers worked together developing lesson plans.

From the beginning, I noticed that Emma engaged only when called on and usually talked with only one other class member. After the initial nervousness of that first day in class, Natasha began to talk and was frequently willing to voice her opinion. She was often observed talking with other class members both before and after class sessions.

As a part of the methods class, each student teacher was to prepare and deliver mini-lessons to their peers. For the presentation of these mini-lessons, the class was usually divided into two groups of four with Dr. Watson taking one group and Miss Matthews, the university supervisor for the student teachers, taking the other. Feedback was provided to each presenter by the group leader as well as by the group members.

For Natasha's last mini-lesson, she conducted a vocabulary activity. She was well-prepared but had planned too many activities for a 15 minute mini-lesson. The evidence of her preparation was demonstrated through well-thought out lesson planning, organization of materials, and actual instructional delivery. During this assignment, Natasha encountered problems with giving directions. I noted in my field notes that "at one point the directions were not clear to the group, so she had to back up and find another way to give the directions". One of the group members had difficulty in doing some of the activities that called for immediate responses. This group member said that she "couldn't do creative work on the spur of the moment".

Natasha was responsive to this pupil's needs. She tried to make sure the group member was able to get points in the game. Natasha had this group member keep score on the board as one way to keep her involved. Part of the assignment involved making up creative definitions for the vocabulary words. Natasha had the class member who said she "couldn't create" look up the words in the dictionary and give the right definition to the group. I noted in my field notes that Natasha was trying to make sure all group members were included and was aware of any one's discomfort with the activity. This was much

easier to do in a group of four than in a group of 25. I wondered if Natasha would be able to be aware of her pupil's needs when she did this type of activity in the classroom.

Emma's first two mini-lessons had been difficult for her. For her first mini-lesson, Emma chose a poem about snakes. She stumbled over some of the vocabulary words and had trouble remembering a word that she had planned to use in the lesson. Emma was very nervous, which made it more difficult for her to present her lesson. For her last mini-lesson, Emma did an activity using the parts of speech that involved cutting and pasting words to make sentences. At one point, someone asked her about what adverbs were and how to use them. Emma stumbled over the answer and finally just gave a definition of adverbs. Emma later told me that she had known the information, but had trouble thinking on her feet and found it difficult to answer "spur of the moment" questions. The problem of thinking quickly on her feet that day was seen later in her eighth grade classes. In both lessons, Emma developed ideas that her classmates thought they might be able to use, also. The activity in her last lesson that involved making sentences by cutting up words in a magazine was used by at least one other classmate later in the semester.

Making Acquaintances and Buildup of Relationships

In Levinger's (1982, 1983) research, he asserts that student teachers and pupils will begin to get acquainted, build up the relationship and continue it through specified time periods. In this section the data provide evidence indicating that the student teachers and pupils were becoming acquainted with each other. These acquaintances were constructed by their shared presence in the classroom, mutually engaging with pupils during lesson

segments and discussions, answering pupils' questions, as well as by observing pupils' behaviors and interactions.

For the pupils and student teachers of this study, becoming acquainted with one another began by simply sharing the same space, the classroom. The presence of the student teacher and pupils in the classroom laid the foundation for the building of acquaintances. One technique for this acquaintance building was through the use of body language such as eye, arm, hand and body gestures. Within the classroom, the student teachers were observing the pupils and the pupils were observing the student teachers. As the student teachers assisted the cooperating teacher with lesson segments, answering pupils' questions, and providing one-on-one assistance, the student teachers and pupils further strengthened their acquaintances with one another. The student teachers had the opportunity to observe the interactions between the pupils themselves and also between the cooperating teacher and pupils. These observations gave Natasha and Emma the chance to know what kind of interactions to expect when they took charge of the class.

One of Natasha and Emma's first assignments for the week of September 11, 1995 was to meet and get acquainted with their cooperating teacher. With the prospect of visiting their cooperating teachers for the first time and beginning their student teaching experience, both Emma and Natasha had feelings of excitement and fear.

Emma made her initial visit to Melrose Middle School on September 12, 1995. The population of Melrose Middle School was mostly white, middle-class young people. Most of the pupils came from a suburban background. Emma came from a small rural

town. Even though her background was different from that of her pupils, there did not appear to be any problems in accepting the pupils and their background. Since she lived only about an hour away from Melrose, she was familiar with the area and the people there.

It was during her first visit that she met Mrs. Paige, her cooperating teacher, for the first time. Mrs. Paige was a 21 year veteran of public school instruction. She had a welcoming personality and an intuitive nature that immediately set one at ease. In her journal, Emma described Mrs. Paige as being "really 'hip' and with it". Emma's journal revealed that she saw Mrs. Paige as being "really enthusiastic" and felt that Mrs. Paige would be an inspiration to her during the student teaching experience. From the outset, Emma felt that Mrs. Paige liked her and made her feel good about herself. Emma disclosed in her journal that the caring support she felt from Mrs. Paige would assist her in becoming more confident in herself. Emma also felt that this reassurance would make the student teaching experience richer. Even though Emma's initial contact with Mrs. Paige reassured her and gave her a feeling of determination, she was still nervous about teaching. Emma was impressed with the way Mrs. Paige interacted with pupils in the classroom. In her journal Emma described Mrs. Paige as being "really concerned about the students and caring for them". Emma commented to me in an informal conversation after her first visit to Melrose, that seeing Mrs. Paige work with the pupils would help her in learning about them and how to interact with them.

The classroom where Emma would be conducting her student teaching was

arranged in a traditional manner. Student desks were in rows with a central location for the teacher in the front of the classroom. The classroom was crowded and made it difficult for Emma to move around the room, limiting some of her interactions with the pupils. About the middle of October, Mrs. Paige and Emma rearranged the room so that they could move more comfortably between the rows of desks. Emma began to move around the room more, giving her more opportunities to talk and interact with the pupils. Mrs. Paige had a commitment to technology which was evidenced by the seven computers in the room for use by the pupils. Emma was comfortable working with computers and her first contacts with pupils were made at the computers.

Natasha made her initial visit to Fairfield Middle school on September 12, 1995. Fairfield Middle School was a medium-sized school serving young people from suburban and rural areas. Natasha came from a large urban area. Her background was very different from that of her eighth graders. However, because of her travels and being in many new situations, she stated that she had little trouble accepting the cultural differences between her and her pupils. I did not observe any instances that demonstrated any problems accepting cultural differences between her and any of the pupils.

During her initial visit, Natasha became acquainted with her cooperating teacher, Mrs. Wilcox. Mrs. Wilcox was a veteran teacher of 30 years, all at the middle school level. She had the ability to make one feel at ease in her presence. The cooperating teacher shared with Natasha that she would be given the freedom to teach whatever she would like, provided it met the Standards of Learning (SOL) guidelines for English as set

by the Commonwealth of Virginia. Natasha's journal described the classroom where she would be student teaching as being "fairly traditional in style with all the chairs in rows and a podium at front." The Fairfield Middle School was based on the teaming design that kept the same teachers and pupils with each other for the duration of the school day. Each grade level team was given a special name. Mrs. Wilcox's class was a member of the Rabbit Team and pictures and posters of rabbits as well as stuffed rabbits were all over the room.

Natasha visited Mrs. Wilcox and pupils several more times during that week to observe the classroom and become acquainted with the environment in which she would be student teaching. On her last visit to the classroom that week, Natasha's journal described the day as "exciting because some of the kids started asking me questions [regarding the assignment]. They seem to be fairly accepting of the student teacher concept." This encounter with the pupils signaled the beginning of relationship building between Natasha and the pupils in this classroom setting.

Natasha and Emma reported to their respective schools for their full time assignment on September 21, 1995 to begin their student teaching experience. The first days in the classroom for Natasha and Emma included classroom observations and working with the pupils one-on-one. Emma and Natasha, through their journals and interviews, expressed feelings of anxiety regarding student teaching and working with the pupils. Ginsberg, et al (1986) expressed the idea that social acceptance and approval is usually important to everyone. This was true for Emma and Natasha who wanted to be

accepted by their pupils and become a part of the classroom.

In my first interview with Emma, she shared with me that she was very nervous and afraid of student teaching. When we talked again five days after her first observation, she revealed that the feelings of fear and anxiety were beginning to fade away but she was still nervous. "I mean I'm, I'm still scared... I'll be scared all the way through".

During the first days of Emma's student teaching, her movements were confined to the computer stations in the classroom and the computer lab. I often observed Emma sitting at her desk, writing or reading a book. Duck (1992) expressed the idea that the messages of intimacy or dislike can be conveyed by use of space and non-verbal messages, just as they are by speech. He goes on to say that people give off messages that they may not have intended by the way they sit, stand, walk or position themselves in a particular situation. During the times I was in the classroom the first two weeks, I observed that Emma mostly confined her movements and location to the computer stations and the teacher's desk.

I was able to observe Natasha's classroom on her very first day of student teaching. Mrs. Wilcox directed Natasha to move around the room and assist pupils as they worked. As we were both observing, Natasha turned and said to me in an anxious voice, "I don't know what to do". Ever so cautiously, Natasha responded to a pupil's raised hand by going over to the pupil and providing what assistance she could. I observed that on this first day, Natasha stayed by the window looking at the class, or at the front of the room. Occasionally, she would walk around the room, but did not always stop and engage with

the pupils. The field notes from that first day revealed that Natasha appeared to be stiff, arms by her side and taking short steps. To me, she appeared to be moving in almost robot-like movements. Natasha walked by my desk and remarked that it was difficult working with the pupils, since she did not know their names. In her journal entry for that day, she revealed, "I keep having this irrational fear of getting close to the students and talking to them ... I really am intimidated by their 'looks'. The girls roll their eyes..How do I work on that?" For Natasha, the perceived intimidation by pupils' "looks" was to be a problem throughout the student teaching experience. Two days after she began teaching, Natasha wrote in her journal:

> A girl in my 4th pd. class really unnerved me by looking over at me and giggling after writing her free-write. I'm not sure why I felt so uneasy. She showed lots of the kids and had them all laughing and not working. It was really hard to concentrate after that.

Natasha's entry clearly demonstrates that pupils are a significant influence in the early stages of the relationship building process.

For the first two weeks of the student teaching experience, Emma and Natasha spent time working with individual pupils and planning for their actual teaching. The first day I observed, Emma's second period class went to the computer lab. She spent the period helping pupils as they worked on their computer programs. At other times, she answered questions about assignments and checked their journal writings. During Natasha's first few days, the pupils were engaged in a writing project. She would answer

questions put to her by individual pupils and check work when they asked.

Each student teacher was given the task of learning the names of their pupils and becoming acquainted with them. Natasha's journal indicated that one of her goals was to learn all the pupils' names before she actually began teaching. She felt that this would prevent her from stumbling over their names and would assist her with classroom management. When student teachers take the time to know the names of their pupils, it indicates to the pupils that they are important. This is an indication of the relationship building process at work. Emma and Natasha both used the classroom seating charts to help them put names and faces together. Mrs. Wilcox assigned Natasha the task of calling roll every day. This served as an additional aid for learning pupil's names. A daily assignment in Mrs. Paige's class was journal writing. Emma began to read the journals and return them to pupils as a way of putting names with faces.

During the first two weeks, Natasha and Emma took few risks to reach out to their pupils. For the most part, the pupils generally ignored the presence of the student teachers with the occasional exception of clarification and directional questions. Some of the questions asked were: Is this the right format for this paper? How do I get to the computer program I want? When is this assignment due? At the beginning of each class period, Natasha could usually be seen standing at the podium in the front of the classroom. Pupils would often come in and walk by her without speaking. When class was dismissed by Mrs. Wilcox, Natasha was often at the back of the room or standing by the podium. Again, she did not speak to them, nor they to her. Natasha's body language presented a

posture with arms folded in front of her, lips tense and avoiding eye-to-eye contact with pupils. Duck (1994) reminds us that communication is not only verbal, but non-verbal as well. He postulated that body posture and facial expressions are just as important as spoken words. A person who is physically rigid or passive, who avoids eye contact, will not reflect as close a relationship as one who reacts in kind to the friendly non-verbal messages sent out by the other person (Altman & Taylor, 1973). At this point in Emma and Natasha's experiences, their non-verbal language was a stronger message than any words they might have spoken (Athos & Gaboarro, 1978). The message being sent was that they did not want to interact with the pupils. Natasha and Emma were usually behind a desk at the beginning and end of the period, providing a barrier to interacting with pupils. Both student teachers moved stiffly around the room and did not make much eye-contact with the pupils.

Emma seldom spoke to her pupils as they entered the room. However, she would occasionally talk to one or two as they left for their next class. Emma's second period class was so large that every desk, including Emma's, was taken. Other than sometimes speaking to the girl who sat at her desk during the period, Emma rarely engaged with her pupils during the first two weeks of student teaching. These initial contacts with the pupils usually centered around assignments that had to do with the use of the computer. During the first three days I observed, she talked to 19 of the 26 pupils as they worked in the lab. In the next two observations, she spoke to the three pupils who were working on the classroom computer. Emma was comfortable working with the computer and would more

readily help pupils with their computer work than with their written work. Emma usually sat at her desk or stood at the teacher's desk throughout the entire period. Emma was usually in the background of the classroom, away from potential interaction with the pupils as they entered and exited. Her body language of stiff posture and folded arms revealed her discomfort with being in the classroom.

Emma and Natasha both realized the importance of trying to build relationships with their pupils. Each saw relationship building as being a key element to having a successful student teacher experience. In our initial interview Natasha related: "... if you don't create that good atmosphere, that positive, respectful atmosphere, then you'll never be able to teach ... I think you can be a friend after they are your students." Emma stated: "I want to be friends with my students ... I think that is an important part of teaching ... In order to teach them [the pupils], you have to have relationships with them".

Emma felt that it was important to be friends with the pupils and that relationship building was also dependent on them:

> I mean if they [the kids] don't want to get to know you it's going to be difficult. But I guess you just have to try to connect with them. You have to build on what you have and just make them interested in you. Make them see that you are another person. That you're not just a supreme being. Just let them know that you're there to help them.

Duck (1992) commented that relationship builders need to be thoughtful and active. Emma and Natasha had realized the importance of spending time with their pupils and

considered the effect that a good, friendly attitude would have on the pupils' learning.

In one of our interviews, Natasha mentioned time as a factor in the student teacher-pupil relationship process. She commented:

> ... one of the factors [of relationship building] would be time, because we really only have nine weeks. But, for a teacher, you do have the whole school year to develop a relationship, so that's a definite factor. And depending on how you use that time, you'll have a good relationships by the end of the year or a bad relationship.

