

PRE-COLLEGIATE STUDENTS' TEACHING IDENTITIES

by

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(Abstract)

A review of the research indicates that identifying self as a teacher can be a life-long, complex personal and social process. This researcher investigated 4 pre-collegiate students' construction of a teaching identity during their participation in an introduction to teaching course conducted in a rural high school located in a southeastern state. Two purposes framed this investigation, 1) to gain an in-depth understanding of the pre-collegiate students' past and present experiences related to teaching and the meanings the students make of these experiences, and 2) to examine these experiences as connected to construction of personal teaching identities. Using a life history methodology, data sources included 3 interviews, drawings of self as a teacher, journal writings, and personal experience writings. The findings are presented in 4 narratives one for each participant. Each narrative, represented by an exemplar quote, (i.e., Being There, Being a Kid, Right Heart, Being A Helper) illuminates the nature of the participants' teaching prototype, which emerged from past and present educational experiences. Results

indicate that the participants' possessed well-defined beliefs pertaining to caring teachers and to teaching as a profession, in addition, to commonly held cultural teaching beliefs. These beliefs guided their course experiences and self-assessment of a teaching identity. Although the identification to a teaching identity varied among the 4 participants, results indicate that 1 participant was actively constructing a storied teaching identity. A storied teaching identity involved a significant nuclear episode with a teacher that became the bound context for a teaching story. This type of high school level career studies course can assist in strengthening the recruitment pool of teacher education candidates and assist in testing a vocational teaching identity. Implications are offered for future research involving pre-collegiate students' enrolled in an introduction to teaching course and investigation of storied teaching identities.

Dedication

To Byron, Amanda and Cullen

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CHAPTER 1

INTRODUCTION TO THE STUDY

How one forms a teaching identity is a complex and multifaceted process important in the field of teacher education and to students preparing to enter teaching as a profession. There is a consensus in the literature that preservice students begin teacher education programs with fixed conceptions, images, and beliefs about teaching (e.g., Hollingsworth, 1989; Mahlios & Maxson, 1995; McDiarmid, 1990) which serve as filters for how they interpret their experiences (Calderhead & Robson, 1991; Weinstein, 1989). Preservice teachers' experiences as pupils and years of experience observing the work of teachers are powerful factors influencing the preservice teachers' existing beliefs (Lortie, 1975). Preservice students have defined beliefs about good teaching, images of self as a teacher, and experiences of self as pupil (Danielewicz, 2001; Kagan, 1992; Knowles, 1992; Wideen, Mayer-Smith, & Moon, 1998). Research indicates that prior beliefs and images frame preservice teachers' perspectives of teaching and self and maybe difficult to change during the course of their collegiate experiences (Hollingsworth; Knowles; Mahlios & Maxson). Life experience, in families and school, and prior beliefs formed from these early experiences play an important role in preservice teachers' development of a teaching identity.

This process of becoming a teacher is a contextualized process that occurs in times and places with others (McLean, 1999). The students' past and present experiences as well as their experiences with places of teaching and learning influence the choices made by the preservice teacher in choosing who he or she will be as a teacher (Connelly & Clandinin, 1999; McLean, 1999). How one develops teaching practices is personally

rooted in beliefs and images of teaching and informed by the contexts of teaching and learning. Personal professional knowledge is influenced by the experiences within the spaces of teacher learning (Clandinin & Connelly, 1995; Elbaz, 1983).

Individual identity can be understood and told through a life story (McAdams, 1993, 1999). According to McAdams, identity takes the form of a story with coherent settings, plots, and themes. Identity, understood in a life story, emerges during late adolescence and develops through adulthood. A teacher's identity can be developed and understood through narrative stories of their lived classroom experiences (Connelly & Clandinin, 1999; Goodson, 1992).

The process of becoming a teacher develops from the preservice teacher's understanding and construction of personal knowledge, construction of self, and identity development in specific contexts told through stories and lived experiences (Connelly & Clandinin, 1999; McLean, 1999). In specific contexts, preservice teachers are constructing knowledge based on their personal ways of knowing themselves as future teachers. A central purpose of this investigation was to examine pre-collegiate students' teacher identity development within the context of a high school level introduction to teaching course.

Although there are several different theoretical orientations to studying the processes involved in developing a teaching identity, a relatively prominent approach in the last decade is investigating how individuals become teachers through biography or narrative story telling (Carter & Doyle, 1996). This narrative orientation is based on the premise that learning to teach is a deeply personal and complex experience which is linked to one's identity development (Carter & Doyle) and the development of

competency knowledge (Connelly & Clandinin, 1999; Elbaz, 1983; Lipka & Brinthaupt, 1999). Clandinin and Connelly suggest that this type of teacher's knowledge becomes a bridge to understanding how practical knowledge, context, and identity are continually formed throughout the teaching career. A narrative story process is how one comes to know self as a teacher through the development of stories and the retelling of the stories. These narrative teaching stories can inform the reader of the richness and complexity of beginning teachers' thought processes, experiences, and beliefs in forming a teaching identity.

Background for the Study

In a completely rational society, the best of us would aspire to be teachers and the rest of us would have to settle for something less, because passing civilization along from one generation to the next ought to be the highest honor and the highest responsibility anyone could have. – (Lee Iacocca, nd)

There is increasing national and state attention to teacher supply and demand. Current predictions are that there will be a need for 2.4 million teachers over the next 10 years (Husser, 1999). Due to the estimated national, state, and local need for teachers there has been increasing attention to teacher supply, specifically the development of a mechanism for increasing the pool of new teachers hired (Clewell, Darke, Davis-Googe, Forcier, & Manes, 2000). According to Rollefson and Broughman (1995), one solution to increase the pool of new teachers is to increase new graduates from teacher education programs.

Identification, selection, training, and certification of new teachers in teacher education programs is considered the traditional route to increase the number of people

entering the teaching profession (Clewell et al., 2000). The recruitment and early identification of middle and high school age students is one means of improving this pipeline into teaching (Clewell et al.; Darling-Hammond, Berry, Haselkorn, & Fidler, 1999). Programs or models which target middle or high school age students to enter this teaching field are typically referred to as pre-collegiate programs (Darling-Hammond et al.).

Pre-collegiate recruitment programs are typically administered at the state or local level and, as such, each program or model is uniquely different depending on state or local recruitment goals and needs (Clewell et al., 2000). Pre-collegiate program models vary from clubs such as Future Teachers of America to college preparatory programs of study. Most programs have several different long-term goals, including recruitment of students to defined teaching shortage areas, such as mathematics, and/or the recruitment of minorities to the teaching field depending on the state and local needs. The immediate objectives of such programs are to increase the rate of high school graduation, better prepare the students for college preparation, and inform the students through career exploration about the teaching field (Clewell et al. ; Darling-Hammond et al., 1999). The principle goal is to foster high school students' interest in teaching as a profession (Clewell et al.).

Student outcomes measured in pre-collegiate programs originate primarily from program evaluation data, typically in the form of survey data (Clewell et al., 2000). Although examination of program evaluations provides useful information concerning the number of high school students who enter college-level teacher education programs,

it does not describe students' personal knowledge or development of a teaching identity during their participation in such programs.

There have been no studies to date in the literature reviewed that are focused on the examination of the experiences and beliefs of pre-collegiate students in a high school level introduction to teaching course. A better understanding of the pre-collegiate students' past and present experiences, images of teaching, and images of self as a teacher may increase teacher educators' understanding of the influences on the construction of a teaching identity in late adolescence.

The Purpose of the Study

At the collegiate level, many studies confirm that preservice teachers enter their university experiences with past and present experiences of teaching and teachers that partially influence how they become a teacher (Calderhead & Robson, 1991; Hollingsworth, 1989; Mahlios & Maxson, 1995) and develop a teaching identity (Knowles, 1992). Furthermore, identity can be brought forth and told in the form of a life history story (McAdams, 1993, 1996, 2001). The overall intent of this investigation is to examine the construction of a teaching identity within the context of a high school level introduction to teaching course. The purpose of this study is two fold. The first purpose is to gain an in-depth understanding of the pre-collegiate students' past and present experiences and the meanings the students make of these experiences during an eighteen-week introduction to teaching course. The second purpose of this study is to examine these influences as connected to students' construction of their personal teaching identities.

Research Questions

Specific questions guiding this inquiry are:

- a) What past and present experiences inform the pre-collegiate students' beliefs about teaching?
- b) What do the pre-collegiate students describe as significant experiences within the context of the course as contributing to their beliefs about teaching?
- c) What are pre-collegiate students' beliefs concerning teaching as a profession?
- d) What conceptions of self as a teacher are held by the pre-collegiate students in the introduction to teaching course?
- e) If identified, what do the pre-collegiate students describe as significant experiences within the context of the course as contributing to their identity construction as a teacher?

Overview of Methodology

A phenomenological approach was used to study the development of students' teaching identities. According to Rossman and Rallis (2003), a phenomenological study is an investigation of a small number of individuals' lived experiences. Under the broad category of phenomenology is the life history approach (Rossman & Rallis). The life history approach focuses on the experiences of the individual, the context of the experiences, and the meaning made of these experiences (Cole & Knowles, 2001; Goodson & Sikes, 2001; Rossman & Rallis). The intent of this type of study was to gain an in-depth understanding of the pre-collegiate students' past and present experiences and

the meanings the students make of these experiences in the process of forming a teaching identity during this eighteen-week introduction to teaching course. Specific procedures used included interviews with the students, class document analysis, and pre- and post-personal writings analysis concerning the field experience. Figure 1 is a chart of the research design, displaying the alignment of the purposes, the research questions, and the methodology.

Significance of the Study

Current information concerning pre-collegiate programs focuses primarily on the recruitment of students to teacher preparation programs (Clewell et al., 2000). In this study, the lived experiences of pre-collegiate students were explored during their participation in an introduction to teaching course. With a qualitative design, these students' experiences and their emerging images of self as a teacher and their beliefs concerning teaching were examined. This type of qualitative research project can augment current research concerning new teacher development in three ways. First, this research can shed light on the process of beginning teacher identity formation during the adolescent period. Second, this research can add to an existing body of knowledge concerning preservice teachers' beliefs about teaching extending that knowledge to a younger age group and different context. Finally, data gathered as part of this study may be of benefit to teacher educators concerning the impact of this type of course upon high school students' career and identity exploration and development.

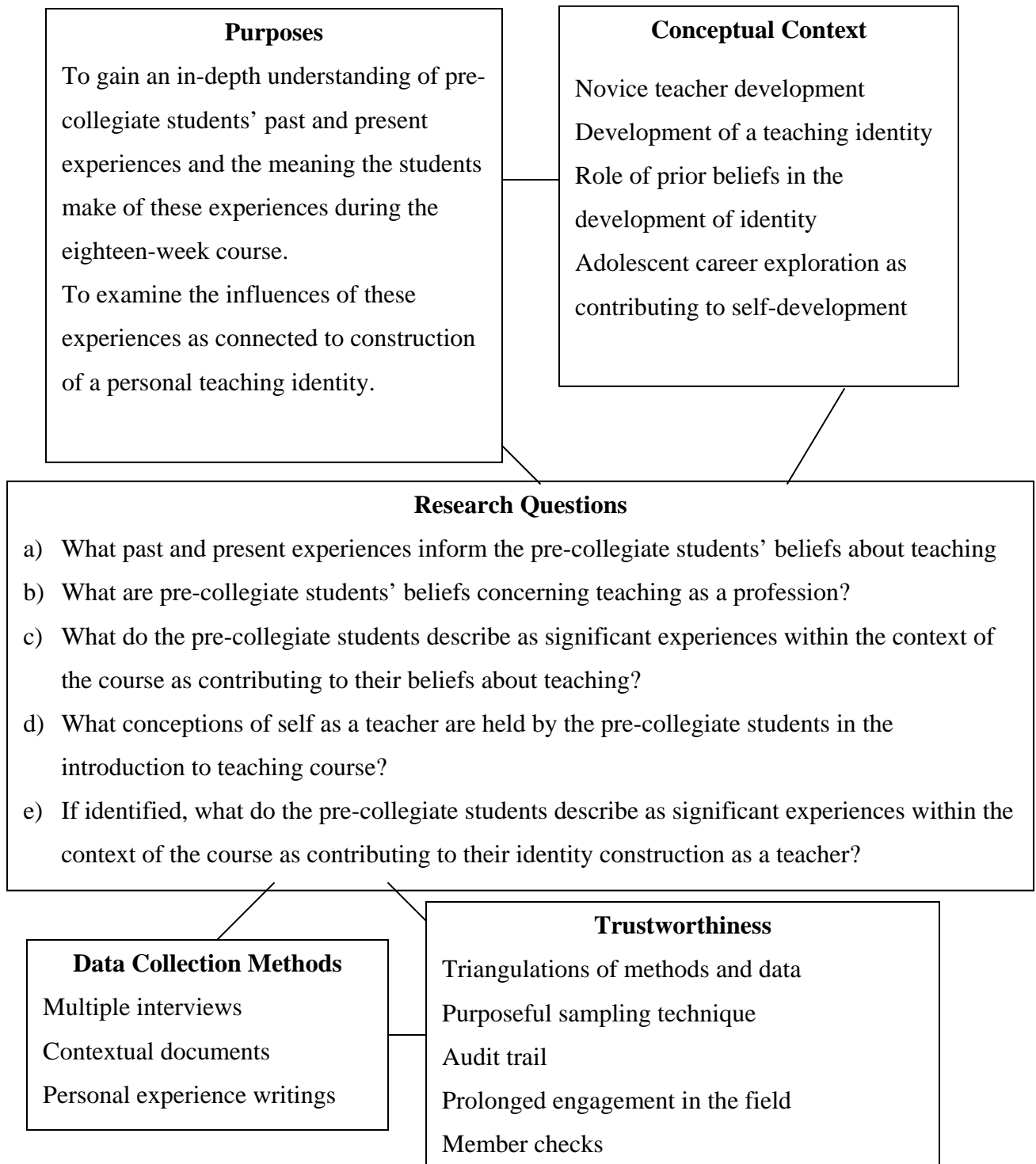


Figure 1. Research questions as related to purpose of the study and methodology.

Limitations of the Study

As with most qualitative phenomenological studies, this study was designed to examine a small group of individuals' lived experiences in a specific context (Rossman & Rallis, 2003). The unique characteristics of this setting and the selection and number of participants are recognized in that they may bind the transferability of the findings. A single and specific context was studied, i.e., a rural high school located in Southwestern Virginia with an introduction to teaching course. Furthermore, the small group of participants, all 12th grade students, were screened and selected by high school personnel to participate in this course because of their above average academic history and stated desire to learn more about teaching as a profession. Anyone wishing to draw comparisons should consider the rural context of this site, the characteristics of the students, and the small number of students' experiences that were examined in this study.

Definition of Terms

There are many different types of students and references to students throughout this document including *pre-collegiate students*, *high school students*, and *elementary students*. Pre-collegiate students and students was used interchangeably in regards to the high school students engaged in college preparatory programs of study and enrolled in the introduction to teaching course. For the 4 pre-collegiate students who engaged in this investigation, the word participant was used. The participants often refer to students. When the participants discussed their classmates then *students* or *high school students* was used. When the participants addressed children at the elementary school with whom they interacted during their field experience, then the term *elementary students* was used.

In research concerning college age students in teacher education programs the term *novice teacher and preservice teacher* are used interchangeably to refer to individuals who are preparing through a formal preparation program to be inducted into the field of teaching (Steffey, Wolfe, Pasch, & Enz, 2000). These terms were also used interchangeably in this document.

One purpose of this project was to investigate the meaning the participants made of their experiences. Therefore, *lived experience* or *experience* refers to actual events in the pre-collegiate students' lives and the meaning they attach to these experiences (see Rossman & Rallis, 2003).

Organization of the Document

This document is organized into six chapters. In Chapter 1 an introduction and background of the problem are set forth as well as an overview of the purposes, research questions, methodology and limitations of the study are also addressed. Chapter 2 contains the major conceptual and theoretical framework. Four threads of research are examined: novice teacher development as a unique phase of career development; theories related to identity formation with an emphasis on teacher identity formation; the influence of novice teachers' prior beliefs about teaching as a unique contributor to teacher identity formation; and career exploration as a facet of adolescent identity formation. Chapter 3 contains a description of the qualitative life history approach of this study as well as the procedures and methods of collecting and analyzing the data. Chapter 4 includes the findings in the form of a detailed narrative, one for each participant. Chapter 5 contains a discussion of the findings aligned with two purposes of this study.

Chapter 6 contains the conclusions and implications of this study related to the four threads of research reviewed.

CHAPTER 2

REVIEW OF THE LITERATURE

Many in the field of teacher education believe that preservice teacher education is best conceived as an initial source of learning to teach (Smylie, Bay, & Tozier, 1999) and that teachers' development and learning continues throughout a teaching career (Steffey et al., 2000). Teachers' learning can be viewed as a continuum of learning that is informed through classroom practices, the school or workplace, and other formal and informal societal places of learning. The focus of this chapter is to examine the literature related to teachers' development, specifically identity formation during the initial phase of learning to teach referred to as the novice phase.

The framework of this chapter is based on the premise that teacher's knowledge and development are personalized and context specific (Connelly & Clandinin, 1999). The highly contextualized setting and personal nature of teacher's development can be told in stories of lived experiences (Clandinin & Connelly, 2000; Connelly & Clandinin). Teacher learning, teacher change, and teacher growth continue throughout the lifespan (Fessler & Christenson, 1992; Steffey et al., 2000). In part, becoming a teacher implies developing an identity connected to teaching (Danielewicz, 2001; McLean, 1999). This identity is neither static, nor invariant, nor unitary, but is culturally and contextually dependent and is continuously reconstructed in the form of life stories (McAdams, 1993, 1996, 2001).

This literature review has four sections designed and based on the research questions. The four sections include (1) an overview of the developmental perspective in the learning to teach literature with an emphasis on the novice phase of teacher

development, (2) a review of theories and studies that address the unique contributors to a teaching identity in the novice phase, (3) a synthesis of literature relating the role of preservice teachers beliefs to personal knowledge and identity development, and (4) adolescent career exploration phase as a contributor to overall identity development.

Literature Search and Review Process

The search process for this literature review included the use of the university's electronic article search databases, primarily ERIC, Education online, Infotrac, and PsycInfo. In addition, several major handbooks served as preliminary sources of information, including *Handbook of Qualitative Research* (Denzin & Lincoln, 1994, 2000), *Handbook of Educational Psychology* (Berliner & Calfee, 1996), *The Teacher Educator's Handbook: Building a Knowledge Base for the Preparation of Teachers* (Murray, 1996), *Handbook of Research on Teacher Education* (Houston, 1990; Sikula, Buttery, & Guyton, 1996), and the *Handbook of Research on Teaching* (Richardson, 2001). From the database and handbook searches, further book references, refereed articles references, and other resources were located. Primary sources were obtained from refereed journals or books in the field. This same type of iterative search cycle involving searching of databases, handbooks, journal articles, and other relevant books in the field continued throughout this process.

The focus of this project is on preservice teacher development, specifically as related to the construction of a teaching identity within the context of a pre-collegiate introduction to teaching course. The selection of articles, books, and book chapters were based on the following general criteria: (1) research that described preservice teacher personal development within a developmental framework, (2) research that aimed to

describe the formation of a teaching identity, (3) research that was conducted within the context of teacher education programs, and (4) research that contributed to an understanding of adolescent career exploration. The studies that are included in this literature review concerning adolescent career exploration and preservice teachers' prior beliefs are summarized in a chart in Appendix A.

Learning to Teach: An Overview

The realization that learning to teach and becoming a teacher are *processes and not events* comes as a shock to most persons beginning the path toward becoming full-fledged teachers.

(Knowles & Cole, 1994, p. 286)

Learning and teaching are central activities in the process of becoming a teacher. The idea that learning to teach is a developmental process is not new and has formed the focus of much research in the last decade (Borko & Putnam, 1996; Richardson & Placier, 2001; Sprinthall, Reiman, & Thies-Sprinthall, 1996). Despite this encompassing body of research, reviews have repeatedly highlighted an inability to draw any firm conclusions from learning to teach studies (Carter, 1990; Feiman-Nemser & Remillard, 1996). What can be concluded is that learning to teach is a highly complex process that is individualized and contextually dependent. This rich and diverse body of literature can provide a base on which to draw generalizations concerning how preservice teachers develop and how they learn to teach.

Research on learning to teach describes teachers' change and growth over time (Kagan, 1992; Wideen, Mayer-Smith, & Moon, 1998). However, within this framework there is a massive body of literature and as Borko and Putnam (1996) stated in their

chapter, *Learning to Teach*, in the *Handbook of Educational Psychology*, “ the greatest challenge... is what to include and what to omit” (p. 673). Kagan utilized the following definition in her meta analysis of 40 studies on learning to teach, as studies that tend to be “naturalistic inquiries that attempted to capture the evolution of professional growth among teachers... generally qualitative in nature..., focused on cognitions, beliefs and mental processes that underlie teacher’s classroom behaviors” (p. 129). Wideen, Mayer-Smith and Moon simply stated this line of research is “how people learn to teach” (p. 130). Developmental frameworks commonly used in the learning-to-teach literature refer to teachers change over time (Richardson & Placier, 2001; Sprinthall, Reiman, & Thies-Sprinthall, 1996). Development in general refers to a phenomenon in which there is a pattern of movement or change that continues through out the life span (Santrock, 2003).

There are two developmental approaches in the learning to teach literature; one is considered a classic stage theory that is sequential and relatively deterministic while the second vein of research, phase theories, is not as sequential or deterministic, and is more contextually based (Richardson & Placier, 2001). Stage theories in general focus on each stage having unique content or features that assist in developing higher-level skills in the next stage (Richardson & Placier). On the other hand, phase theories tend to view teacher learning occurring on a continuum with a focus on content or tasks during each phase. The next section contains two different theories under the broad heading of stage and phase development theories in order to gain an understanding of the differing perspective in the learning to teach literature.

Stage Theories

As an example of early classic stage developmental theory, Fuller and Bown (1975) proposed that preservice teachers develop a sequence of concerns. In this theory, preservice teachers move through four stages of concerns. The first stage occurs when the preservice teacher identifies more realistically with students but not with the role of a teacher. The teaching role in this stage is more fantasy based than reality based. Stage two occurs when the preservice teacher initially enters the classroom. Concerns in stage two are with survival in the classroom primarily with personal mastery of content and classroom control. This stage is a stressful and conflicting period; the teacher is torn between theory and practice. Teaching situation concerns, the third stage, reflects the preservice teacher's frustrations and limitations in the teaching situations. The preservice teacher is adjusting to the demands of the classroom while becoming more concerned with content knowledge and methods of teaching. In the fourth stage, pupil concerns, a hallmark is full focus on the pupils and their emotional and social needs. The teacher may be frustrated by the desire to fully focus on the pupils while being distracted by the time demands of teaching. Fuller and Bown suggested that these four stages reflect a teacher's concerns, not actual teaching accomplishments. Furthermore, the theory reflects the novice teacher's concerns moving from self-centered to student-centered teaching concerns.

In a more recent study utilizing Fuller and Bown's (1975) framework of concern, Conway and Clark (2003) proposed an extension of the theory of concerns to reflect not only the movement outward of teaching concerns but also inward-based orientation. Based on Conway and Clark's research on reflective student practices within a teacher

education program, it is proposed these practices can assist the preservice teacher in development of inward concerns that reflect students' self-survival and self-identity.

Teachers' development can be examined based on skills and behaviors of teaching expertise. Typically, this line of research involves identifying teaching behaviors that reflect the expert teacher then comparing those identified behaviors to novice teaching behaviors (Berliner, 1994, 1988; Borko & Putnam, 1996; Sternberg & Horvath, 1995). Under this line of research, novice and expert teachers possess qualitatively different teaching skills and cognitions related to teaching and classroom behaviors.

Berliner (1988) delineated five levels of development, based on studies of novice and expert teachers, which are novice, advanced beginner, competent, proficient, and expert teachers. Novice teachers have less well-developed scripts and schemes of content and classroom knowledge (Berliner). Novice teachers' conceptualization of teaching is less well-organized (Borko & Putnam, 1996; Sternberg & Horvath, 1995). Novice teachers also possess different automaticity of teaching skills that requires more effort in organizing classrooms (Borko & Putnam; Sternberg & Horvath). On the other hand, expert teachers manage their classrooms differently with well-established routines and smoother transitions; they interpret classroom events quickly. Years of experience also assist in making instruction more efficient (Berliner; Borko & Putnam; Sternberg & Horvath). However, Berliner (1994) suggested that experience alone does not insure advancement in stages and that some teachers may stay at a particular level during their teaching careers. From these studies it is in the transformation of behaviors and experience that lead to conceptually different classroom practices for novice and expert teachers. Studies under this paradigm can inform individuals in the teaching profession

by creating a framework to interpret effective classroom and teaching practices (Borko & Putnam).

Developmental stage theories of growth and change such as that outlined above can be used to highlight important aspects in teachers' development. First, there are individual differences in development which may require different learning opportunities (Burden, 1990). Two, each stage represents unique developmental aspects in the learning to teach process that represents individual interests and needs at each stage of development (Burden). Finally, learning to teach is a process which occurs over a period of time (Burden).

Floden and Feiman (as cited in Burden, 1990) noted that many developmental stage theories fail to address how the process or mechanism of change occur in each stage. In more recent theories, teachers change is emphasized with development represented on a career lifespan continuum (Fessler & Christenson, 1992; Steffey et al., 2000).

Phase Theories

Fessler and Christensen (1992) proposed a model of teacher development based upon analysis of the literature on teachers' career stages and interviews with teachers that included influences upon teacher continuing professional development. This model framed a teacher's career cycle in eight phases: preservice, induction, competency building, enthusiasm and growth, career frustration, career stability, career-winding down, and career exit. As proposed, teachers' development is dynamic and continually influenced by the career cycle, personal environment, and organizational environment (Fessler & Christenson).

A more recent theory of teachers' development was designed to address the mechanism of change as part of a renewal and reflection process (Steffey et al., 2000). This developmental model is considered a life cycle approach in which teacher change is seen as continuous and impelled by reflection and renewal or detoured by withdrawal from the profession.

The life cycle approach proposes a continuum of six phases of career development for teachers. The process of development can be viewed as progressive but is individualized and contextualized for each individual (Steffey et al., 2000). Individuals are impelled by the need to improve. The social and cultural contexts of growth and learning exert powerful forces on the functional development of teachers and can impede or impel this growth. The process of change occurs through cycles of reflection and renewal. Teachers must engage in reflection and renewal to sustain their career growth towards excellence in the teaching field. Steffey and her colleagues assert that there are six phases in the life cycle of teachers: novice, apprentice, professional, expert, distinguished, and emeritus.

The novice phase reflects an orientation phase to teaching as a career which includes formal educational preparation through college course work and experiences in the field. It can be viewed as a transitional period between preparation and induction to full-time teaching (Steffey et al., 2000). The second phase, apprentice, is marked by the full-fledged acceptance of a classroom of students, responsibility for the instructional content and practices, and accountability for the practices and students from the institution. This represents the first several years of teaching and is considered an induction phase to the profession of teaching.

The professional phase, the third phase of development, signals a time when teachers, typically with several years of experience, have gained mastery over classroom control and acquired certain teaching strategies. In addition, during this phase there is increased understanding of the professional and institutional structure of schools that leads to a clear picture of teaching responsibilities as a professional member of the community. With less time spent on classroom control issues, the teacher's focus shifts to the individual needs of students; this is evidenced by structured student learning and the building of relationships with students. Positive student relationships typically provide the greatest rewards to teachers in this phase (Steffey et al., 2000).

Teachers who reach the expert phase, the fourth phase, may have a variety of years of teaching experience; however, expert teachers are individuals that hold to a high standard of professionalism which reaches far beyond their individual institution. As such, experts are often teachers who would qualify for national board licensing (Steffey et al., 2000). They honor a commitment to learning through maintenance of professional relationships with colleagues, parents, and students.

The distinguished and emeritus phases are the final phases and represent reaching an elite status in the teaching profession. Distinguished teachers are those individuals who are passionate about teaching and willing to share their passion and expertise at a state and national level. More than teaching expertise marks this phase; these individuals have a significant far-reaching impact on the field of teaching and education. Others in the field recognize them as being exceptionally passionate individuals who are willing to take on leadership roles (Steffey et al., 2000). The emeritus teacher is an individual who retires after years of service to the field but elects to remain engaged through other

activities. Few teachers achieve this status. Students, fellow teachers, and others recognize emeritus teachers for their outstanding achievement to the field of professional teaching (Steffey et al.).