This perception by Natasha is supported by Kleinsasser (1989) who indicates that the student teaching experience is usually too short to develop the rapport necessary for the development of personal relationships with pupils. However, for some student teachers, the semester of student teaching will be enough time to build meaningful relationships. For others, the academic demands of student teaching at the beginning of the semester makes focusing on relationship building difficult. Also, student teachers who are shy or have difficulty in building relationships in their personal life may need more time than is available in a semester of student teaching to adapt to the classroom environment and relate to pupils. However, the student teaching experience as it is presently designed seems to ignore these individual differences.

Self-Disclosure

Both Natasha and Emma used self-disclosure as a method for allowing pupils to learn more about them. Self-disclosure is described as the exchange of information that

usually consists of "I" statements to let others know about yourself (Chelune, 1979). The act of self-disclosure for these novice teachers occurred at different times throughout the student teaching experience. With only one exception that I observed, there was never any formal time when either of them sat with their pupils and talked to them about their lives. Self-disclosure often occurred in response to pupils' questions. Natasha's pupils were interested in her name and asked several questions about her background and her Russian name. At one point, someone said something about the Russians being our enemy. She replied: "Do I look like your enemy?" They said "No" and she answered, "Then not all Russians are our enemies, are they?" The girls in Emma's classes often asked her about her hair, her clothes and if she had a boy friend.

Due to the boundaries inherent in middle school such as changing of classes each period, and the large numbers of pupils to interact with, the opportunities for self-disclosure were limited. Some of the limitations of self-disclosure resulted from being subordinate to the cooperating teacher, being unfamiliar with classroom routine and schedule, and playing the role of a participant observer rather than teacher. Another limiting factor for self-disclosure was the absence of an opportunity for the student teachers to introduce themselves to the classes and have the pupils reciprocate in kind within the classroom setting, as the cooperating teacher could do on the first day of school.

The term "self-disclosure" was never used with the student teachers during our conversations and interviews. Yet, observations and interviews revealed that both Emma

and Natasha engaged in the self-disclosing process. For these student teachers it appeared that self-disclosure was limited during Phase 1, even though the primary purpose of this phase was to build acquaintances between student teacher and pupils.

Communication

Duck (1994) reminds us that talk is a key activity through which relationships are created, developed, and sustained. There must be communication in order to develop a working relationship (Ruffner & Burgoon, 1981). As individuals build relationships, they are involved in the process of communication. Conversation is one of the primary ways that people can get acquainted with each other and share common interests (Duck, 1991; Duck, 1994; Ruffner & Burgoon, 1981). Both Emma and Natasha found it difficult at first to initiate conversation with the pupils. As Emma and Natasha began their student teaching experience, conversations with their pupils tended to deal only with the subject matter and what was happening in the classroom.

The school day often limits the amount of conversation between student teachers and pupils. There was only a five minute break between classes and some pupils were leaving the classroom while others were coming in. Another limitation was the size of the classes. Emma and Natasha had classes of 25-28 pupils and it was impossible to have individual conversations with that many people in such a short period of time. Classroom conversation usually centered around assignments and classwork, leaving little time for personal interaction. On six occasions, Natasha took her classes to the library, which necessitated a walk from one building to the next. She used the time going to and from

the library to talk with pupils in informal conversation. She also had lunch duty every three weeks which gave her more of a chance to talk with pupils. Emma did not have the opportunity to converse much with pupils outside of class. She did not do lunch duty and when a library period was assigned, pupils went to the library rather than the classroom.

Caring

Caring is a part of almost any relationship and student teachers must be open to the demands of that caring (Noddings, 1995). Caring for pupils is often one of the main expectations of the student teachers (Feiman-Nemser, 1983; McLaughlin, 1991; Perry & Rog, 1992). Natasha was aware of the issue of caring in regards to her pupils. From one of our interviews, Natasha explained:

> Know where they're [pupils] coming from, what kind of background they're coming from and help them...making sure you know what's going on in their lives and that you care. Let them know that you care before you try to teach them because they're not going to listen to what you have to say unless they know that you care.

During the first two weeks, both Natasha and Emma were in the beginning process of building acquaintance and had not yet developed, nor possessed, enough knowledge about their pupils to be aware of the issues of care in their classrooms. Each was becoming aware of pupils who needed extra help with assignments and were showing signs of difficulties in classroom relationships.

Classroom Management

Kohl (1986) wrote that instructional planning and discipline are methods that student teachers can use to show pupils they care about them. The issue of discipline or control was an important aspect for the student teachers participating in this study. The concern about classroom management is in keeping with the research of Goodman (1988) and McLaughlin (1990) who say that preservice teachers are also very concerned about "controlling" their classrooms and being seen as a teacher who can keep the classroom orderly. Emma and Natasha both articulated the idea to me that if pupils did not behave in the classroom, they could not learn as much. Both seemed to recognize the fact that how they managed the classroom would be an important element in how pupils related to them. Some of the ideas they expressed during seminar discussions included the fact that a student teacher needs to treat pupils with respect and allow pupils a voice in the management of the classroom.

One of Natasha and Emma's assignment in their university class was to write about the importance of good classroom management. Emma wrote:

> I think classroom management is a key factor in the learning process. If you cannot control your classes then learning cannot take place...having good rapport with the students is a key factor in being able to control your class...you must devise a system that you and your students are familiar with. When the students know that there are consequences behind bad behavior they think a little more about what they are doing.

At this point, Emma had developed a very narrow definition of classroom management. She considered discipline and punishment as the main ingredients in classroom management, and failed to consider the organization that should be a part of any classroom. For her, having a good rapport with the pupils was the key to managing a classroom.

On the same subject, Natasha wrote:

> Classroom management in my opinion is more that just discipline. As the term implies, it has a lot to do with how a teacher manages her classroom and what happens once she closes the door. I think that the most important aspect of classroom management is that a teacher respects and understands her students... Another aspect of classroom management has to do with avoiding any potential problems that might occur. A teacher's eyes have to be continually moving and surveying what is going on. Another way to prevent problems is to involve the whole class in activities that keep them busy and engages them. If students are interested or at least busy with a project, there is that much less time for misbehaving.

Even as inexperienced as she was, Natasha had already developed a multi-level definition of classroom management. She recognized that while it is important to have a good relationship with the pupils, it is also important to be aware of potential problems and begin thinking of solutions. She recognized that pupils who were productively engaged and enjoyed what they were doing in class were less likely to become behavior

problems. Natasha understood that classroom management was not just discipline, but good organization and planning.

Both Emma and Natasha were required to observe other teachers and classrooms in addition to their own. In their journals and our interviews they mentioned differences in noise levels, types of activities and discipline techniques used by the teachers they observed. Natasha shared in her journal:

> Today I observed another Language Arts teacher. The differences from my classroom was amazing. My cooperating teacher has had the kids doing different projects ever since I've been here. The noise level is higher, but I think the classes are learning and having fun (at least a little). The class I was observing looked interesting with tons of books and plants everywhere, but the students were silent. Although they looked well behaved and disciplined, a closer look showed that they weren't really on task. A lot of them stared at the teacher and at they their papers when they were supposed to be reviewing for two quizzes ... I guess there has to be somewhat of a compromise or balance. I just have to figure out what it is.

On September 27, Emma wrote in her journal:

> I observed a Physical Science class and boy do I feel sorry for that teacher! She has like 10 students from the Baptist home and they are all wild and rebellious. I really felt sorry for the one or two students who seemed like they wanted to learn. The majority of them had no interest in the teacher or in learning so the ones who wanted to learn were just out of luck. The teacher handled it

fairly well. She has much more patience than I would have with that group of hellions. I think she needs to get meaner with them. She takes too much bull from them and so they take advantage of her.

Although Emma realized that this teacher was patient with this group of "wild and rebellious" pupils, she was quick to judge the actions of the teacher. Emma was not as experienced in discipline problems as this other teacher, yet she made the judgement about what the teacher should do. Her solution was a quick, simple solution that did not consider other options and answers to the problem.

As with Emma, classroom management was a consideration for Natasha as she began to prepare for her classroom teaching. During our interview of September 27, Natasha shared with me:

> I have written out exactly what I want to say that first day because I'm going to give 'em hell, you know. And I, I don't want to be that witch, but they're not going to respect me unless I don't. I can't just let them walk over me ... Oh, I will expect a lot of respect, you know.

Natasha also realized how important it was for her to respect the pupils as she stated in an earlier transcript about classroom management. In an informal conversation with me, Natasha stated that she felt that pupils needed to know that she cared about them if she was to have good relationships with the pupils.

As Emma and Natasha ended the first two weeks of their student teaching experience and prepared for more extensive formal pupil contacts, student teacher-pupil

relationships were beginning to take shape. A foundation for communication with their pupils had been laid as they began to put names and face together and call pupils by their names. The student teachers and pupils were beginning to move from a stylized and relatively superficial communication (Duck, 1991) to a more comfortable give and take form of communication. Stylized and superficial talk could be described as "tit-for-tat" conversation. That is, one person may ask a question, the other answers only that question. The conversation is not a comfortable give and take where both parties are willing to share some part of themselves. They share only basic information. This "tit-for-tat" conversation was seen in the first two weeks of classroom interaction with Emma, Natasha and their pupils. As everyone became more comfortable with the student teaching experience, the conversation began to move from a superficial style to one that provided a more give and take type of communication. As we were leaving the library one afternoon, one of the girls said:

I have tiger window saver on my computer. What do you have Miss Chirikov?

Natasha: I have several different ones. Right now, mine has fish on it.

Pupil: What kind of games do you have on your computer?

Natasha: I don't have any games-I'm too busy typing school stuff.

Pupil: Too bad. I have all sorts of games. Maybe you could come over to my house some day and play with me.

Natasha: Sounds cool.

After the first two weeks in the classroom, Emma and Natasha began to prepare to

take on the teaching responsibilities in the classroom. As they prepared for this challenge, they began to look at the strengths and weaknesses they had observed within their pupils as they had worked one-on-one with them. From these observations they had a chance to learn which pupils had problems following directions or completing assignments. They also learned which pupils finished first, which ones enjoyed reading or writing and noticed the interactions between pupils as they worked together. Emma and Natasha were both eager to begin their teaching responsibilities and nervous about the upcoming weeks.

Continuation of Relationship Building

The time period of October 2-November 10 marked the boundaries for the increased participation in teaching activities and the continuing development of relationship building that had begun during the first two weeks of Natasha and Emma's work in the schools. It was during this phase that the student teachers actually began teaching lessons and assuming more of the responsibilities of their classrooms. In addition to their student teaching responsibilities, Natasha and Emma continued their campus course work by attending Professional Seminar each Monday afternoon. After completing their introductory period to student teaching, both Emma and Natasha were anxious about beginning the actual teaching experience. Natasha said "I am excited, but I am terrified".

As Emma and Natasha made the transition into Levinger's (1982, 1983) Phase Three, Continuation and Consolidation of Relationships, they began taking on more of the actual teaching responsibilities in the classroom. These responsibilities included lesson planning, instruction, classroom management and the communication of care and concern.

At this point also, Natasha and Emma began further developing the relationships that had begun during the acquaintance period. It is at this juncture that pupils actually viewed the student teacher as the instructional leader. For Natasha and Emma, this marks the time where they too, began to see themselves as the teachers of their classrooms.

Lesson Planning

Lesson planning became an important requirement of this period of student teaching. Both student teachers were aware of the importance of lesson planning in meeting the academic needs of their pupils. Rogers & Webb, (1991) assert that care in teaching should include the needs of the pupils, the process of instruction, curriculum and student learning. Noddings (1986) also states that a teacher's obligations to pupils considers their psychological needs, as well as with the actual teaching methods that will be used. These elements are crucial to the development of an effective lesson plan. As Natasha and Emma looked forward to their actual teaching experiences, they began to come to terms with the importance of lesson planning and how it went beyond the actual content being presented. At this point Natasha and Emma were unaware of the psychological needs of their pupils and did not plan for those needs. However, the student teachers began to realize that when their lessons were designed to address pupils' academic needs and interests , the pupils were more receptive of the instruction. Mrs. Wilcox put it best:

> I think she's beginning to feel like she is a teacher ... and not as a student... I think they're beginning[to] respect her as a teacher ... [Her relationships with the

students] has come from not only her confidence, but also her planning ... She doesn't seem so frustrated with herself and it is showing to the students, too.

Building on the connections they made with students in the acquaintance and build-up phase, Emma and Natasha further began to develop an awareness of how classwork and assignments could be used to strengthen relationships and meet the academic needs of their pupils. During this stage, the student teachers began to see that lesson planning was not an exercise for a simulated audience but for pupils who have specific academic needs. Natasha began her teaching experience with a three week unit on poetry. Her planning was detailed and contained many activities for her pupils. She remarked:

> I've spent 20 hours planning for this unit. All of my projects are active. They're writing poetry and engaging in poetry ... [The unit] depends on the fact that they start getting into the whole idea of doing it [poetry]. And if they don't, then it's going to be a trial and torture all the way through.

As Emma began teaching, she used Mrs. Paige's plans. Although she was not doing a lot of her own planning at that point, she wrote:

> Planning is so hard. You have to consider everything. I find planning hard because you have to put yourself in the place of the students and decide what will work and what they will or will not understand. It's hard to put yourself in the mind of an 8th grader. I think I worry about pleasing my students too much. I want them to have fun and like what they are doing. I want learning to be fun-but I really

don't think that some of the things that you have to teach them can ever be made fun. Should we be so concerned about the students having fun and enjoying learning?

Emma began teaching on October 5. Mrs. Paige taught the first period and Emma used that same lesson plan to teach the second and fifth periods. She and I talked after the second period class. At that point, she was not sure how she felt about the lesson:

I think its' a little shaky. It wasn't my lesson and I was just trying to take over hers. I don't think it was a complete failure, but I just think it could have been better ... I need time to figure out what I could have done to have made it better.

Emma went on to say that she did not think the pupils saw her as the teacher:

They were just talking and all that good stuff and I guess I had to raise my voice a few times to tell them to "shut up"... I don't know if they listened after the last time I yelled, but I guess you just have to put your foot down and make sure they listen to you, because if they're not listening, they're not going to learn.

Natasha had some of those uncertain feelings about her first lesson, which she taught on October 2. She had spent many hours in planning the first day and knew how she wanted her lesson to go. Before the fourth period class came in, she moved the chairs into groups, because she had planned numerous group activities for them. When the pupils came in, they were allowed to sit where ever they wanted, which was a change from the way Mrs. Wilcox had arranged the seating in the room. Natasha had planned several group activities for her classes and thought having the desks in groups would keep pupils

from moving around so much. She also wanted them to enjoy her class and felt that if they were in a more comfortable atmosphere it would help her interact with them more. The prior arrangement of rows was crowded and it was difficult to get to all the pupils in the room.

Natasha explained the unit project and how the grades would be calculated. One of the assignments was for pupils to write about activities they enjoyed. Natasha went into her class that day with a pre-conceived idea about how the lesson would go and how the pupils would react to the activities. As the day progressed, it was obvious to her that she was not getting the reactions she had expected. This caused Natasha to feel that she was a complete failure. Natasha had expected the class to like the poetry work and free writing she had assigned. When they fussed about the assignment and made remarks about wanting to be anywhere but in class, she felt that she had failed with the lesson and the pupils. The pupils were rowdier than usual. This was due in part to the fact that they were in groups and sitting with their friends. Natasha felt as if she never did get any of the groups under control and the day was absolute chaos for her. At seminar that afternoon, Natasha was too upset to talk with fellow student teachers about her day. She commented to them that teaching was not for her. In her journal that night, she wrote:

> Today was my first real day of teaching and let me just say that is could quite possibly be the hardest thing I've ever done. Teaching is like standing in front of a firing squad and trying to give them tips on the right and wrong way to shoot their guns. It felt like chaos surrounded me and as the day went on, the chaos got

worse. Nothing went as I had planned-except the free-write and I haven't yet read them, so I haven't got a clue as to whether or not they actually understood [the free-write assignment] at this point or they just LOOKED like they understood. I think I had a completely wrong view of the students. UGH, is all I have to say.

Natasha had expected her pupils to act as she had when she was in the eighth grade. She was a quiet pupil, attentive and willing to do the assignments that were give to her by the teacher. Instead, these pupils questioned some of the work and did not seem to enjoy most of it. Natasha also thought the classes could handle being seated in groups without her having to make a lot of rules. When the pupils did not react to her lessons and her attempts at classroom management that first day, she felt that somehow they had let her down just as she felt that she had not done what she was supposed to do.

Lesson planning was important to Emma and Natasha as they tried to consider better how to meet the needs of their pupils. Natasha began to write notes to herself on her lesson plans so that she knew what worked and what did not work. She listened to comments from the pupils about how they wanted to do something and tried to incorporate those ideas in her notes. In the poetry unit, she found the pupils were being pushed for time because she expected too much work in a certain period of time. She used these notes to adjust her planning throughout the unit. During one of her lesson segments, the pupils were to select poems and use them as a guide for writing a group poem. She recognized that overwhelming the pupils with numerous poetry books could be frustrating for them. Natasha wrote in her journal:

Just giving the kids random books of poetry was a bad idea because there was no structure whatsoever. So, I copied about 30 poems on their level so that they would have only 30 to choose from, not 3000. Most of these are good poems about a variety of topics with a variety of styles. I hope at least ONE piques their interest.

Natasha's cooperating teacher, Mrs. Wilcox, also gave structured feedback to her with suggestions for making changes in Natasha's plans and instructional delivery. Mrs. Wilcox helped Natasha to realize that she talked too fast and tried to cover too much material at one time. Natasha realized that this was a problem for her. She said, "I think I did the dreaded thing of explicating the poem, but it was because no one was answering questions and I panicked".

Throughout this period of student teaching, Natasha continued to struggle with her lesson planning and how to keep pupils interested in the subject matter. Natasha recognized that when pupils were interested in the subject matter, interaction with the pupils was easier and more comfortable. There was more informal conversation about some aspect of the assignment when most of the class members were involved with the subject matter than when they did not like the topic being studied. Another problem for Natasha was coming up with thought provoking questions that would test pupils knowledge without having them simply "regurgitate what I've said". Natasha wrote in her journal: " It is SO hard! I've tried the ones that 'the experts' say are good, but PooPoo! They don't work".

The poetry unit that Natasha developed lasted for approximately three weeks. At the end of this unit, she reflected upon the poetry unit as well as her new unit on short stories:

> I love fantasy short stories, so hopefully, I'll be able to muster up the enthusiasm that's necessary to engage the students. I really feel like that was my problem in poetry. I had NO excitement. I know the kids could tell, too.

When Natasha began to share what she enjoyed reading and studying, she was making academic self-disclosure to her pupils. Through shared enjoyment of a particular subject, Natasha hoped to build even better relationships with her pupils.

During this same period of time, Emma vacillated between knowing and not knowing the importance of lesson planning and the effects it had on what happened with her relationships with her pupils. In her journal she wrote:

> I hate planning!! It is so aggravating trying to figure out when, why and how to do this and that! It's almost as if you are trying to predict and structure the future...My plans just aren't good...I feel like my plans are so boring. I think I am boring the students to death. I don't think of neat ideas at all. The few times I come up with something really neat, it isn't until I am in the middle of teaching (a little too late!)

About half-way through her student teaching experience, Emma wrote about a more positive reaction to planning in her journal:

> What I've learned about planning is that not only do you plan in an attempt to meet the needs and abilities of the students, but also to meet your own needs and

capabilities. Just as you have to think about how much the students can do in such and such amount of time-you must also think of yourself. You have to organize your planning in a way that won't bury you in paper work and grading.

As Emma began her unit on Edgar Allen Poe, she began to feel better about some of her planning. She said:

> I actually did not mind planning this lesson that much because it is one of my all time favorite stories. I love The Tell-Tale Heart...I really wanted to make my students enjoy this short story because it is such a good short story. I also think it is a spooky one-a good one to do on Halloween! I chose to teach point of view with this story ... To reinforce point of view, I had the students rewrite The Tell-Tale Heart in a different point of view ... I want the students to like writing and find ways that it can be made fun. I think rewriting a story in another point of view would be fun-I hope they see it that way, too. (They probably won't).

Here, Emma is comfortable with the content that she is teaching. She perceived The Tell-Tale Heart as something fun and hopes that the pupils will respond the same way. The Tell-Tale Heart was one of Emma's personal favorites and she was anxious to share it with her pupils. Sharing personal literature favorites is another demonstration of self-disclosure although it comes in an academic form. From this type of self-disclosure pupils can see what the student teacher values in the subject she is teaching. Emma shared her literary interest with the pupils and they responded favorably to the story. In her planning, Emma connected the holiday, Halloween, with a Poe story that fit in well with

the season.

For Emma, planning was problematic. Though she realized that planning was an on-going process, she seemed to have difficulty with effectively writing a lesson plan that worked for all of her students. Emma continued to try to make one plan fit for all her classes and pupils as she did her initial planning. It was only after she started teaching the day's lesson that she realized that changes had to be planned to accommodate differences in classes as well as pupils. It is possible that Emma had not developed relationships with her pupils to the point that she was able to recognize their various needs. In her journal she wrote:

> Planning is an on-going process. My plans may seem just fine, and then I go to teach them and I discover that they have to change for any of a number of reasons ... and I use them for the first period but during the lesson I realize that they would be better if I did this or that differently. So, then, second period, I make that change and maybe in second period's lesson, I realize it would be better to change another part of the lesson. So, by the end of the day, my entire lesson is usually totally different. It is much better-but different ... I hate planning. If I did not have to plan-teaching would be so much better.

For Emma, the power and purpose of planning was still a nebulous construct. Though she says "planning is an on-going process", she has difficulty seeing that a well-thought out lesson plan usually yields a smooth instructional delivery. Although Emma recognized that planning is important, she had not yet developed her planning techniques

enough to be able to consider the needs of the pupils. This results in her wanting to change the lesson plan throughout the course of the day. The end result for Emma is a feeling that teaching would be better if she did not have to make lesson plans.

As the student teaching experience evolved, planning for pupil's needs and developing appropriate curriculum began to have an impact on the relationship building process between Emma and Natasha and their pupils. Rogers and Webb (1991) indicate that care in teaching includes the needs of the pupils, the process of instruction, curriculum and student learning. As Emma and Natasha began to be more aware of the needs of their pupils, they began to explore ways to answer those needs. Lesson planning became a natural extension to the building of relationships.

Classroom Management

Another bridge to the building of relationships was the way management techniques and discipline were used in the classroom. Natasha and Emma had been concerned about classroom management from the beginning and during this phase, they continued to struggle with it. Natasha tried to be attentive to the pupil who was presenting something to the class or to the group with which she was working. In the process of paying attention to one particular thing in the classroom, she tended to ignore everything else that was going on around her. Mrs. Wilcox talked with her repeatedly about this problem and Natasha worked to develop some peripheral vision, however Natasha struggled with the problem throughout her student teaching experience. At mid-term Dr. Watson had the student teachers write three goals for the remainder of their student

teaching experience. One of Natasha's goals focused on classroom control:

> I want to improve my level of control in the classroom. I think that my rapport with my students is really great, but I let them sort of have too much freedom. This is especially true at the beginning of class.

There was very little structure as the pupils came into the class. Some came in and put their books up and went back into the hall to get some water. Others stood in small groups, talking. Many times, when Natasha started calling roll, the pupils were still talking and moving around. It often took Natasha three or four minutes to get the class settled down in order to get classwork started.

In one of our interviews, Natasha spoke of her frustration of trying to keep up with everything that was going on in the classroom:

> I am trying to figure out how ... you can answer a question for one group and listen to what they're saying while keeping an eye on all [the] four other groups, making sure they're not fooling around. It's impossible for me and I really need to focus. I ... have this problem where I can't focus on two things at once ... Now there was one day that one kid was throwing staples at another ... and she yelled out. Because I was concentrating so hard on what the child that was up there presenting his imitation poem I didn't even hear her yell out and Mrs. Wilcox, you know I really got [chewed] out for that because I didn't hear it. But, you know, I am trying.

The dilemma of paying attention to a pupil who is presenting something to the class and

yet keeping up with everything else in the classroom is a problem for any teacher. Natasha tried to show a lot of personal attention to every pupil, especially when they were doing a presentation. She was aware of her problem of focusing on only one person at a time and tried to work on it during the student teaching experience.

Emma worried about her pupils taking her seriously. In her journal at the end of October she wrote of her frustration in trying to control the class:

> What I learned about teaching today is that sometimes you have to just be mean. I have found that my students just do not take me seriously. I can tell them in what I think is a mean voice to "be quiet" and no one even pays attention to me. I might have well [sic] not even said anything at all. Today, I really got aggravated by this. Finally, I just decided to raise my voice much higher than I had ever raised it before. I think, well, it seemed to work somewhat better ... Sometimes I feel like I can really keep them under control, then other days I feel like they all just totally ignore me ... Mrs. Paige says that they don't listen to me half of the time simply because I am so young and they sense my weakness. They know that I want them to like me and so they think they can get away with anything. How do you make them aware that you aren't fooling around and get them to do as you say, without making them hate you (the teacher)? Because I do want them to like me, but I also want to have some control over them. I want them to know that they can't push me but so far and if they do-then there is big trouble. How do I achieve this without making them hate me?

Emma described "liking me" as the pupils accepting her as a student teacher and being interested in her as a person. The pupils seems to be aware of the fact that Emma wanted them to like her. They also knew that she would continue to like them no matter what they did.

Earlier, in the discussion of planning, Emma had mentioned how boring her plans were. Somehow, she never made the connection between boring lessons and unruly behavior in the classroom. Neither Emma nor Natasha were aware of the many management techniques available to teachers for use in the classroom. At one point, I asked Emma if she could think of other ways to get the attention of the class beside raising her voice and she said "no". The classes she had observed were quiet and orderly, but she had no idea how the teacher managed to get that order in the classroom. Natasha knew that she was willing to accept more noise in the room than Mrs. Wilcox did and that sometimes created a conflict between the two of them. Natasha felt that as long as the pupils were working, the noise level was not a problem. In Emma's case, the pupils were not only disturbing and making noise, they were not working, either. Entries from my field notes for a period of three weeks show:

> Two boys in the back are playing, she [Emma] is looking in the desk drawer for something. She looks up, but does not notice the boys playing. Eight minutes into the period and the boys are still up, moving around ... Over half of the room is finished with the test. They are sitting and talking while the others finish ... [for a classroom assignment] told them to get with the person beside them. Lots of

noise. She raises her voice and says "I told you not to talk". She said "NO talking" several times, but pupils are still talking and paying no attention to her ... Still three minutes left of class. Pupils are standing up with their book packs and stuff. They go to the door and talk about the next ball game. Emma is standing at the door talking to the pupils.

Although Emma would call pupils down for their talking, she often went on with what she was doing without following up with her reprimand. In almost every class, pupils were up and moving three to four minutes before time for the class to end, losing valuable instructional time. The pupils knew that they could get away with talking and moving around in the room, making it difficult for them to build respect for Emma as the teacher. This lack of respect made relationship building even more difficult for Emma and the pupils. Though Emma had a genuine desire to do what was right and extend care to the pupils, this was not often communicated to her pupils because of her lack of consistency with her classroom management. Noddings (1992) stated that a caring student teacher will not negate the importance of good curriculum development and teaching for the sake of caring.

Care

Mayerhoff (1971) articulated that in order to care for pupils, a student teacher needs to know and understand who the pupils are, what their needs are, and how to respond to those needs. Emma and Natasha found many ways to show the care they felt for their pupils. Care was not a word that neither Emma nor Natasha used when talking

about their relationships with their pupils, but they demonstrated care in various ways in the classroom. Emma had an encounter with a pupil that demonstrated her ability to listen and have a caring attitude toward a pupil. She wrote about that experience in her journal:

> As I was sitting in study hall today, a girl came in...Just by looking at her you could tell that she had some major problems. She didn't seem to be emotionally stable. She was shaky and fidgety. She made me nervous. Then when Mrs. Paige came by, the student called her over and told her that she had tried to kill herself again (for like the third time) and they sent her away for a while. I was amazed and felt like I didn't know what to say to her after I found that out. I couldn't imagine actually going through with killing myself. What would be so bad that would want to make this 8th grade girl want to take her own life away ... I won't have to teach this girl, but it just made me think and wonder how I'd reach her if I did have to teach her ... While I was sitting next to her she began to ask me questions. One of the questions that she asked me is what does [sic] your parents do? And since my Dad is dead, I just told her "Well, my Dad is dead and my Mom does not work. She takes care of us (the family). Once she found out that my life wasn't perfect (it certainly is <u>not</u>) and that I had problems, too, she looked at me entirely different [sic]. Even Mrs. Paige noticed it. She told me that this student was looking at me like she had really connected with me. She was surprised because this student wasn't the type to connect to hardly anyone.