The life cycle of career development proposed by Steffey et al. (2000) provides a bridge to understanding teachers' lifelong career development as dependent on the contexts of teachings and learning and the process of reflection and renewal. The six phases represent a continuum in which content knowledge, concerns, and tasks are identifiable. Growth and change are seen as an unfolding interaction between the individual and environment that leads to differentiated movement into the phases. The culture and context of teacher learning are powerful influences on continuing growth. The mechanisms for development are a process of continual on-going professional renewal and reflection that can impel or hinder development during a teaching life cycle.

Novice Phase

Of the stage and phase approaches reviewed, all delineated and recognized the concerns, cognitions, and teaching behaviors of individuals in the beginning process of learning to teach as unique and different from other phases in the teaching life cycle. Descriptively, novice teachers are those individuals who are preparing through formal preparation to be formally inducted into the field of teaching. This formal induction process at a minimum requires the completion of the standards set forth by state requirements for licensure. They are individuals preparing themselves through education and field-based experiences to earn their licensure to teach (Steffey et al., 2000).

A novice teacher through a combination of factors, including experience, context, and training, is in a conceptually different career phase of teacher development. The

synergy of these factors creates a unique but often erroneous conceptualization of teaching as the dissemination of knowledge and a simplistic view of teachers' work (Borko & Putnam, 1996; Kagan, 1992; Steffey et al., 2000).

The preservice student's sense of identity and personal knowledge is continually challenged during teacher preparation (Danielewicz, 2001; Knowles, 1992; Steffey et al., 2000). Ideas and cognition about self as a teacher are based on available information and past and present experiences. The preservice student often seeks information that confirms his/her prior beliefs about teachers and teaching (Kagan, 1992; Richardson, 1996; Wideen, Mayer-Smith & Moon, 1998). Self-focus and concern with immediate learning and teaching classroom survival are hallmarks of this phase (Fuller & Bown, 1975). In part this self-focus originates from deeply imprinted images and perception of students, teaching, and school communities based on personal history (Cole & Knowles, 1993).

Preservice teachers often arrive to college preparatory programs with a clear set of beliefs about teaching (Borko & Putnam, 1996; Feiman-Nemser & Remillard, 1996). These prior beliefs often result in fantasies concerning the type of teacher they will be in the classroom (Ryan, 1986). Furthermore preservice teachers are often unrealistically optimistic about their future teaching performance (Borko & Putnam, ; Weinstein, 1989).

Two cultural contexts affect the preservice teacher's emerging sense of self. One is university practices which are influenced by college professors and knowledge of research-based teaching practices; the second is actual classroom experiences and mentoring by supervisory teachers. This environment is the hallmark of preservice teacher training. However, the experiences provided in these different environments often

leave preservice teachers with many conflicting ideas concerning actual classroom practices and their idealized teaching beliefs (Steffey et al., 2000).

The context and setting of a field experience may be confusing and overwhelming (Knowles & Cole, 1994; Steffey et al., 2000). Preservice teachers want to fit into this new environment as an accepted professional but frequently are presented with conflicting ideas and concepts concerning instructional practices that do not conform to the university-based practices. They are attempting to blend theory to practice and to find themselves as teachers within this context. Even with numerous field experiences, preservice teachers are usually faced with cognitive and emotional strain and dissonance when reconciling university practices and classroom reality.

In these different contexts, the university and the settings of field experiences, preservice teachers continue reconstructing images of self-as-teacher while constructing and integrating an emergent sense of a professional identity (Danielewicz, 2001; Knowles, 1992; Steffey et al.). Part of this process involves identification of self as a teacher then assimilating these ideas into a sense of self as professional during field experiences (Steffey et al., 2000). Each environment contributes uniquely to the preservice teacher's construction of knowledge and identity formation. As Fuller and Bown (1975) stated, "they feel stimulated, apprehensive, exposed, endangered, confused, discouraged, touched, proud, and lost – not necessarily in that order" (p. 47).

This phase also represents a time in which the acquisition of pedagogical knowledge, content knowledge, and professional standards of behavior should be assimilated into the emerging sense of self as a teacher. The novice teacher must acquire effective research-based instructional skills and classroom management skills, which later

will be integrated into instructional practices during field experiences and student teaching (Steffey et al., 2000).

Developmental stage and phase theories can serve as a framework in which to understand the unique development of the individual in the preservice phase. Perhaps, and more importantly, this knowledge can increase teacher educators' ability to determine the individualistic needs of students' while in the process of learning to teach. Teachers' development occurs on a continuum and in specific contexts. Furthermore, this development is impacted by preservice students' personal teaching beliefs. Preservice teachers act in conceptually complex ways which represent their unique development of concerns, personal knowledge, and identity formation.

Development of a Teaching Identity

Research indicates that what teachers believe about teaching is the strongest factor influencing their teaching practice (Fang, 1996). This set of personal history beliefs is made up of the teacher's own personal experiences, his/her knowledge, and his/her personal values and ideals to form a sense of a teaching identity.

According to McAdams (2001), identity can "take the form of a story, complete with setting, scenes, character, plot, and theme" (p. 101). In McAdams's (1993, 1996, 2001) life story model of identity, identity emerges in adolescence and is narratively formed by reconstructing past experiences, present experiences, and anticipated future experiences. Identity is formed in an evolving meaningful self-story that is integrated with unity and purpose. The life story is a personal psychosocial construction of self in which the cultural context of the individual's life is embedded and given meaning (Bruner, 1990; McAdams). According to McAdams (2001), "Identity is not an individual

achievement but a work of (and in) culture. In a sense, the person and person's social world coauthor identity. Identity is a psychosocial construction." (p. 116).

In the field of teacher education, the use of biographies and autobiographies in addressing teacher's development and identity formation has increasingly become popular (Connelly & Clandinin, 1999; Danielewicz, 2001; Goodson, 1992; Knowles, 1992; Schempp, Sparkes, & Templin, 1999). Preservice teachers' stories often address the personal and cultural dimension of developing a teaching identity during teacher education training (Britzman, 1991; Danielewicz, 2001; Goodson, 1992; Knowles, 1992). These stories tell how teaching identities emerge within the social context of programs and are informed by early life experiences with family, schools and teachers, and teaching events. An important function of biographical and autobiographical narratives are that they can assist preservice teachers in situating the self in teaching contexts (Knowles, 1992; Schempp et al.).

Self as a Teacher

According to McAdams (1993, 1996, 2001), identity does not emerge until adolescence and is defined synchronically and diachronically. It is not until adolescence that narratives can be cohesively developed and linked together to explain events in meaningful ways. Narrative stories by this age incorporate the past and exhibit the self with temporal, causal, and thematic coherences (McAdams, 2001). Research examining the development of a teaching identity often use a variety of phenomenological techniques to address the lived experiences of identity formation of individuals in teacher preparation programs (Schempp et al., 1999). The development of self as a teacher is one

of the hallmarks of a preservice teacher's development (Danielewicz, 2001; Schempp et al.).

The development of identity is unique, dynamic, and personal. However, there appears to be common experiences shared by individuals who attempt to establish a teaching identity. These experiences can generally inform the preservice teacher, prior to formal preparation, if they are suited to the profession of teaching (Schempp et al., 1999). There appears to be three significant experiences that contribute to a developing sense of self as a teacher: early childhood experiences, early experiences with teachers as role models, and previous opportunities to teaching (Knowles, 1992; Schempp et al.).

Significant early experiences typically in the form of family experiences can contribute to how strongly one relates to self as a teacher. Early experiences of home exert a powerful, positive or negative, influence on a beginning teacher's emerging identity and classroom practices. Early family experiences can instill behaviors and values, including coping and problem solving skills, which serve as powerful influences on self-esteem and personality development (Knowles, 1992). What is drawn from early family experiences greatly influences how beginning teachers act in the classroom. Work habits, orientation to work, personality, and personal responsibility surface in classroom teaching practices and are mostly influenced by early family experiences (Knowles). Furthermore, parental views and orientation towards teaching as a career are ingrained from these early years.

Perhaps the most significant experience in the formation of self as a teacher is from early experiences with teachers (Schempp et al., 1999). Teachers as role models, either positive or negative, instill upon the inner pattern of behaviors and thoughts about

self as a teacher. Lortie (1975) theorized that preservice and beginning teachers serve a protracted “apprenticeship of observation”:

There are many ways in which being a student is like having served an apprenticeship in teaching; students have protracted face-to-face and consequential interactions with established teachers.

Those who teach have normally had sixteen continuous years of contact with teachers and professors. (p. 61)

This apprenticeship of observation serves as a means of socializing and inducting individuals into the teaching field; however, this is not strong or formal preparation (Lortie, 1975). What is learned during this protracted observational period is the craft of teaching (Schempp et al., 1999).

As a factor of this prolonged informal socialization are the positive or negative images and beliefs concerning teachers that later may be a strong component in constructing a teaching identity (Knowles, 1992; Schempp et al., 1999). Positive teaching role models can aid in the adoption of desirable qualities in self as a teacher. However, sometimes, a teacher role models demonstrates qualities or behaviors that are not adopted in self-identification (Danielewicz, 2001). A negative role model may lead to a sense of confused self as a teacher identity or represent the non-example of good teacher like behaviors for a preservice student (Danielewicz, ; Knowles, 1992).

Prior teaching experience in day care centers, Sunday schools or other environments can also be an influential factor on the emerging sense of self as a teacher. Prior opportunities to teach small groups of children can form the basis for later teaching skills and methods. Often the preservice teacher will draw upon these earlier experiences

in subsequent field teaching experiences (Knowles, 1992). According to Schempp, Sparkes, and Templin (1999), these experiences have a “dual purpose of allowing beginning teachers to develop teaching skills and confirming their occupational choice” (p. 144).

What is learned from the family interactions, lifetime of experiences in schools, and knowledge about schools and teaching are embedded into an emerging sense of self as a teacher. Self as a person and self as a teacher are critical components in the process of becoming a teacher. New information during the course of teacher education will be interpreted within the framework of these emerging identities. This personal sense of self as a teacher will serve as a mediator and a means of organizing new information in the process of becoming a teacher (Knowles, 1992). Identity is continually reconstructed within life stories that mirror the culture in which they are told (McAdams, 2001). According to McAdams, identity is formed from the work of and in a culture. The individual’s social and cultural context serves as a coauthor to the storied identity.

Professional Sense of Identity

Forming a teaching identity is a complex, culturally-based process, which occurs within a specific context, time, and place within multiple learning institutions (Danielewicz, 2001). Learning to teach is a negotiated process in which the preservice teacher is continually reconstructing images of teaching and their understanding of the tasks of teaching (Carter & Doyle, 1996). Social contexts of schools and workplaces can impede or impel the growth of teachers’ learning and development throughout their career life span (Steffey et al., 2000). It is within these multiple learning and work contexts that the preservice student begins to develop a cultural and professional sense of

a teaching identity. According to McAdams (1993, 2001), the psychosocial identity process evolves in stories that are jointly crafted by the individual and the culture. Within this process, the individual's life story develops meaning (McAdams).

Danielewicz (2001) proposed that the preservice students are constructing a collective self or a professional self during the process of learning to teach. Based on Danielewicz's storied analysis of six preservice teachers, she proposed that a collective self emerges through a variety of learning and teaching situations but involves two key components. One component is the student's engagement in some form of practice, generally in a contextual setting within a school or the university. The second powerful component is when others perceive the student as teacher or a "social categorization experience" (Danielewicz, p. 112). These experiences are unique in that a social group, in this case teaching professionals, identifies the student as a member of the teaching profession.

The larger professional and societal group of teachers also influences collective identity formation (Danielewicz, 2001). Adopting a collective identity as a teacher requires a collective affiliation with the larger societal group of teachers. Teachers have many more societal functions than just instructing; part of this collective identity then is also adopting a larger professional societal image of a teacher.

This sense of social professional identity, formed and informed by the places of practices within teacher education, then gradually evolves during formal teacher preparation. It is necessary to assume a teacher's point of view to internalize the teacher's role. It is also necessary to regard oneself as a member of the teaching community and to develop a sense of collective identity with the teaching profession. A

professional identity requires the mastery of knowledge and abilities essential to professional performances, but it also involves assuming essential norms and values of the profession (Danielewicz, 2001). Developing a collective identity is highly dependent upon contextual experiences with others in the teaching profession and the recognition by others as having qualities and dispositions of the profession (Danielewicz). From the beginning, preservice teachers are engaged in moulding themselves as teachers. This internalized sense of self is rearranged, unified, and reconfigured in culturally meaningful contexts to provide coherent, thematic, reconstructed, and integrated stories of identity (McAdams, 1993, 1996, 2001).

Prior Beliefs

The research indicates that beliefs about teaching and learning are well established by the time preservice teachers begin their formal teacher preparation (Calderhead & Robson, 1991.). Many entrants to preservice teacher education courses feel they already know what it means to be a teacher. Students bring their own life history as being a student in the classroom (Richardson, 1996). They have experienced approximately 12 years apprenticeship of observation sitting in classrooms, learning and observing teaching (Lortie, 1975).

Research examining preservice teachers' prior beliefs while in the process of learning to teach are often in the form of told stories by teacher educators (Bullough, Young, Erickson, Birrell, Clark, Egan, Berrie, Hales, & Smith, 2002; McDiarmid, 1990). This research tells the stories of the dilemmas that face teacher educators in promoting the personal development of preservice teachers. One dilemma is gaining an understanding of preservice students' beliefs typically through an examination of past

and present schooling experiences. The second dilemma is whether to implement program change designed to increase preservice student personal teaching knowledge (Richardson, 1996).

Beginning Beliefs about Teaching

In the teacher education literature, there is a substantial body of evidence that supports that preservice teachers bring with them images, beliefs, and conceptions concerning teachers and teaching prior to their first formal education course (Bullough, Knowles, & Crow, 1992; Calderhead & Robson, 1991; Knowles & Cole, 1994; Richardson, 1996; Steffey et al., 2000; Wideen et al., 1998). Preservice students' prior beliefs about teaching inform their emerging sense of a teaching identity. In this section some of the research findings concerning prior beliefs of preservice teachers will be discussed.

How are preservice teachers' beliefs about teaching formed? Lortie (1975) suggested it is through an "apprenticeship of observation" (p. 61). Theories of teaching identity formation (e.g., Danielewicz, 2001; Knowles, 1992) are centered on the idea of continuous early observation of teaching. Early childhood experiences and familial experiences also serve as the foundation for many preservice teachers' thoughts and conceptions about teaching. Formed from early experiences, this apprenticeship is an important component of a beginning teacher's identity formation and conceptions of teaching (Britzman, 1991; Danielewicz; Knowles).

In fact, it may be desirable for a preservice teacher to have a relatively positive and strong self-identification as a teacher (Knowles, 1992; Richardson, 1996). Herein lies the dilemma; if a strong and positive self-identification, based on formative

experiences, is advantageous to a preservice teacher's success, then why should teacher education focus on changing the prior beliefs of a preservice teacher? It is suggested that these prior beliefs can impede learning about appropriate knowledge pedagogy, classroom practices, and learners (Knowles & Holt-Reynolds, 1991). A critical factor, often determining success or failure, during this period is how a preservice teacher's prior beliefs and misconceptions are altered by teacher education experiences (Steffey et al., 2000). Preservice teachers often use their prior beliefs as an "interpretative lens" in which they guide the demands of their experiences (Steffey et al., p 36).

Societal Images

Often a preservice teacher's images of and beliefs about teaching have been influenced by deeply imprinted images of teaching that pervade in the wider culture. As Britzman (1986) indicated

Prospective teachers, then, bring to their teacher education more than their desire to teach. They bring their implicit institutional biographies - the cumulative experience of school lives ... which in turn, inform their knowledge of the student's world, of school structure, and of curriculum. All this contributes to well-worn and commonsense images of the teachers' work and serves as the frame of reference for prospective teachers' self-images. (p. 443)

Preservice teachers' memories of schooling tend to be autobiographical and self-referential (Mitchell & Weber, 1999). Self-referential refers to the tendency of preservice teachers to view teaching based on their own needs, concerns, and personal experiences versus the needs of the student learners in the classroom (Mitchell & Weber).

Societal images of teaching as projected by print and visual media stereotypically portray teaching in an oversimplified and generalized image (Vinz, 1996; Weber & Mitchell, 1995). Preservice teachers' earliest collective identity also emerges from societal and cultural images of teachers or teaching (Mitchell & Weber, 1999; Weber & Mitchell). There is a "cumulative cultural text" of how teachers and teaching are portrayed by modern medias such as television, children's popular reading, movies, records, and even toys (Mitchell & Weber, p. 166). Simplified teaching images and stereotypes emerge from a cumulative cultural text that also emerges in the collective societal identity of teachers (Mitchell & Weber; Vinz).

Mitchell and Weber (1995) analyzed children's, preservice teachers', and teachers' drawings for themes and images of emergent stereotypes of teachers. In these pictorials, teachers were typically drawn as white females. Furthermore, these drawings revealed a particular type of female, the old maid type with conservative skirts and severely, pinned-back hair (Mitchell & Weber). Teachers were illustrated in a traditional teaching stance, that is, standing in front of a blackboard, depicted as disseminators of knowledge or controllers of the students. Globally, the drawing presented other images of teachers as well, such as teacher as a hero, teacher as a fairy princess, and teacher as the villain.

According to Weber and Mitchell (1995), there are explicit images and stereotypes that emerge in the current genre of media, especially television and movies, about teachers. As an illustration, one of these metaphors is the teacher as an outsider. Outsider teachers are not the real life teacher but typically depict the "stand-in" teacher, one that comes to rescue and fills in for the real life teacher (Weber & Mitchell, p. 87).

The underlying message from the outsider teacher portrayal is that teaching is a natural talent or gift that requires little to no preparation and teaching emerges from sudden enlightenment. Furthermore, this type of teacher does not work with other teachers; their acts of heroism are always solitary. The outsider teacher often dramatically emancipates students from the doldrums of regular school activities. In fact, real classroom routines are rarely depicted in modern media (Vinz, 1996; Weber & Mitchell).

Using this illustration, what are the covert and overt messages then that many preservice teachers receive well before entering a formal teacher education program? Teachers fit a model – and that model typically is a white, female teacher. Teaching is a craft or skill; you have the skill or you do not. Furthermore, this skill or craft does not require training, education, or expertise. Good teachers rescue children from the doldrums of everyday school life. Societal portrayals often emphasize teaching as occurring in isolation, in which the teacher disseminates knowledge to the students (Vinz, 1996; Weber & Mitchell, 1995).

Misconceptions

Preservice teachers enter teacher education programs with an “overfamiliarity of the teaching profession” (Britzman, 1991, p. 3). This overfamiliarity is the result of their past family and school experiences and societal images and portrayals of teaching (Britzman; Lortie, 1975; Vinz, 1996; Weber & Mitchell, 1995). Preservice teachers tend to hold a simplistic belief concerning the classroom environment, often resulting in an optimistic outlook concerning their ability to teach. Furthermore, this simplistic view of classrooms often leads to a narrow conception concerning the students and their learning.

Preservice students' perceptions, based on formative experiences and cultural images of schooling, often are one-dimensional (Cole & Knowles, 1993; Kagan, 1992). The student's experiences intermingle into this narrow conception of who and what teachers are and do in classroom spaces. Preservice teachers do not enter classrooms with a complex, multidimensional picture of themselves as teachers (Cole & Knowles; Kagan).

One persistent belief is a narrow conceptualization of the complexity of a teacher's work (Britzman, 1991). Often societal images result in a cumulative text that the work of a teacher is easy (Weber & Mitchell, 1995). However, classroom environments are complex and require a certain immediacy of attention to the students, the instructional demands, and the institutional demands (Knowles & Cole, 1994).

Preservice teachers, early in their program of studies, are optimistic about their ability to teach and believe they will be good teachers (Weinstein, 1989). Students' conceptions of good teaching involve teachers possessing good interpersonal skills (Weinstein). Furthermore, other affective characteristics are also noted in that teachers should be caring and nurturing individuals (Mahlios & Maxson, 1995). Rarely does preservice teachers' belief about good teaching incorporate mastery of subject matter knowledge or managing classroom environments (Britzman, 1991). Furthermore, preservice teachers' possess a narrow view of the work of teachers as someone who delivers or transmits knowledge (Britzman, 1991; Richardson, 1996; Weber & Mitchell, 1995).

Preservice teachers' overly simplistic views of teaching often translate into simplistic views of children and their learning. Students are often described as

motivated, respectful, and cooperative, resembling the student learning behaviors of the preservice teacher (Mahlios & Maxson, 1995). In part, this simplistic view originates from the preservice teacher's past experiences, in and out of schools, and images of self-as-a-student. They believe that students in the classroom will reflect, in their work habits and behaviors, the preservice teacher as a student (Hollingsworth, 1989; Knowles & Holt-Reynolds, 1991). Further confounding this misconception is the belief that student learning is synonymous with instruction (Kagan, 1992). That is, if the preservice teacher constructs a well-organized lesson, then all students will learn. Fuller and Bown (1975) reported this as a stage when preservice teachers tend to focus on self and survival in the classroom versus meeting the individualized needs of students.

Changing preservice teachers' beliefs and misconceptions about teaching is a difficult but not impossible task (Hollingsworth, 1989; Howey & Zimpher, 1996; Kagan, 1992; Richardson, 1996). In Sandra Hollingsworth's study concerning beliefs and reading instruction, the results indicated that some preservice teachers were able to modify their prior beliefs when presented with a disequilibrium model. When change did occur, it was the result of cognitive dissonance, resulting from a confrontation of the preservice teacher's beliefs. However, in Howey and Zimpher's review of a limited number of mathematic studies designed to change the prior beliefs of preservice students, the authors concluded that preservice teachers' beliefs were not easily altered even with the use of explicit techniques to do so.

Implication for Teacher Education Programs

In the field of teacher education, there is disagreement in regards to teacher education programs' use of techniques to challenge preservice teachers' existing belief

system (McDiarmid, 1990; Wideen et al., 1998). Recognizing preservice teachers' misconceptions, in general, can aid teacher educators in exploring these beliefs during the course of formal preparation (Feiman-Nemser & Remillard, 1996). Zeichner (1992) reported that teacher preparation programs must be committed to helping prospective teachers internalize their dispositions and skills, study their teaching, and take responsibility for their own learning over time. These factors are essential to the teacher development process. However, Richardson (1996) suggested this is precisely the difficulty for preservice teachers; they are inundated with too much information, knowledge, and theories of practice to examine and assimilate new beliefs.

Reflective and inquiry-based practices in teacher education programs are recommended, if the programs are designed to confront belief change (Feiman-Nemser & Remillard, 1996; Knowles & Cole, 1996). Teacher preparation programs should place priority on becoming a teacher and not the acts of teaching (Knowles & Cole). Knowles and Cole's stated that focusing "...exclusively on the technical and procedural elements of teaching ... forgoes developing understanding of the complex nature of the profession and its context" (p. 637). Feiman-Nemser and Remillard suggested that the following three conditions should be present for preservice teachers to confront the conceptual change of beliefs,

First, teachers need an opportunity to consider why new practices and their associated values and beliefs are better than more conventional approaches.

Second, they must see examples of these practices, preferably under realistic conditions. Third, it helps if teachers can experience such practices firsthand as learners. (p. 81)

Specific practices in teacher education programs should include an inquiry process that involves on-going, extensive examination and discussion in classrooms, schools, and the professional community (Cole & Knowles, 1993; Richardson, 1996). Internal program practices, such as autobiographical writings, personal history writing, and journal writing are strategies to assist preservice teachers in making explicit their beliefs (Cole & Knowles). Opportunities to write about teaching can assist preservice teachers in thinking and reflecting on their personal development (Knowles & Cole, 1996). Weber and Mitchell (1995) offered another strategy, which they called adopting a “teacher gaze” (pp. 139-140). A teacher gaze is one in which critical interrogation of cultural and societal images and stereotypes of teachers are examined in popular media and brought to the surface of consciousness through reflection, to create new images of a teaching identity. This type of focused, reflective, self-study often reveals the paradoxical media treatment of teachers, collectively, but also assists in the discovery of self as a teacher.

Adolescent Career Exploration

Career exploration and career decision making are highly complex activities informed by internal individual factors and external contextual factors in development. Pre-collegiate teacher recruitment models typically report one program goal of informing the enrolled students through career exploration about the teaching field (Clewell et al., 2000; Darling-Hammond et al., 1999). Deciding to become a teacher is in part selecting and pursuing a teaching occupation, which in turn entails the development of a concept of self as a teacher (Tusin, 1999). In this section, a contextual developmental perspective of career exploration is examined as related to identity formation and influences upon career

decision-making to provide a basis for understanding career exploration as a contributing and overlapping influence in late adolescent development.

Career Exploration

Career exploration is an evolving construct within the field of vocational and career development which has derived from early theoretical research in 1950's and 1960's (Taveira, Moreno, & Rodriguez, 2003). As originally conceptualized by Super (1957), career exploration represented a life-stage from 15 to 25 years of age. According to Super, career exploration is

A period in which boys and girls explore the society in which they live, the subcultures into which they are about to move, the roles they may be called upon to play, and the opportunities to play roles which are congenial to their personalities, interests, and aptitudes. (p. 81)

A contemporary definition of career development as proposed by Taveria, Moreno and Rodriquez (2003) indicated that it is a “highly complex psychological activity which sustains the search for information, as well as hypothesis testing about the self and environment, in order to attain certain career goals” (p. 190). According to Blustien (1992), career exploration can be viewed as “encompassing those activities, directed towards enhancing knowledge of the self and the external environment, that an individual engages in to foster progress in career development” (p. 175). The more contemporary views incorporate multiple processes, including cognitive, social, and affective processes, in which an individual in specific goal-directed behaviors is constructing self and environmental career information (Blustein, 1997; Taveira et al., 2003). Furthermore,

career exploration although initiated during the adolescent phase, is viewed as a life-long process.

Career exploration as proposed and developed by Super (1957; 1980; 1990) provides the foundation for contemporary views of career exploration (Blustein, 1997). Adolescence and early adulthood are foremost a time of self and occupational exploration (Super, 1957). Early in this stage, adolescents are exposed to a variety of cultural roles and activities in which to investigate their emerging vocational interests. Schools, specifically through curricula and orientation courses, also offer further opportunities for career interest inquiry. Through a combination of needs and interest exploration, tentative career choices can be made. Immanence or a need to make career decisions often lead to increased exploratory behaviors (Blustein, 1992). By the end of this trial and error stage, an individual often realistically selects a full-time job or career (Super).

A central issue in career exploration research is the overlap between adolescent career development and evolving sense of identity (Blustein, 1994, 1997). Four characteristics define identity formation during career exploration to include self-knowledge, degree of commitment, familial factors, and sociocultural factors (Blustein, 1994). During this time in life, adolescents explore themselves and their environment to make commitments concerning their values, attitudes, and beliefs into a coherent whole to increase their self-knowledge and commitment. The degree and cohesiveness of commitment to core values and beliefs becomes internalized as part of one's identity.

The crystallizing process during the adolescent exploration is the means of evaluating skills and values to identify a general area or field of career choices (Super, 1957). Narrowing down of choices to a specific area and then undertaking the necessary

steps to implement the choice is part of the specifying process. Finally, steps can be taken to implement career choice, either through education or through finding a job. To be successful in this endeavor, adolescents must come to know themselves and become familiar with their interests regarding the world of work (Blustein, 1992; Super, 1957).

Family factors, sociocultural factors, and changes in one's life often precipitate career exploration, which in turn informs one's sense of self. Family relationships provide the immediate contexts of this development (Blustein, 1994). Parents can have significant influences on their child's sense of emerging vocational identity through levels of involvement in this process (Middleton & Loughhead, 1993). In addition, a sense of identity is also informed by cultural factors. Social, economic, and cultural familial contexts can inhibit or facilitate opportunities for the adolescent in gaining self-knowledge (Blustein). Gaining self-knowledge, through challenging career exploration is essential to self-definition and identity development.

Influences on Career Exploration

Early family and school experiences, role models, and cultural contexts are all important influences on career exploration during the adolescent phase. Role models and career maturity factors are important determinants in this process of crystallizing, specifying, and implementing choices as highlighted by current studies of adolescent career development (Flouri & Buchanan, 2002; Rojewski & Yang, 1997; Young & Friesen, 1992). These influences include factors within the individual and factors within the family. Individual factors of career aspirations in adolescence have been found to be associated with high socioeconomic status, internal locus of control, self-esteem, high

education aspirations, and academic achievement (McDonald & Jessell, 1992; Rojewski & Yang, 1997).