Although Emma did not teach this pupil, she saw her in the hall and in study hall. Emma later told me that this girl was absent a lot and after a few weeks either moved or dropped out of school. Emma never did have another chance to spend much time with this girl again.

Natasha was particularly concerned with a pupil who was behind in his classwork and did not participate in class. Natasha wrote about this pupil twice in her journal:

> Today I talked with [a pupil] after class about his attitude. He said nothing was up with him or with his opinion of me. He also said he'd quit (school, I think). I don't want that, but now I don't know what else to do.

> I have this one kid who has done absolutely NOTHING for me. I told him he was failing and want to know what I could do to help because I am here to do just that. He said he didn't care, didn't care, didn't care. What do I do?

Natasha spent extra time with this pupil, trying to help him do his work in class, and encouraging him to complete projects and homework. At times the pupil would participate in a classroom activity, but for the most part, he did almost nothing. Natasha was frustrated over this pupil's lack of care about his school work. She continued to talk with him and let him know that she cared and was there to help. He never did come to her for extra help.

Self-Disclosure

Self-disclosure was not a big part of relationship building between the two student

teachers and pupils during the early part of their work in the classroom. However, as Emma and Natasha became more comfortable with their pupils, self-disclosure played more of a role in relationship building. Natasha's classes went to the library on Fridays, and the walks to the library and back provided time for informal talk between Natasha and the pupils. The library was also a more relaxed environment than the classroom and Natasha moved around talking with the pupils about their assignments, or just chatting about their lives. In one exchange from my field notes, I noted that one of the girls commented about Natasha's shoes. Natasha replied that "I bought these shoes at Pay Less for $10.00. The girl commented; "I have some just like them, but I bought mine at Sears". Natasha laughed and said "My mother would die if she knew that I wore these shoes to school".

There was only one formal act of self-disclosure for Natasha and Emma that I witnessed in their classrooms. Both student teachers took advantage of a lesson to tell pupils something about themselves. In my field notes, I described Emma's story about herself to her class:

> Before I begin class today I want to tell you all a story. I don't know if I told you all, but a few weeks ago my cat hurt its leg and the doctor put a cast on it. I was all worried about it, so the doctor told me to just lay her up on the bed and leave her there and put her box and all that stuff in the room. Yesterday I got home and just as I got in the apartment I hear this terrible sound. I mean like a boom. I went running back there and when I got back there there's my cat just sitting there like

this [demonstrated the position of the cat]. I looked across the room and there's the cast over in the corner. She had just thrown that cast off of her leg. I took her back to the vet and the vet put another cast on it. So, she's healing all right now and everything, but she has the hardest time getting up the stairs on her crutches.

After a lot of laughter from the pupils and a discussion about exaggeration (the topic of the lesson that day), Emma went on to tell the class that she did not have a cat of any kind, but had a Labrador puppy.

On one occasion when Natasha self-disclosed to the class, she related to them that she had a four month old puppy named Cheyenne. In an effort to learn more about her pupils, Natasha had them select an object from a box filled with items. After selecting the item, they were to tell why they chose that particular object and how it could be used to describe them. Natasha selected a dog collar and told the class more about her dog, Cheyenne.

Natasha and Emma used four of Chelune's (1979) five classes of self-disclosure during the semester. Those five classes are: Expression, Self-clarification, Relationship Development and Maintenance and Social Control. Expression was used to verbalize feelings, such as "I'm sorry you were sick", when a pupil had been out. Emma and Natasha talked about their personal beliefs and opinions as an act of self-clarification. Social validation was used when eliciting feedback from pupils about a lesson in order to validate their own self-concept. Relationship maintenance was seen as Natasha and Emma disclosed to the pupils and pupils disclosed to them. Social control, the act of using

information about themselves to control others' actions was not observed.

Extra-Curricular Activities

One outlet of relationship building that Natasha took advantage of was the participation in school extra-curricular activities. Natasha attended one of the girls' basketball games and chaperoned at a sock hop. The sock hop was the night before her NTE exam, but she was afraid this might be the only sock hop she would be there for, and she thought it was important for her pupils to see her there. She was also a chaperon for a week-end trip to Washington, D.C. In one of our informal conversations before class one day, she told me that the pupils all wanted to be on her bus, because she was "cool", so her bus was the "cool" bus. Taking part in extra-curricular activities helped add to Natasha's image of being a "cool" teacher. Natasha told me after the trip to Washington D.C. that the week-end had been long, very tiring, but she had really enjoyed being with the pupils. Activities such as this trip began to build an interdependence between Natasha and the pupils. Kelley & Thibaut, (1978) and Morton & Douglas, (1981) explained that as interdependence is built within a relationship, each individual will have a strong and frequent impact on each other. As the semester progressed, the relationship that had strengthened and developed during the field trip would have an impact on the relationships within the classroom.

Teacher Image

As Emma and Natasha began to plan and teach more, they began to see themselves more as a teacher, than as a student teacher. The pupils too, acknowledged

this transition. They began to look to Emma and Natasha for help and directions more so than to the cooperating teacher. As Natasha prepared for the short story unit, she began to reflect on all that goes into being a teacher:

> I'm trying my hardest to come up with ideas for the next unit. I really have no idea where to begin. I'm also really sick with a head cold and working is REALLY hard to do. Combine that with grading all 78 folders and their imitation poems and you have an absolutely HORRIBLE weekend. How do teachers do it?!?! I just want to hang it up and forget the whole thing.

Throughout the first month of teaching, Natasha had her "ups and down" with teaching. Natasha described herself to me as an "impatient perfectionist" which caused her to question her performance in the classroom. At times she felt as if she could handle the load of teaching, but many times, she tended to see all the bad things that were happening. In one of our interviews, Natasha and I talked about a bad day in the classroom:

> The reason why I was so upset Monday is because I'm really frustrated with, um, just it feels like I'm, I'm juggling a hundred different balls in the air, and you know, of being aloof and being the teacher and getting their respect and then, ah, meeting them at their level and talking about things that are relevant to their lives and what's going on in their lives and then, you, know, making sure that I have good discussion questions and trying to pull answers from them and then giving them instructions and actually trying to teaching them something, you know, it's all of the stuff that I feel like, I, I can't get it right. I can't get it all in the air at the

same time and it's so frustrating ... It's really hard .. .because I'm falling short of what I want ... but I want to reach those goals ... That perfect teacher thing ... .Because I'm not the perfect teacher. Because I'm not able to control them, a hundred percent of the time and they're not working and they're not excited about what they're doing and I know it's because they're eighth graders and they're not excited about anything except for boys or girls whether they're [the] opposite sex, but I **feel like I'm not reaching out enough and I'm not being good enough and that's why.**

Natasha had begun to realize that reaching out to the pupils is an important part of relationship building. She knew that she could not wait for them to come to her. Her frustration with herself, her instructional abilities and relationship building skills made her feel as if she were failing everyone, including the pupils.

Natasha had entered student teaching with unrealistic expectations about what teaching would be. She still focused on wanting the pupils to like her and when they did not do as she asked, she took it as a personal affront. After her third day of student teaching, Natasha described her feelings to me about teaching:

...I have no patience whatsoever for anything so I want them to be happy and love it [the lessons] and love me and just want to do their work right now and because they're not, and I have this high goal, this high aspiration. I feel like I should just quit because it's not working and it's been three days. I am going to have to keep telling myself, "It's three days". However, it's felt like eight years ... I just feel

dragged down. I wake up every morning, I'm like,"Oh, I have to go back there"... When I wake up in the morning, I do not want to get out of bed. I do not want to go for the life of me. And even today, it was a really good day, I don't want to go back. You know, I'm like "Okay, I've had enough of teaching".

But, on a good day, Natasha wrote in her journal: "Today was awesome! Every class was quiet and it felt like I was teaching today. The students didn't intimidate me and so I think I carried myself better."

By the end of October, Natasha had begun to be more comfortable in the classroom and with the pupils. I noticed that the pupils would come into the room and speak to her as they went by the podium. Mrs. Wilcox usually stayed out in the hall when the classes changed. Natasha was usually in the room, getting ready for class. The pupils came in singly and in groups of two or three. They put their book bags up and talked with each other. Some of them would stop by and speak to Natasha as they came in, or come up to talk with her after putting their books up. Natasha was no longer hiding in the back of the room at the end of the class period, but telling the pupils "good-by" and talking casually with them. Conversations usually centered around football games, both the school and professional, what was happening in other classes, such as art and a TV show they had watched the night before. I usually did not stay close enough to hear all of the conversations because the pupils usually changed their behavior when I was around. They liked to show-off for me, and I did not want to inhibit interaction between Natasha and the pupils. She was no longer as intimidated by the pupils and had begun to talk with pupils

individually and in groups. Natasha walked around the room as pupils worked on their assignments. She often stopped and talked to pupils about their work. Occasionally, I heard comments about a ball game or some school activity. If someone had been out, Natasha always made a point of going to that pupil to discuss make-up work and inquire about the pupil's reason for being out. The trips to the library were always occasions for relaxed conversation and teasing between Natasha and the pupils.

One Friday, as we walked to the library, she teased with some of the boys walking with her. One boy was carrying a heavy pack and exaggerating his walking. Natasha told him that he looked like Quasimodo. He asked who that was and she told him "The Hunchback of Notre Dame." He laughed and continued walking. During an interview at the end of October, I asked her about her comfort level in the classroom now as opposed to the beginning of the month when she began teaching. She replied:

> ... I'm much more comfortable. Before [I] was sort of intimidated by them. I wanted them so much to like me that, um, I didn't want to discipline them. I didn't want to tell them to stop doing something I really didn't feel comfortable talking with them. For example, I wouldn't say anything when they were leaving the class and they didn't talk to me outside of class ... I was basically a non-entity when I was outside the classroom and it was bothering me ... I didn't have any rapport with them cause they wouldn't say [anything]. Most of the other teachers are like,"Hi," you know, "Bye, Mrs. Bailey", or whatever. Whereas, for me it was, they just walked past me. Now most of them say good-bye to me ... which is an

indication that I have reached that level that they, you know, think of me as a teacher ... [In the classroom] they have liked the group work. It was cool. So, you know, I've become cool. I have reached the standard ... I mean, I'm not only a teacher, but I'm a cool teacher ... I think it's because I let them get away with stuff that maybe Mrs. Wilcox doesn't.

Although Natasha perceived herself as letting the classes get away with too much, she respected them enough to keep them from being totally out-of-control. She may have been more relaxed with the pupils than Mrs. Wilcox was and engaged with them in more informal conversation. Natasha trusted pupils to manage their behavior and their work. As a result, Natasha began to be know as a cool teacher. The pupils enjoyed the fact that Natasha was young and understood their culture and way of life. Reaching the status of a cool teacher was an important step for Natasha.

Natasha's cooperating teacher, Mrs. Wilcox, observed Natasha's teaching every day and almost always gave feedback about the lesson. Most of the time, though, that feedback tended to focus on what was wrong. Mrs. Wilcox seldom commented on the good things that happened in class. This negative feed back and lack of positive reinforcement began to affect Natasha's outlook on teaching and her abilities as a teacher. This was observed even with the relationship building with the pupils. The negative feedback from Mrs. Wilcox often made Natasha doubt her abilities even more than usual. Natasha occasionally withdrew from the pupils and did not talk with them as much. Sometimes she would get frustrated with the pupils over actions that she usually ignored.

Natasha gradually became aware of her actions and began not to react so negatively to Mrs. Wilcox's statements.

In her journal at the end of October, Natasha wrote:

> I'm not going to make it. Every day gets worse and worse and I feel like I'm cracking up. At this point, I'm not sure what to do. It seems like everything I do is wrong or just not good enough. I know that what I'm doing isn't quite right because I'm not "Teaching" the students. The thing is, I'm not sure what else to do. What is it that I'm missing? ... Somehow, I'm not teaching. I have a bunch of projects and activities, but no instruction to go along with that; or at least that's what Mrs. Wilcox thinks (or says).

As previously noted, Emma was very nervous about student teaching and unsure about her ability to do all that was required of her. Emma's cooperating teacher, Mrs. Paige, was aware of Emma's nervousness and planned a slow introduction for Emma into the classroom responsibilities. Emma was into the fourth week of the student teaching period before she took over all the lesson planning and teaching for her assigned class periods. She began to realize what a complex job teaching was as she revealed in one of her journal entries:

> Today I learned that teaching keeps you so, so busy. The day goes by fast because you have so much to do in such a short amount of time. As soon as one class is there it is time to leave and another is there waiting to see what you are going to make them do. I hate it when you assign students work, especially work that you

think will be sort of fun, and they say "Do we have to?" That really hurts my feelings.

A relationship is a give and take situation (Duck, 1994). When a student teacher allows hurt feelings to become a part of a relationship, the relationship building becomes more difficult. By taking everything personally, Emma may not have recognized nor accepted normal behavior of her eighth graders. She expects them to think of her feelings instead of the assignment. In an interview, Emma talked about how she reacted when pupils upset her in class:

> ... it makes me get more restrictive on them ... I just get aggravated with them ... [If I met them in the hall] I might just not speak to them. Might be kind of mean, I don't know. I mean I wouldn't say anything to them. I'd be just like, "Oh goodness. You've aggravated me today", and I just wouldn't really show any emotion.

These feelings of detachment are normal reactions to the frustrations of teaching. Yet is there anything in our preparation programs that raises student teachers' awareness of these reactions and provide strategies on how to deal with them?

Like Natasha, Emma had her "ups and downs" in the classroom during this period of time. On the first day that Emma had the classes by herself, they went to the computer lab. Emma wrote of that experience in her journal:

> Today was absolute hell. I just felt like crying. I taught or conducted the hyperstudio lab all by myself and it was a complete failure! ... I know a good bit

about computers but not enough, obviously ... I had about 5 different groups saying "Miss Alexander, something's wrong with my computer" ... Then as soon as I would get one working, another one would mess up. The kids were all talking and I felt like I was going crazy. The bad part is that it lasted like this most of the period. It did not improve at all. I guess what I learned about teaching today is that you need to be about 10 people in order to keep up with all that is going on. **It's hard to address everyone's questions and problems.**

By the end of October, Emma was beginning to feel better about her teaching and being in the classroom. Like Natasha, some of her reactions to what happened in the classroom depended on what was happening between her and the pupils. In her journal she reflected on her teaching:

> ... I am much better at teaching my lesson once 5th period rolls around. First period I am really insecure and a bit nervous and I think the kids sense it. Second period I think I am even a little bit worse. I think I'm worse because I am a little shaky from first period, then all of sudden my biggest class with about 30 student come rolling in, loud as ever and I just feel overwhelmed. However, by 5th period I think I do much better. I am more comfortable with my lesson by then and I am also much more at ease with the students. It's not that they don't test me because they do see how far they can push me and they don't listen to me half of the time. One factor that might cause these differences is the way the students feel about me. First period pretty much told me the other day that they didn't like me. One boy

said "When do you leave?" They think I don't like them and I give them lots of homework just because I am mean.