The role of family as a fundamental influence in the career exploration of adolescents has been stressed by some classic theories of career development (Santos & Coimbra, 2000) with the inclusion of parents in adolescent vocational counseling recommended (Middleton & Longhead, 1993). Super (1957) noted the significant impact of family, specifically in role identification, in promoting the emerging vocational or career identity of adolescents. Role models are often observed and imitated which aids in the assimilation of accepted values, beliefs, and behaviors of significant others in the adolescent's life. Powerful determinants upon this identification are home and family activities in which the child or adolescent begins initial career exploration through modeling and role-playing of observed familial behaviors and activities. The child or adolescent has the opportunity to pretend and free play earlier in the growth phase and continuing into this phase. This free play often involves enterprising tasks, such as role-playing a chef during dinner preparation. Later these activities may resemble work types of behaviors in the form of household responsibilities. These types of role-playing and family activities assist in discovering the nature of work (Super).

As children develop parents attempt to influence career development. Parents' intentionality framed within the context of the parent-child relationship as acts of behavior may influence the young person's particular occupational choice (Young & Friesen, 1992). In addition, Young and Friesen's findings indicate that parents desire their child to have a positive self-concept in regards to the developing vocational self-

identity. The role of family, serves as an important emotional support for the adolescent actively involved in career exploration (Blustein, 1997).

In addition to family influence on career development, role models may also serve as a source of impact upon the adolescent's emerging sense of identity and vocational exploration. Role models are individuals that are admired or have an impact on someone's life (Nauta & Kokaly, 2001). The importance of adolescents having positive role models during career development has been stressed (Flouri & Buchanan, 2002; Pleiss & Feldhusen, 1995). Pleiss and Feldhusen showed that children could benefit from relationships with adults who are successful in their areas of vocational interest. These adults may be present in children's lives as mentors or role models. Individuals who are perceived as role models can facilitate academic and career development of adolescents by guidance, as well as to the extent to which they provide inspiration and modeling (Nauta & Kokaly).

In more contemporary views of career development, contexts are important in vocational development (Blustein, 1997; Taveira et al., 2003). Schools are an important context in which an adolescent is allowed to explore careers. Career interests can be explored through orientation courses and other content courses during high school and college that best meet the student's values and abilities. Through these types of exploratory, structured activities, the adolescent begins to form initial interests and ideas about career opportunities. As the adolescent grows older, part-time work or other out of the home activities, such as clubs or volunteer work become a mechanism for this age group to investigate their work values and interests (Super, 1957). The contexts of career exploration serves to mediate the developing sense of vocation identity (Blustein).

Career exploration can be viewed as a developmental and life-long process that begins in adolescence and is an integral component to implementing career choices (Blustein, 1997). Factors that mediate career exploration and choices in adolescence include family factors (Middleton & Longhead, 1993), positive roles models (Nauta & Kokaly, 2001), and contexts of development (Blustein, 1997).

Research on deciding to become a teacher is often demographic or survey research exploring self-perception of preservice teachers (Tusin, 1999). Data concerning pre-collegiate teaching models are also in the form of survey data (Clewel et al., 2000). This type of research methodology needs to be expanded to gain a better understanding of preservice teachers' beliefs about teaching and motivations to teach (Brookhart & Freeman, 1992).

Based on the literature reviewed, there have been no studies that examine the images and beliefs of pre-collegiate students in introduction to teaching courses. A qualitative study that examines the pre-collegiate students' past and present experiences, images of teaching, and images of self as a teacher may increase teacher educators' understanding of the influences on the construction of a teaching identity in late adolescence. Furthermore, this type of study may inform teacher educators if participation in a high school level introduction to teaching course influences adolescent images and beliefs about teaching.

Summary

The theoretical and conceptual framework for this study was built from separate but interrelated bodies of research in the of field teacher education and identity development. Becoming a teacher is a highly complex activity that occurs in contextually rich environments. Positive and negative experiences and educative as well miseducative experiences serve as sources of information in the development of a teaching identity. Preservice teachers have coherent ideas and images of teaching that serve to organize their experiences during teacher education. Moreover, becoming a teacher is a negotiated process in which preservice teachers are continually reconstructing their past and present experiences, dilemmas and beliefs that are faced and challenged during preparation to capture their own personal understanding of teaching.

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CHAPTER 3

METHODOLOGY

Overview of the Study

This study is designed to examine pre-collegiate students' construction of a teaching identity within the context of a high school introduction to teaching course. Two purposes framed the qualitative, life history design of this study. The first is to gain an in-depth understanding of the pre-collegiate students' past and present educational experiences and the meaning the students made of these experiences in the introduction to teaching course. The second purpose is to examine these influences as connected to the pre-collegiate students' construction of personal teaching identities. The following questions guided this inquiry:

- a) What past and present experiences do the pre-collegiate students describe as informing their beliefs about teaching?
- b) What are pre-collegiate students' beliefs concerning teaching as a profession?
- c) What meaning do the pre-collegiate students make of their experiences in this course?
- d) What conceptions of self as a teacher are held by the pre-collegiate students?
- e) If identified, what do the pre-collegiate students describe as significant experiences within the context of the course as contributing to their identity construction as a teacher?

In this chapter, a summary of the pilot study and the research design, including data sources, data collection methods, and data analysis will be addressed. Details are provided concerning the participants, the setting, informed consent procedures, the role of the researcher, and issues related to establishing the trustworthiness of this research project.

Summary of the Pilot Study

To assist in the development and design of this study, a pilot study was conducted in the fall of 2003 with 3 students all of whom were selected by school personnel to participate in the spring 2004 introduction to teaching course. The data collection techniques were one interview, with a focus on early school experiences and one personal writing task concerning the influence of teachers in the participants' lives. The primary intent of the pilot study was to provide direction for this dissertation research project in the spring of 2004. Specific reasons for the pilot study were to assess the potential to recruit participants and to test the suitability of the methodology for this topic and age group of students. A brief report detailing the purpose, findings, and conclusions of this study can be found in Appendix B.

As a result of the pilot study, important lessons were learned concerning the recruitment of students and the interview protocol. Concerning the recruitment process, the 3 participants took complete responsibility for acquiring the necessary permission forms and scheduling the interviews. During the pilot study, a parent meeting was held in the evening, then a follow-up meeting was held to answer potential participants' questions. Seidman (1998) recommends reducing levels of hierarchy when gaining access to participants. Negotiating this access through an initial parent meeting during the pilot

study added an additional tier in this hierarchy. For this research project, a meeting was held with all students enrolled in the class and then a follow-up parent meeting was held with interested students and parents.

Concerning interview length and format, for the pilot study, a life history focused interview guide was developed. Interviews ranged from 45 to 50 minutes. Seidman (1998) recommends phenomenological interviews be 90 minutes in length; however, “for younger participants a short time may be appropriate” (p.14). Informed by the pilot study, interviews two and three of this project were designed to last for approximately 60 minutes with the creation of additional follow-up or probing questions added to the later two interview guides.

Research Design

The research design chosen for this study is a phenomenological life history approach. Life history involves depiction of the person’s lived experience and how meaning is constructed within a context (Cole & Knowles, 2001; Rossman & Rallis, 2003). According to Cole and Knowles, life history takes “...narrative one step further; that is it goes beyond the individual or the personal and places narrative accounts and interpretations within a broader context.....draws on individuals’ experiences to make broader contextual meaning” (p. 20). An assumption is that the participant for a life history project is an individual who represents a more widely shared experience in which one can draw broader contextual meaning of the experience (Cole & Knowles; Rossman & Rallis).

The context is significant to understanding the historical complexities and present actions of the individual’s lived experience in life history research (Cole & Knowles,

2001; Goodson, 1992; Goodson & Sikes, 2001). The life story of the participant is located within a specific context (Goodson). According to Goodson, a life history approach involves telling a story “with an equal concern to provide a broader context for the location, understanding, and grounding of those stories” (p. 243). According to Cole and Knowles, placing life history within a context assists researchers in coming to examine complexities of social conditions and “to more fully know and understand the uniqueness and complexities” (p. 23).

The life history approach can offer unique advantages through the telling of stories within a broader context. According to Marshall and Rossman (1995), life history researchers depict the total course of an individual’s life that allows the reader to enter into the experience. This type of in-depth investigation assists in understanding the deeper complexities of lives in context (Cole & Knowles, 2001). From a design perspective, the behaviors and perceptions revealed by the methodology allow for comparative study when several life histories are accumulated (Marshall & Rossman). Finally, the life history analysis often leads to new hypotheses for future study (Marshall & Rossman). From the perspective of studying teaching, the life history approach can also provide unique insights into experiences. Stories in contexts of schooling may reveal influences relevant to the formation of teachers and their identities and the experiences that shape practices and beliefs (Goodson, 1992).

Life history researchers have a unique role in life history research since they provide the collective interpretation of life history stories. By virtue of this role, the life history researcher should also practice self-reflexivity that acknowledges the presences,

the beliefs, and the social situation of the researcher in the life history project (Goodson & Sikes, 2001; Knowles & Coles, 2001).

Role of Researcher

This life history researcher has multiple and socially complex roles, all which are intimately intertwined and require a reflective orientation during this research project. One role for this researcher is her status as a doctoral student working on a dissertation research project. As such, there has been a considerable investment of time, energy, and emotional outlay in a successful, well-planned, and ethical outcome for all those involved in this project.

The researcher's professional life roles had a profound influence in the development of this research. The researcher was involved with the Virginia Community College System's (VCCS) Task Force for Teacher Preparation from 1999 - 2002. The VCCS task force members examined mechanisms of recruitment, retention, and transferability of community college students to four-year teacher preparation programs. During the course of this work, an increased awareness was realized concerning the commitment that must be made by all interested parties to the recruitment, selection, and preparation of highly qualified teachers. It was also during the course of this work that the researcher was introduced to the Virginia State Department of Education's recommended model of pre-collegiate recruitment, the Teacher Cadet program.ⁱ

During this same time frame of professional involvement with the VCCS task force, the researcher began teaching a dual-credit class at a high school, which ultimately served as the setting for this study. This high school's administrators had recently initiated an introduction to teaching course similar to the Teacher Cadet model which

occurred at the same time of the initial phase of doctoral studies at Virginia Tech. These multiple roles as a student, a teacher, and a co-facilitator of a statewide teacher preparation group would be powerful determinant forces in the direction and focus of future doctoral studies.

Over the years several of the students in the college level psychology course were also enrolled in the introduction to teaching course. Oftentimes, during the course of class discussion concerning child development and psychology, these students' experiences as part of their introduction to teaching course were also discussed. These students' stories and experiences piqued the researcher's interest in studying the lived experiences of this unique group of high school students. This handful of students and these class discussions, coupled with the researcher's desire to explore the students' experience in an in-depth manner was the most influential inspiration for this study. There is a deep commitment to honoring and telling the stories of the participants in order to add to the knowledge base concerning the development of a teaching identity in this age group of students.

In this capacity as a qualitative researcher, there is also keen awareness that the researcher is the main instrument for obtaining knowledge (Kvale, 1996). The researcher ultimately provided the meaning of these students' experiences through her own interpretative lens. The fundamental themes, elements, and conceptualization drawn are based on these students' experiences in this context as personally derived and interpreted from interviews, personal experience writings, and contextual documents.

Due to vested professional and personal involvement in this project, there is an ethical obligation to the student participants and to the teacher of this course. The

students and the teacher invested enormous amounts of time, energy, and resources in this project. There is the obligation to represent the participants' lived experiences in an ethical and trustworthy manner.

Finally, in the role of a professional educator who teaches many future educators, the researcher brings a certain bias to the research project, that of recruiting and mentoring future educators. Hopefully, the findings from this study will add to an existing body of literature concerning the identity development of beginning teachers.

Selection Process

According to Miles and Huberman (1994), qualitative research involves establishing parameters about people, settings, and social processes based on the research questions. In qualitative research, the setting and the participants are selected purposively to provide an in depth, information rich analysis (Patton, 2002). Describing how the setting and the participants are chosen for a study acknowledges the scope and boundaries of the research which can enhance the transferability of the findings (Huberman & Miles, 2002).

The purpose of this study was to examine pre-collegiate students' past and present experiences with teachers and teaching and the meaning the students made of these experiences in the construction of a teaching identity. The researcher purposefully sought a high school site that offered an introduction to teaching course in order to maximize the opportunity to obtain rich information concerning the unique experiences of high school age students who have an interest in teaching.

Setting

Most phenomenological studies involve a single site in which participants' experiences of a phenomena are explored (Creswell, 1998). Purposefully selecting sites or settings involves issues of practicality and restraint in which to bound the context of the study (Miles & Huberman, 1994).

The researcher's geographic location limited and bound the number and accessibility of potential high schools with an introduction to teaching course, which was a selection factor. Within a 45-minute drive, there are nine high schools. In the spring of 2003 a field study was conducted that described the demographics and the type of pre-collegiate teacher recruitment strategies used by each of the nine high schools in the region. Based on the interview data collected from the school personnel, two of the nine high schools in the region currently offered an introduction to teaching course.

Pre-collegiate programs often use student selection criteria in order to select high achieving candidates for their programs (Clewel et al., 2000). The primary means of bounding the sample context of this study was to select a school site which used student selection criteria. Only one of the two high schools with an introduction to teaching course used student selection criteria.

This site is a high school located in southwestern Virginia on the crest of the Blue Ridge Mountains. It is the only high school in the division and is a public, fully accredited, comprehensive high school that serves a student population of approximately 850 students for tenth, eleventh and twelfth grades. The school's program of studies presents a full range of curriculum offerings in academic and vocational subjects, including twelve dual-credit transfer courses, one of which is the introduction to teaching

course. The use of student selection criteria for participation in the course by high school personnel and the geographic limitations of the researcher were the reasons for selecting this setting.

Participants

The potential participants for this study included ten students, nine females and one male, enrolled in the spring 2004 introduction to teaching course that had been selected by high school personnel to participate in this course in the spring of 2003. Students were required to meet certain academic standards prior to their selection for course participation. Application criteria included a 3.0 grade point average, three letters of recommendation, and a written student essay that was reviewed by a school committee. Selection is competitive and students selected to participate in this course are academically above average, twelfth grade students who have a stated interest in learning more about teaching as profession.

Process for obtaining participants. Volunteers for this study were obtained from the described group of high school students. Any student who had participated in the fall pilot study was exempted from participating in the larger research project. All enrolled students were given a brief presentation of the research project and a parent informational meeting was held. Of the seven remaining students, 4 students volunteered for the study. Those students who declined to participate generally indicated a significant academic load or significant number of after-school activities that precluded participation.

Brief description of the participants. The 4 participants were all white, females students of 17 and 18 years of age enrolled in the spring semester of their 12th grade year of high school. All were enrolled in college-preparatory courses that included either

multiple honors courses or dual high school/community college credit courses. Two graduated in the top 10% of the graduating class. All were from employed, two-parent families and three of the four were only children. All had been accepted to four-year universities in the fall of 2005.

One of the 4 participants, Hannah, was notified during April that she was required to complete a health care certification course prior to confirmed acceptance to her first choice college. Arrangements were made with her two high school instructors for a temporary two-week leave from school to complete this certification course. Consequently, she did not complete the field experience requirement in the introduction to teaching course, although she remained in the course essentially on an audit grading status. For this project, she completed all three interviews; however, she did not complete the personal writing experiences. Class journal writings were also collected. The other 3 participants completed all phases of the study.

Informed Consent and Permission Procedures

Appropriate procedures for obtaining informed consent and permission are crucial for the ethical conduct of the qualitative researcher (Rossman & Rallis, 2003) and is required by the university's Internal Review Board procedures. According to Rossman and Rallis, informed consent should include four disclosures concerning the participant's rights in the research, which are full information concerning the purpose and audience, full understanding of their agreement to participate, willing consent, and ability to freely withdraw at any time in the study. All forms are written to meet the aforementioned conditions.

The fall pilot study incorporated two of the data collection methods and volunteers from the previously described group high school students and received approval in September 2003 from Virginia Polytechnic Institute and State University Institutional Review Board (i.e. IRB expedited approval # 03-433). The parental permission and student assent forms for the first life history focused interview from the fall pilot study are in Appendix C and Appendix D, respectively. This approved interview guide was used for the first phase of this study in February. The parent permission form and student assent form describing interview two, interview three, the pre and post –field experience writings, and the use of class document are in Appendix E and Appendix F, respectively. This research protocol received Virginia State and Polytechnic University Institutional Review Board approval in February 2004 (i.e. IRB expedited approval # 04-082). All division personnel informed consents, parent permissions, and student assent forms for this portion of the study were returned by the second week of March.

Assurance of Confidentiality

Informed consent and permission forms can serve to protect the participants of the study by assuring protection of privacy and identity of the participants of the study (Rossman & Rallis, 2003). The informed consent forms, parental permission forms, and student assent forms addressed the confidentiality of data and potential risks to participants. Two issues related to methodological design were particularly important to this study and the assurance of participant's confidentiality, which were the inclusion of participants who were considered a protected population due to their age and the use of audio-taped interviews.

Research involving children under the age of 18 involves obtaining parental permission from a child's legal guardian and obtaining informed assent from the children (Rossman & Rallis, 2003; Seidman, 1998). Assent forms should be written in a language understandable to children (Rossman & Rallis). For the purpose of this study, the assent forms were written at a tenth grade reading level. Furthermore, issues related to confidentiality were discussed prior to each interview and the personal experience writings. Every attempt was made to protect the confidentiality of the participants' information. All tapes, transcripts, field notes, and the personal experience writings were kept in a secure location in the researcher's home and were not viewed by anyone else except the researcher's co-advisors to assure confidentiality. As a further measure of confidentiality, a pseudonym was used for the participant's name in my interview notes, the personal narrative writings, the field notes, and the final report. In the final report, if the participant referred to a person by name or if the participant reported data in a manner that the researcher believed could reveal the identity of the participant, then the information was omitted and replaced with three spaced ellipsis points (i.e. . . .) or if the information was needed for clarity purposes a proper name was italicized and inserted in brackets. The name of the high school and the school division were not used in any written document pertaining to this study.

One of the data collection techniques of this study was face-to-face, audio-taped interviews. In-depth interviews ask the participants to reconstruct experiences in their lives (Seidman, 1998). Without careful design, the nature of interviewing which involves recounting life experiences, can increase the vulnerability of the potential participants' confidentiality (Seidman). In this study, a potential vulnerability is the use of the

participants' words in reporting the results of this study. The quoting of participants' experiences has some potential of leading to identity exposure. Participants were informed of this potential minimal risk. Every effort was made to protect the identity of the participants in written reports by the use of pseudonyms and changing all other potentially identifiable information.

One further mechanism to ensure confidentiality of participants is minimizing the number of individuals that know the identity of the participants of a study (Gall, Gall, & Borg, 2003). In this study, the teacher of the introduction to teaching course also knew the participants' identities. The teacher's permission form includes a statement regarding the protection of the participants' identities under the confidentiality section (see Appendix G). By signing this form, the teacher agreed not to disclose names or identifying information to anyone else concerning the participants of this study. The teacher did not have access to the interview tapes, transcripts, or the personal experience writings of the participants. The class documents, such as journals and portfolios, were student-generated, graded class work during this course. The field notes concerning these documents remain confidential; however, the actual documents were the property of the students and were used for assessment purposes by the teacher.

Gaining Access and Entry

The professional background of this researcher as a dual-credit professor for a community college at this high school eased access and entry to this site and to the potential participants. The researcher has known the school division's administrators and the teacher of this course for many years. All of the formal gatekeepers in this school division were encouraging and supportive of this research project.

Preparation prior to entry facilitates access to the participants (Rossman & Rallis, 2003). Establishing rapport with the gatekeepers is important to gaining access (Creswell, 1998). A significant gatekeeper for this study was the teacher of the introduction to teaching course. According to Rossman and Rallis, preparation includes meeting with the gatekeepers, identifying potential obstacles, and negotiating reciprocity. In the process of developing this research project with my dissertation committee, meetings were scheduled with the teacher of this course in November, 2003, and January, 2004. At these meetings, discussions were held concerning research questions, research design, and data collection methods. Significant to this discussion was the negotiation of the researcher's level of involvement in the introduction to teaching course. Also discussed was the teacher's comfort level with having an outsider in her classroom. At the end of these meetings, the teacher was fully informed and cooperative with the research process.

Data Collection Procedures

Several researchers addressed how qualitative researchers come to understand phenomena and gather information in qualitative research as ways of knowing about experiences (Britzman, 1991; Denzin, 1989). Denzin and Lincoln (2000) listed the following qualitative data collection methods: "interview to direct observation, the analysis of artifacts, documents, cultural records, and the use of visual materials or personal experiences" (p. 23). In this research design, there were four methods of collecting data or coming to know the participant's experience within the context of the introduction to teaching course: interviews, archival documents, personal experience writings, and field notes. Data were collected at the beginning of the school division's spring semester in January and continued until June 2004, which corresponded to the end

of the school division's semester. In the next section, each of the four data collection procedures is described as well as research support for including each as a method of gathering data in this study.

Interviews

Rossmann and Rallis (2003) indicated that interviewing is the “hallmark of qualitative research” (p. 180). Broadly speaking, interviewing is a method that takes you into the participant's world or lived experience through talk and responses (Rossmann & Rallis; Seidman, 1998). It provides a window to the participant's lived experience. According to Patton (1990), “the fundamental principle of qualitative interviewing is to provide a framework in which respondents can express their own understanding in their own terms” (p. 205).

An interview guide is a list of predetermined questions that are used in each interview (Patton, 1990). As part of this interview design approach, topics are outlined that can be explored and probed during each interview with each participant. An advantage of this design is that the researcher, prior to the interview, must carefully examine potential topics for each interview which allows for a systematic interview approach with each participant (Patton). For the interviewer, an interview guide offers flexibility and freedom to build conversations within the interview process. Interview guides were used for the three interviews in this study.

Seidman (1998) recommended an in-depth interviewing model that is comprised of three interviews. McAdams (1993) offered a one interview format for the life story model of identity designed to explore past and present experiences as told in a life story. There is considerable overlap in the type and focus of questions recommended by

Seidman and McAdams. The researcher decided to use Seidman's recommended three interview framework and extract questions from McAdams's (1993) suggested interview guide.

According to Seidman (1998) a series of three interviews with each participant assists in gaining an understanding of the lived experiences and context of the experiences, and "without context there is little possibility of exploring the meaning of an experience" (p.11). The first interview of this model was designed to establish a contextual, personal history for the participants' experiences. The second interview was designed to allow participants to explore their experiences within the current context while the third interview permitted participants to reflect on the meaning of the experiences and to explore future plans.

The first interview was a focused life-history interview in which the participants were asked to recount their experiences in light of the current research topic (Seidman, 1998). This interview guide was one procedure approved by the University Internal Review Board in September 2003 for the pilot study and remained unchanged for the current study. In this interview guide, questions asked of the participants reflected early experiences with parents and teachers and the meaning the participants made of these experiences (see Appendix H). During this interview, the early teaching experiences of the participants were also explored. Finally, in order to explore the participants' life history in the context of this course, a question concerning how they came to participate in the course was asked. This interview occurred during the 4th through 6th week of the semester.

The second interview, the details of the experience, was designed to focus on the concrete details of the participants' present course experiences (Seidman, 1998). Seidman recommended participants be asked for specific examples of the details in context in order to gain meaning of the participants' full experiences. Specifically, the participants were asked to recount their experiences in one day of this course then to give specific examples of their experiences in the course. Images of teachers were also explored through questions and a drawing during this interview (see Appendix I). The second series of interviews were conducted during the 8th through 10th week of the course.

Seidman (1998) referred to the third interview as "reflecting on the meaning" of the experience (p. 12). In the third interview, conducted during weeks 13 and 14 (see Appendix J), participants' were asked to reflect on various factors of the experiences, make meaning of the experiences, and reflect on future experiences. A chart that displays the alignment of the research questions to the interview questions can be found in Appendix K.

In total, 12 interviews, three with each of the participants were conducted during the spring of 2004. Interviews on average lasted 75 minutes. During these interviews, two audio tape recorders were used to aid in the transcribing of possible inaudible data. Each audiotaped interview was transcribed as soon as possible after the face-to-face interview, typically within 10 days. Member checks of the transcribed interviews occurred twice with each participant during the semester and notably assisted with clarification of data; there were no significant deletions or revisions of the data from the member checks.

Archival Documents

Artifacts, documents, or physical objects are another way to know or to represent a participant's life. Artifacts become another strategy to clarify questions and issues in research projects which aids in the triangulation of data. In life history research, there are three types of artifacts: primary data sources, representational sources, and contextual sources (Cole & Knowles, 2001). Birth certificates, family photographs, and home movies are all examples of primary data sources about individuals. Primary data sources represent facts about a person's life but also may reveal other qualities of the individual (Cole & Knowles). Artifacts or objects that are representational of a life are often produced by the participant at the request of the researcher with the intent of representing life in the present. Examples of these types of documents or objects are journals, videos taken during the research project, or a physical object that the participant feels symbolizes his or her life (Cole & Knowles). Contextual artifacts are physical objects that document the context of the participant, which can lead to an understanding of the contextual influences in the person's life story (Cole & Knowles).

For this investigation, one type of archival documents, as outlined by Cole and Knowles (2001), was used representational sources, which was student-generated work during the introduction to teaching course. The two types of representational data were the students' class journals and their final class portfolios. The researcher's field notes served as an important mechanism of documenting other student-generated work, which included the researcher's notes on bulletin board displays, poster presentations, notes from a puppet-presentation, and model classroom displays.

There were 14 total potential journal entries during the course of the semester, including the final portfolio. The journal writing responses revealed two purposes for the writings. The students' journal writings from January to March were primarily reactions to class readings (i.e., educational articles and teaching stories) or class activities. The journal submissions from April to May were comprised of students' reactions and reflections on their experiences in the elementary school field placement. On average, most journal submissions were one to two hand-written pages. Of all the data collected, this set of data varied significantly from one participant to another with eight being the least number collected for 2 participants and up to 14 for the other 2 participants. These data were collected in an on-going manner during the seventeen-week course.

Personal Experience Writings

Cole and Knowles (2001) stated that a personal writing experience is an “anecdote or story told or written by a person about an experience and do not necessary represent epiphanic or pivotal moments, nor are they contextualized or theorized” (p. 21). Denzin (1989) indicated that these writings are often everyday, commonplace experiences and that they need not be entertaining or cherished values. Personal experience writings can be autobiographical accounts or story-telling accounts.

For this investigation, participants were asked to complete two personal experience writings concerning their perceptions and experiences of the field experience component of the introduction to teaching course. The field experience component of the introduction to teaching course was a minimum twenty-hour placement in an elementary classroom during the last 10 weeks of the semester. As part of this field experience, each student in the course was required to teach one 10-minute lesson. Each participant in this

study was asked to complete two personal experience writings, one before the field experience and the second after the completion of the field experience. All but 1 participant, Hannah, completed the personal experience writings.

For the first personal experience writing, which was collected during the 9th week of the course, the participants were asked to write about their feelings, perceptions, and expectations concerning the field experience (see Appendix L). The average length of the pre-field experience writings were 155 words. For the second writing, the participants were asked to describe their thoughts and feeling after their field experience (see Appendix M). This data was collected during week 15th of the course. The average length of the post-field experience writings were 183 words.

Researcher's Field Notes

Field notes are evidence of the researcher's inquiries in the field and are a means to document all types of observations and conversations in the field (Schwandt, 2001). In the broadest sense, field notes can refer to all types of data generated in fieldwork to include tapes, the researcher's journal, and copies of documents or artifacts (Schwandt). A researcher's journal is a means to record as much as possible about the researcher's impressions and ideas in the field. The researcher's notes of all interviews were important during the analysis process and assisted in providing details for thick rich descriptions. In addition to the aforementioned and specific to this investigation, the researcher's journal/field notes also served as a means of recording direct experiences during the classroom visits. These field notes were critical during the on-going interview process as it assisted the researcher in gathering and clarifying information concerning the participants' understanding of course experiences.

During data analysis, a researcher's journal can be insightful. Reviewing the information in a researcher's journal can likely lead to emergent ideas, incomplete conclusions, and reveal the researcher's subjectiveness in the research during data analysis (Cole & Knowles, 2001). Furthermore, the documentation of the direct experiences in the field provides the basis for enhancing the understanding of the participants' lived experiences in a particular context. During data analysis, the researcher's field notes were indispensable in creating meaning and interpretations of the participants' lived experiences, as these notes provided additional thick descriptions of contextual events. Furthermore, during analysis the field notes served as another data source to test consistency or inconsistency in the data.

Table 1 is a chart that outlines the five research questions with corresponding data collection methods and the actual time frame of the study.

Data Quality Procedures

Trustworthiness

Trustworthiness is achieved by the systematic collection of data, using acceptable research procedures, and allowing the procedures and findings to be open to systematic critical analysis from others (Creswell, 1998; Kvale, 1996; Lincoln & Guba, 1985). In this section, the procedures for enhancing credibility, transferability, and dependability in this research project are outlined.

Credibility

Strategies for enhancing the credibility and rigorousness of qualitative studies are prolonged engagement in the field, triangulation, peer debriefing, and member checks

(Rossman & Rallis, 2003). Three of these strategies were used in the current research project to include prolonged engagement, triangulation, and member checks.

According to Rossman and Rallis (2003), prolonged engagement means that the researcher spends a significant amount of time in the setting and with the participants to ensure an encompassing view of the phenomenon. Life history research seeks depth over

Table 1

Chart of Research Questions and Data Collection Methods

Research Questions	Data Collection Methods	Time Frame
What past and present experiences inform the pre-collegiate students' beliefs about teaching?	Interviews One, Two and Three Journals Other in-class documents Researcher's journal	Interview One - weeks 4 - 6 Interview Two - weeks 8 - 10 Interview Three – weeks 13 -14
What are pre-collegiate students' beliefs concerning teaching as a profession?	Interview One Journals Other in-class documents Researcher's journal	Interview One – weeks 4 – 6

<p>What do the pre-collegiate students describe as significant experiences within the context of the course as contributing to their beliefs about teaching?</p>	<p>Interviews Two and Three Class documents Personal experience writings Researcher's journal</p>	<p>Interview Two - weeks 8 - 10 Interview Three and personal experience writings- weeks 9 – 14</p>
<p>What, if any, conceptions of self as a teacher are held by the pre-collegiate students?</p>	<p>Interviews One, Two and Three Journals Other in-class documents Personal experience writing Researcher's journal</p>	<p>Interview One - weeks 4 – 6 Interview Two - weeks 8 - 10 Interview Three and personal experience writings - weeks 9 – 14</p>
<p>If identified, what do the pre-collegiate students describe as significant experiences within the context of the course as contributing to their identity construction as a teacher?</p>	<p>Interviews Two and Three Class documents – journals Personal experience writings Researcher's journal</p>	<p>Interview Two - weeks 8 – 10 Interview Three and personal experience writings - weeks 9 – 14</p>

breadth that can only be achieved with a few participants for a prolonged period of time (Cole & Knowles, 2001). For the purpose of this study, the researcher was in the high school setting at least once a week, sometimes twice a week, during the 17 weeks of the study. The only disruption to this schedule was due to the school division's closure during January and February for inclement weather. In total, there were 24 visits to the school for data collection purposes.

Member checks or participant feedback is one of the most important strategies for ensuring credibility (Lincoln & Guba, 1985). Member checks allow for interpretations of the participant's viewpoint by ensuring a fit between the researcher's reconstruction of data and the participant's feedback. Member checks of interview transcripts and other written documents occurred twice, in April and May. This continuous process allowed the participants to check the accuracy of the transcripts and clarify any information. As data were extracted from the contextual and representational documents and personal experience writings, there were on-going dialogues concerning the researcher's interpretation of the participants' ideas.

Triangulation of data is another mechanism of improving the credibility of research. There are four types of triangulation: methods, data, investigator, and theory (Johnson, 1997). Two of these strategies notably improve the credibility of a study, method and data triangulation (Johnson). Data triangulation refers to obtaining data from multiple sources and with multiple participants, preferably over a period of time (Johnson). Triangulation is the use of multiple research methods to gain sources of information to study a phenomenon (Miles & Huberman, 1994). In this study, data and

method triangulation occurred from multiple interviews, multiple personal experience writings, and multiple sources of archival documents with multiple participants.

Transferability

Transferability refers to how well a researcher clearly lays out his/her findings and provides sufficient detail so other researchers can determine the usefulness of the findings for their research (Lincoln & Guba, 1985). According to Geertz (1973), analysis is a determination of the significance of findings that can be enhanced with thick, rich description of the culture. Providing rich, thick description of the participants, the contexts, and the findings is a mechanism to aid in transferability (Lincoln & Guba). Every effort was made during this research process to write thick descriptions of the context, the participants, and the findings. Thick descriptions during the analysis process assisted in writing thick interpretations of the findings (Rossman & Rallis, 2003).

Purposeful sampling techniques in qualitative research assist in ensuring rigor, trustworthiness, and credibility (Patton, 1990, 2002). With purposeful sampling, the context, the events and/or the participants are chosen based on the ability to provide a wealth of research information concerning the research question (Miles & Huberman, 1994). A complete description of the setting and the participants is described in the procedures section of this chapter. The sampling technique used in the current study is best described as a typical case sampling in which the context and the participants' are believed to illustrate the normal or average of what might be expected from other such pre-collegiate courses.

Dependability

Dependability addresses the consistency of data and processes over time in qualitative research (Kvale, 1996). Methods for establishing dependability in qualitative research are the triangulation of data, the transparency of research, and the creation of an audit trail (Johnson, 1997). Triangulation of data occurred from multiple interviews, multiple personal experience writing, and the collection of archival documents from multiple participants over a seventeen-week time frame. Transparency refers to the extent to which the researcher makes clear how the raw data were gathered, how the analysis was carried out, and how the findings were derived from the data analysis (Johnson).

Another means of establishing dependability is by conducting an inquiry or external audit (Lincoln & Guba, 1985). This is an outside individual who serves as consultant and checks all aspects of the process and product of qualitative research. Authenticity of the data can be established by keeping accurate records, methodological logs, tapes of interviews, transcriptions of interviews, and all other forms of documentation. The consultant or internal auditor attests to the conclusions by thoroughly examining the supporting materials to insure that the documents are internally coherent (Johnson, 1997). In this project, the co-chairs of this dissertation committee essentially meet the criteria as external auditors. All data was systematically managed, categorized, and securely maintained during the research and analysis process. The researcher's varying notebooks, including one for field notes and conceptual memos, one containing transcripts of all data, and one containing data processing such as coding of data were available for auditing. Electronic files were also maintained of all transcriptions, conceptual memos, and field notes.

Qualitative researchers need to establish standards for trustworthiness, credibility, and rigor in their research practices. This type of practice is iterative and reflective from the beginning to the end of the project. Prolonged engagement in the context and with the participants, using multiple methods to gather the data then richly and accurately describing the data in a way that honors the participants is essential in establishing the credibility, dependability, and transferability of the results (Rossman & Rallis, 2003). Table 2 is an outline of the methodological strategies to meet credibility, transferability, and dependability in this research process.

Table 2

Trustworthiness of Research

Qualitative Term for assessing research quality and rigor	Strategy employed
Credibility	Prolonged engagement in the field – 17 weeks in the field. Data triangulation (interviews, documents, personal experience writings with multiple participants). Method triangulation (interviews, documents and personal experience writings). Member checks

Transferability	<p>Purposeful sampling technique (typical sampling technique).</p> <p>Thick rich descriptions of the context, participants, and the findings.</p>
Dependability	<p>Method triangulation (interviews, documents and personal experience writings)</p> <p>Transparency of research –achieved through explicit explanation of data analysis, data management, and the findings</p> <p>Audit trail - kept accurate records, methodological logs, tapes of interviews, transcriptions of interviews, and all other forms of documentation</p>

Data Management and Analysis

The major data analysis and management plan is outlined in the proceeding section. Data management and analysis was informed and framed by the five research questions. Data management will be addressed first as it was an integral component in the on-going data analysis process.

Data Management

According to Patton (1990) and Dey (1993), qualitative research techniques can create volumes of data that necessitate immediate management. Initially, data needs to be coded according to the source of the information, which later can assist the researcher in

the analysis process (Lincoln & Guba, 1985; Maykut & Morehouse, 1994). All data for this study were coded with a descriptive source coding method that included the collection source, the participant's assigned number, the page number, and the line number, if needed, at the top of each document or on the cover of the document summary sheet. Lincoln and Guba also recommended including the site where data were collected as part of this process; however, the researcher found this to be an unnecessary step since all data were collected at one site. As data collection proceeded during the semester, a data reference log was created which served as a means of tracking collected data. In addition, the reference log was an initial measure of organizing and establishing an audit trail for all of the raw data of this study.

Cole and Knowles (2001) referred to the life history researcher's organization of materials being akin to that of an archivist. Research data needs to be managed in ways that make sense to the individual researcher. Researchers have noted that multiple copies are needed of data in the on-going data collection and analysis process in qualitative research (Miles & Huberman, 1994; Patton, 1990, 2002). For this study, data were managed in the following manner.

Four copies were made of all data. One copy of each different type data (i.e. interview number one, interview number two,) was managed chronologically over the course of the 17 weeks. Colored folders were used to represent and sort the different types of data sources. During February, computerized electronic files were created and organized in much the same manner as the colored folders on the researcher's personal home computer. In March, individual participant notebooks were created to assist in on-going organization and beginning the coding process of each individual's personal life

history. During the on-going data analysis in the spring and summer of 2004, two copies of these data were used for data unitizing. Unitized data cards were also coded for source, participant, and data collection method. File boxes were created with the unitized data cards and initially represented categories and at the end represented domain areas which served as a means of management during the on-going category analysis process. Finally, the participants' notebooks, which were created early in the research process, and included coded and categorization analysis, were then tagged with colored post-it flags, page by page, for domain themes.

Data Analysis

The constant comparative method was chosen for data analysis (Glaser & Strauss, 1967; Lincoln & Guba, 1985; Maykut & Morehouse, 1994). According to Maykut and Morehouse (1994), the constant comparative method is an “inductive category coding with simultaneous comparison of all units of meaning obtained” (p.134). This approach can assist in identifying codes and patterns in the data and then in categorizing the findings (Anfara, Brown, & Mangione, 2002). The constant comparative method assists in determining similarities and differences through each new unit analysis from which categories can be created (Maykut & Morehouse). This continuous data analysis process allows for refinement of categories during the analysis process. Exploration of the categories may reveal patterns and relationships across categories that can be integrated to gain an understanding of the phenomenon of interest (Maykut & Morehouse).

For this research study, there were four primary sources of data: transcriptions of interviews, personal experience writings, participants' journal writings, and the researcher's field notes. All the raw data of this project were words that were then

analyzed. The primary source of data for each participant was the three audio-taped interviews which were personally transcribed and coded as soon as possible after each interview with the interview number, participant information, and page number as a header and footer for each transcribed interview. Including both an identifying data header and footer was time-saving during the unitizing process as they were cut apart and pasted to the back of the many unitized data cards. Participants' personal writings of the field experience were personally typewritten with the same above described header and footer as well. Contact and document summary forms were developed for summarizing contacts and document information during field visits to the classroom (see Appendix N and Appendix O, respectively). The contextual class documents were analyzed, and the data used a means of corroborating findings that emerged from transcripts often resulting in new insight into the lived experience of the participants' during their participation in the course.

Data analysis was an on-going process during the spring, summer, and fall semesters. Framed by the research questions and the literature reviewed for this study, initial start codes were developed which consisted of 21 unique words or phrases. Miles and Huberman (1984) recommended a provisional list of start codes, which can be expanded, refined, modified, and discarded, if needed, during the coding process. The initial codes or categories that surfaced in the data represented the first level of analysis. Although there are numerous ways to code data, an inductive coding process was used in this study. According to Miles and Huberman (1994), inductive coding involves the use of provisional codes during initial data collection. As the data were collected, each line was numbered and reviewed within a paragraph; this process allowed for category

development and tagging of quotes for inclusion in the second tier of analysis. Alongside these paragraphs, emergent categories were generated to create a refined list of codes (Miles & Huberman). For the initial coding process, all interviews were transcribed as soon as possible after the interviews. Coding of each set of interviews occurred immediately after all transcripts in an interview set had been completed. Coding lists were maintained during this repeated cycle of interview transcript set coding. The final list of codes expanded to 157 unique words or phrases.

As the data collection process drew to a close, the unitization process began. Four copies of all transcripts were made for this process. One set of all data were kept in a separate notebook, the researcher's coding notebook that was organized according to each participant. Two sets of all written data were used in the unitization process. One clean set was kept for reference purposes. During this process, chunks of data that could stand alone with meaning were analyzed for inclusion on the cards. Once this information had been identified, then the transcripts and other written documents were cut apart and glued on an index card. Each index card was appropriately tagged with the participant's number, the data source, page number, and line number on the back.

The second tier of the constant comparative analysis is pattern analysis (Anfara et al., 2002). Pattern codes are a way of grouping the initial categories into smaller sets or themes (Miles & Huberman, 1994). Pattern codes can be used to delineate themes, explanations, relationships, or constructs (Miles & Huberman). During this level of analysis, codes were constantly compared and contrasted, then categorized. Categories primarily emerged from the codes based on attributes, relationships, and processes. During this level of analysis, inclusion statements concerning emerging patterns were

written. Many rules of inclusions were written, discarded, or reformulated during this process until saturation of the categories had been achieved. The codes and categories as well as final inclusion statements are displayed in Appendix P. Just as useful was the initial development of beginning descriptive display charts, outlining possible relationships and patterns in the data which became useful in determining the major domain areas in the third level of analysis.

The third level of data analysis represented the building of evidence and coherence of the data and involved application of the data to theoretical constructs and theories (Anfara et al., 2002). From the development of numerous relationship charts and process charts, as well as analysis and reduction of the categories, four major domains were identified from the data: teaching and teachers, teaching as a profession, course experiences, and identity formation - all of which closely aligned with the research questions. Appendix Q is a chart of the major domains, research questions, with the corresponding pattern variables.

For reporting of the finding of this study, the domain teaching and teachers represents experiences that informed the participants' beliefs concerning the attributes and characteristics of teachers and teaching. Teaching as profession, as a domain, represents experiences that informed the participants' belief concerning the work and activities of teachers and the perceived requirements of the profession. The domain, course experiences, represents course activities and experiences the participants' perceived as meaningful. The domain of identity represents the data concerning past and present experiences that inform the participants' sense of self as a person and as a teacher.

The initial draft of Chapter 4 presented the findings based on the above-mentioned domains. However, this approach lacked the thick, rich descriptions of the individual participants, the context, and their lived experiences desired for capturing the findings of this study. Therefore, it was determined that the best manner to present the findings was through the life stories of these participants collected in individual narrative stories. These narratives presented in Chapter 4 are largely expressed by the use of participants' voices as captured during the interviews, document analysis, and personal experience writings arranged by the four major domains that emerged. Each story follows a similar format by providing concrete and contextual illumination of each participant's lived experience through descriptions of her individualistic teaching beliefs and how these experiences and beliefs informed the construction of a teaching identity.

CHAPTER 4

FINDINGS

The findings of an investigation of 4 pre-collegiate participants' construction of a teaching identity within the context of a high school level introduction to teaching course are reported in this chapter. Two purposes defined this study. One purpose was to gain an in-depth understanding of the participants' past and present experiences with teaching and teachers and the meaning made of these experiences. The three research questions guiding this purpose were

- a) What past and present experiences inform the pre-collegiate students beliefs about teaching?
- b) What are pre-collegiate students' beliefs concerning teaching as a profession?
- c) What do the pre-collegiate students describe as significant experiences within the context of the course as contributing to their beliefs about teaching?

The second purpose was to examine the influences of course experiences as related to the construction of a personal teaching identity. The second purpose was guided by the following two questions:

- d) What conceptions of self as a teacher are held by the pre-collegiate students in the introduction to teaching course?
- e) If identified, what do the pre-collegiate students describe as significant experiences within the context of the course as contributing to their identity construction as a teacher?

A narrative is used to frame the findings for each participant in this study. An exemplar quote proceeds each participant's pseudonym which is intended to bracket each participant's unique beliefs and experiences. Each narrative is presented in two sections. The first section, *Experiences and Beliefs*, is a descriptive analysis of each case and addresses the research questions tied to the first purpose. The second section, *Identity: The Multiple Selves* examines the second purpose of this study, which is an examination of the influences of the course experiences as related to the construction of a teaching identity. Appendix R is a summary chart of the significant experiences for each case presented in this chapter.

Jane: "Just Being There"

Experiences and Beliefs

Teachers and Teachings

Jane has lived in this rural area all of her life, 15 miles east of the county seat in a section that is defined by its environmental beauty and proximity to the Blue Ridge Parkway. The landmark of her community is a one-stop-shopping small convenience store. Both of her parents are college graduates and teach middle school age children. Her older brother, now in college, plans to enter a teaching career upon college graduation. (Interview 1, p. 2). The routines, scripts, and procedures of a teacher's professional life, based on her experiences of being parented by two teachers, would permeate her past and present framing of experiences and beliefs about teachers and teaching.

Her earliest school memory was framed by growing up in the midst of the routine of teachers' work life. In recalling her first school memory, she stated, "My very first memory? Actually, I was not in school. I visited the school before entering kindergarten."

(Interview 1, p. 2). Later, when asked about her feelings concerning this memory, she stated,

It seemed normal to me. I was excited. I can remember before I ever started school, this is weird;(. . .) I would wake every morning (in a child's voice) –'Do I go to school today?' (laughed), (changed her voice), 'No, you don't do that today.' But, you know I was looking forward to going to school, to just being there. (Interview 1, p. 3).

“Just being there” in this place called school was familiar to Jane. Her membership in this teaching family shaped her understanding of the values and work behaviors of professional teachers. According to Jane, even summer vacations did not represent an escape from her parents' professional careers as teachers,

When we are on summer vacation, you know that they are out somewhere, and they are like, Mom would say, '*(Dad's Name)* look at this, you could do this with your students,' you know, or 'have them do something like this.' Or she would be like, 'This would be a neat project for my kids to make.' She writes this stuff on the computer and actually makes up her worksheets. (Interview 3, p. 18).

Not surprisingly, Jane believed teachers to be “powerful people” whom she described as “awesome.” She has “great respect” for teachers. (Journal Writing 1; Interview 1, p. 3). Furthermore, her parents served as a positive role models of what teachers do each day. Based on this conceptualization, she believed that teaching is based on a passion for “just being there” in schools, in the pursuit of intellectual and personal

fulfillment and furthermore, this passion permeates all aspects of a teacher's life. She stated,

Just because I know how much they put in behind the eight-hour day. I know they go home and grade papers until two in the morning then come and go to school and you never hear any complaints about it (. . .) And I know not every teacher does that but a lot of teachers do and I think that is just awesome that they are so excited about teaching that they want to take or that they do take the elements of every part of their lives and want to expand that to every single student.

(Interview 1, p. 4).

Jane fondly recalled memories of teachers who positively influenced her conceptualization of teaching as a worthwhile career pursuit. On several occasions, she retold stories of her most influential, positive teacher role models, at times their behaviors were seen as worthy of adoption. She was recognized at an early age as possessing teaching potential that would serve to reinforce her beliefs about self as a teacher.

Recalling a positive teacher role model from middle school, she said,

Sixth and seventh grade. I thought I wanted to be an English teacher. I can remember one day I was telling this to (*Teacher's Name*) So I was telling her this and she was like 'Do you want to teach a class one day' and I was like 'What? Yea, sure.' (different voice) 'I will take it and make it a talented and gifted – thing. I will give anybody who is in that the opportunity' and I thought that's kind of neat. So I did it. And she came up with 'this is what I want you to cover' and it was kind of cool. (Interview 1, p. 13).

When asked about her feelings concerning this experience, she recollected, “I can remember it being so fun but I was nervous.” (Interview 1, p. 14). In May, Jane would attribute this opportunity as the point in her life when she knew she would enter teacher education in college, she stated that “it kind of developed from there.” (p. 18).

In addition to this early recognition of her teaching potential, Jane experienced a significant teaching-like opportunity this year as well. For high school credit, she had a two-period a day internship placement in her father’s classroom. Underpinning her beginning understanding of teaching involving classroom discipline, she described her role in the classroom as the “enforcer.” Her understanding of her purpose was a narrow definition of classroom management, she described her duties as “lots of errands, making copies, and taking roll.” (Interview 1, p. 10). A significant part of this experience was the feedback she received from her father concerning her teaching skills. She stated, in regards to her father’s expectations, “I think he wants to see what I know and if there is something, he could say ‘Like you can make it better, by doing this’ or ‘Don’t forget to do this,’ you know, so I think it is just getting me more comfortable.” (p. 11). This type of feedback has reinforced her sense of self as a teacher.

Several other middle and high school teachers positively and negatively influenced Jane’s understanding of teachers and teaching. Having parents who are teachers established a foundation for her understanding of good teacher-like qualities. However, a middle school performing arts teacher would solidify her understanding that content knowledge is an important aspect of teaching and reinforce her ideas about teaching involving an intellectual passion. In reference to this teacher, she stated, “He

kind of made me realize that (*name of course*), it can affect your whole life.” (Interview 3, p. 17).

In the last several years, a young high school teacher who served as one of Jane’s club sponsors would reveal another aspect of teaching to Jane. She attributed her relationship with this teacher as showing her the “personal” side of teaching. She witnessed this beginning teacher’s struggles in dealing with teaching-related problems and the “difficulties” that can occur with students and administrators. (Interview 3, p. 20). Although not yet fully articulated at some level, she identified with the struggles of this beginning teacher as she understood that in a very few years this could easily be her in this role as a beginning teacher.

On several occasions during the spring semester, she discussed the 3 or 4 years age difference between the middle school age students and herself in her father’s classroom. There was an understanding that in just a few short years this could very well be her returning to this high school, potentially teaching these students who would then be juniors and seniors in high school. There was a surreal quality to these thoughts and articulated ideas; however, there was also an idealized vision of herself as a teacher in these thoughts.

One of the most emotionally powerful stories Jane would tell would be of her “negative” teacher role model. Jane possessed an understanding that this teacher’s methods and teaching style represented the negative characteristics of teaching. She described this high school teacher in the performing arts area, as “being pretty much everything I don’t want to see in a classroom, so it is my negative, so I know what not to do.” (Interview 3, p. 17). After several years with this teacher, she decided not to

participate in the course related to this subject area. She stated, "After basically much, much debate and emotional distress about it, it was very upsetting for me. It just was the complete lack of organization, complete lack of people skills, just everything enhanced - just the opposite of what I think a good teacher is." (Interview 3, p. 22).

In her senior year, she would find an alternate means of maintaining her performing arts skills and opted out of receiving high school course credit for this class. She sought membership in a local community performing arts organization. However, as a student she was saddened by not participating in a subject area about which she was so "passionate." (Interview 3, p. 24). She had learned a very personal lesson concerning the meaning of ineffective instruction from her "negative" teacher role model that reinforced her beliefs about good teachers being "disciplined" and "organized." (Interview 3, p. 19).

Past and present experiences with teachers and to "just being" in schools has reinforced Jane's understanding of teaching as being something that teachers must be "passionate" about. "Passionate" teachers, good teachers, allow teaching to permeate their entire life - - all aspects. She knows this to be true as her parents serve as her prototype. Her middle school performing arts teacher reinforced this belief. Additionally, she possessed a beginning understanding that teaching involves dedication and hard work; it involves dealing with students and administrators, it involves maintaining classroom discipline, and it involves managing classrooms. Her interpretation of course experiences and her beginning image of self as a teacher would be filtered and interpreted by these beliefs.

Teaching as a Profession

Conceptualization concerning teaching as a job was firmly grounded by Jane's everyday family routines. Her understanding of what teachers do was drawn from the experiences she knew well, her knowledge and understanding of her parents' typical school day. She stated

They do everything (pause). They get to school around 8:00. They try to start getting the day ready. They have copying they have to do, rearranging the desks, if they are out of order, conferring with other teachers. They spend that time getting ready until they have that first class. Then obviously, they try to cover the written material and keep chaos from breaking out. And then they have a grading period and they have to pull an office duty. The rest of their planning period, they grade papers, make plans or make copies; write notes to parents – um- call parents. Any sort of referrals or any of that type of business. (Interview 1, p. 5).

In a follow-up question in which she was asked, "What are teacher's doing when they teach?" she maintained the idea of the routines of teaching. She responded, "They teach six classes, each 45 minutes." According to Jane's thoughts, teaching is defined by the procedures, activities, and routines of a typical teacher's workday. Again, this was a familiar may be overgeneralized, idea which was very recognizable to Jane growing up in a family of teachers'. When pressed further in this interview to define teaching she began to show a vague conceptualization of teaching, involving a knowledge basis; she would say that teaching is "They are trying to communicate what they know, and to someone who does not know, and trying to get them to remember that and to apply that to what they have in front of them." (Interview 1, p. 6).

By mid-April, when Jane was beginning to spend some time in the elementary school observing different classrooms, she would clearly fall back to her established conceptualization of teaching. In describing what teachers do each day, she said, “They do twenty different things at twenty different times at twenty different levels and try to keep it all in control.” (Interview 2, p. 12).

Jane had many years of observing the work of teachers as a student with the outsider’s vantage point, but also from an insider’s vantage point, from “being there” with her family and in her father’s classroom. However, her field placement would put her in an unfamiliar environment. This was not her home elementary school, nor was she under her parents’ watchful eye, nor would she be in her comfort zone with the middle school or high school age of students. Her elementary field placement was in a kindergarten classroom.

In this kindergarten placement, there existed the potential for Jane to expand her beliefs about teaching possibly as a profession. However, her interview responses and journal writings would continue to reflect an emphasis on the procedures. In talking about her experiences, Jane admitted that she arrived in the classroom at a “bad” time, around 2:00 pm each day as the students were usually getting juice or taking a nap. She did not have many opportunities to observe the kindergarten teacher in action, teaching. She described her role as someone to “help” the teacher; she assisted by “finding materials” and by “recording grades on report cards.” (Journal Writing 13, pp.; 1-3). She “wished she had more time to interact with the kids one-on-one.” (Interview 3, p. 6; Post-Field Experience Writing, p. 1). Her journal writings also focused on the procedures involved

in teaching; she would write about her mentor teacher's "organization" and "maintenance of classroom order." (Journal Writing 13, pp.; 1-3, Journal Writing 14, p. 1).

Being there - - from both this inside and outside point of view - - led to Jane's conceptualization of good teachers and their work in which she believed that caring teachers must possess two characteristics, preparedness and "personality." She would describe a professional characteristic of a caring teacher as, "Organization. I hate that and I know it happens, but I hate sitting there and watching the teacher trying to find the worksheets. And then, realizing that they don't have enough copies and then having to go make copies and then waiting." (Interview 3, p. 16).

For Jane, a caring teacher displays a personal side of his or her personality which in her view equated to a form of knowledge. In talking about the personal characteristics of a caring teacher, she stated, "Students! To get it down on a different level. Instead of just thinking 'I am your teacher and you are my students; I am bigger and better.' Just to have the students coming to and enjoying talking to you." (Interview 3, p. 14). Later in speaking of one of her favorite teachers she would say, "Her personality. She has a lot of it; she can make jokes. I have always felt like she knows so much." (p. 20).

Larger societal conceptualization about teaching as a profession can be revealed through individual choices of favorite media selection that represent teaching. In Jane's selection of *Dangerous Minds*, the heroine, first year teacher, teaches in "unorthodox" ways. Jane's ideas would return to caring teachers when talking about the teaching character in this movie, she stated

Well, she cares. That is the first thing she wants, not to teach English but teach them life. And I think there are some teachers who don't. I think there are some

teachers who are like ‘I don’t care if you turn in it in,’ ‘I don’t care if you do the work.’ They just make it look like you are busy. Then there are some who want you to do the work but they don’t push you to do it. They are like ‘if you don’t have it, you don’t have it’ and so that kind of creates a not caring thing. I don’t know; maybe the teacher is trying to teach you responsibility. (Interview 2, p. 9).

There existed a clear discord between Jane’s reality- based conceptualization of teaching and her idealized images evidenced in her responses concerning popular media and good teachers. In what she has seen, heard, and witnessed daily (“just being there” in her family and at school), teaching is a job that is comprised of procedures and routines. However, these procedures and routines do not define “good teachers” in Jane’s idealized image of teaching. Good teaching involves teachers building relationships with their students; students are cared for as individuals. Good teachers teach their students about life, the responsibilities and personal difficulties. Good teachers are passionate about what they teach. Good teachers are heroes. None of these beliefs deals with the concrete representations of teaching that Jane addressed when speaking of teaching routines and procedures.

By the end of the semester, Jane had decided that course experiences had changed her thoughts about teaching; she stated, “It has changed them, it has made them more concrete.” (Interview 3, p. 12). Before the course she had always wondered, “Why learning could not be fun” but after this course and observing the teacher of the introduction to teaching course, it assisted her to “see” that teaching is not about “sit down, shut-up, and take notes.” (Interview 3, p. 12).

Based on her family experiences, Jane's initial understanding of teaching as a profession was that teaching involved certain procedures, tasks, and routines that do not always fall within the parameters of an "8 to 4" workday. This procedural-based knowledge initially founded in her family routines expanded to include an increasingly beginning preservice teacher's focus on classroom management and discipline; however, these course experiences appeared to only reinforce her beliefs that teaching is a job that involves certain customary tasks and procedures.