In one of our interviews, I asked Emma what she thought the pupils meant when they said that she was mean. She replied, "I don't know ... what they mean by mean ... they just don't like me ... Maybe they have to work".

In the previous interchange between Emma and a pupil, it becomes apparent that Emma is having trouble establishing positive relationships with some of the pupils. In more than just this one case, Emma received negative comments from pupils who did not want her in the classroom. In her journal she wrote, "they really hated me at first. I mean up until like two weeks ago because I read their journals and ... this one girl's like, 'I hate that blonde headed girl up front". In her second period class, there was a group of pupils sitting close to me. I often heard them mutter under their breath about wishing Mrs. Paige would come back or how they did not like Emma. Emma seemed to be unaware of these feelings in the second period class until almost the last day of her student teaching. In our last interview, Emma told me of an experience she had with a pupil in her second period class two days before she completed her student teaching:

> I can't remember what I was doing ... but anyway, he responded and mumbled [something] and I said "What?" And he was like "Nothing. This is stupid anyway. Like, "I hate this class" or something. I was like "Gosh". And so then he said, "I can't wait till two more days and my life will be just perfect". I was like, "Two days?" He said like, "Yeah, you won't be here". And I was like, because he had

never behaved this way before and so I was like, you know, "Have you just been holding all of this in the whole year and all of a sudden he just wants to kill me". So, um, it aggravated me like once he did that because the whole class was paying attention to him pretty much chopping me down...it took everything in me just to keep from just grabbing him, you know. You just get so mad you just want to shake him, you know. So I said, "Okay. You come with me outside"...Like I just kind of backed him up against the wall and I said "Look here...I might have only two days left here. But I'm not putting up with this. I don't deserve this. You know, you can do whatever you want to do. But you're not going to back talk me in front of the class. And I don't appreciate it".

Emma did not talk much about her feelings about herself as a teacher. In our interviews, she talked about some of her pupils and the problems she was having with some of them. In one of our informal conversations, she told me about a girl in second period- "the one with green hair". The girl and her best friend were both in the room and although separated from each other, talked across the room to each other. Also in the second period, one of the boys liked to show-off for the class and play the part of the class clown. She was often frustrated because her classes seemed out of control and her lessons were not well received by the pupils. At least twice in our discussions, Emma talked about the fact that she was not going to teach and talked about what job opportunities there would be for a college graduate with an English major. Perhaps her lack of identification with the teaching profession prevented her from developing an image of

herself as a teacher.

In at least one case, though, Emma tried to tell her class that she was trying to test herself as a teacher. An example of this is demonstrated by the following incident:

In two separate incidences, I observed Emma giving her classes a test without letting them know ahead of time that they were even going to be tested. Each time this occurred, the pupils began to fuss at her for not giving advanced warning. The second time this happened, one of the pupils asked :

> Why don't we ever know about these tests in advance? You always spring them on at the last minute.
>
> Emma: Would you study for it if you knew in advance?
>
> Pupil: Probably.
>
> Emma: Well, there is no sense in your staying awake all night worrying about a test.
>
> Pupil: Well, it would help us not to get so upset over it.
>
> Emma: What I'm really doing is testing my teaching...I'm here to teach you something and the test will tell me if I've done that or not. If you study ahead, you're telling me what you've learned on your own, not what I've taught you. If everyone fails, then I know I have to reteach everything.

The pupils still did not like the idea of having a test without any advance warning, but they said that what she said seemed to make sense. Emma urged the pupils to get the test done as quickly as possible and after giving the directions, told them "The last one through is a

rotten egg." However, the scores were used as a test grade for the section covered, and Emma seemed not to recognize the confusion of the pupils caused by the contradiction in her use of the power of testing over pupils and her good intentions for getting feedback on her teaching. I was not in the classroom when she passed out the test papers after they were graded. In an later interview, though, Emma made reference to the fact that many of the pupils had very low scores on their tests.

Emma's main desire in her classrooms was for the pupils to like her. In one interview with Mrs. Paige, she mentioned that Emma often interacted with the pupils on their level, not always on a teacher level. In the description given above, Emma is not showing the needed concern for her pupils that a teacher shows by letting them know about upcoming tests. A pop quiz is often a part of a lesson plan, but a test at the end of a unit is not usually a surprise test for pupils. Emma seldom told pupils ahead about quizzes or tests, which made the pupils uncomfortable about what was happening in the classroom. The unannounced tests made it difficult for the pupils to trust what she told them about their tests and their work. Frequent unannounced tests can be seen as an abuse of power on the part of the student teacher. Perhaps if she had called the test a quiz and used the grade as a pop quiz score rather than a test score, the pupils would not have been so negative about the unannounced tests. The scores of unannounced tests would often be lower than if pupils had a chance to review and study, so the pupil's grades could suffer as a result of the test situation. Emma's remark, "The last one through is a rotten egg", demonstrates that she is trying to interact with them on their level-one pupil to

another-and not as the teacher in the classroom. Emma seemed to think that by joking with the pupils or using their language that the pupils would like her and accept her as one of them.

In fairness to Emma, her intentions were positive towards the pupils, but they were not always perceived that way. These actions are normal mistakes that a beginner might make, yet one can see how they could prevent connections from being made.

As this step in relationship building ended, both Natasha and Emma had begun to communicate more comfortably with their pupils. Their body language had changed from unsmiling and stiff posture to smiles, relaxed posture and teasing and joking with the pupils. Natasha had lunch duty three times during this time period. She always ate her lunch quickly and began to move around the cafeteria talking to the pupils. I did not recognize all of the pupils in the cafeteria, but Natasha seemed to know them. Emma, too, began to communicate more openly with the pupils. Conversation was not limited just to computers and assignments, but included pupils' outside interests. There was often talk about the ball games before class started and at the end of class. On Halloween day, Emma and the pupils in first period had a conversation about going trick or treating.

As this period in the student teaching experience ended, Emma and Natasha had begun to strengthen their skills in lesson planning, instruction and classroom management. Relationships with the pupils were being built and the student teachers were building their own identities as teachers. As they prepared for the last month of the student teaching experience, they would prepare for the ending of their time in the classroom and leaving

their pupils.

Decline and Ending of Relationships

The period of November 13-December 13, 1995 was the ending of the student teaching experience and a pulling together of the relationships that had been formed in the classroom. It was during this period that Emma and Natasha refined their teaching skills and consolidated relationship with their pupils. Since this was the final period of the student teaching experience, both Natasha and Emma began the process for bringing closure to their classroom responsibilities and the relationships that they had built with their pupils. The pupils, as well as the student teachers, were aware of this impending closure process. Pupils occasionally asked Emma and Natasha when they would be leaving the classroom. In one of my last observations, I wrote in my field notes that one of the pupils said something to Natasha about not having to complete an assignment since she was leaving soon. Natasha reminded them that she would still be the one giving the grades for that period of time and everything would be counted. Like the ending of many experiences, Natasha and Emma had a mixture of relief and sadness that the student teaching experience was coming to a close.

In most human relationships, Levinger (1982, 1983) states that there is a defined ending point. In the case of student teaching, this ending point is pre-determined due to the structure and nature of the experience. The ending point for the student teacher differs from that of the cooperating teacher, even though both have predetermined time lines. Some of these differences include:

1. The cooperating teachers for this study had the opportunity to get to know the pupils before instruction began. Because of this early acquaintanceship they had the chance to begin the long-term relationships that exist between pupils and teachers for the specific academic year.
2. The cooperating teacher was viewed as the primary instructor and never lost the ultimate authority in the classroom. The student teacher was usually seen as being subservient to the cooperating teacher.
3. The cooperating teacher had an established professional reputation, unlike the student teacher who was having to construct her teacher image.
4. The closure for the student teacher comes before the end of the semester whereas the cooperating teacher can phase out classroom activities at the end of the year.

During this time period, Natasha and Emma began to more fully define their image as teachers and continued to build relationships with their pupils. Both student teachers continued to struggle with some of the problems they encountered during the two earlier time periods, such as classroom management, planning, instructional delivery and communicating with their pupils.

Classroom Management

As the student teaching experience drew to a close, Natasha and Emma were beginning to develop classroom management techniques that worked for them. Natasha admitted that she did not like being strict with her classes. She continued to have trouble

with the fifth period class, which was the one that had intimidated her from the beginning. In her journal she wrote:

> I just couldn't get control of 5th period. They talked and talked and giggled and talked some more. Mrs. Wilcox said they get away with murder and I tend to agree with her. I really don't know what to do about them. Why On Earth [sic] I treat them different [sic] from the other two. It was the hardest for me to overcome those feelings of "I wanna be liked" in that class and now I think maybe I'm too "well liked" because they walk all over me ... I get so tired of that part of teaching-quieting the group, getting them settled, etc. And it gets me REALLY frustrated.

Emma talked about the differences in her classes in one of our interviews. For Emma, large classes offered comfort to her, whereas smaller classes seemed to afford the pupils a greater opportunity to gain control of the class. Emma tended to be more intimate with the smaller classes. She shared her views on these differences:

> My fifth period class is really different from the first two. They're actually probably my worst class, because they're so tuned in about me [personally] that I can't get them to concentrate or focus on what we're doing ... actually my best class is second period, the biggest class ... But then, my fifth period class, I feel like nothing I say, they don't pay attention to anything I say. There's probably only about 18 students in there. In my second period, I probably have like 30.
>
> On one occasion, I was able to observe Emma's classes when the pupils were

acting out. During our interview that followed this class, Emma further discussed her problems of control and how the size of the classroom was a factor:

> I have no control ... No one's even paying attention to me ... [Actually] it's just two or three students but they're causing the whole class to come down ... It's just fifth period right now. Well, first period is kind of like it, too. It's funny because I can control my largest class. I can keep them on task and the two smaller classes they've just gotten to the point where I think they feel comfortable with me and they just don't even pay any attention to me. Just like first period. I really had difficulty with them. They all hated me at the beginning. They said I was mean and everything and then I started trying to be nice to them. And now they pay no attention to me and I told them that today ... "See what happens when I try to be nice. When I try to be nice you all take advantage of me. You can't just be nice to you all because then you go crazy" ... I don't want them to think I'm mean, but ... obviously I have to ... I like having the open classroom...but I just think they take everything too far. They, um, don't know when to stop. Maybe I haven't given them boundaries.

Emma had not given her classes any expectations for their behavior, except to work without talking. Possibly because of her narrow view of classroom management, she was not able to see that the lack of organization in the management of the classroom and interesting lessons could be a cause of some of the behavior problems that frustrated her.

As a part of this research investigation, I observed Natasha's fourth and fifth period

classes twice a week. These two classes of Natasha's were very different from each other and she reacted differently with them. The fourth period class was quieter, asked more questions and participated more in the class work. The pupils in this class were good pupils for the most part, with few so-called "popular" pupils. Fifth period class, however, had football and basketball players in there, as well as some of the girls who were leaders in the school. Though the fifth period class was larger by only five pupils than the fourth period class, it seemed larger in comparison. Natasha had been intimidated by the fifth period class from the very beginning. She was aware that part of her intimidation was centered around the composition of the class. This class was made up of pupil types that she had disliked when she was an eighth grader. In an interview, Natasha said " Those are the kids in fifth period, a lot of them, that when I was in school, they intimidated me ... I hated the popular kids when I was in school". Natasha had moved to a new school in the eighth grade and always felt as if she were an outsider and did not belong with any group. The "in" crowd ignored her completely, making her feel that something was wrong with her. As the student teaching experience continued, she began to be more relaxed with this class and seemed to enjoy talking with most of them. She disliked being strict with any of her classes and this one in particular. There was an incident during fifth period one day when there was a substitute teacher in the class. My field notes provide the following account:

Two boys got up and left the classroom. I assumed that Natasha had given them permission to leave. However, she had not seen them leave the classroom and did not

realize that they were gone until the substitute told her. Natasha went out in the hall and waited until the boys came out of the rest room. She talked with them and gave them lunch detention that day. At lunch, Natasha told me that Mrs. Wilcox would have a fit when she found out what had happened. Natasha told me later that she hated to have to punish the pupils, but she knew that it had to be done. The two boys had left the classroom just to see if the substitute teacher would notice that they were not in their seats. Mrs. Wilcox followed up later by giving the two boys ISS (In School Suspension). Natasha said the boys were "totally unfazed" by the punishment.

Natasha began to reflect on some of the problems she had been experiencing in the classroom one afternoon when she had trouble with a particular pupil. She wrote:

> One of my favorite students acted up in class today (and by all rights) I should have given him a 0, (but I didn't). Instead, I moved him (which he hated). Well, after fooling around for about 5 minutes I told him that he had lunch detention for Tues. & Wed. Boy, was he furious. I think there were a few incidents that led up to this point. First of all, I have acted buddy buddy" with them in the past. (Actually, I felt like I was treating them like adults or pre-adults). That made them think they could get away with murder (or worse) when Mrs. Wilcox wasn't around. I have given this one kid extra help, more time, etc., etc., etc. which he has milked until I am now fed up with him ... One thing is for sure. You cannot be "friendly" with them because they can't handle it!

As Natasha began to look at the closing of the student teacher experience, she and

I talked about her growth in the area of classroom management. Natasha described what she would do to set the tone for her classroom if she were to begin teaching:

> I think that in one of the first few days I would come up with a set of rules for the classroom, with the classes themselves ... One or two things like respect others... Just so that they know what ... I expect from them ... I don't think they [these pupils] knew that from me. I think I would also go over how I grade because that's where a lot of confusion came in ... I think I would try and be stricter. I have a hard time with that because I don't like being strict. Don't like being the disciplinarian ... Gun in my hand or with a beating stick or whatever. Police stick in my hand, but it really seems like you need to be that way in the beginning and then loosen up on them as the weeks go by, but to start off being kind of nice leads to disaster.