Course Experiences

Returning to the comfort of her family life, Jane's first stated reason for enrolling in the introduction to teaching course was because "her brother" took the course and "he really enjoyed it." (Interview 1, p. 14). However, she would expand her rationale for taking the course to the "process" behind teaching. She stated

And I knew it would be kind of a more psychology behind the teaching versus the internship where it is actually teaching – it's hands on... very hands on. Where the class would have a lot more of the whys and wherefores you know – a lot more of the process – the lesson plans, or you know and incorporating it all, and I just thought it would be kind of neat and it would get a different span from the internship and see if you know I will see after this year if I still want to be a teacher. (Interview 1, p. 14).

During the course of the semester what was recalled as significant course experiences could be linked to her initially stated learning outcome, "to learn more about the thought behind students" and "how to deal with the differences." (Interview 1, p. 15).

During the second interview in mid-April, Jane would cite a class presentation project as a significant course experience. This course requirement during February and March involved the students' preparation and presentation of a class project on one of Piaget's four stages of cognitive development. The purpose of this activity was to enhance the high school students' understanding of learners' cognitive processes. A paired learning project, each participant worked with a classmate in preparing and presenting a topic. The presentations were approximately 20 to 30 minutes and involved a direct instruction component, with a required visual aid, and a hands-on or application component, either a demonstration or in-class student activity. (Researcher's Field Notes, March 11, 2004). Jane in describing her preparation and presentation recalled:

We did the age group 7 to 11 so we had to do the internet research. Unfortunately, we found only like three or four sources and they all said the same thing so there wasn't a whole lot of information. Um – so we kind of had to come up – be able to expand it too fill the time. So we broke it up. We actually had four sections. So we each did two sections. We had hands - on learning and physical – – you know having to see it. So we broke it up and we did posters for them and came up with activities to reiterate what we were talking about it. So (*student's name*) did the money and math thing. She passed out money and had everyone take it and add it up and all that stuff. So, she had this worksheet that had animals on it then we had to classify them. I think they enjoyed that then for my part, the hands-on learning which we did a science experiment. It didn't work (chuckles) but we did show that what a science experiment is - hands-on. (pp.; 7-8).

The significant meaning of this activity for Jane was based on her desire to learn more about teaching. This activity, for her represented the “process” of teaching. She stated

I think the presentations were good it was almost like you are doing the real things. You know, you had to do the background then you had to come up with a good way to get their attention. So they weren't not there just like bored to death. (Interview 2, p. 6).

In April, Jane initially reported a negative aspect of the course was the elementary field experience. She would have liked a more age encompassing field experience since she was interested in teaching at the middle school or high school level. In interview two, Jane commented:

I guess that it would be that it focuses on elementary and really that part of an age. High schoolers can't go into other high school classrooms which there is not that age level in there. But I really wouldn't mind going to intermediate school or even if we could it would be kind of fun to have the first 6 weeks with a elementary focus and then the second 6 weeks focus on middle school and then last 6 week a high school focus. Even if we couldn't do a field experience say here at the high school, then we still have that kind of structure you know and we would be able to experience the whole range of education. I think that's kind of one of the disadvantages. (p. 8).

By May, Jane's positive and negative course activities would both originate from specific field placement experiences that clearly created a sense of disequilibrium. Both situations forced her to confront aspects of self as a person, but perhaps more

importantly, concerning attributes of self as a teacher. Moreover, she had to face the realities of classroom “teaching” away from the familiar guidance of her father. This new environment, the elementary school, left her feeling ill equipped to deal with young children.

One of Jane’s most memorable course experiences centered on a specific encounter with a young student during her field placement. This situation ultimately challenged her ideas about good teachers being able to “get down” on the students’ level. (Interview 3, p. 14). One reason she enrolled in the course was to “learn more about students.” She may have gotten more than she bargained for on her first day of field experience, “being there” in a kindergarten classroom.

Upon her arrival, the kindergarten teacher needed to take another child to the office. Jane instantaneously was given charge of a young boy who was struggling to finish a reading assignment. She “tried to help him, you know like “what is the next letter” and “how do you make that letter” and that type of thing.” (Interview 2, p. 3). Then she explained that she “just stopped and he was like, “I can’t do it.” He crawled into her lap and “threw his arms around my neck.” She talked about cajoling him and encouraging him to finish the assignment; he didn’t. (Interview 2, pp.; 2-4).

With tremendous excitement and remarkable animation, using her voice, the teacher’s voice, and the little boy’s voice, she retold this story during the second interview and referred back to it again in her third interview. In the end, this situation would be Jane’s most memorable course experience. She admitted that she was “scared” and “leery” in this situation but mostly she didn’t know what this young child “needed” from her as a person and as a teacher; she didn’t know whether to say “No. Do It!” or

“just work with him.” (Interview 2, p. 4). This situation clearly forced Jane to confront her own lack of knowledge concerning the complexities in teaching. She admitted that she could not ask her mentor teacher how to handle this situation; “it would have taken her hours of explanation.” This introduction to teaching course did not prepare her for this experience. (Interview 2, p.14).

Jane’s most negative course experience the lesson presentation during the field experience, challenged her idealized image of self as an organized teacher. Throughout the research process Jane affirmed and reaffirmed that good teachers are “organized teachers.” However, her overall lesson presentation seemingly lacked good “organization” and preparedness.

Jane indicated that her mentor teacher “did not give her a whole lot of information. I didn’t know what to draw from;” furthermore, she recalled that she “didn’t know” she was “suppose to teach” that day. (Interview 3, p. 7). Compounding this lack of preparation was also a lack of knowledge of “where they were at in the curriculum.” She spoke of “brainstorming” on the morning of her lesson presentation and “having no idea what was going on in the classroom.” (p. 8).

Despite her lack of preparation, her overall assessment of the presented reading lesson in which she read the students a book that emphasized a letter of the alphabet was that it was a “neat idea” and “it worked well.” Despite preparing at the last minute, she was able to make it look like she “knew” what she was doing. She believed that the elementary school students “enjoyed the story and took an active part in learning.” (Post-Field Experience Writing, p. 2). Overall she reported that the elementary students “interacted well” during her teaching presentation. With a return to her interest in

learning more about the “process” and the “students,” she reported that she would have liked to have “spent some time” with the teacher before the lesson, preparing. From this experience, she learned that “you have got to plan” for lessons. (p. 10).

In many ways life’s most memorable moments has been defined by “just being there.” As a young child, Jane anticipated being an active participant in what every one of her other family members did daily, going to school. By middle school, she would attribute an experience with a teacher as “being” the defining moment when knew she would enter a teaching career. By the time she had reached high school, she had numerous beliefs about teaching that were defined by her examples of good teachers, her parents, and several teacher role models from “being” in school.

Jane defined teaching as a job, although there was a glimmer of an understanding that teaching is more than just the routines and procedures of a teacher’s workday. Like many novice thinkers, she focused on what she could concretely define. At this time the procedures and routines of a teacher’s day define the profession. However, she also is beginning to grapple with preservice teacher issues such as preparedness, organization, management, discipline and students.

Identity: The Multiple Selves

Self as a Person

In a self-descriptive class activity in which Jane was to describe herself through the eyes of a friend she stated that she “is a naturally a happy person,” who “loves to push people. Not literally of course, but she wants to see her friends succeed in life.” Jane’s vision of self is of a positive and happy individual who has a capacity to elicit the best from people in her life (Journal Writing 13, p. 1).

Jane's parents afforded her extended learning experiences outside of school. From these experiences she knew that, "Learning is just an everyday, all the time thing. It doesn't stop when you walk out of this door. That is really cool about teachers."

(Interview 1, p. 4). In describing her parents' behaviors towards her learning, she stated

I was supported as a learner. All the way, I mean before I ever started school. You know they were always like 'Can you tell me what this means?' I would ask how do you spell something and they would say 'how do you think?' and you know as being teachers they were able to transfer a lot of that learning process on to me and my brother so that we grew up to be inquisitive and to want to know. They were so supportive. (Interview 1, p. 9).

Jane being from a self-described learner-friendly home environment that frequently modeled teaching types of behaviors, depicted her student-related behaviors somewhat differently than expected. She stated, "I am somewhat lazy because I put it off to the last minute. I put it off until I absolutely have to do it, but I stress about it until it is done. I guess I am mostly academic." (Interview 2, p. 1). Based on her experiences in this course, Jane determined that "As a student, I have learned that I am really not that bad of a student (laughs)." (Interview 2, p. 9).

This procrastinating student-style, however did not translate to good teaching behaviors during her lesson presentation. As recounted earlier, she had not prepared for her lesson presentation and what she learned was the "preparedness" is a critical teaching behavior. However, it would appear that procrastination has provided a high level of success for her as a student. When asked later in the third interview about her academic standing, she stated, "I am on the average, I make it look like I am a good student."

(Interview 3, p. 1). On the contrary, in June her name was posted in the main hallway of the school as being in the top 10% of her graduating class. (Researcher's Field Notes, June 3, 2004).

Being a member of this course provided Jane with a sense of unique belonging. She was the member of a small group of students who were engaged in activities that were distinctly different from other high school classes. This gave her an insider's perspective. Aside from this factor, through participation in the varied course activities, she also developed insights concerning her ability to form relationships with people who were different from her. Jane's response concerning her peer relationships in this course was

I guess getting to know people. Because there are people, you have gone through school with but you do not get to talk to a whole lot. There are all sorts of different people in there. And just getting to know them and getting to work with them and being creative with them. Just getting to know what their ideas are and how they do things. Being able to work with them.

Interviewer: How ?

Jane: Social structures. There are cheerleaders in there, there are band members in there, and there are people who are neither, and all these ideas about how social structures affect the class. (Interview 2, p. 9).

However, Jane also saw herself as an outsider amongst her peers. Jane would describe herself as not being in the "popular" group; she was "outside of the clique." Compared to her few classmates who knew they wanted to teach she was different because she did not want to teach "elementary" age students, while they did. Later, she would admit that she

had a “different perspective of teaching” than her classmates because of her “parents being teachers.” (Interview 3, p. 4). When speaking of her classmates during their field experience, she would say; that her fellow classmates had “lots of stories; they have fun, interacting, being there but the other stuff, like planning they don’t get into.” (Interview 3, p. 11).

Jane possessed a sense of uniqueness which was founded in her experiences of “just being there” in school. She recalled

Because all through elementary school and through (*middle school*) too, it was like ‘you are special – you know, I know your parents; I know that you are a good kid. I know you are smart. Your parents are smart, you are smart.’ I kind of glided along on that on their coat tails, I guess. At the (*middle school*) especially, I got to do all sorts of stuff. (Interview 1, p. 7).

These types of student privileges, afforded by teachers, provided Jane with increasingly positive feelings concerning self as an individual and assisted in her identification with self as a teacher. The unique experiences as a member of this class also provided her with valuable information concerning “other students” and her ability to form relationships that were outside of her “social structure.” Her prior experiences with her family and from other teachers at school had also assisted with this identification process. Finally, she was recognized for her teacher-like qualities at an early age, which would be another defining experience in viewing herself as a teacher.

Self as a Teacher

Jane declared at the onset of the first interview that she had auditioned and been accepted into a four-year performing arts education program. She knew that she wanted

to teach “middle school or high school” students, but she was leaning towards high school age students because they are more “mature.” (Interview 1, p. 1). She enrolled in this course, as she believed that she would learn “the thought behind – students (. . . .) and how to deal with differences.” (Interview 1, p. 15).

She viewed her current internship experience in the middle school as augmenting her future teaching experience, but this was “a hands-on, very hands-on” experience. In addition, this internship allowed for further performing arts teaching-like experiences. She believed her experiences in this course and from the internship would assist her in knowing if she wanted to be a teacher. (Interview 1, p. 14).

In February based primarily on watching her father during the internship, she understood that teaching involved a knowledge basis, but this was not her knowledge base. She was very concerned with showing middle school age students appropriate skills during the internship. She stated, “I am concerned with my skill. Because um - - you know that they are students who are in a beginning in (*performing arts class*) (. . . .) I don’t want them to learn wrong.” (Interview 1, p. 12). However, in comparison to her father, she said, “I don’t know anything in comparison.” (p. 11). Furthermore, she also recognized the affective dispositions of teachers; Jane said teachers must “care” about their students, “talk to them,” and not “create a bridge” between the teacher and the students. (Interview 1, p. 17).

By mid-April, based on her early experiences at the elementary school, Jane had definitely determined “that elementary” was not “her cup of tea.” (Interview 2, p. 10). Initially when asked to describe herself as a teacher, there was a slight hesitancy, a hesitancy of contemplation not of doubt. There was a shift from her February focus

concerning her knowledge and skills to classroom management and discipline. She displayed thoughts that were more aligned with the realities of a classroom. She stated

I think I would be a fairly strict teacher but not the sit down, shut-up type; I don't want to hear a peep. I would like to keep things at a nice level – talking too a minimum but be able to talk with the students. But not so much as to stand 45 minutes talking (. . .) You know talking to those students and getting to know them but still keeping them focused and on track. (pause)

Interviewer: Talk more about “focused and on track” what does that mean?

Jane: Laid back in the sense that you are not in your face. You know ‘this has to be done, this got to be done’, but still saying ‘I wouldn't accept that 3 weeks later.’ (p. 10).

During the second interview, Jane's view of self as a teacher and a view of her future students would also emerge when she was asked to draw herself as a teacher. She would describe her drawing (see Figure 2) as her “ideal teacher.” However, this idealized drawing seemingly lacked many of her defined “good caring teacher” characteristics. Instead, her drawing would very much reflect her concerns with classroom management of students. In this idealized illustration, the teacher holds the knowledge. She is positioned in front of the classroom directing the students while they practice their skills. She would say of her students in the drawing that they “are nice students. They are doing what they are supposed to be doing. They are playing and sitting straight up in their chairs with their backs to the chair.” (Interview 2, p. 17).



Figure 2. Jane's classroom of "nice" students.

By the third interview Jane's ideas about being a teacher continued to demonstrate that teaching involved a knowledge base; however, there was a clear sense of ambiguity in her image of self as a teacher. There was an increased shift and focus on students in her interview responses. She was wrestling with the tensions in handling students in classrooms. There was awareness that student relationship development is fragile. In processing her thoughts concerning her most memorable course experiences, she referred back to her first day of field placement. She recollected

It was like whoa – you know this kid does not know me and yet here he is clinging to me and it was kind of a realization - that, um, kids that you teach, cling to you. They need you in that sense. You are giving them what they know. (. . .) So they need you and they need you to open up the world. That was just kind of a reminder that you can either help them learn or shut them off and they are done. Because, he

was so, well either way – depending on how I handled him - would probably make the difference in how he responded to me the rest of the time. (Interview 3, p.6).

After her kindergarten field experience, the personal nature of teaching, especially in regards to relationships with students, weighed heavily in her idealized image of self as a teacher

Hopefully, I will have a good, a good relationship with the student, to where they want to come and talk to me after school and sit around and chill. But they still respect me as a teacher, and not just be like, “Oh she will let you get out of class and do whatever you want.” I hope that I can teach them more than (. . .) theory, but a way to look at life. I will be organized, obviously (chuckling). Um – what else? I will teach in an atmosphere of discipline. Because I want to have - realize that if you want something and if you want it done, if you want to do it to your best ability, no matter what it is. Just to teach them, I guess, a disciplinary form. To sit down and say “I have got to do this” or “I have to work hard for this.”

(Interview 3, p. 19)

She also emphasized in this interview that she wanted to be a “fun” teacher, to make her teaching “more entertaining.” Further, she credited this course experience with showing her that you can teach and have “fun.” (Interview 3, p. 13).

With certainty she proclaimed a “five” or highest rank for the question concerning entering a teacher education program. A pivotal experience for Jane would be the early recognition from a teacher of her teacher-like qualities. She explained that she has known that she wanted to enter education since “fifth and sixth grade.” At that time, she thought she would like to teach English, based on her positive experience with a middle school

teacher. Later in middle school, a performing arts teacher would be influential in helping her to decide on a performing arts teaching career. Ultimately, she attributed her desire to entering the teaching field to her parents; she stated, “I think it is growing up in it. That was probably the biggest thing because my parents are not 8 to 4 teachers.” (Interview 3, p. 18).

From participation in the course, she has learned that she wants to make teaching “fun.” She wants “to incorporate different things” in her teaching style. (Interview 3, p. 20). Although adamant about not teaching elementary age children at the beginning of the semester, by the end of May she would consider an “elementary” career because of her field experience (p. 27). She reported that a significant course memory would be another student’s enthusiasm for teaching during the elementary field experience. She could identify with her fellow classmate’s enthusiasm in a teacher’s role. She reported about this classmate that she “is very, very into this elementary teaching. She gets excited about it. She is probably the member that is the most into it. It is just interesting to watch her. Because she is like ‘Oh! – Oh!’ and everyone else is like ‘yea’.” She further stated that this classmate had “ideas on how to make it better, things that would benefit the class.” (Interview 3, p. 11). However, through her interactions with this student, she was able to think how she could adapt “play time and reward systems” for middle and high school age students. She was very much stepping into this beginning role of self as a teacher.

In the end, she would say that the “experiences” from participating in this course had added new information to pre-existing beliefs about self and teaching. Jane stated, “I don’t feel like that there is anything that necessarily I didn’t know now that I didn’t know then. It has kind of been more of an experience thing instead of an understanding.”

(Interview 3, p. 5). Further, in this interview, she would admit that her thoughts about teaching had changed, but she also said, “I don’t know why. It’s just kind of one of those things that slowly changes, then you realize that your thoughts have changed.”

By May, she had a vision of her future as a teacher. She would say of her future that she had been accepted at a four-year university and had plans to enter teacher education. She would like to “work hard and be successful” in college. “Hopefully” in 4 years, she will have a “teaching job.”(Interview 3, p. 26).

Summary

Jane told clear and distinct stories which spanned time, early childhood to the present. Her stories occupied spaces, of home and “just being there” in schools, and from these contexts originated clearly retold and pivotal stories of her early learning about self as a person and self as a potential teacher. At the beginning of the semester, she did have a vision of self as teacher even though she said, “She was seeing if she wanted to be a teacher.” She looked to this course, the activities and experiences, to affirm this burgeoning image. Experiences to inform her sense of self as a teacher and perhaps more importantly to gain her own sense of “knowing” she could teach.

During the semester, Jane allowed others, especially those with teaching experience, to have “authority” over her teacher’s knowledge. In a close reread of her responses during the early interviews, you can *hear* these voices of authority, her parents and her favorite teachers. Even the young kindergarten child was given a voice because in this new role as a teacher, she “didn’t know what to do.” By the second interview, when asked questions concerning self as a teacher, she would give herself a teacher’s

voice, and by the third interview others' voices had substantially decreased; she was *becoming* more secure in her *knowing*.

Adrienne: "Just Being a Kid"

Experiences and Beliefs

Teachers and Teachings

"I think when I was younger; I *really* [emphasis added] liked school more than I do now. I mean school is fine, school is good now but when I was younger, like it was fun (chuckles)." Adrienne "enjoyed" her elementary school experience and her teachers. Her first memory of school would be of playing a popular group game, *Farmer and the Dell*, in Kindergarten. Fondly recalling her kindergarten classroom experience, she would say, "we had nap time and you could either draw on a big sheet of paper or take a nap. I always drew. (laughing). She would turn the lights out – I always drew but you had to be quiet." (Interview 1, p. 2).

Adrienne characterized early elementary teachers' as "nice" and "fun" because the teachers let her "play games and stuff." Now, "they have cut that stuff out. Except I like the (*introduction to teaching*) class because we do these things." (Interview 1, p. 4). Throughout this semester what Adrienne found to be rewarding, positive, and fun, in this course and in school, would be those activities that allowed her to "feel like a kid again." Elementary school memories certainly bought forth these feelings of "being a kid again" for her.

There was a clear distinction between these early elementary experiences, primarily reported in the context of classrooms and Adrienne's recalled high school experiences that mainly involved teachers. Rarely would she tell "stories" about teaching

or teachers; however, she would provide teachers' names in her reoccurring examples of good and not so good teacher characteristics. Most of these examples were based on her recent experiences as a high school student.

Overwhelmingly, for Adrienne a "good teacher" is a "caring" teacher. Her understanding of teaching was firmly entrenched in the idea of "caring" teacher behaviors. All reported teacher and teaching behaviors were defined within a structure of caring. Her past and present experiences with teachers fit into a "caring" model. Adrienne's caring model is best described by the affective dispositions of teachers and how pedagogical techniques are used to support students' learning.

According to Adrienne, a caring teacher's affective disposition includes respect for students and ability to show interest in students as individuals. She said concerning respect:

If they – if you can respect them and they respect you then they want you to learn and can tell – they will push you to – (long pause) – you know what I am saying.

They will make sure you do what you are supposed to do. (Interview 1, p. 11).

One way caring teachers show respect is by "talking to you as a person, not just as a student." (Interview 1, p. 11). Furthermore, a caring teacher shows a genuine interest in the achievement and work of the student. She said, "I have teachers like if somebody is not doing anything like then they will work with them to make sure they do it (. . . .) They have respect for you, and you have respect for them. They actually teach you what you are doing good, so you feel comfortable doing it, and they will work with you." (Interview 1, p. 4). A good teacher nurtures his/her students by "looking after them." (Interview 3, p. 3).

For Adrienne, pedagogy essentially reduced to “explaining.” She recalled, “I had one teacher that would never explain anything either. I didn’t like that. He would explain a little bit and it’s harder. He just like gave it to you and didn’t say anything. Handout, homework, or just anything. He just would not tell you anything.” (Interview 1, p. 3). A caring teacher enacts pedagogy by working with students individually. She said, “If you are having trouble with something then they should work with you one on one sometime, like after school or something. Like some teachers, don’t teach anything to you.” (Interview 1, p. 3).

Interestingly, Adrienne gave one teacher example which fell into a good pedagogy category; however, she characterized the teacher as a “bad” teacher because Adrienne did not feel cared for as a student. She said, “She was a good teacher, but I don’t think she really cared. She would teach good to where I could learn it, but she didn’t make me want to learn it.” (Interview 1, p. 10). In interview three she would also characterize this teacher as lacking certain caring affective behaviors. She said of this teacher, “She had no personality and she is never happy.” (p. 10).

During the first interview Adrienne was asked questions concerning how she and her parents talked about school–related issues. In her responses she recounted a recent “problem” with a teacher. Although her parents were supportive of her and offered advice, Adrienne’s focus clearly was on the teacher’s lack of caring behaviors. Her perception was that the teacher failing to care about her as a student having trouble could be equated to a failure to teach.

Adrienne reported that she primarily sought her parents’ guidance and assistance when “I don’t think a teacher is a good teacher.” Concerning retelling her parents about a

recent problem with a teacher, she stated, “I told them that she really didn’t care and that’s about it. Her not caring if I did good made me not care if I did good. Um – my grades kind went down and I told them why.” Her parents replied by telling her that she “should have done better” and recommended that she seek out another student as a tutor. She did: however, she would say the former student of this teacher, “hadn’t learned much either” and was not “a big help.” (Interview 1, pp.; 10 - 11).

Descriptions and images of teachers concretely framed by Adrienne’s present experiences as a student dominated most conversations. When she spoke of teaching, she tended to focus on teachers, in general, teachers as a group possessing certain caring traits. Not until the third interview would a possible teacher role-model teacher emerge, the teacher of the introduction to teaching course. She reported this teacher as having the most significant influence on her perspective of teaching. Despite the teacher’s positive influence, Adrienne did not show strong identification with her as a teacher however; as a student she did feel valued and cared for by this teacher. She frequently talked about the teacher’s use of methods to group students and her varied class activities which made her feel “like a kid again.” From a student perspective, she would return to a “caring” teacher model. She commented, “She is always happy and a really good teacher” and “she cares about us and looks after us. She knows that we have life outside of school but she makes time for us to do things during this course.” (p. 10).

Adrienne found this teacher’s personal teaching stories to be particularly memorable as it further demonstrated to her as a student, that caring teachers can “teach” even those who do not want to learn. She would recollect concerning one of the teacher’s stories, “This kid that wouldn’t really work, she pushed them to work and he ended

becoming something big, I don't remember. She didn't think she had an impact but on him but she did like five years later." (Interview 2, p. 5).

Undeniably, for Adrienne, caring teachers evoked a student image and a self-image of "being a kid again." This allowed her to return to a place of comfort in which she felt cared for as a young student and as a person. Evocating her elementary school memories, caring high school teachers' behaviors, such as respect and individualization, led her to believe that there was still a sense of developmental continuity. Someone cared how she developed as a student; she did not feel educationally isolated. Ultimately, for Adrienne, teaching is about caring.

Teaching as a Profession

When asked in February why she was considering teaching as a career, Adrienne response focused on the need for teachers. She stated, "Because people need to learn. They need to be educated and everything." However, when asked why people would enter teaching as a career, her response would expand to a human service reason. She stated, "Knowing that you helped them to learn." (Interview 1, p. 10).

In February, Adrienne would struggle to concretely describe a teacher's typical day, as if she had not given this much consideration before the first interview. During this segment of the interview, it would take specific follow-up questions for her description of a teacher's day to emerge; however, this clearly was not a well-organized script for her.

Adrienne: Um – ah well, they get here about 8:15 – I would say (chuckle/snort).
They go to class and (pause) I really don't know.

Interviewer: Tell me about one class – what does a teacher do?

Adrienne: Um (pause) they are teaching, I don't know. I am thinking. (long pause). Um – they call roll, and they give you bell work.

Interviewer: What is bell work?

Adrienne: Like just some kind of small thing to do right when you get there. Then they check it once everybody's about fifteen or twenty minutes after. Then they just go over homework and things. Go over how you got things or then we start on that day's work. Help you with your work.

Interviewer: How do they go over that day's work?

Adrienne: Sometimes they have you read then do something. Sometimes you are like in groups and everybody has to work to find the answers. Sometimes, the teacher will go over your work with you. Like if you are altogether or the class together. (Interview 1, p. 6).

In April, after 9 weeks of course activities, Adrienne was asked again to tell as many details as could about a teacher's typical day. On this occasion, her thoughts were somewhat more organized and included thoughts about an entire teaching workday; nevertheless, her response was from a student perspective and clearly focused on the temporal qualities of a workday. She stated

It probably wouldn't change from the last time. Board work when you first get into class then assignments, hand them out or give you assignments. Then we work on those. We check them then we may take a quiz. We take notes. A whole day?

Interviewer: Sure!

Adrienne: Well, they have other classes, then they will have a break when they don't have a class then they will work on stuff for the next day and then go to their next class. (Interview 2. p. 7).

By May, there would be no clear-cut evidence that Adrienne's focus had shifted from the temporal scheduling of a typical teacher's workday. She had given some thought to teaching as a job, but no thought to teaching as a profession.

At the end of the semester, Adrienne did have one clearly articulated thought about teaching as a job it did not pay well. She expressed that it was important to her to have a "good paying" job. She stated about pay and teaching as a future career, "It is not everything, but I wouldn't mind making good money. If I am going to pay so much money to go to college, then I want good pay, to pay for it." (Interview 3, p. 15).

Adrienne did not have a well-defined script of a typical teacher's workday from which to form a basis for understanding teaching as a profession. She had clearly given little thought to teaching as a job much less as a profession. In fact, she had few life experiences on which to draw knowledge about professions in general. Even when she spoke about other careers that interested her, she had little understanding of the educational or professional credentialing requirements of those fields. (Interview 1, p.11; Interview 3, p. 15).

In her cultural representation of teaching, she would reiterate her caring belief concerning teachers. There was a return to the concept of caring as a natural disposition of good teachers with an extension of this concept to include caring and morality. She cited a weekly television sitcom that involved a large family from a traditional, two-parent household. In discussing this show, she stated, "Good stories about what the kids

have done and what they should be learning. They will go back and everything will be great and just show you what you should do.” She immediately would say, “Teaching involves being a better person.” (Interview 2, p. 6).

Course Experiences

Adrienne enrolled in this course because she wanted to see “What it was like before I decided like, if I really do want to teach.” She really wanted to “know how to teach” and “to see if I will be good at it.” When asked what she hoped to learn in February, she immediately applied her knowledge to the current in-class activities. She stated, “I am learning how kids like, things that change, as they get older. How you can be a good teacher (smiling). Um – I think it will be good to go to the elementary school and actually work with them to see how they are and how it feels to teach them things and how they will get attached to you” (Interview 1, p. 11).

Her early childhood memories, of “being a kid” would greatly influence what she found to be rewarding and “fun” in the introduction to teaching class. Course activities, such as playing childhood games and the “puppet show” were repeatedly referred to as “fun”, as “making her feel like a kid again”, as if she were in “elementary school again.” (Interview 2, p. 2; Journal Writings 4 & 6).

When asked about a typical class day in this course, her initial appraisal would on the routines and daily activities. She said,

Go in there, sometimes we have journals to write about – the last day or something. Then we will all read and go over them

Interviewer: Read aloud?

Adrienne: Yes, sometimes. And we will do activities like um – good things about teachers; then we will read articles out of one of the teaching books. Then we will do reflections on those in our journal and then talk about those. We do a lot of that. (Interview 2, pp.; 1-2).