Natasha has taken on the theory "DON'T smile until Christmas". McLlaughlin (1990) states that teachers often make attempts to impose their control over pupils and call this "care". Controlling is often defined as classroom management or discipline. Balancing the roles of authority, being "the teacher" and "being a friend" , as Natasha tried to do, creates an ambiguity in how teachers see their roles and relate to their pupils (Feiman-Nemser, 1983; Goodman, 1988). Natasha struggled to find a balance between "teacher", "friend" and the "authority" figure within the classroom. She did not like being strict with her pupils, but had made the decision that by being nice to the pupils from the beginning would lessen her authority and presence as the teacher. She had not yet found

the balance that would assist her in developing the caring relationships that she wanted and enjoyed with her pupils and still have a well-managed classroom.

The "problem of control" is often considered as the most important aspect of learning for student teachers (Goodman, 1988). When Natasha planned a unit on the play "High Noon", she had the pupils read the play orally sitting at their desks, rather than let them get up and act it out. In her journal, she wrote:

> I wish I could trust them to get up and out of their seats to act it out. Some have <u>really</u> wanted to do that (and of course, others don't). SOMETHING that'll make it livelier. The fact is, it would probably take too much time for them to get up and move around (and I don't think Mrs. Wilcox could take that much chaos). There's also probably be too much shuffeling [sic] down time, anyway. But, what to do?

Getting the class through in a quiet, orderly fashion (Goodman, 1988; McLaughlin, 1991; Tardiff, 1985) became the determining factor of teaching this particular activity. Natasha also knew that Mrs. Wilcox did not want too much disorder in the classroom and considered that in her plans.

<u>Testing</u>

Natasha chose to plan a unit on short stories, which the classes began at the beginning of November. As a part of the unit plan, Natasha designed a test to cover the elements of a short story. In addition, the pupils had been required to write a short story on their own. The test was designed as a three-part instrument that required the pupils to read a short story in the text. The pupils had tremendous trouble with the test and took

almost three days to complete the assignment. Natasha reflected on what had happened with the test and why she and the pupils were frustrated by it:

> After I had graded some (about a third) of their tests, I realized that they had either not read carefully, didn't understand or (in the case of the vocabulary) not studied. So, in the interest of saving their grades, I read aloud the part that held most of the answers. I explained it to them and had them RE-DO the questions. I realize there is a HUGH possibility that I chose a story that was too difficult for them to understand [by] reading alone ... They have had 3 days (maybe a little less) to do this monster. I definitaly [sic] think it was too hard for them ... Another thing that occurred to me today had to do, as always, with directions. I am, by nature, a very wordy person. So, consequently, are all of my directions. I think maybe some of the problems that I've encountered happen because the kids get lost in all of the words. The thing is, though, I want to put EVERYTHING into writing so that there are NO questions.

Natasha discussed the problems with this test in her seminar group. Dr. Watson and the other student teachers agreed that she should not count all of the test and grade pupils only on the part that they really understood. She later wrote in her journal:

> I am almost a week removed from that disaster ... and am now able to think about it [the test] with a rational mind. Before, I was so irritated because the students were poorly behaved and obnoxious and [I] couldn't figure out why. On top of that, when I looked at those tests ... they were just aweful [sic]. I was so frustrated

and couldn't think because I didn't have a clear head. Although the test I gave is a good, solid idea in theory, it stunk in practice ... The test itself was a problem ... I wanted the students to apply the knowledge they'd gained about reading a story to the reading of a story on their own. Not a bad idea, IF I had chosen a story in the range of the students. I didn't ... Also, the questions I had them answer were tough to say the least AND I had two other parts I wanted them to do. Needless to say, the three days that it took to complete the test were miserable for everyone ... I think, in retrospect, that I would definately [sic] use the test format again, however with some drastic changes!

Natasha had built a comfortable enough relationship with her pupils, that she could say to them that she had made a mistake with the test. She explained the sections that would be a part of the test grade and recognized their frustration and hard work on the test. Natasha had also come to realize that the pupils' behavior in class is often tied in with the type of work they were assigned. After she had reflected on the test experience, she understood that the pupils' poor behavior was a reaction to a test they found difficult and could not understand. The pupils appreciated the fact that she had recognized their difficulties. Since this score would affect their grade, they were very grateful that she had kept them from making a bad grade on a big test.

Self-Disclosure

Self-disclosure continued to play a part in the continuation of relationship building in this period of the student teaching experience. Both student teachers were comfortable

enough with their pupils to talk with them about future plans. In her journal Emma related an experience with her fifth period class about her future teaching plans:

> Today, my 5th period class started asking me if I had decided whether or not I wanted to teach. I told them that I wasn't sure. Well, they went crazy. "You mean you don't know if you want to teach?" They really just could not understand how I could be about to graduate and still not know for sure what I wanted to do...Well, that led to a conversation about careers, majors, colleges, and so on. I really enjoyed talking with them about "real life". I told them that it's O.K. to not know what you want to do-but you should experiment as much as you can to discover what suits you because you need to be happy with what you are doing.

On Natasha's last day with her pupils, she had them get into a group and took their pictures. In the fifth period class, someone asked her what she was going to do now that student teaching was over. She replied: "Hide for a while". The pupils asked where she was going to teach. "I"m not going to teach". Pupils asked "Why not?" Natasha said: "I don't want to teach. I'm graduating with a degree in English. I like to read literature". One of the boys teasingly said something about her not being able to read. Natasha laughed and said "You're right-all these years in school and I still can't read!"

Conversations such as this show that Natasha and Emma's relationships with their pupils had grown to a point that they knew each other well enough to have developed personal, not only formal, types of communication (Altman & Taylor, 1973; Duck 1977; Duck 1991).

Relationship Building

Duck (1991) tells us that relationships have to be made and developed, they do not just happen. When I asked Natasha about how she went about building relationships with her pupils, she replied:

> Take the time to talk to them as human beings, I think, is the most important thing that I've done. I get in trouble a lot actually from Mrs. Wilcox and the kids get in trouble because they're talking to me. But we talk about things that are totally, not school related ... and I find out some things that I don't even want to know about kids ... Treating them like they're, you know, pre-adults. They're adolescents, growing up and they have interesting and vital things to say ... I tell them I think they're being totally immature ... but, anyway, I love talking with them. I think it's great.

Natasha and the pupils talked about MTV, computer programs, clothes and sports. Some pupils confided in her about school problems. They also talked about their boy/girl friends. Conversations seemed to cover a wide range of topics. As much as Natasha enjoyed talking with the pupils, she was also a good listener, which may be one reason they talked to her. Ruffner & Burgoon (1981) stated that listening is an essential part of communication and that there must be reception as well as transmission for combination to be effective.

Emma agreed with Natasha about the importance of talking with the pupils. She

said in an interview: "Just talking with them on a personal level ... I think it's also important". Emma's conversations with pupils covered topics such as ball games and computers.

Although Natasha had very good relationships with most of her pupils, she had difficulty dealing with one particular pupil. In her last journal entry, Natasha described this pupil and their relationship:

> She is an incredibly smart (identified gifted, even) kid, but hates to do any work and has a HORRIBLE attitude. She just "doesn't care" about anything and doesn't hesitate to tell me that every chance she gets. In the beginning I tried to show her that I cared and was "there for her" if she needed me. Then I got really frustrated and asked her what the problem was. Of course she said there wasn't one, where upon I said that her attitude sucked and I wanted to know why. From that point on, her attitude has gotten worse to the point of being downright rude & mean. I tried to talk to her again but she was at best curt with me reminding me that I'd told her that her attitude sucked and that she would from now on not say a word, or look at me, or anything ... My goal is to make class fun and interesting and she has fought me every step of the way and is now openly hostile. I don't know what to do, because I want more that anything for her to enjoy what they're doing and not hate it just because she hates me ... This is one of my fears come true. That, because of their feelings for me, they reject what I'm trying to teach them.

Natasha's temper and frustration caused her to lash out in a very inappropriate manner

with this pupil. Fisher and Brown (1988) asserted that only one person in a relationship can change the quality of the relationship as one person changes behavior to match the reactions of the other individual. When this pupil rejected Natasha's overture of help and friendship, Natasha changed her attitude and behavior with this pupil. In the process, Natasha antagonized a pupil to the point that her learning was affected. Natasha realized that her own behavior had created a problems in her relationship with this eighth grader and there was no way for her to undo the harm she had caused.

In the act of relationship building, each individual involved will have a certain amount of influence on the other (McClintcock, 1983; Morton & Douglas, 1981). Levinger (1982) and Tannen (1986) add that the thoughts, actions and feelings of each person in a relationship will affect the thoughts, actions and feelings of the other person. In the case of Natasha and the pupil described in the previous encounter, both persons are reacting to the other. Natasha was very concerned about the attitude and lack of work on the part of one pupil. That pupil had a very negative attitude toward Natasha, which was affecting the pupil's work in the classroom. Natasha had expressed care for this pupil, but that care was rejected. Natasha allowed the situation to escalate, but felt powerless to undo what ever she had done to upset this particular pupil. In the process, the pupil and student teacher were influencing the thoughts, actions and feelings of each other.

In one of our informal conversations at the beginning of the student teaching experience, Natasha had remarked that she noticed the shy pupils in the room because that was how she was as an eighth grader. In our interview of November 21, she talked about

how she related to shy pupils in the class as she began doing more teaching:

> I try to think if I've done that [noticing the shy pupils] because I have grown to a new level of understanding of myself ... in the last few years I have been able to share my own ideas with the class and everything, but, I don't know if I look at those kids [the shy kids], at this point, right now. I am very frustrated with them...It's the ones that talk out more that draw my attention ... so I don't pay as much attention to the loners anymore ... I tend to get frustrated with them [the loners] because I know they know the answers and, um, they're just sort of zoning out...It's hard because I know ... I never was like that. I never was like completely zoning out...It was just that I didn't talk, which is different I think, than some of these kids who just sit and it's like "Okay".

In this example, Natasha reveals her frustration with quiet pupils in the classroom. She recognized that she was not meeting the needs of all the pupils. She was aware that her main objective was to "get to the right answer". Natasha had no goal for assisting pupils who needed more help with classroom participation. Often, what seems like inattention and passiveness on the part of pupils, should prompt the student teacher to have more wait time for developing answers and a chance to express themselves. Natasha had always been a good pupil who paid attention in class and took notes, but did not talk a lot. Natasha had forgotten that quiet pupils may still be on task and aware of all that was going on in the classroom. Many may need some prompting to participate, as she may have needed when she was in the eighth grade.

Cooperating Teacher

As the end of the student teaching experience approached, both Natasha and Emma continued to struggle with the image of themselves as a teacher. One important person in helping the student teacher grow from student to teacher is the cooperating teacher (Knowles & Cole, 1994). Natasha's cooperating teacher, Mrs. Wilcox, and Emma's cooperating teacher, Mrs. Paige, provided support, suggestions and help as the two student teachers made the move from student to teacher. Both student teachers indicated that their cooperating teachers also played a role in helping them develop their relationships with their pupils. Natasha reported:

> I think she [Mrs. Wilcox] did influence me ... She gave me, in the beginning, advice on how to relate to them, how to talk with them a little, warned me against being too friendly, which has since been proven [to be correct] ... I shouldn't have done quite as much ... I took what she had to say about ... how to relate and ... I can't remember exactly what she had to say, but she did talk to me a bit about that and I used that ... I watched how she reacted or acted with the kids and as a general rule I didn't do what she did. I tried not to 'cause I didn't like how she was removed from them.

Emma talked about Mrs. Paige to me in our last interview:

> At first [her presence in the room] was very strong and then they started weaning away from her ... more towards me ... She was encouraging about it [building relationships with the pupils] ... She said that she was pleased at how well they

responded to me, and ... were so curious about me.

Teacher Image

As the student teaching experience drew to a close, Natasha and Emma began to consider themselves as teachers, not student teachers. Natasha wrote:

> I don't know if something has just clicked or what, but I really feel comfortable in front of the class and I really like the subject matter. It really makes a difference on how I feel at the end of the day AND the students are more engaged.

As these student teachers began to feel and act like the teacher in the classroom and not just a temporary visitor, they began to reach out to the pupils and interact more with them. This image of teacher made it possible for them to lose their fears of rejection and take on the role of the leader in the classroom.

At the end of the student teaching semester, Natasha reflected on her growth as a teacher:

> I think that as a teacher, I've grown in my confidence level that I know what I'm talking about ... My presence as a teacher I think has grown and in my mind, you know, I'm not a student ... And even though I go to class and everything, I'm their teacher and so when I say something, it goes and that was something that was really hard for me to get across in my own mind ... I kept thinking ...They're going to look at the teacher as their final authority and laugh me off the podium because I'm just this ... greenback or this cracker jack teacher who doesn't know what she's doing ... So I think that my presence as a teacher in my own mind and in the students' minds had grown and also my confidence level ... I do know what I'm

doing and can handle situations ... Before I didn't think I could handle anything like that.

Natasha realized that as she began to act like a teacher, pupils accepted her as a teacher.

Emma talked about what she would do as a teacher beginning the school year with her pupils:

> I guess I would first become up front with them and lay out the rules ... I wouldn't show them my nice side first. At first I would kind of scare them, let them know that they're not going to ... push me around or whatever. I think I would just show them more of a strict, not really a mean side, but a strict, to the point kind of person.

When I asked Natasha about the highlight of her student teaching experience, she replied:

> The thing I look upon with the most fondness is just the relationships with the students. I really like, I love them. I think they're great, um, as a general rule. There are some that really annoy the heck out me, but, um, I could bag the rest of it, you know, at this point and still be happy that I did it because of the students. I loved getting to know them.

When asked about the highlight of her student teaching experience, Emma answered:

> I think probably the highlight was when fifth period threw me the party...and I immediately started crying ... And then [the black headed girl] she, I didn't even realize that she was gone and all of a sudden she comes back in, she's got her face

all covered up and she had been in the bathroom crying ... and so I guess I kind of realized then that they did like me.

Non-verbal communication is often as important as the spoken word within relationships (Altman & Taylor, 1973; Duck, 1994; Morton & Douglas, 1981; Ruffner & Burgoon, 1981). When Emma's fifth period class gave her a "good-by" party, tears were one way that she and class members communicated. The party itself was a non-verbal form of communication that said to Emma "We do like you". Emma had been fond of the fifth period class, even though she had discipline problems with them. This non-verbal expression [the party] of their care for her helped to validate her feelings for them and their feelings for her.

In contrast, the first and second periods made no mention of Emma's last day. I observed during the first period on her last day. The pupils came in as usual, began their journal writing for the day and then began the lesson. No one said anything to Emma as they came in about it being her last day and she never did mention it during the class. When the period was over, the pupils left as always, without anyone saying "good-bye" to her or mentioning that she would not be back. Later, Emma told me that the second period had been just like the first period. She seemed to accept the fact that the first two periods did not say anything about it being her last day and did not question the way they acted that day.

As the student teaching experience drew to an end, neither Emma nor Natasha had committed themselves to a teaching career. Natasha summed up how she felt about

going into teaching at this point in her life:

> I feel like sometimes I may not teach right out of school ... for a couple of years because I don't have a life right now ... I think teaching is a valuable and a really good job and so I'm not willing to say I will never teach in the future. But I don't know if I'm going to jump into teaching because I am 22 years old and I want to go out and I want to have friends ... and the first year of teaching, it's hard ... With a little bit of practice, I could probably be a pretty good teacher. Um, but I'm not willing right now to devote my entire 24 hours a day, 7 days a week life to it, so I don't know.

The last day of their student teaching assignment for both of them proved to be "life as usual" and also different. Natasha brought snacks for her classes to eat as they watched part of the movie "High Noon". She took pictures of each class and told all of them "good-by". Emma's first and second periods made no mention of the fact that it was her last day, and she did not say anything about it to them. Both classes were noisy that day and when I asked her about that, she said "I was a little bit more lenient ... I don't want them to hate me on my last day". Only her fifth period class recognized the day.

At the end of their student teaching experience, I asked both Natasha and Emma to share with me some of what they had learned during their time in the classroom. Emma answered:

> I think I learned more through experience as far as teaching methods than what works and what doesn't ... Mrs. Paige was very supportive... and helped me in my

development ... She gave me suggestions for improvement ... I don't know that I really did anything to develop relationships [with the pupils]. I think they just kind of happened ... Maybe just showing concern.

Ending Seminar

The week following the ending of their last day in the classroom, the student teachers reported to the university campus for three days of seminars. Monday was a day of sharing experiences and discussing what they had learned during student teaching. Emma and Natasha shared material from their journals about planning, teaching and classroom management. Relationship building had not been a major topic in any of the seminar sessions, but during this last meeting, Natasha talked about how she had enjoyed working with her pupils and some of the techniques she had used to get to know her pupils. She said, "One of the best parts of this whole experience has been getting to know the kids and working with them". She also described to the class what it was like to be a participant in a research project. She related to them that my presence had at times made her nervous, but I was also a reason that she had been more aware of the pupils when she first went into the classroom.

Closure and Transformation

The seminar sessions provided closure for the student teaching semester. As Emma and Natasha closed out a very important part of their lives, I was beginning to reflect on and analyze their experience in the classroom building relationships with their pupils. The three of us had formed a bond in the sharing of learning about relationship

building in the classroom. As Natasha and Emma learned about their pupils, I learned about Natasha and Emma as well as the pupils.

Altman & Taylor (1973) and Duck (1994) asserted that relationships do not just bring people together, rather, they transform people. Natasha, Emma and I were all transformed by the relationship that we shared during their student teaching semester. Emma and Natasha began to find a self- confidence about their abilities that had not been there when they started their teaching. When I met Natasha's mother at graduation in December, Mrs. Chirikov expressed her delight in the growth in Natasha's confidence in herself and how much better she was at handling difficult situations. Emma still did not know what she wanted to do after graduation, but she had learned that she could take time to get to know herself and her abilities more. I discovered that I still had a lot to learn about research and that the findings of this research study would change the way that I worked with student teachers in the future.

Emma and Natasha graduated in December, without knowing what their future would hold. Neither had expressed any desire to go into teaching immediately, but had not idea what to do when the semester was over.

In February, 1996, Natasha went to Taiwan to teach English as a second language to elementary Taiwanese children. She answered an ad that her father had found in the paper and within two weeks was hired, packed and gone. I talked with Natasha's mother who said that Natasha was alternately excited and scared about the move. Natasha had called home to let them know she had gotten there and was doing fine. I will write

Natasha and continue to keep up with the progress she makes in an area of teaching, as well as living, that is new to her. The self-confidence she developed during student teaching should help her deal with the challenges of a new job and life.

Emma has not yet made any plans for her future. She is working in a coffee house, trying to find other work, perhaps at the newspaper. She is also contemplating going on to graduate school. She told me that she did not want to major in English, but wanted to try something new. She just did not know what that something new would be. Emma never did take her Praxis test and is not certified to teach. As with Natasha, I will keep in touch with Emma to see what path she chooses.

SUMMARY

The findings of Chapter IV indicated that the student teaching relationship building process could be explained within the framework outlined in Levinger's (1982, 1983) five phases of relationship building. Those five phases are: Acquaintance, Buildup of Relationships, Continuation and Consolidation of Relationships, deterioration and Decline of Relationships and the Ending of Relationships. Within these five phases, Natasha and Emma teachers developed their relationship building skills with their pupils as well as enhancing their abilities as classroom teachers. Communication, care, self-disclosure, lesson planning, classroom management and their image of themselves as teachers all played a role in how relationships were constructed between Natasha and Emma and their pupils.

CHAPTERV

Conclusion and Discussion

During this research project, I examined the process of relationship development between student teachers and middle school pupils and its influence on the student teaching experience. After working with the collected data, I began to discover certain aspects of the relationship building. Prominent ideas such as knowledge about a student teachers' history, self-image as a teacher, knowledge of middle school pupils, the role of the cooperating teacher, self-disclosure and caring and concern all emerged as being instrumental in the development of meaningful relationships within the classroom. In addition, I discovered that the instructional elements of lesson planning, teaching and classroom management influenced relationship building as well. I developed the awareness that relationship building is a multilayered process and that all of these ideas have a place in the overall construction of relationships between student teachers and pupils in the middle school classroom.

History

A student teacher's background of experiences will often affect the building of relationships with their pupils, whether the student teacher is conscious of it or not (Applegate, 1989; Calderhead, 1988; Feiman-Neimser, 1987; Kagan, 1995). For example, student teachers often expected their pupils to act and behave as they had when they were eighth graders and were surprised when the pupils did not. The student teachers were not always aware of the choices they were making, nor why those choices were being made.

Student teachers who were good pupils in the eighth grade often go into the classroom expecting pupils to be like them. They expect pupils to want to learn, to do their homework and classwork on time and behave in an acceptable manner. When they find pupils who do not like school, who do not do their classwork or homework, or behave inappropriately in the classroom, the student teachers became frustrated with these pupils. The student teachers began to blame pupils which affects the development of positive relationships. The student teachers will often spend most of their time with those pupils who fit the image of themselves as eighth graders, rather than those pupils who do not fit their pre-conceived image of what an eighth grade pupil should be, further distancing them from certain pupils. Thus, student teachers' past histories can affect how they build relationships with those pupils who were like them as well as those who were very different from them.

A student teacher's professional preparation is also a part of the history she brings with her to the classroom. As a part of their professional preparation, Emma and Natasha spent a semester in an eighth grade classroom as an aide. Emma related to me that she was not allowed to do much work in the classroom. The only time she worked with the whole classroom was when she and her aiding partner presented a lesson together. Most of her time was spent observing the teacher and doing classroom chores. Emma said that she was bored most of the time she was in that classroom and the experience almost turned her against teaching. In a conversation with me, she remarked:

I was not comfortable with my student teaching because I did not have any

classroom experience before I began teaching. If I were to do student teaching again, I would know what would be expected of me and be much more comfortable with my responsibilities. My student aide experience did not prepare me at all for student teaching.

Emma stated that she had taken an Adolescent Psychology course, but there was nothing specifically addressing the developmental needs of middle-school age children. She said that it would have been helpful if she had been able to have some kind of training about middle school pupils and also middle school curriculum.

Self-Image as Teacher

A student teacher's self-image as a teacher plays a large part in how relationships are formed with their pupils (Applegate & Lasley, 1985; Kagan, 1992; Weinstein, 1988). I learned that a student teacher with a poor teaching self-image may limit the opportunities to reach out to the pupils and often stays withdrawn in the classroom. At the beginning of this study, both student teachers admitted that they lacked self-confidence and doubted that they would be able to handle new and difficult situations as teachers. As the student teaching experience progressed, I was able to observe by the participants a shift from self-doubt to self-confidence, from low self-image as teachers and individuals to professionals who were able to trust more in their abilities to handle new and challenging situations such as what to do with a disruptive student in the classroom.

From the beginning of the student teaching process for Emma and Natasha, feelings of high self-doubt made it difficult for them to reach out to the pupils for fear of

being rejected. I noticed that a comfort zone had to be reached between student teacher and pupils before relationship building could begin. There is a reciprocal interaction between people in a relationship (Levinger, 1982, 1983; Tannen, 1986). The thoughts, feelings and action of one person will affect the thoughts, feelings and actions of the others in the relationships. As the pupils and student teachers began to interact and affect each other, the comfort zone between them began to grow. As they grew more comfortable talking about classroom matters such as homework assignments, it became easier to talk about other subjects, such as ball games and TV shows they watched. A successful student teaching experience will often help with the building of a good self-image for a student teacher and produce more confidence in building relationships with pupils.

Knowledge of Middle School Pupils

An important influence on relationship building between middle school pupils and student teachers is the student teacher's knowledge regarding the pre-adolescent age (Gatewood, 19915; George, et al, 1992). An awareness of middle school pupils' needs will provide the student teacher with strategies for addressing these special and unique needs. Emma stated that "the most important things for middle schoolers are having friends and fitting in". Natasha said "they have attitudes ... and haven't learned the gracious art of social interaction, yet, but they're also really fun". With this knowledge about the pupils they were to teach, it was important that the student teachers provide opportunities for pupils to interact with each other as well as with them. Natasha did a lot of group

activities which provided pupils the chance to talk together and learn "the gracious art of social interaction".

Although Emma and Natasha expressed some ideas about what they knew about middle school pupils, most of their knowledge was based on what they remembered about being eighth graders. Emma's sister was in the eighth grade at this time and Emma often talked to her about what was happening in her class and in her life. These conversations often helped Emma to develop more of an idea of what eighth graders were like. Emma had also worked with middle school age children at the swimming pool where she was a life-guard. Neither student teacher, however, had taken a class dealing with middle school pupils and curriculum.

Emma was aware that pupils this age liked to be with their peers and work together. However, she did not use this knowledge to provide many activities for pupils to work and interact together in class. Many of her lessons were "round robin" reading in class or solitary writing assignments. Natasha provided for group activities for her classes, but became frustrated when the pupils were more interested in their social interaction than in the academic work that was assigned. Even though Emma and Natasha had gained some knowledge about middle school pupils, they were not always able to apply that knowledge to their practice. Bray & LaPorte (1990) remind us that middle school pupils act like an adult one day, a child the next day. Being aware of these changes can help in the relationship development between student teacher and pupils. This awareness could be enhanced by providing prospective student teachers more opportunities for engaging

with middle school pupils.

Cooperating Teacher

How the cooperating teacher relates to pupils has an impact on how a student teacher relates to those pupils (Knowles & Cole, 1994). The expectations established by the cooperating teacher for relationship building is often extended to the student teacher, thus setting boundaries for the types of relationships that can occur. In addition, the perception of the cooperating teacher regarding the abilities of the student teacher to build relationships with the pupils has an impact on the types and quality of relationships that are constructed. Emma was impressed by the way that Mrs. Paige related to the pupils and used those interactions as an example of how to interact with pupils, also. When a student teacher accepts, imitates or rejects relationship strategies used by the cooperating teacher, the stage is set for interactions between not only the cooperating teacher and student teacher, but between student teacher and pupils as well. This ultimately impacts the overall success of relationship development within the student teaching experience.

Self-Disclosure

Personal self-disclosure for student teachers was the mutual sharing of personal information between student teachers, cooperating teachers and pupils (Chelune, 1979; Duck, 1994; Jourard, 1971). When I began the research process, I had expected to find only personal types of self-disclosure between student teachers and others. However, I discovered that within the classroom setting there also exist academic and pedagogical self-disclosure. Academic self-disclosure, within the boundaries of this study, was the

sharing of favorite stories, poems and content such as grammar, on the part of the student teachers with the pupils. An example of academic self-disclosure was when student teachers shared a favorite poem or story with pupils such as when Emma told the class about her favorite story The Tell-Tale Heart. They also told the pupils that it was a favorite story and why. An example of pedagogical self-disclosure was when Natasha shared with pupils that she had designed a test that was unfair and she was willing to make changes for them so that would have a reasonable chance at success. Through these three types of self-disclosure, pupils and student teachers were able to interact and share information and ideas, adding new dimensions to the relationships that existed and were formed within the boundaries of the classroom.

Instructional Elements

Instructional planning and classroom management contribute to positive student teacher - pupil relationships and begin with good planning. A student teacher whose lesson plans are well-thought out and take into consideration the development and instructional needs of the pupils provide an excellent foundation for the actual act of teaching (Rogers & Webb, 1991). In addition, there is little consideration for the actual classroom routine and the effect that the routine has on relationships with pupils. Productive classroom management can have an affect on the construction of relationships between student teachers and pupils. Lesson planning, instruction and classroom management all come together to provide a forum for relationship development for student teachers and pupils.

Lesson Planning and Instruction

Lesson planning can have a significant influence upon the relationship building within the context of student teaching (Kohl, 1984). From the outset, I realized that lesson planning was important to the overall quality of the student teaching experience. However, it was not until analyzing the data from this study that I began to realize the impact of lesson planning upon the process of relationships building. When pupils perceive lessons as boring, it often turns them off to learning. This, in turn, allows the pupils to develop the impression that the student teacher is also boring which can erect a barrier to the building of relationships. During her first three weeks in the classroom, Emma had her pupils reading orally from the text at least three days a week. The pupils were bored and did not mind stating that fact. On the other hand, when lessons are developed and planned around the interests of the pupils and take into consideration their developmental needs, lessons are often perceived as interesting and engaging. When this consideration occurs lesson planning assists in the facilitation of relationship building. Pedagogical implications of lesson planning such as poorly designed tests that do not allow pupils a chance to perform their best will also interfere with the relationship building process. Student teachers have the power to control everything that happens in the classroom (McLaughlin, 1990). When Natasha designed a test that was too difficult for the pupils, she had the power to control their grades. She used her power to make changes so that the pupils had a better chance to make a good grade. By doing this, she was strengthening relationships with her pupils.