However, when questioned about the significance or meaning of a typical class, she would emphasize “feeling like a kid” and not having the “pressures” of a typical high school class. She recalled, “We work in groups and do things, like when we were in elementary school (. . . .) It makes you feel like you are a kid again. I don’t know you are not as pressured.” (Interview 2, p. 2).

The manner in which the teacher of this course structured class activities assisted Adrienne in forming relationships with her classmates. She repeatedly emphasized that she knew “her classmates, well.” The teacher, of course, “drew people’s names to work together” and “we work in groups” which, according to Adrienne, also helped in forming relationships (Interview 2, p. 5; Interview 3, p. 3). Although her least favorite activity in the course was the journal writing responses, she believed that by “saying all of our journals, you know our thoughts out loud in front of the whole class and discussing it” assisted her in “getting to know her” classmates better. The small class size also assisted in the process. (Interview 3, p. 3).

In April Adrienne would cite the preparation and performance of a puppet show as a positive course experience. The puppet show performance in front of an elementary school audience was a culminating project that involved several smaller curricular activities during the month of February. The high school students spent several weeks reading and evaluating children’s books and literature relating to self-esteem and values.

Towards the end of this process, students were divided in two groups. Each group selected an appropriate age level book for a 5 and 6-year-old audience, then made the puppets and the prompts and wrote a script from the selected book for the puppet show presentation. (Researcher Field Notes, February 21 & March 5, 2004).

This was clearly a “fun” project that appealed to the “kid” in Adrienne. Her role in this large group project was preparing the background scenery for the puppet show, which was “very fun.” She would say, “All that painting made me feel like I was young again, like in elementary school.” She would also say, “Practicing for the puppet show was a lot of fun; we did mess it up and laughed about it. But, in the long run, the puppet show was a great success.” (Journal Writing 3, p. 1).

From a student perspective, the amount of in-class time preparing this project appeared to frame the significance of this activity. She admitted that the puppet show stood out as a positive experience, as “we spent a lot of time working on this project.” (Interview 2, p. 3).

Adrienne’s primary course outcome was to have a “positive experience with kids.” She found particular meaning in the elementary students’ positive reaction to the puppet show. She enjoyed, “making the kids laugh.” (Interview 2, p. 4). She “loved the kids’ reactions and how they treated all of us. It was a lot of fun.” (Journal Writing 3, p. 1).

The field experience component of the course presented the opportunity for Adrienne’s depiction of the teacher’s work to be tested by observing her third grade mentor teacher work with a group of “highly energetic” students. (Journal Writing 14,

p.1). Additionally, it also presented her with the opportunity to broaden her understanding of knowing “how to teach.”

Based on her interview responses and journal writings, Adrienne never saw herself in any other role than as a young visitor in this classroom while the mentor teacher served as a good host. She would say the teacher was “very nice” and made sure that she and the other high school student assigned to the classroom “were comfortable and having a good time.” (Journal Writing 8, p. 1). In some ways, it appeared as if the mentor teacher treated her very much as a slightly older student who was in her charge. Even when it came time for her 10-minute lesson presentation during the field experience, the third grade teacher would provide her with a complete and organized lesson plan. The teacher “gave” her the “book” and “worksheet” for her social studies lesson presentation. The classroom teacher went even so far as to provide all the materials and a snack that related to the teaching assignment. (Interview 3, p. 6). Adrienne wrote that she thought her lesson was “a success” and that “the children seemed to have learned what we had taught them.”(Post-Field Experience Writing, p. 1).

Based on Adrienne’s post-field experience writing, interview responses, and journal writings, it did not appear that she focused her attention to observing her mentor teacher’s teaching behaviors at all. She would say in her only comment concerning classroom pedagogy that the teacher had a “well behaved class.” (Journal Writing 8, p. 1). The success of this experience in Adrienne’s mind was clearly evaluated by the third grade students’ interactions with her.

Adrienne’s interest during this field experience was on her interactions and relationships with the elementary students. In her pre-field experience writing, she wrote

that she “expected the children to be nice. I believe they will look up to me and actually listen to me because of my age. I believe this experience will make me feel better about myself.” However, this writing would also reveal the uncertainties she felt in a teacher’s role; she wrote, “I don’t think I will know what to do when I am working with the children if they do not understand me.” (p. 1). In the end, this potential source of anxiety, a lack of teacher’s knowledge, would not come to fruition. Her primary tasks in the classroom were “to listen to children read, grade papers, and look after the class.” (Post-Field Experience Writing, p. 1).

Ultimately, however, her expectations concerning her relationships with the students would come to fruition. She would write concerning the elementary students, “the kids loved me and made me feel special.” (Post-Field Experience Writing, p. 1). Ironically, she also wrote that she “would not miss the wild kids that never could settle down. Some of the kids in her room were shockingly energetic. They were still good kids though.” (Journal Writing 14, p. 2).

By the end of the semester Adrienne’s view concerning teaching was still clearly focused on teaching as a job. She said concerning her mentor teacher, “It’s harder than whatever I had to do. Her job is lot harder.” When asked what she had learned new or different about teaching, she would focus on the elementary students. She said, “I didn’t think third grade is like it was. Where they have the SOL’s now – it is a lot harder than it was when I was there (chuckling). They know more than I do. They are learning stuff that I didn’t learn until sixth grade.” (Interview 3, p. 7).

In the end, Adrienne’s course experiences would have a significant impact on her sense of self as a person; however, it did not appear as if her course experiences

expanded her beliefs concerning caring teaching behaviors or her understanding about teaching as a profession.

Identity: The Multiple Selves

Self as a Person

When asked about what she learned about herself during the first 8 weeks of the course, Adrienne stated, “I have learned that I can still be a kid and have fun.” (Interview 2, p. 5). In the last semester of her senior year of high school, she expressed ambivalent feelings concerning her high school graduation and a level of anxiety concerning completing this phase of her life and moving on to the next phase, college. She had been accepted at a four-year university within a 1 hour driving distance of her parents’ home. During the first interview, financing her college education was a major concern. (Interview 1, pp.; 10-11). Despite her uncertainties about college, she articulated one clear expected outcome of her college education, a “good paying” job. (Interview 3, p. 13).

The only child of her parents, Adrienne’s father completed a college degree and works in a hospital. Her mother, a high school graduate, has been employed in a small family-operated business most of Adrienne’s life.

When describing herself as a student, she said, “Good, but, not great (chuckles). I get things done when I am supposed to. But, sometimes I don’t, not always. ‘Cause sometime I just don’t have time. Um – I get by.” (Interview 2, p. 1). By the end of her senior year, she had completed 20 hours of dual-credit high school/college courses, the most of any of the participants in the study. She would graduate in the top 30% of the class with a high B average. (Interview 3, p. 15).

Concerning the course activities, Adrienne would say that, “she could not think of anything bad” about the course; however, she had not really learned “anything new or different” about herself from participating in the course. She would say that several activities dealing with student diversity issues during May were significant to her. These activities increased her understanding of what it felt like to “be different” and “a minority” something she had never thought about before. (Interview 3, p. 1).

Self as a Teacher

When I was young, my favorite thing to play was teacher. I would always get my friends or relatives and make them be the students. I would give them little quizzes and grade them on it. Sometimes we would go outside and play basketball or something as if it were P.E. classes. (Journal Writing 6, p. 1).

In the first interview in February, her prototype of a teacher and teaching emerged from this childhood activity. In talking about this teacher’s play, she said, “There is like a desk and lots of papers and some books, and like stuff you would see at school. I would make them raise their hand (chuckles) – they loved it (laughs).” This image of teaching emerged from her early elementary school experience. She would say that she had “always played teacher” and teaching had always been “something she has thought about.” (Interview 1, p. 4).

In February, she was active in the process of deciding on several different career options with teaching at a high school level as one consideration. She had given thought to majoring in a science field, specifically “chemistry,” then adding maybe “business.” Her other career choice was a medically related field. However, when asked why she had selected these particular fields, she could not cite specific reasons except that she had

“liked” her chemistry teacher and that her father had majored in chemistry. She had not taken any “business” courses nor did she have any knowledge or experiences in her selected medically-related field. (Interview 1, p.10).

Adrienne spoke very little about her parents except to repeatedly emphasize that she was an only child. She cited working with the children as a benefit of the course; she really had few experiences with children. Moreover, she had few experiences on which she could draw firm conclusions about her abilities in working with children. She had limited exposure to children. Regarding children, she reported, “I am not really around kids so and I don’t have any younger or older brothers.” (Interview 1, p. 11). This lack of prior experiences with children would reemerge in her final reflective writing as a reason why she might not be suited to working with children in a teaching career. She wrote concerning her thoughts about the field experience, “I couldn’t handle it because I have no brothers or sisters and have never had to deal with that situation. No matter what their ages, I think you still have to take care of the kids. So either way I would be out of luck.” (Journal Writing 14, p. 2).

Adrienne had limited opportunities before this course to view herself in a teacher’s role. Prior to enrollment in this class, her only reported experiences with teaching were from preparing and presenting material in her high school classes. (Interview 1, p. 11). Furthermore, she had limited work-related experiences from which to draw knowledge concerning possible career interests. Within the last year she worked part-time after school as a cashier; however, she did not report any significant community volunteer experiences, hobbies, or high school internship that may have broadened her understanding of personal strengths and weaknesses. Finally, she did not strongly identify

with any one teacher at the beginning of the semester. There were no significant teacher role models in her life.

Adrienne possessed limited prior knowledge that would inform her sense of self as a teacher. In April, her image of self as a teacher was very much guided by her experiences as a student. When describing herself as a teacher, she would draw from her beliefs concerning caring teachers. She stated, “I would help students who are having more trouble. I would take my time with them. I want to be fun and treat them equal. Treating them equal is most important.” (Interview 2, p. 7).

From a researcher’s point of view, one of the most memorable moments during the research time was when Adrienne was asked to draw herself as a teacher during the second interview, clearly a task that she identified with and felt comfortable doing, drawing like “a kid again.” She spent nearly 45 minutes on this single activity, at least twice long as the other participants in the study.

Not surprisingly, her drawing included a detailed illustration, first pencil sketched and then colored, of a typical “elementary classroom,” and “probably third grade.” (Interview 2, pp.; 10 – 16). She was illustrated in the front of the classroom as the disseminator of knowledge. She also drew herself in gendered teaching attire, a simple blouse and skirt that “matched.” She would comment on this drawing of self, “I look like a kid” (see Figure 3).

Her comments while drawing revealed more details concerning teaching and classrooms than noted in her interview responses. One new detail was that teachers needed a means to manage students’ behaviors, which she illustrated by putting the student’s name on a blackboard with checks to represent students’ misbehaviors. She

said, “If you get so many checks you do not get a snack.” Although her drawing did include two partially drawn students, coloring, she would say that students need “to be involved” and “recognized” in her classroom. In her drawing, student recognition occurred by having a birthday bulletin board for the students.

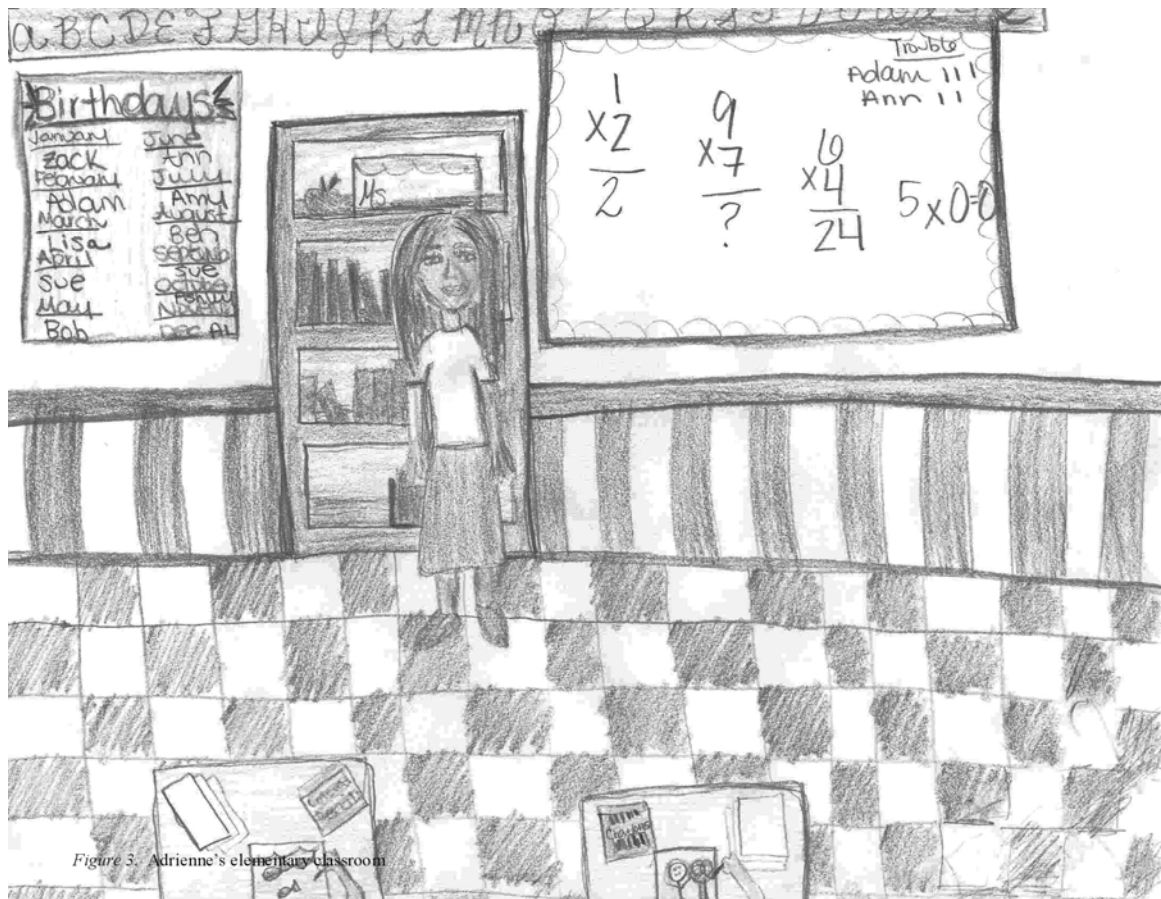


Figure 3. Adrienne's elementary classroom

By May her conception of self as a teacher was in part derived from her on-going course activities; however, her cumulative student experiences seemed to have the most profound impact on her image of self. Her lack of identification to a teacher's identity role had not change. She stated, “Nice, (laughs) and what I just said; not prejudice, and understand that they have a life outside of school.” (Interview 3, p. 9).

In the end, Adrienne characterized her experiences in this course as “good” and “positive” (Interview 3, p. 3) and as having a “major impact on her life.” (Journal Writing 14, p. 1). She credited the teacher of this course with having the “most significant positive influence” on her views of teaching. She especially liked the teacher’s “personal teaching stories.” These stories, “all made me think of how we take things for granted and really do have a lot. By a lot I mean that we are loved and have family that treats us well.” (Journal Writing 14, p. 2).

Adrienne’s experiences with students during the field experience assisted her understanding that teaching was no longer a career interest. It was clear that the experiences in this course had assisted her identity formation as a person but not as a teacher. It was too difficult to “be a kid” and “handle kids” in a classroom. In her last journal entry, she wrote:

When I first began this class, I had my mind set on either teaching or (*a medically related field*). When the class was almost over, I realized that teaching just was not for me. I don’t really think it is something I would enjoy doing all of my life and this class has helped me realize that. If I had gone on and became a teacher, I doubt I would have liked the job. Visiting the elementary school played a big part in that. Don’t get me wrong, I loved the kids and all; it just seemed like too much for me to handle. (Journal Writing 14, pp.; 1-2).

When asked the likelihood of her enrolling in a teacher education program, she first stated a “3” after a long pause she declared a “2.” (Interview 3, p. 11). She elaborated by saying a teaching career would be “a back-up thing.” She gave two reasons

for no longer being interested in a teaching career - one, the “pay” and two, she “couldn’t handle it everyday with the kids.” (p.14).

Adrienne believed she benefited and did learn new information about herself as person from the course activities. She wrote

Overall I believe the experiences have been more rewarding than not. I have gotten a lot out of class. Now I can speak in front of groups more easily, know what I want in life, and think back on all the great times my classmates had together. I am definitely glad I took the course. It had been a great happening in my life that I can look back on and smile. (Journal Writing 14, p. 3).

By June, Adrienne knew with certainty that she did not want to enter teacher education. She would enter her first year of college with an “undecided” major. However, she learned she needed to explore her possible career interests. She wrote, “This class has helped me realize that I need to experience things to find out if I like them (. . .) From now on I am going to look into things before I make decisions.” (Journal Writing 14, p. 2).

She expressed idealized dreams for her future in her final interview responses. She wants to make “good money” and “have a house at the beach.” Her plans are “to finish college, get married and have two children, one boy and one girl, maybe more.” She knew she did not want to have an only child. This is an idealized American dream and may be not too far removed from her idealized conceptualization of “nice, caring” teachers who “look after kids.”

Summary

In many ways Adrienne romanticized her idealized conception of caring teachers; it is what attracted her at some level to the course, to explore teaching as career. In all ways what she found meaningful from her course experiences would be those memories that brought forth her feelings of being “cared for” and “being a kid” and “playing teacher.” However, she had limited prior experiences in which to challenge her image from childhood as self as a teacher. Therefore, when faced with the realities of a classroom, she realized that her idealized childhood classrooms were not the classrooms of today’s teachers. During the semester Adrienne never saw herself as a teacher. However, at the end, she would certainly identify the primary skill she lacked to be a “good teacher” or a “caring” teacher - the inability to “handle students.”

Hannah: “The Right Heart”

Experiences and Beliefs

Teachers and Teachings

“Teddy was a child who needed someone to love and care about him. No one ever seemed to give him that special boost that he needed until his fifth grade year. That story proves that through the smallest bit of encouragement people can do wonders.” (Journal Writing 2, p 1). This brief reflective writing captures the essences of Hannah’s story about teaching. Teachers with the “right heart” care for their students.

Although Hannah’s earliest school memories would stretch back to her preschool years primarily recalling her preschool classroom and the “fun” planned activities, her first “actual school memory” when she “actually learned something” would be with an elementary teacher and her experience in her classroom. She learned in elementary

school that sometimes the “strict” teachers are also the “good” teachers; these individuals teach life lesson. In her earliest recalled elementary school experience, she learned student responsibility. She said in an initial recounting of this teacher:

She was sort of a tough teacher. Everybody talked about how mean she was and everything. But she actually taught me more about a lot of things, especially responsibility. Because, - I would always forget my stuff and I would get in trouble for it. (Interview 1, p. 3).

Yet as the years passed, Hannah recounted that this teacher had continued to keep in touch with her; she felt cared for and connected to this teacher. She said, “I mean like with my dance recitals, she comes and sends me a thing in the mail saying she ‘enjoyed it,’ and you would think she would forget you by now.” (Interview 1, p. 4). Then in the second interview, Hannah indicated that she had seen this teacher again and that the teacher gave her a “big hug” and “knows everything about me.” She stated that this made her “feel good” and connected. (p. 19). Hannah learned early in life one way that teachers care is by expecting student responsibility and success.

For Hannah, teaching implies being cared for as a student, as an individual. Teachers care for their students by establishing and building individual relationships. Like Adrienne, she would provide teachers’ names in her reoccurring examples and nonexamples of caring teacher characteristics. There was a clear distinction during the semester in her examples, both from elementary school teachers and high school teachers, of the differences between “caring” and “uncaring” teachers.

First and foremost, a good teacher, a caring teacher, spends instructional time “getting to know” and “interacting” with his/her students. In defining “interacting” Hannah

said, “When they make you feel like you matter; I guess is the best way to put it.” Making students “feel like they matter” consisted of defined teacher behaviors. Caring teachers, “relate to you as a person and use real life stories; they stand out” and in a teacher example she said:

He always tries to find out more about you personally as a student. He knows what sports you are in. He was trying to find out more about me which kind of made me feel good and I remember his class a lot more – the things he taught. (Interview 1, p. 5).

Caring teachers treat each student as an individual. She said, “If you are going to try to find out more about me and work with ME [emphasis added] and don’t compare my abilities to someone else’s and understand the way I work instead of somebody else’s work and don’t try to compare us.” (Interview 1, p. 6).

Although the ability to build relationships with students, to let students know they are cared for, were defining characteristics of a good teacher, Hannah assumed that all teachers have a base of content knowledge. She said that she had always had “pretty good teachers, as a person. But teaching abilities sometimes are a lot different.” (Interview 1, p. 6). She was disappointed, as a student, when teachers were not experts in their teaching subject. She said, “Number 1 you should KNOW [emphasis added] what you are teaching. Some of these people do not even know the subject that they are teaching.” (Interview 1, p. 14).

Moreover, how and what she learned as a student was connected not only to a teacher’s knowledge base but also the teacher’s affective qualities. As a student, she remembered more and learned more when teachers “interacted” and “had a sense of

humor” with their students. (Interview 1, p. 12). In an uncaring teacher example, a teacher from her middle school years, she said, “Like the class was bad, but even the way he taught it was even horrible, like he had no organizational skills, no compassion for anybody. He didn’t care who you were - that was a negative experience.” (Interview 3, p. 15).

By May Hannah’s conceptualization concerning teachers having the “right heart,” one that cares for students had only been reaffirmed. She said

A characteristic a teacher needs to have, they need to have a big heart because in this field, no matter if it is by the administration or someone else you are going to get stepped on. You need to have a big heart just where you can take it in and let it out. You have to care about all students, not just one or two. Do not pick favorites. All children are unique, you need to have that perception and get to know who they are. (Interview 3, p. 9).

Hannah, as a student and as a participant in this study, understood that working with people is an investment and that there are rewards for that investment for self and others. Ultimately, she summarized, “If you know the techniques, know the content – well, anybody can do it. It takes the right person and the right heart to do it.” (Interview 1, p. 13).

Teaching as a Profession

Hannah had come to know teachers through “interacting” with teachers and listening to teachers all of her educational life. Her understanding was that some teachers were in teaching because it was just a “job;” they really didn’t “care” about the “students.” She had participated in conversations with friends and others in which

teaching was viewed as the safety net career - when all else fails, you can become a teacher. Overall, teaching was a job which was not held in a high status. She said, “Sometimes people will say ‘Well, I don’t know what I want to do; I guess I will be a teacher.’” Further, in this conversation, she would explain this notion of “anybody can teach” by saying, “Teachers are in high demand and it only takes 4 years of education; it makes them feel like they can have education.” (Interview 1, p. 11).

Her understanding of a teacher’s work was framed by a teacher’s typical work day, which involved the procedural schedule of a school day. She said:

For the ones in the high school, most get here around 8:00. I don’t know what they do in the mornings. But they teach three classes a day. During their planning period, they do something for the school – like I know people that have third block planning – they have lunch then they have hall duty or something. Then afterwards, I know like after we leave if I come back to the high school something like say 4:30 maybe there are still some teachers’ cars here. So I know that they stay a lot longer than need be. (Interview 1, p. 5).

For Hannah, teaching was clearly a job; however, how this job was performed was dependent on the type of teacher. She recognized that “different teachers” teach “differently.” Different approaches to teaching were not based on content knowledge; there were based on caring for students, having “the right heart.” For Hannah, caring teachers are the ones that “interact” with students. Caring teachers simply do their job differently than other teachers. In examples of two caring teachers, she stated:

For example, like (*Teacher’s Name*), he is always interacting with us in some way. He is usually teaching. Writing stuff on the board so we can take

notes. He checks our notebooks. Then we study. We have a quiz everyday. And he really interacts with us a lot more. Like (*Teacher's Name*), she interacts with us a lot. We do fun things in that class. (Interview 1, p. 5).

By May Hannah had learned a little more about the qualifications to be a teacher, but her belief about teaching as a low status job had not changed significantly. She stated, "I don't know; I think teaching is a lot more than somebody who is certified."

Furthermore, as almost a denial that a teacher may hold any specialized form of knowledge, she would say that now she realized "that somebody teaches her something everyday." (Interview 3, p. 3).

Not surprisingly, Hannah would repeatedly cite teacher's pay and income when speaking of teaching as a job, almost as if teachers financially sacrificed to pursue a teaching profession. In February, she would say of teachers' pay, "I know that income is not everything but they don't make what they have to put up with. I feel you have to be a strong person to be a teacher." (Interview 1, p. 4). By May she had "researched how underpaid they really are which makes me have a higher appreciation."

With a return to the notion, that "anybody can teach," Hannah's initial movie selection would reveal ideas concerning children in power and authority. In the movie, *Uptown Girls*, a movie void of teachers and teaching, she focused on the child character teaching the adult character life lessons. Children have authority. She would say about this movie, "You know there are other ways to teach people other than academics. I think that's really great." (Interview 2, p. 12.). Her second movie example would also focus on students in power; however, this movie selection, *School of Rock*, also revealed thoughts concerning teaching as a profession. The main teaching character was a substitute teacher

who went to the position “just for the money, because it was a good job,” a stark contrast to her personal assessment of teachers being “underpaid.” (p. 13). Furthermore, the character’s primary interest was in music and he did not have any formalized teacher training; “no clue” about teaching. In her final summation of these selections, she would say that “sometimes other people know more” and “sometimes you have talents you don’t know you have until someone brings them out in you.” (p. 13).

Societal and cultural images, even real life experiences with teachers, resulted in Hannah’s idea that “anybody can teach.” These images, these experiences, and this idea, presented Hannah with a conflicting message concerning teaching as a job. Although she clearly valued the knowledge that teachers possess, there is nothing special or specialized about this knowledge. Although she knows that certification is a requirement for entry to the field, she also knows there are those like “substitutes who have no clue” and still are able to teach. Finally, there are caring teachers, the real teachers, who interact with the students, the teachers with “the right heart” who make a sacrifice to teach but there are also those that do not “interact” and “don’t teach.”

Course Experiences

Although Hannah’s initial reason for enrolling in the course was simply “to work with children” because she just “likes children,” a deeper more personal reason would emerge as the conversation continued. This was an opportunity to feel connected to a younger generation and to gain self-fulfillment and self-knowledge. This experience could inform a sense of self that needed to know if she had the “right heart” to work with children. Given her desire to work with children, she really viewed the elementary field experience as the “real-heart” of the course content. She said concerning the field

experience that she wanted “a memorable experience, an experience I will never forget. Something when I think about it, it will give me the warm fuzzy feeling on the inside. I just think little kids can make you, well, they will make my self-esteem rise too.”(Interview 1, p. 10). She really wished that the field experience could have begun in January. She said, “I wish that was all we did. I think not every day but maybe every other day or every other week. You would get a better chance to be familiarized with the elementary age.” (Interview 2, p. 16).

From the onset, she was doubtful of her intention to enter a teaching career however; with this knowledge, there was also the realization that her enrolled classmates had different course expectations. Hannah stated:

A far as – well everybody is different like with the way they take this class.

(*Student’s name*) for instance is a die-hard; ‘I am going to be teacher, and this is what I want to do.’ That is the way we all should be. Then, there are others who are like ‘uh- this is just something I am doing to get a credit.’ Then others are like myself; they are in because they like children, they want to work with children, that is it. (Interview 2, p. 2).

The only real contact with young children during the first half of the semester would be the puppet show presentation in front of the elementary school audience. As an above average student, Hannah found meaning in the successful completion of the class project as well as the opportunity to forge a bond with her classmates. She described her part in this group activity as:

We made the puppets from; I was absent the day she assigned this. When I came back, then they were like, “We are doing a puppet show and we picked this

story.” I was completely lost; I mean, ‘How were we going to make a puppet show with all these different props and make the rooms?’ I kept questioning that and I didn’t know how the puppets were going to work, but luckily (*Student’s Name*) was in our group and he could sew very well. He sewed our puppets together. We cut them up. We made ours out of cloth. The other group did sock puppets. We made ours out of fabric and sewed it together and stuffed the heads. We used different things to make props and it pulled together. I didn’t think it would, but it did. (Interview 2, p. 3).

When asked later concerning her feelings about this activity, Hannah replied, “I enjoyed getting it together more than doing it. It was fun, too, but it was just fun making it. Everybody had different ideas and being creative, that was the fun part.” (Interview 2, p. 4).

For Hannah, the meaning of this experience ran “deeper”; it provided an opportunity for her to feel that she had performed a worthwhile service to children. In a journal writing she commented on the children’s reaction by writing, “the children really enjoyed” and “expressed their emotions through laughter.” (Journal Writing 7, p.1). In reflecting on the true meaning of this activity, she said, “You feel like you did a good thing. Because some of those children, I noticed this - they don’t have what they deserve.” (Interview 2, p. 4). In this conversation, the focus was on the “differences, such a gap, in the backgrounds of the students.” She had observed many familial differences between her high school peer group and the elementary students. She would comment that many of the elementary students were not from a “two-parent” home. She had observed that these younger children just didn’t have what they “needed.”

From the beginning of the semester, Hannah indicated the reason for enrolling was to “work with children.” As the semester progressed, she found particular meaning during her limited field experience in a relationship with one child. After the five days of classroom observation, she was given a choice among several different grade level classrooms for the field placement. According to Hannah, her final decision was ultimately “because of this one particular child in the room. I didn’t know her or anything, but (*Teacher’s Name*) asked me. She said, “Hannah, you can come back and be her buddy” and the teacher said, “She needs all the special attention she can get” and “it would be good for her if there is someone to be her buddy.” (Interview 2, p. 9). Later in the interview, she would say of the field experience, “it’s about that little girl. If I think I could make somebody, you know, brighten their day or not necessarily just her’s, then that’s my purpose.” (Interview 2, p. 10).

This particular relationship during the field experience allowed Hannah to emulate the worthwhile caring characteristics of a good teacher. She was able to care for a student. In May the personal meaning of this experience was revealed, she stated, “because I realized that someone needed me, for the first time. Well, not for the first time, but in that aspect, somebody needed my help and my attention.” (p. 5).

Hannah would report that the only negative course activity was the journal writing requirement for this class. This activity did not allow her to feel connected to other people. She really did not enjoy the journal writing submissions. She said, “I don’t like having to write, ‘What do you think this, Hannah?’ or ‘why do you feel this way, Hannah?’ It is an opinionated question and you cannot get it wrong, but I would rather discuss it than write about it in the journal. (Interview 2, p. 7). Overall, she asserted that

the class discussions, “when everyone talks about their feelings” or when the students have “real deep conversations about things that happen that a lot of people don’t know,” were meaningful to her. She would frequently comment that this class was on a “deeper level” and she felt “comfortable around classmates” (Interview 1, p. 5; Interview 3, p. 5). These class discussions assisted Hannah in feeling connected to her classmates.

By the end of May, Hannah’s focus was on the overall, positive experience of this class. She stated, “For the most part, it is such a positive class; the whole class has revolved around building your self-esteem and how to build the self-esteem of others around you. The whole class has been based on this, and it is hard to think negative” (Interview 3, p. 4). She would say this class had positively changed her perspective of teaching and that she “really never had thought about teaching in this much depth” prior to the class.

Identity: The Multiple Selves

Self as a Person

The only child of her parents, Hannah has been encouraged to “be a good student.” “From day one, I told my parents stories about school. I have always enjoyed school.” (Interview 1, p. 8). A memory that stood out in her mind when talking to her parents about school was

I made my first “B” in 7th grade. I came home and I was happy which was the wrong thing to do. I was happy because I made a B. I was like – “I am like all the other kids now. I am normal.” That really made them mad.

They were like “You should always strive to do your best. You could make an A if you really tried, if you really strived. You have done that all your

life.” And then you know that was the only time they got really mad over grades. (Interview 1, p. 8).

Her father is a high school graduate and her mother completed the eleventh grade. Despite difficult economic times for the textile industry in this southwestern Virginia community, both have maintained employment in one of the few remaining local textile companies. They are hard-working people; however, she would say that her parents “have not had a lot of money just to hand to me. You know granted that I am fortunate and they do give me more than a lot of other parents do.” (Interview 1, p. 11). Knowing that her parents had worked hard for their money and that at times her parents had not had “a lot of money”, she would address teachers’ “pay” as a drawback to entering the profession.

Hannah’s attainment of a high school diploma represented a significant generational maternal family achievement. It was important to her parents that she “make good grades and do well in school.” She would be the first person in her mother’s family to achieve a high school diploma. (Interview 3, p. 20).

Like the other participants in this study, Hannah took advantage of the opportunities to complete dual credit high school/community college classes; she had completed six classes at the conclusion of her senior year. She described her last year of high school as “easy.” Aside from four dual credit classes this year, she has also served two separate internships - one in the fall in a doctor’s office and another in both the fall and spring semesters in what she described as a “teacher’s aide” for a teacher of students with disabilities. In describing herself as a student she said:

I am a student, well, do you want me to tell about when I was a good student or now (laughing). I am a person; if I am very interested in something, then I will make effort to learn it. I am willing to learn. If there are things that I am not interested in, then that is different. I think that is with everyone. I am a student who listens to the teacher well, follows the rules, and am no disciplinary problem. I listen, for the most part, to what they say and try to take it all in. (Interview 3, p. 19).

In regards to liking school, she stated, “Well, I guess the main thing is like friends. That is the number one reason why I like it. When I get my report card, I do well – it’s like a self-esteem lifter.” (Interview 1, p. 8). By mid-May, she definitely admitted that she was suffering from senioritis. She was ready to move on to the next phase of her life, college.

In the end, Hannah had done well in school, graduating in the top 11% of the class. In reference to this, she said, “Although I am little disappointed as I am one away from graduating in the top ten percent of the class. I was ranked 28th. But, I am so proud of myself and taking the classes that I am taking. I feel like that my life is falling into place. I am enrolled in school; I have all these plans this fall.” (Interview 3, p. 19). She has been accepted to the college of first choice, majoring in a medically related field for the fall of 2005.

For Hannah, course experiences resulted in a very personal awareness, feedback concerning aspects of self. She stated, “I have learned a lot. This class has really helped me learn to look at the positive views about myself instead of focusing on the negative.” (Interview 3, p. 4). When further explored, she reported that certain class activities and

discussions resulted in new information about self. She learned that she had some desirable personality characteristics. Concerning her classmates' feedback during one class activity, she said:

Some people said, well, there was one shock I think; I remember reading it and remember thinking me? A lot of stuff was that I had a great smile, you are fun to be around, good personality, but, I mean I like to think that about myself. And it was cool to hear other people say that about me, you know people I don't hang out with every day. (Interview 3, p. 6).

Like Adrienne, Hannah also found the diversity activities during May personally meaningful. She learned more about her own prejudices and stereotypes. She said:

In how we talk about prejudices, about being a teacher or whatever fields you go into, you have to figure away from prejudices that you have. That has been a really positive experience, but, you don't, I didn't realize it. I said I wasn't prejudiced, but I didn't realize how prejudiced I was until we started talking about it. And that has been a positive experience because it has helped me realize that (pause) everybody is prejudiced in a certain sense, but you think you are not but you do stuff like this and you realize that you are. (Interview 3, p. 3).

Self as a Teacher

From the beginning, Hannah was doubtful of her intention to enter a teaching career. She stated, "Honestly, I don't think I could do it. If I did do it I would have to work with younger children." (Interview 1, p. 5). She enrolled in this course to have a "memorable experience" with children, an experience that would give her a "warm fuzzy feeling" later in life. (Interview 1, p. 12).

Hannah had prior experiences with children; she had “babysat” and taught in Sunday school and Bible school. This school year she had been a “teacher’s aide” to a teacher who served learning disabled students. Her work with students with disabilities had increased knowledge of children, her self-esteem, and feelings of connectedness. She stated:

The past two semesters I have been an aide with special education kids here. Today a little boy, he drew a picture for me and gave it to me. He was like “I drew this for you” and I was like “thanks” and that sort of made me feel good, you know. (Interview 1, p. 10).

The semester of this research project, she was tutoring a middle school age student in mathematics. Hannah, a bright and articulate young woman, realized the importance of teaching involving a knowledge base. In February, teaching was best described as the transmission of knowledge, “showing” someone else what you know as a teacher. In addressing how she taught this young man, she said:

Hannah: Share my knowledge with him?

Interviewer: How ?

Hannah: OK - with math, I find out - with the little boy, I am getting ready to start tutoring. I wanted to find out his weakness first, then I watch him work and see where he struggles, like where he stops. Then, I want to hopefully make him think of a way - I know what I am striving for (pause). Like you know you can make - like saying for certain stuff that helps you remember it or something to that effect. Something to help him understand it better in that aspect. I had a tutor. I had two tutors. Once when I was in elementary and then another for algebra. After I had

my algebra tutor, I excelled in math afterwards. So I think that if you can get the basics down, someone to show you, like for me and the tutor – it helps. As far as like how I *show* [emphasis added] him. You just have to break it down and do it easy. (Interview 1, p. 11).

Like Adrienne, Hannah did not appear to have a significant, positive or negative role model teacher. However, as noted previously, she did refer to good and bad teachers by name but always in comparison to an idealized model of a caring teacher. She would say of teachers in general, “I admire teachers – I do. I don’t see how they put in so much time, and they are into everything or most of them.” (Interview 1, p. 4).

By the second interview in early April, she was showing an increased understanding of the emotional complexities when one “works with children.” Her idealized image of teaching was not concerning knowledge; it was clearly focused on the affective qualities of a teacher. Hannah stated:

I would have a problem if I was a teacher, like a real teacher, I would get attached too easy. I do that with anybody. I get attached to it – it’s hard to let go. So that would be one problem, the negative side. I mean I would be a fun teacher. I would try to make it, “I know it and I would enjoy it.” I don’t think I am a very good teacher. I am one of these people, I understand it but it is hard for me to get other people to understand it. But, I think I would be an organized teacher. (Interview 2, p. 6).

Hannah’s concerns with “getting attached” to students would be revealed in her drawing of self as a teacher. There were no students in her drawing. She would say that she “pretty much drew a classroom. I didn’t put any students in it.” (Interview 2, p. 19).

She would not have to face this tension of “getting attached” or “having the right heart” as a teacher in her idealized classroom.

Hannah’s elementary classroom depicted a blank blackboard, the alphabet and numbers, a toy box, and magic reading carpet. (see Figure 4). Her responses would focus on these trimmings of her classroom rather than the processes in teaching. She said, “This is an elementary class. I remember there always being a magic carpet - where you read stories in the classroom.” (Interview 2, p. 13). Even though her classroom had posted rules, indicating she might have given thought to classroom management, in her interview response she did not elaborate on this detail.

Of the teacher in the drawing she would say, the “Teacher is not doing anything. If there were students there, she would be teaching.” Her illustration revealed images of a teacher. The teacher was positioned in front of the classroom beside a blank blackboard. This young woman was blandly dressed in gendered attire, a skirt and blouse. An important detail the lack of information on this blackboard, possibly reveals Hannah’s perception concerning lack of teaching knowledge. She said, “Whenever I think of a teacher, that’s what I think; they are in front of the room teaching.” Hannah did not see herself in this teacher’s role; she did not possess the knowledge, and she was a blank slate in this regard.

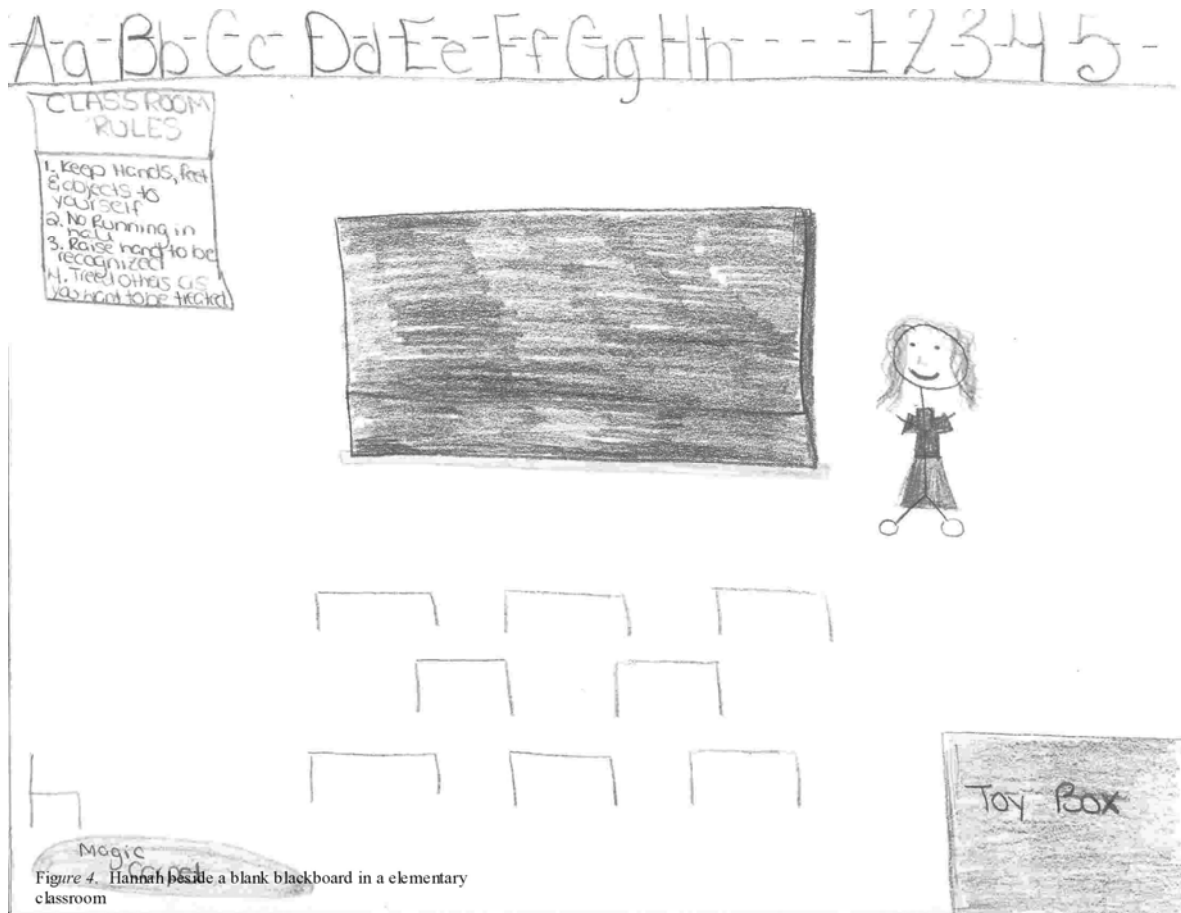


Figure 4. Hannah beside a blank blackboard in a elementary classroom

Her field experience at the elementary school, more importantly, her work with one child, would be her “most memorable course experience.” (Interview 2, p. 7; Interview 3, p. 8). Furthermore, returning to “her” elementary school and visiting former teachers and their classrooms during the observation week would be comforting. She felt connected to these teachers. She wrote that she had a “warm fuzzy feeling” being back in several of her former classrooms (Journal Writing 9, pp.; 1-2). Furthermore, her former teachers greeted her warmly; this made her “feel good.”(Interview 2, p. 19).

Hannah was out of school for 2 weeks in April participating in a certification course needed for college admissions into her chosen college health care major. This experience out of school clearly solidified her identified college career choice although

she also appeared to continue to benefit from experiences in the course and from her tutoring experience. She would say that she had learned “even more about teachers who care and who don’t.” (Interview 3, p. 8). By May her thoughts about self as a teacher were, “It has changed some, but I don’t know if it’s big or dramatic; I still have a compassionate heart.” (Interview 3, p. 3). One teacher characteristic she felt she possessed was a “big heart. Sometimes I feel that I have a bigger heart than I need.” (p. 10). In describing herself as a teacher, she would continue to focus on the “big heart” belief. She said:

I feel like that I am compassionate when it comes to things as a teacher. I used to think I would have a hard time teaching people. I can learn it but I would have a hard time teaching but now I know you have to be patient. (p. 13).

In the end, when asked the likelihood of her enrolling in a teacher education program she stated, “1” with 5 being most likely and 1 being least likely. Overall, her course experiences had taught her “a lot of different thing about teachers” and she had a “higher appreciation for them.” (Interview 3, p. 8). More importantly, her course experience had taught her more about herself as an individual. Concerning her learning and increased self-development, she said:

I have learned to look at people, too, different. Like children; sometimes, I looked at kids and made judgments about their backgrounds or whatever. I have learned not to do that. And it’s not like I speak it, but I think it, and I have noticed this a lot too. Like in elementary schools, I think about how I was then. Ones that are more athletic in elementary school kids, or smarter, get special attention and are treated nicer. (Interview 3, p. 13).

Ultimately, the experiences and activities in this course would not lead her to select teaching as a career option. Overall, teaching as a job, specifically teacher's pay would remain an issue. She knew financially that she wanted to "be comfortable. I don't think if I was a teacher – I would feel that way." (Interview 1, p. 11). She indicated that if she "wasn't so strong willed" in reference to a medical career choice, she might consider a teaching career. She revealed that she had "known since she was two or three" that she wanted to enter the health care field working with women's health issues. She could not name a pivotal moment or experience that guided her to this career path; she had just always "known." (p. 20).

In the final conversation Hannah was optimistic concerning her future. She had been accepted into the college of her first choice, majoring in a health care field. She desires to finish this program earning a Bachelor of Science degree in this field and then pursuing a Master's degree in a health care field. Ultimately, teaching was viewed as a "back –up" when she was tired of practicing. (Interview 3, p. 15).

Summary

Hannah, above all, understood the meaning of "hard work" from her parents who had served as role models. Her parents' ability to maintain a job in a quickly diminishing industry in southwestern Virginia confirmed this belief. As a student, her parents expected her to work hard and be successful. She also understood that being a model student meant exhibiting model student behaviors. In the end, she found success in school in her hard work hard and excellent student behaviors.

However, teaching was not about "hard work;" it was primarily about having the "right heart," the type of "heart" that assists students in feeling "cared for" and connected

when they enter a school building each day. The “right heart” involves “interacting” with students and getting to know them as individuals. Her idealized image of self as a teacher would always emphasize these types of affective qualities of a teacher. She never identified strongly with any one teacher during her school career. For Hannah, teaching is ultimately about being “cared for” and caring for others. Although she had successful prior teaching-like experiences, these experiences were essentially about the relationships she formed with younger children. Not once during this process would Hannah assume a teacher’s voice. She would usually say, “If I were a real teacher?” when describing self as a teacher.

Kara: “To Help People”

Experiences and Beliefs

Teachers and Teaching

Kara is the only child of her parents, both natives of southwestern Virginia. Her parents, who are high school graduates, hold state licenses for their respective fields of employment. Generations of her family live within a close driving distance of her parents’ home. She is “close” to her parents and her relatives. Her family structure is best described as a traditional, two-parent family. Kara described her mom, “as someone who hates to make other people mad; she likes to keep everyone happy” but “who handles pretty much everything (. . .) except the financial or medical stuff; most of the time that’s my dad’s thing” (Interview 1, p. 15).

In Kara’s first school memory, her concept of a teacher as a helper would emerge. She characterized her early elementary experiences as positive. She attended a “small school” close to her home; “everybody just knew each other.” Due to family’s ties to this

community, she would say that teachers “knew me before I ever came to school.” Assigned to the same teacher for kindergarten and first grade, she described this teacher as being a “good influence” because she allowed students “to express” themselves. She was “more of a helper than a lady who would put you in time-out” and she worked with students “one-on-one” to help them learn. “She would let you express yourself, but she didn’t let us run the class.” She was a “really good teacher” and “just a positive influence.” (Interview 1, pp.: 3-4).

Being from a close-knit family and attending a small community school, Kara would say that her parents were involved and supportive of all of school activities and “her teachers.” They were the kind of parents who intervened if she was having problems in school by scheduling parent-teacher conferences (Interview 1, pp.: 12-14). She said, “My parents are like well, they get mad at me if I don’t involve them. If they are not involved in all my school work and stuff and if they don’t know my teachers.” Similarly, Kara also said because of her mother’s business connections to the community, she knew many of her teachers and “that she just knows” about “my grades and all that.” Kara learned early that it was best to be forthcoming with her parents concerning grades and school activities.

Another school memory, also from elementary school, involved retelling a dramatic event to her parents from her school day. This event, however did not involve her per se except as a bystander, an observer of her teacher’s reaction, as a “helper” to children in need. This experience and previous elementary experience would establish the foundation for Kara’s belief that one role of a “good teacher” is to “help” students. In her recounting of this story, she said:

I remember clearly is when we were coming back from lunch and one of the kids that was in our class was fighting with the other one, pushing him up against the wall and when he did, he cracked his head. I remember the teacher she was coming back and didn't know what had happened and the little boy was sitting there screaming and he wouldn't tell her what was wrong because he couldn't. Because he was so hysterical, she was like screaming at him, 'What is wrong with you', and I know she was scared, too. (deep breath). Everybody was like frozen like nobody said a word and she said 'I can't help you if you don't tell me what is wrong.' (Interview 1, p. 14).

In examples of other positive teaching influences from elementary school, Kara would expand her teacher as a "helper" concept. Another way teachers help students is by expecting student success. Much like Hannah's conceptualization, for Kara good teaching was clearly about a teacher's caring pedagogy. In another recollection of two elementary teachers:

They both are strict and not many people like them because they are, but I learned the most from them than any other teachers. They made us do a lot more work than a lot of people, but they also made sure you understand it. They took the extra steps to make sure you understand it. They were harder teachers; but I gained a lot from them. (Interview 3, p.14).

She would elaborate on what she learned from these two teachers and say, "Like I had gained the material that they were teaching but also their ambition I guess and their strive, they don't give up, and they don't let you give up either. They taught me skills for life besides the material in the class." (Interview 1, p.15).

Kara had attended an elementary school close to home. Her elementary teachers had “helped” her learn; they had “explained” the material; they took extra steps to insure she was a successful student. Going to a larger school further away from her community and her parents would present her with her only reported negative teacher experience. This experience would solidify her beliefs that good teachers not only “care” about the students but also “help students” learn by “explaining” information. She said, “I didn’t learn anything from her. She was just there for the money. She didn’t care about the students.” (Interview 1, p. 6). She would reiterate this caring – pedagogy belief by saying in the third interview about this teacher:

She made me hate math, absolutely hate it. She was getting ready to retire and she didn’t care; she just wanted to leave; she didn’t like kids and she just put the material on the board. But, I have to be explained, once I get it, I can do O.K., but she would just put it on the board and didn’t really answer any questions, like ‘here it is.’ (p.14).

She finally revealed her feelings about this experience as, “I felt so stupid because I didn’t understand anything, just so stupid and I didn’t want to be at school at all anymore.” (Interview 3, p. 15). Thankfully, this encounter with this teacher would not forever taint Kara’s views of mathematics, as she would have one of her “good” elementary school teachers for a high school mathematics course. Having this former “good” teacher “helped,” and now she is “O.K.” and likes math again.

With endearment, Kara retells stories of her “role-model” teacher, a high school vocational teacher. She used this teacher’s behaviors and classroom techniques as her prototype of a good teacher and good teaching during all the interviews. By the third

interview, it was almost unnecessary to ask whom she was referring to when she spoke of a “good teacher.” In speaking of this teacher in the first interview, she stated

She made me want to do (*health care subject*) more than before I took the class.

Because just the way she looked at it and the way she talked about it now. She makes you want to be a (*health care professional*), to help people. I guess I kind of look at teachers like that because they are there to help people. (p. 5).

Speaking of this teacher, she would say, “She enjoys her job” and “helping people.” (Interview 1, p. 5). As a student, she felt that she “learned a lot” from this teacher’s teaching techniques. “I think it is easier to learn hands-on and she is really good about that. She will lecture then do hands-on.” (p. 7). This teacher provided instructional support for lectures through worksheets and regular assessment of key concepts. Kara liked this kind of structured teaching; it “helped” her learn.

By this point, the end of her high school career, Kara had taken her early elementary beliefs about a teacher as “helper” and enlarged this concept. By high school, especially, she understood that good teaching was about pedagogy and the extra efforts that teachers’ make in structuring and encouraging learning. She would say a “good teacher” is one “who goes to all ends, even if after the job, to help a student. Help them want to be there. Someone who enjoys themselves.” (Interview 1, p. 5).

Teaching as a Profession

Kara’s beliefs about teaching as a profession stemmed from her understanding that pedagogical skills should be the force that drives a teacher’s workday. Her definition of teaching as a job was not based on the routines of a teacher’s day but the way in which a teacher teaches.

In February, Kara would say she had enrolled in the course “to work with children” and believed that teachers teach out of a sense of calling to serve and help children. Teachers’ motives for teaching were altruistic. She declared, “I guess someone who would do it even if they weren’t getting paid for it. Someone who is there to love it.” (Interview 1, p. 5).

Kara’s conceptions of a teacher’s work clearly centered on her idea that teachers’ teaching is based in content knowledge or the “criterion stuff;” therefore, every class is different depending on the criteria. However, the foundation for this understanding clearly originated from her belief that one manner in which teachers enact caring is by “helping” students. In February, when she described a teacher’s typical day, she said:

Kara: They have lesson plans; they teach classes then they have a break which from I gather is not much of a break (laughs), just enough to get ready for your next class.

Interviewer: What time does their day start?

Kara: Most of the ones I have for classes get here around 8:00 or 8:10 but they would get here earlier if we needed them to because they have all offered. But generally most of them are here around 8:00. They are here to about 4:30 or 5:00.

Interviewer: What do you think a teacher is doing until 4:30 or 5:00?

Kara: Grading papers, talking to students who stay after for help, going over the next day’s lesson plans, and getting materials ready. (Interview 1, p. 6).

As further evidence of this pedagogical knowledge and classroom knowledge being intertwined to define good teaching, Kara would describe in great detail the differences between two of her “typical” class periods, one of her role model teacher’s

classroom and the other of a very “different” teacher’s classroom. She liked that that her role-model teacher “lectures,” “gives worksheets,” “we take notes,” “have a lot of quizzes,” then the students are able to “practice with each other” and “work on procedures.” She described class time being broken into small units, “lecture” then “hands-on” which she liked. She knew that all these activities were to help the students in preparing for “the big tests.” The other class Kara described is “different”; it is “quiet, people don’t say much, as they are kind of scared to speak.” She described the class time as spent in reading and writing, and “making your own note cards.” She would say, “There is no talking, everything is pretty much self-explanatory. If you have a question she will answer it, it is just like ‘here is your work and the direction on the top of the paper.’” She said of the teacher, “she would help but you really don’t want to ask for it.” (Interview 1, pp.: 7-9).

By mid-April, Kara’s images of a typical teacher’s workday continued to reflect pedagogy directing how a teacher’s class time and activities proceeded. (Interview 2, p. 10). She would again use her role-model teacher’s classroom as an example of a teacher’s work activities.

Not surprisingly when Kara was asked to select her favorite media representation of teaching or teachers, she selected a movie that exemplified a teacher as a “helper.” In her selection of the movie, *Radio*, she would say about the primary teacher character:

He was the only one who understood that if you give the kid a chance he is not going to bother anybody and that he really does not understand and he needs help. And he is the only one who is willing to take his time and help him no matter what other people say about him. (Interview 2, p. 8).

Later in this conversation she would also report that this teacher character was very similar to her role-model teacher at the high school who is “patient” and gets to know students on a “personal basis.” (Interview 2, p. 9).

By the end of the semester, her beliefs of caring, helping, altruism and teaching had only been reaffirmed. She said:

Kara: I guess I have come to the conclusions that if you are going to be a teacher, you do because you love it. People pretty much know if they are going to be a teacher or not. They do it because they love it.

Interviewer: When do they know?

Kara: They know early in life by their characteristics, such as helping others and taking time to help somebody that somebody else wouldn't. I think that they know early in life, like their parents can tell. (Interview 3, p. 1).

However, she had also changed her thoughts about teaching as an “ideal” job after observing her mentor teacher during the field experience. She said:

Like at elementary school and at the middle school, I always thought that the ideal job would to be a teacher because you get summers off and you never have any homework but they don't get any days off. They don't get many days off nor do they get their summers off because they are preparing for the next year. (Interview 3, p. 10).

Course Experience

Her prior experiences with children, in and out of school, underscored Kara's real motive for enrolling in this course; she wanted to understand children and their development better. This expectation, as well as her caring beliefs about teacher enacting

thoughtful pedagogy, largely guided her course expectations, ultimately reaffirming her already established beliefs about helping teachers and teaching as a job.

A significant course experience identified in the second interview would be her partnered class presentation on infant cognitive development, the same course activity mentioned by Jane. However, the significance of this activity was not in the fact that it was a teacher-like activity, as in the case of Jane. Kara found other classmates' presentations meaningful. She reported what stood out about this experience was "kind of our group preparing but more so of the other groups' presenting and give us examples." (Interview 2, p. 4). Kara's meaning was framed by her desire to learn more about children, in general, and child development, in particular. When further questioned, she stated, "Because most of this stuff they told me I had no idea, and like stuff they would bring up about how a child learns and what influences it, I just take for granted. It helps you to be on their level. (p. 4).

More so than any other participant Kara would repeatedly cite the field experience as being particularly meaningful, the most significant and most memorable course activity. In April, she was just beginning her field placement in a fifth grade classroom and believed it "helped" her understand the other activities, "like the projects and stuff" they had completed at the beginning of the semester. (Interview 2, p. 4).