Effective instructional delivery is co-dependent on good planning. In addition to the process of dispensing information to pupils, instructional delivery also plays a key role in relationship development. This occurs as the student teacher engages with pupils in small group, large group and one-on-one instructional settings. It is here that student teachers are able to implement their planning and facilitate relationship development. Pupils who have chances to work on projects together, such as producing a skit based on a novel being read in class, such as Emma did with one of her classes, provide one way for pupils and student teachers to interact and work together. Working with the pupils on their skits provided a chance for communication since there was a shared topic of conversation (Duck, 1991; Ruffner & Burgoon, 1981). Through the use of instructional techniques such as cooperative learning, teaming and project-driven activities, pupils are provided with opportunities to self-disclose and build relationships, not only with their peers, but with the student teachers as well. It is through planning and the execution of activities such as these that relationships were constructed within the context of these two middle school classrooms.

Classroom Management

How a student teacher perceives classroom management can have an impact on how she develops relationships with her pupils (Rogers & Webb, 1991). I learned that student teachers who had a narrow interpretation of classroom management failed to recognize the importance of classroom organization, connections between lesson planning and instructional delivery and the developmental needs of the pupils. These all served as

barriers to many relationship building opportunities. For example, if management is ineffective, there will be more negative talk which affects relationships. Student teachers who recognize the multi-faceted features of classroom management can lay a foundation for acceptance of their teaching techniques by the pupils, thus aiding in the construction of relationships. When a student teacher defines classroom management only in terms of discipline and punishment, it becomes more difficult for her to understand the causes of inappropriate behavior or find methods to circumvent that behavior. Whereas, a student teacher who is aware that classroom routine, pupil input into classroom expectations and the understanding of the pupils' emotional, academic and physical needs will be more able to provide classroom management to meet those needs. Student teachers who put an outline of the day's activities and expectations on the board will give pupils a chance to be prepared for the class and know what to expect. Successful student teachers tend to see themselves as problem solvers and diagnosticians, rather than "mother figures" or disciplinarians. Natasha's description of classroom management as being more than discipline helped her to be aware of the importance of problem solving in order to maintain an orderly classroom. The building of relationships between student teachers and pupils will come about more naturally where expectations of everyone are known and pupils and student teachers work together to provide order and efficiency in the classroom.

Implications for Practice

This research process began with a reflection on relationships that I had developed with several of my pupils when I was a classroom teacher. I also explored how I had developed relationships with my staff during my tenure as a principal. These vignettes established the starting point for my interest in relationship building within classroom settings. This interest in the relationship building process was taken a step further as I began working with student teachers at Virginia Tech. It was here that the past met the present to forge my interest in an investigation of how student teachers constructed and built relationships with their pupils. As a prospective teacher educator, I want to help student teachers realize that building relationships with their pupils is as important as any other aspect of the teaching experience.

What can teacher educators learn about their practice from this research? Part of the answer may lie in the realization that learning to teach is a complex act. McDonald, (1992) declares that in order to help teachers improve their practice in the classroom, they must appreciate the uncertainties that are such a large part of teaching. Just as it takes a "whole village to raise a child" (Comer, 1985) it also takes a whole "village" to prepare a teacher. Every university class that a future teacher takes as well as every teacher and professor who is a part of the prospective teacher's education plays a role in helping that person make the change from pupil to teacher. One task facing teacher educators today is preparing student teachers to meet the challenges of developing relationships with their pupils in the classroom. Noddings (1988) asserts that in order to help shape young people

who can be admired, trusted and respected, student teachers need a reservoir of knowledge about their pupils as well as knowledge about their intellectual abilities.

Student teachers often come to the student teaching experience without knowledge concerning the construction and maintenance of relationships within the classroom context. Often student teachers only have the examples shown to them by their own experiences as pupils in classroom settings with their peers. Very often, student teachers assume they know all there is to know about constructing relationships within the classroom. This assumed knowledge is the result of the large amounts of time spent as a pupil in the classroom setting.

Many people feel that relationships will grow with no need to understand the elements that go into a relationship (Duck, 1991). It is assumed that young people who go into teaching already know about children and how to work with them. While it is true that many prospective teachers have taught Sunday School, worked in camps, baby-sat and such, these experiences are in informal settings and are usually confined to children with a narrow range of cultures or abilities. Very often, student teachers lack a multi-cultural awareness of the pupils they teach. This lack of cultural awareness can adversely impact the quality of relationships that are formed between the pupils and student teacher. Many professional organizations have called for more multi-cultural education for teachers. These include the Virginia Middle School Association (VMSA) and the National Association for Multicultuarl Education (NAME) as well as many others.

Student teachers going into classrooms in the future will be confronted with

children of different races, cultures and Socio-Economic backgrounds. Even those student teachers who go into school settings where the pupils come from similar backgrounds, will find differences among these children, also. Teacher educators will need to help student teachers discover that even if all children look alike, they are not all alike. Multi-cultural awareness and training becomes vital if we are to have teachers who are aware of, and accept, the many differences in children's backgrounds and life styles.

Just caring for and about children is not enough. The student teacher needs help in increasing her awareness of the importance of relating to all children and how to go about doing that. A caring relationship with pupils is a necessary part of the student teacher's moral and educational growth (Liston & Zeichner, 1987). Teacher educators can help student teachers become aware of the importance of translating care into practice by their example in the classroom as well as in class discussions. A course in Child Psychology may make student teachers cognizant of the changes in children as they grow, but there needs to be further development of the issue of student teacher-pupil relationships and the importance that those relationships play in the classroom.

To take this a step further, student teachers and cooperating teachers need to be more cognizant about how the elements of lesson planning and instruction as well as classroom management work together to facilitate the construction of relationships. Lesson planning is usually taught as a way to organize classroom materials and how to get information from the teacher to the pupils, not as a way of considering all pupils' needs. But, if lesson planning is designed to help build relationships with pupils, consideration for

all pupils' needs will be a part of the planning. Being aware of pupils' learning styles, interests, special learning problems or personal problems should be considered when designing lessons.

Too often, classroom management is taught only as various methods of discipline, such as Assertive Discipline (Canter, 1992). Teacher educators should help student teachers uncover the many facets that make up good classroom management. Organization, time management, keeping up with materials, being prepared when pupils come in, room arrangement, how to help one child and know what else is going on in the room are all important topics that are seldom mentioned when discussing classroom management. When pupils are comfortable in their classroom and know what is expected of them in all areas of the classroom life, pupils and student teachers have the chance to engage in positive conversations, share their lives together and build relationships that everyone can enjoy.

What else is this saying to teacher educators? Student teachers of middle school pupils need to be provided with early field experiences that will help them construct a realistic understanding of who middle school pupils are before they begin their student teaching experience. Field experiences should be conducted, when possible, in schools that feature teaming and advisory groups. While in the classroom during their field experience, middle school student teachers need to be introduced to various methods of classroom management and styles of teaching that consider a middle school pupil's developmental needs.

Recommendations for Future Research

Several recommendations for further study about student teacher-pupil relationship building came out of this research project. First, this study focused on two student teachers who finished their student teaching experience in January, and if they teach will probably not have a classroom of their own until the fall of 1996. Because of their exposure to the importance of classroom relationship building, will they be more aware of this part of teaching than other new teachers who have not explored the area of relationship building? A future study could be based on following student teachers through their student teaching experience into their first year of teaching and compare the differences, if any, with other first year teachers who were not a part of the student teaching research project.

Another area of study is first year teachers as they begin to build relationships with their pupils. A case study could be built by comparing and contrasting the relationship building techniques used by these first year teachers to experienced teachers and how they build relationships with their pupils.

Another question for consideration is the role of the cooperating teacher in helping student teachers establish relationships in the classroom. In this research study, I found that the way the cooperating teachers related with pupils provided an example for the student teachers. Would this be true in another research situation? How does the relationship between cooperating teacher and student teacher affect pupil relationships?

A question to consider in the building of relationships would be a study of student

teachers who are placed in a cultural or economic situation different from what they have experienced in their educational experience. How would they go about building relationships with the pupils and would the cultural and\or economic differences be a deterrent to relationship development?

The student teachers in this study were 22 years old, a typical age for a college student to be student teaching and graduating from school. Would the results of this type of study be similar if the research participants were older and had other life and work experiences?

More study needs to be done in the area of how lesson planning affects student teacher-pupil relationship building. This study demonstrated that lesson planning did have an effect on relationship building. Would lesson planning have an effect on relationship building if a similar study were conducted in an elementary or high school setting?

An interesting case study could be built on thoroughly exploring the educational history of a student teacher and investigate how that history is used in developing pupil relationships. As shown in this research investigation, the past history of each student teacher affected her expectations about what life in an eighth grade class would be like.

A surprising result from this study was the discovery that self-disclosure was not confined to only personal areas, but included academic and pedagogical self-disclosure, as well. I also discovered that self-disclosure in a classroom is not always similar to social self-disclosure. In another study, would other areas of self-disclosure be found? What are other methods that student teachers and pupils can use to self-disclose about themselves?

Final Comments

During conversations with student teachers, as I have worked with them, "caring for children" has been a topic that was often discussed. Many student teachers go into teaching because they enjoy being with children and want to make a difference in their lives. In the past, I have often talked with student teachers about caring from a personal standpoint, that "warm, fuzzy" feeling (Noddings, 1995) that student teachers often associate with the care and love of children. Even though I knew that student teachers were going to question their "care and love" when the realities of the classroom set in, I never questioned if there were other ways for expressing that beyond the personal level. When relationship building is discussed in methods classes or seminars, the idea is usually approached from the personal level, and not as a part of the overall classroom learning environment.

When I began my research study, the issue of "care" or "love of children" was not a major topic of conversation with the two research participants. Both student teachers stated that they enjoyed middle school age children and wanted to contribute to the growth of their pupils. Through our interviews and observations, I began to realize that there were other ways to express concern for the pupils' growth and learning beside the personal displays of care and attention, often seen through behaviors such as a pat on the back or talking through a problem. As I watched relationships unfold and develop between student teachers and pupils, I became aware that lesson planning, classroom management and discipline techniques were having an effect on the way pupils were

relating to and interacting with the student teachers. I began to question the influence of the classroom environment on the relationship building process. As the analysis of the data proceeded, I began to realize that relationship development between student teachers and pupils was being affected by lesson planning, discipline techniques, and classroom management. The building of positive relationships was hampered and slowed when lessons were boring and uninteresting to the pupils, when discipline was not consistent and the classroom had little organization.

As I began to reflect upon the aspects of relationship building within this research setting, I began to understand that there would need to be changes in the way I worked with student teachers in the future. I would begin to develop the idea that lesson planning and classroom management are not sterile and isolated activities. Rather, I would need to assist student teachers with taking a look at the role of lesson planning and classroom management in the development of relationships within the classroom. Do lesson plans provide for the needs of all pupils? Are the activities appropriate for the developmental level and interest of the pupils? Does the organization of the classroom provide a comfortable atmosphere for learning? Are discipline techniques fair and consistent? These questions are addressed in most methods classes and seminars, but not as a part of the relationship building process. In the future, I want to help student teachers to be aware that relationship building is based not only on the personal characteristics of student teachers and pupils, but also on the elements of good lesson planning, classroom management and instruction.

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Curriculum Vita

Ethel S. Haughton

Home Address: 1102 Golfview Drive
Blacksburg, VA 24060
(540) 552-5193
Internet: ehaughto@vt.edu

Business Address: Division of Teaching and Learning
College of Education
Virginia Tech
Blacksburg, VA 24061
(540) 231-5347

Academic Education

1996 Doctor of Education
Virginia Polytechnic Institute and State University
Dissertation: "Reaching Out" Relationship Building Within a Middle School Student Teaching Experience

1983 30 Hours Past Master's Degree
Centenary College
Major: Elementary Administration

1977 Master of Arts
Louisiana Tech
Major: Elementary Education

1959 Bachelor of Arts
Louisiana College
Major: Sociology

Areas of Teaching Competencies

- Elementary Grades
- Library Science Grades K-12
- Supervision of Student Teachers
- Elementary School Principal
- Elementary and Middle School Methods

- Elementary and Middle School Administration

Professional Experience

January, 1994 - Present	Supervisor of Student Teaching Grades 4-8 and NK-5
August, 1994-December, 1994	Instructor of EDCI 2114 "Perspectives of Elementary and Middle School "
August, 1993-December, 1993	Elementary Guidance Counselor Turner Elementary-Middle School Caddo Parish Schools Shreveport, LA
September, 1992-June, 1993	Principal Barret Elementary School Caddo Parish Schools Shreveport, LA
August, 1991-May, 1992	Supervisor of Student Teaching NK-5 Virginia Tech Blacksburg, VA
August, 1984-June, 1991	Principal Oil City Elementary-Middle School Caddo Parish Schools Shreveport, LA
August, 1990-August, 1994	Elementary Coordinator Oil City Elementary-Middle School Caddo Parish Schools Shreveport, LA
November, 1968-August, 1980	Elementary Teacher Oil City Elementary -Middle School Newton Smith Elementary School Caddo Parish Schools Shreveport, LA

June, 1965-June, 1966	Welfare Visitor Louisiana Department of Public Welfare Benton, LA
September, 1961-January, 1965	Elementary Teacher Gosnell High School Blytheville, AR

Scholarships

Instructional Fee Scholarship, Virginia Tech, 1994-present
Instructional Fee Scholarship, Virginia Tech, 1991-92

Service

Member of steering committee for formation of Louisiana Middle School Association.

Secretary, Louisiana Middle School Association, 1987-1988.

Professional Affiliations

American Educational Research Association
Kappa Delta Pi
National Middle School Association
Phi Delta Kappa
Virginia Middle School Association
Virginia Association for the Education of the Gifted

Publications

Haughton, E. S. (1993). *Reflective principals: Can it be?* Louisiana Philosophy of Education Journal.

Presentations

Haughton, E. S. (1995). *Expectations for perspective teachers.* Presented to the future NK-5 Teachers. College of Human Resources, Virginia Tech, Blacksburg, Virginia.

Haughton, E. S. (1994). *From the principal's desk.* Presented to the NK-5 Student Teachers. College of Education. Virginia Tech, Blacksburg, Virginia.

Haughton, E. S. (1993). *Reflective principals: Can it be?* Paper presented at the Louisiana Philosophy of Education Society Conference; Lafayette, Louisiana.

Ethel Scruggs Haughton, Ed.D