Undoubtedly, the opportunity to build relationships with the elementary school children was what she really looked forward to during the field experience. Before the field experience, she had the following expectations concerning her "helper" role in the classroom:

My role will be to observe but interact with the children and also help the teacher.

I hope to be a good listener as well as an active giver. I want to know children on a personal basis so I will know the likes and dislikes of the child, also their preferences for learning.

I want the teacher to feel comfortable enough with me to let me interact and teach the children. I hope my experiences are a positive influence and I make an everlasting impression on a child or two. (Pre-Field Experience Writing, p. 1).

She was also beginning to express thoughts concerning student management. She would say concerning her fifth grade placement and the students:

I won't have picked fifth grade. I would have picked kindergarten, first graders or second graders because it is easier to work with kids who are that much younger than closer. They really don't look at you as authority. I really like fifth grade now. (Interview 2, p. 5).

Control and management of the students was a central idea whenever she spoke of her on-going field placement experiences. There was an understanding that teachers must manage the energy and learning direction of their students to help the students learn.

Kara's 10-minute teaching presentation would verify this knowledge.

Kara's lesson presentation was conceived after observing the elementary students in April presenting on significant historical characters. She spoke about observing the kids dress in "character" then "telling their story" based on the teacher's instruction for this assignment. (Interview 2, p. 13). She already had formed expectations concerning the students' reaction to this type of activity. Her thoughts were these types of students' presentations were "really productive" for the students. She said, after observing the

students, “They learned a lot about it. Whenever they talked about it afterwards, you know when they were talking to each other and stuff. I think they really enjoyed it.” (Interview 2, p. 13).

When it came time for her lesson presentation in May, she also “dressed up” as a historical character and read the elementary students a book related to her character. Her overall assessment of this activity was that it “went good. They paid attention a lot more than I thought they would, since I was in costume.” (Interview 3, p. 9). In her post-field experience writing, she wrote, “that her students had a very low tolerance and attention span.” (p. 1). She stressed, “They minded her well” recognizing that discipline is important in managing a classroom. (Interview 3, p. 9). She also learned “that if you don’t have everything together, like you lose their attention the more time you take finding something.” You need to be “organized.” She had not expected teaching to be as “hard as it was.” (p. 9).

Kara felt comfortable in the fifth grade classroom, mostly because of the students, many of whom she knew because they “are teachers’ kids, from the high school.” She also felt comfortable as she was fulfilling her role expectation in the classroom as a “helper” to the students. She was assigned tasks such as “helping them with big math and certain historical figure” projects. (Interview 3, p. 2). She found meaning in this “helper” role. She said, “I guess experiences like when they really don’t understand it and you help them and they are like ‘Oh, I get it,’ and I don’t know, it gives you the feeling that you have accomplished something with a child.” (Interview 3, p. 8). In the end, she would report this relationship building with the students to be the single memorable experience. She said:

Mine would be the actual field experience down at the elementary school because I just like working with children. And my fifth graders, like I didn't think I would want to work with them when I first started because fifth grade seemed like harder, but I have grown very close to them . If I were going to teach, I would teach fifth grade. (Interview 3, p. 1).

Furthermore, she felt comfortable in her relationship with her mentor teacher. The mentor teacher was a "really good teacher." This teacher possessed all of the good teaching techniques that were characteristic of Kara's "pedagogy as caring" belief. In describing the teacher, she said:

She is really organized and she really helps them but doesn't necessarily give it to them. She helps them but she makes them do it on their own to a certain extent to where they understand it. She is a good teacher because she is a good listener. (Interview 3, p. 3).

At the conclusion of the field experience, Kara had a more realistic image of teaching as a job. She would say about teaching, "I didn't expect teaching to be as much of a job as it is now." (Interview 3, p. 10). She also learned that teaching requires a lot of "patience" and that teachers have "more responsibility." "They have as much homework as we do now" and "do more in people's lives than I thought they did." She really had not "expect" to learn all of this. (p. 7).

For Kara, many of her expectations concerning this course had been founded in working with the children during the field experience. The only reported negative course activity would be the journal writings required intermittently by the introduction to teaching instructor. In April, she said that this activity was "hard" for her. She didn't like

“comparing teachers or students.”(Interview 2, p. 2). In May, she was adamant that this was her least favorite activity. She said, “I would rather have discussions about classes and everybody discuss what they want to, you know what want and what they don’t like rather than writing papers. I just HATE TO WRITE [emphasis added].” Later she added, “It does not help me. I just do it because she ask us to do them and I get a grade for them.” (Interview 3, p. 3). Evidently, grades alone were not enough of a motive as at the end of the course as she did not complete many of her journal entries in the last 6 weeks. (Researcher’s Field Notes, June 3, 2004).

As with the other participants in this research project, Kara also found particular meaning with the kind of relationships she built with her classmates. Forming these new relationships did not educate her more about teaching, but she did feel connected as a student and learned new information about herself. In April, she found it “weird” that this small class of students was “close” because “normally in another classes we would not be.” (Interview 2, p. 2). Kara attributed the small class size and the variety of in-class activities in assisting her in getting to know her classmates better. She said, “You learn more about them,” “from their favorite music and quotes and stuff, what it brings out in them and inspires them” furthermore, from the activities she learned, “people aren’t always what they seem on the outside.” (Interview 3, p. 5).

Identity: The Multiple Selves

Self as a Person

In regards to self, Kara said that she had “a lot of different views.” In describing herself, she stated, “Sometimes I dress preppy but a lot of times I don’t. I used to have horses and my family is like a background of country.” (Interview 3, p. 6). She neglected

to mention in that interview that she was an honor graduate in the spring 2004 commencement. She also completed many dual-credit courses as well as several honors-level courses during her junior and senior years. Unlike other participants in this study, she also completed two vocational sequence courses, one in health care and the other in childcare. Active in sports all of her early life, this continued in high school where she typically participated in two or three athletic activities a year.

By the end of the semester she really had learned more about her own prejudices and stereotypes as well as her own learning styles from examining teaching and education in this course. She reported that she learned she is “not one to stereotype,” but she realized that she had done so in the past. However, from getting to know some of her classmates, who she believed were stereotypically “smart,” she learned that “smart” students are a lot different from what she “expected.” They “do have fun.” Her awareness of how others might stereotype her had also increased. She did not believe she “fit into any one stereotype” nevertheless, she would say that because of her involvement in sports, she knew others stereotyped her; that really “irritated” her. (Interview 3, p. 6).

Kara also learned new information concerning her learning habits. She stated, “Just judging from my classes, this class, I wished I had tried harder when I was going through school, like in middle school, coming to the end of my senior year and everything. I just wished I had been more organized and had some of the characteristics that a teacher has because it would have helped me a lot through school.” Later she would say, “Learning the characteristics of a teacher, has helped me learn to prepare myself for life better, I guess.” (Interview 3, p. 21).

Self as a Teacher

At the beginning of the semester, Kara had not “decided” on a college major except to say it would probably be a health care field. She reported, “I really want to work with children. I just need to find the job.” (Interview 1, p. 2). As noted previously she enrolled in the course, because she wanted “to learn more about children and the different ages.” No matter what career she selected, she knew she “wanted to work with children, be creative with them, and help them.” During this interview, she did express an interest in teaching as a career. (Interview 1, p. 16).

Kara’s possessed an easy-going and bubbly personality that made her natural with young children. In the past, she had “baby-sat,” “life guarded,” and “taught “nursery school and Sunday school” at church. Her “real experience” with children was during a childcare course last year when she spent time interning in a toddler classroom at a local daycare. She explained that she worked with “3 to 4 years old” and “they are just in the process of understanding, but they still needed help.” (Interview 1, pp. 10 -12). While at the daycare, she had “helped” the toddlers to “eat,” “brush their teeth,” or “with an activity.” This was really her only “real” teaching experience, except at Sunday school where she did very similar “teaching” activities. She indicated that this semester was the first time in awhile in which she did have a vocational class that allowed her to work with children. She knew that she would “work with children and learn about children” in this course.

She clearly valued children and expressed a repeated desire to “learn more about children” and how to be “more creative” when working with children. She knew that she “didn’t have enough experiences with different ages.” She realized that she knew just

enough “to help them or hurt them.” In the health care field she was considering she really wanted “to help” children and “make them feel more comfortable.” (Interview 1, pp.; 16-17). She viewed her high school role-model teacher to be the exemplar of what it meant to “help people.” This teacher was described as having “patience” and the ability to “teach in-between;” furthermore, this teacher comes to know her students on a “personal basis.” (Interview 2, p. 9). All of these were identified characteristics of a “good” teacher.

Kara clearly expressed ambivalence when referring to self as a teacher in February but also showed a beginning understanding of the personal demands of a teacher’s job. She said:

I think I would be a teacher. I don’t know if I could because they have to have a lot of patience. I respect them for that because after being in some classes with students, I would pull my hair out (smiling). I was thinking I have to keep so much bottled up and try to help them even though they are being sarcastic or being hard to deal with they still have to have help. (Interview 1, p. 14).

By mid-April, Kara’s conception of self as a teacher had not changed. She believed that she did not have “enough patience.” In fact, this belief had only intensified after her week of observing elementary classrooms. She reported that she would “really have to look at myself before I could ever teach somebody.” In describing herself as a teacher, she returned to her “helper” conceptualization. She stated

I would like to be a teacher; well, we talked about in class, how there are some teachers who teach, who just need directions. They don’t need in-depth. Like they would rather have vague directions and do it on their own. Then there are some,

they would rather have it pin pointed, exactly what they need to do. I want to be a teacher in between that. You give help to the ones that need it and the ones that don't; kind let them interpret it how they want to. I want my class to have fun, like I want them to pick their projects as much as possible, like, if I wanted them to do a paper I would give them other options and not just the paper. (Interview 2, p. 7).

Kara's drawing of self as a teacher and responses to her drawing would reveal stereotypes concerning teaching while simultaneously indicating an identification of self in a teacher's role. Kara depicted herself in an elementary classroom (Figure 5). Her drawing of self as a teacher depicted a young white woman pointing at a blackboard on which was written an elementary level mathematic problems and two single-syllable words. The teacher was depicted as the disseminator of knowledge. The teacher was attired in gender specific traditional clothing, a brightly colored shirt and skirt.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

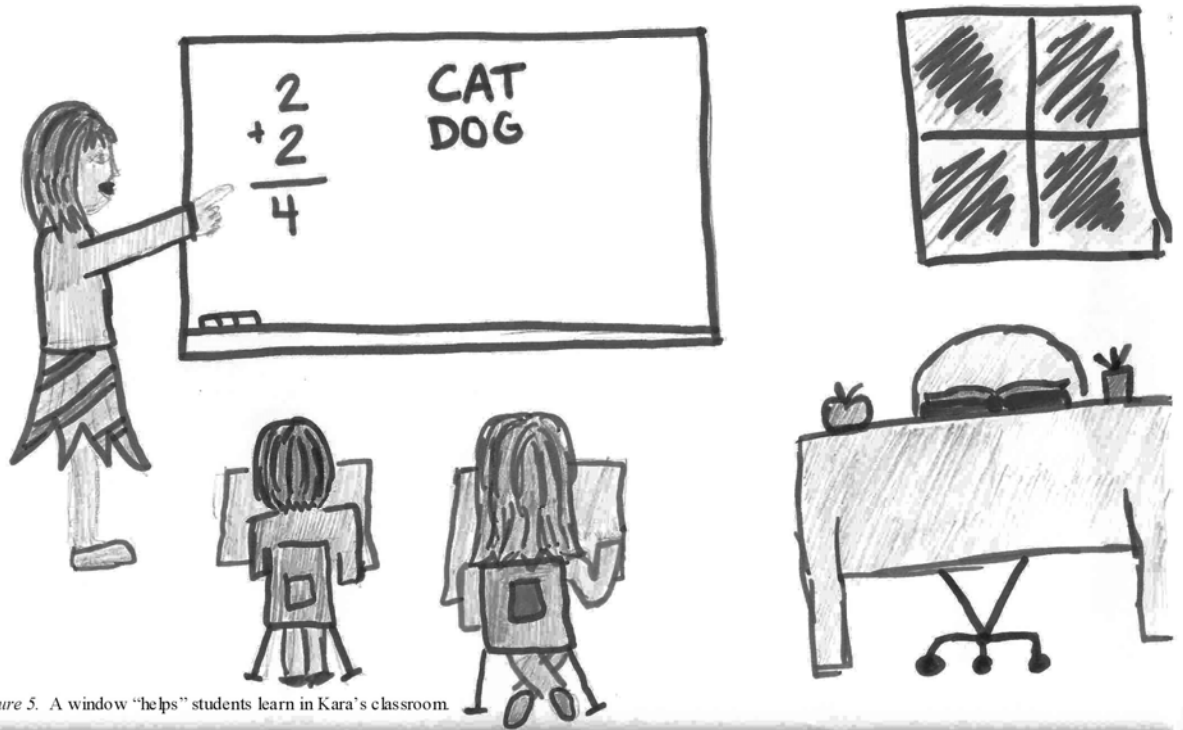


Figure 5. A window “helps” students learn in Kara’s classroom.

Kara’s responses to her drawing would reveal an emphasis on students, not self as a person. She initially said about her drawing:

I would like to be a teacher instead of giving paper work, who actually talked to the class and showed them. If they have questions, so they are not doing busy work and everything. (Interview 2, p. 14).

Her classroom also included a teacher’s desk, a place of authority, in front of the window. Her response about her teacher’s desk would emphasize the belief that organized teaching helps students learn. She said, “My desk it’s real simple – not real

cluttered. I have to be real organized if I was a teacher. If I wasn't I couldn't expect my kids to be." (Interview 2, p. 15).

Furthermore there was an awareness of students' involvement in learning. She did include two fully drawn students facing a blackboard. She said, "And I don't want to have many students in my class. I would rather have a smaller class than a big class. So I know what I am doing, one-on-one." Further emphasizing her student-centered approach, she included a window in the classroom which she believed was important to student learning. She said, "I have a window in there because I think it helps students learn whenever they can see outside. Because I think they feel like they are missing something if they are closed in." (Interview 2, p. 15).

Perhaps what speaks more about Kara's teacher identity was the use of personal pronouns in her responses to the drawing. She refers to "her kids," "my desk," and "my classroom." She even hesitantly used the word "I" when speaking of herself as a teacher. At some level, she was able to see herself and identify with a teacher's role.

Kara just "really loves working with young children" and based on this "love," she requested assignment in a kindergarten or first grade classroom for her field experience. (Interview 3, p. 3). She had prior successful experiences with young children and felt comfortable with younger children. However, her final assignment was in a fifth grade classroom; it would prove to be beneficial and expand her beliefs about the "responsibility" and "impact" that teachers have "in people's lives." (Interview 3, p. 8). She also learned about the elementary students that "they know more than I think they do, like they are more intelligent than what I expected." (Interview 3, p. 3).

When asked if her thoughts about teachers or teaching had changed during the semester she said, “Not really.” However, clearly her beliefs about a teacher showing caring by “helping” was entrenched by this point and she know more about a teacher’s role. She said, “I love working with kids, but there is more responsibility to a teacher, then I thought. Like when you go through the schools, you do not really see that. If you don’t experience the good things with the teacher then you don’t really get to see the good things that they do when they help someone accomplish learning or something like that.” (Interview 3, p. 7).

By May Kara’s desired learning outcome for this course, “to understand children and child development,” had been achieved. She stated concerning course learning:

More understanding especially since I have a cousin in fourth or fifth grade. Sometimes I get irritated with him and he is family too which is normal to get irritated with him, but just the little stuff I used to be like, ‘Why don’t you get this or why don’t you understand,’ but now I realize that they really don’t like get it - my understanding of children has come a long way. (Interview 3, p.13).

In describing herself as a teacher at the end of the course, she stressed the humanistic qualities of self as a teacher and continued to show identification with the role of a teacher. She said:

I would listen more because I would have to. Um -caring ; I get attached to students because I am attached to my fifth graders now, and I haven’t had them that long. I don’t know how a teacher gets attached to a group and then they go. Helpful and more understanding with age groups. (Interview 3, p. 13).

Based on her experiences in the fifth grade classroom with the students and with the mentor teacher, she learned that she could be “more organized.” She indicated that just in the last semester that she had become “more organized” and as a teacher if you “have everything together that you can keep their attention longer.” (Interview 3, p. 15). Her “presentation” skills were noted as strength for her, which she also believed is an important skill for a successful teacher. She held on to a simplistic conception that teaching is the delivery of knowledge. She stated, “If you can’t present yourself well, they really aren’t going to ask any questions or they are not going to get anything from it.” (p. 11).

When asked the likelihood of enrolling in a teacher education program, she stated, “Three, just for the fact that I like children. My field experience has helped a lot with my teaching.” (p. 18). Kara desires to pursue a career in the health care field. She believed that her role model teacher at the high school has been a good example for her chosen profession. (Interview 1, p. 8). This fall, she will be attending a local university majoring in a health care field. One day she hopes to go to medical school to be a doctor, hopefully, specializing in a field that will allow her to work with children and “to make a difference in someone’s life.” However, if she were not happy with this option, she “would definitely be a teacher.” (Interview 3, p. 19).

Kara is apprehensive concerning choosing teaching as a career. She has not always “known” she wanted to be a teacher, a belief that she holds about good teachers. She has a slightly older relative who is in teacher education. When they were little, she always played “school” with her relative. Her relative was the teacher, Kara was the student, and “she never got to be the teacher.” However, she would say that this relative

had “known since like when she was in kindergarten that she wanted to be a teacher.” (Interview 3, p. 18). This early childhood memory of her relative who knew in “kindergarten” that she wanted to be a teacher creates a source of tension for Kara, “a concern” she has not always known.

Another source of tension lies in her family values. Throughout her life, her parents, especially her father, has stressed the importance of self-reliance. She needs to “make it on my own, and by myself.” He has told her, not to rely on a “guy when you get married.” However, she also acknowledged there are also societal issues, “just working with medicine, and I guess, really, the knowledge that people look at them as a knowledge person. I have always looked up to medicine professors or anybody in that field, just for the simple fact that they had to have so much schooling. I guess just the way society ranks them as looking up to them – the superior kind of feeling that I always put on them.” (Interview 3, p. 20).

Teachers’ pay was another issue for Kara as well. She stated, “Honestly, judging from medical, the first thing I think of is money because it is not a very high paying job. That is why I say, teachers do it because they love it. They have to. Because they don’t get paid enough.” (Interview 3, p. 20).

Summary

Kara had many early prior experiences that informed her sense of self as a teacher. Her positive early elementary experiences and positive teaching role models certainly laid the foundation for her beliefs about teachers enacting caring by “helping students one on one.” She had numerous experiences with young children that positively informed her of strengths and weakness in working with children. Perhaps, more

importantly, all during this research process, with some trepidation, she easily allowed herself to *slip* into a teacher's role using personal pronouns, "my kids," "my classroom," and "I" in reference to self as a teacher. She did possess an image of self as a teacher, as a "helper."

However, Kara's societal images of teaching and her instilled family values of self-reliance and "making it on her own" creates discord in this image of self as a teacher. Will she make enough money as a teacher? Can she be self-reliant on a teacher's salary? Can she be satisfied with a profession which is not viewed as a status profession? A more pronounced tension may be her fundamental belief that "people know early in life." This belief places doubt in her mind despite all of her prior early positive experiences, that she can be a "good" teacher because she has not always known.

CHAPTER 5

DISCUSSION

A discussion of the research findings are presented in this chapter. The framework for this study was built from separate but interrelated bodies of research in the field teacher education, including research exploring 1) the novice phase of teacher development, 2) the formation of a teaching identity in the novice phase, 3) the role of preservice teachers beliefs in novice teacher development, and 4) adolescent career exploration phase as a contributor to identity development. The present discussion weaves the literature with additional references that further connect this study to the current conversation concerning the development of a teaching identity.

The chapter is divided into two major sections. The first section is a discussion of the findings concerning the participants' beliefs based on the first three research questions. In the second major section of this chapter, a summary of the research findings concerning forming a teaching identity is presented based on the findings from the last two research questions.

Beliefs

Becoming a teacher is a highly complex activity that occurs in contextually rich environments (Danielewicz, 2001; McLean, 1999). Positive and negative experiences and educative as well miseducative experiences serve as sources of information in the development of a teaching identity (Britzman, 1991; Knowles, 1992). Preservice teachers have coherent ideas and images of teaching that serve to organize and filter their interpretations of experiences during teacher education (Kagan, 1992). Becoming a teacher is a negotiated process in which preservice teachers are continually reconstructing

their past and present experiences, dilemmas, and beliefs that are challenged during preparation to capture their own personal understanding of teaching (Holt-Reynolds, 1992). A substantial body of research indicates that preservice teachers hold images and beliefs concerning teachers and teaching prior to their first formal education course (Bullough et al., 1992; Calderhead & Robson, 1991). This section offers a discussion of the nature of the pre-collegiate participants' beliefs and identified beliefs concerning good teachers, teaching as the transmission of knowledge, the self-made teacher, teachers' knowledge base, teaching as a job, beliefs concerning the field experience, and beliefs about the elementary students. This section is concluded with a discussion concerning course experiences that may have expanded or challenged the participants' beliefs.

The Nature of the Participants' Beliefs

In the present study, the participants' earliest recalled school memories established the foundation for their understanding and interpretation of later developed beliefs concerning teaching. As an example in Adrienne's recollection of her kindergarten classroom and playtime, she was allowed to be carefree, "to be a kid." At that time school was considered fun. She was nurtured and cared for by her kindergarten teacher. Nespor (1987) suggested that these early formed teaching beliefs are rooted in deeply emotional, vivid, episodic memories that serve as a means to organize and comprehend later teaching episodes. These critical early school memories and early experiences were the key to understanding the connections and meaning made by the participants' to their on-going school experiences and teacher experiences which were cognitively interpreted and reinterpreted to form teaching beliefs.

These early student experiences with teachers grounded by generally positive feelings and emotions established beginning beliefs concerning teaching. The exemplar quotes used in the narratives are representative of the pre-collegiate participants' image or prototype of teaching (see Elbaz, 1983), their general conception of how teaching should be, their nuclear belief, in which their further experiences and knowledge were tested and organized (McAdams, 1996). In Jane's case, "just being there" embodied her desire to intimately *know* and *become* a member of the activities with her family members in school. For Adrienne, "just being a kid," represented her early memories of teachers who were fun and cared for her in which school was a place of comfort and security. For Kara, the term "helper" represented a teacher as a caring guardian for children's' learning. In Hannah's, teachers and teaching involve possessing the "right heart;" the kind of heart that involves caring for student success. These 4 participants early recalled memories served as a nuclear episode in their personal myth making about self as a student and about self as a teacher (McAdams, 1993). These nuclear episodes became a teaching prototype that formed each individual's unique personal history beliefs concerning teaching.

Good Teachers

Perhaps the most unexpected finding considering this was not a targeted belief under investigation comes from the participants' conception of good teaching and teachers. Interview questions were designed to explore participants' beliefs about teachers and teaching at two levels: one, at a personal level, the meaning made of experiences and two, on a societal level, the cultural images of teaching. However, the interview questions were not designed specifically to elicit participants' conceptions of

good teaching or teachers. Nevertheless, the affective dispositions of teachers consistently emerged from this data into two categories of caring beliefs, pedagogy, and dispositions. In hindsight, these findings should have been expected as other researchers have found similar data when exploring preservice teachers' conceptions of good teaching (Weinstein, 1989). In a recent study comparing second-grade students, preservice students, and inservice teachers' beliefs about good teaching and teachers, one consistent finding from the three groups was that a good teacher was a caring teacher (Murphy, Delli, & Edwards, 2004).

Caring teachers. Noddings (1992) defined caring as a reciprocal meaningful relationship that involves commitment and sensitivity to that relationship. In regards to a student–teacher relationship, even if a teacher attempts to care for a student, the student must perceive he or she is being cared for by the teacher for there to be the perception of a caring relationship. Teachers have cared for these participants. They described the powerful bond and reciprocity of such relationships as defined by Noddings.

These findings from the present study suggested there were two caring teacher schemas, pedagogy and affective dispositions, held by the pre-collegiate participants. Caring was seen as a form of pedagogy; that is, the work of teachers is to establish caring relationships with students through their instructional practices. Caring also was seen in teachers' positive affective dispositions, in which these identified dispositions define nurturing teacher–student relationships.

Caring as pedagogy was defined as those teachers' behaviors that assisted participants in learning. Caring pedagogical behaviors included such activities as “arriving to school early and staying late” to assist students when they are experiencing

learning difficulties. One participant characterized this as a “teacher who goes to all ends” to help students. Caring teachers “explain” the information. Pedagogy was enacted through organized, structured, varied, and thoughtful learning assignments that provided the participants the opportunity to apply knowledge in a “hands-on” manner. The participants appreciated well-organized learning events that provided the opportunity for practice of knowledge and skill; this type of structured teaching was perceived as critical in helping learners to be successful.

The affective dispositions of teachers appeared essential in making the participants feel as if they “mattered” to a teacher. When teachers “get down on their level,” “interact,” and take the time to “get to know students individually” as a person, the participants felt as if they mattered to teachers. Teachers need to be “patient” with their students. These behaviors informed the participants that they were cared-for by teachers. Additionally, when teachers “show their personality” and tell personal “real-life stories,” the participants felt a connection to the teacher. These types of stories allowed the participants an insider’s view of the teacher’s personal life, a connection that might not have otherwise been felt. This established the reciprocity necessary in a caring student–teacher relationship.

For these participants the establishment of their caring beliefs about teachers was founded in their first teacher or school memory. It has been suggested that these early images are likely to remain fairly stable through preservice education (Kagan, 1992), and at least for this group this emphasis on caring teachers filtered their expected experiences and interaction with teachers during their school years.

Caring and media images. Most participants in their choices of media representations of teaching focused on popular movies or television sitcoms in which the characters or the thematic plot typified the participants' previously described beliefs concerning the affective dispositions of teachers. Descriptive words such as "caring," "help," "life lessons," and "patient" were found in the participants' media selection descriptions. In Jane, Kara and Hannah's cases, their representations were directly connected to their individual prototypical belief, their exemplar quotes concerning teachers as well. As an example, in Kara's movie the teacher character repeatedly was described as a "helper," and in Jane's case the unorthodox first year teacher was described as "just being there" to "care for" and "teach" the students.

Teaching as the Transmission of Knowledge

The pre-collegiate participants' conception of teaching was a process of transmission or passing knowledge from teacher to student. During conversations, this understanding was repeatedly expressed by the use of such words as "show," "tell," "explain," and "lecture." Moreover, the transmission model of teaching also was illustrated in all of the participants' drawings of self as a teacher in which they consistently drew themselves in the front of the classrooms "directing," "showing," or "teaching." Teachers as the sole authority of knowledge in classrooms is a common belief among preservice teachers (Richardson, 1996) and is identified as a pervasive, stereotypical image of teaching as well (Weber & Mitchell, 1995).

Self-Made Teachers

Another identified pervasive cultural myth is that teachers are self-made, that is that some individuals are simply born teachers (Britzman, 1986). According to Britzman,

the self-made teacher myth characterizes teachers as possessing certain subjective and affective dispositions that are acquired outside the realms of formal teacher education courses. This myth was a belief held by three participants in this study as well. The findings indicate that the affective dispositions of teachers, probably present early in life, define who will or will not enter the profession. Kara's proclamation that teachers "know early like their parents can tell" was a characteristic statement of this type of belief.

This romanticized myth of teaching was also reflected in their popular media selection in which several of the movie characters selected could be best described as outsiders. Outsiders, in media images, are those individuals who are either untrained or larger-than-life teacher characters (see Weber & Mitchell, 1996). This outsider teacher image reveals an underlying cultural text that teachers possess a natural gift to teach therefore, they do not need professional training. There were numerous illustrations, like in Jane's selection of *Dangerous Minds*, where the first-year "unorthodox" teacher is the only teacher that really "cares" about students. In Hannah's selection, *School of Rock*, the main character, an uncertified teacher "really teaches the students about music and life." In Hannah's final representation which did not involve a teaching plot, the success of teaching is equated to learning important "life lessons."

Teacher's Knowledge Base

"Caring" was the prime attribute of a good teacher. A teacher's knowledge base as defined by these participants was instantiated in the teaching methods and techniques that a caring teacher employed for instructional learning. This focusing idea minimized the importance of other knowledge structures requisite for teaching, such as content knowledge, knowledge about child development or knowledge about the nature of

learning (Ball & Cohen, 1999). Overlooking the fact that teachers minimally require content knowledge to teach diminishes the professionalism of the field. Occasionally, almost as afterthoughts, a conversation may have included a mention of a teacher's content knowledge. For example, Hannah once said that teachers should "know what they are teaching," indicating at some level that she possessed an understanding that teaching involved a foundation of content knowledge; however, caring teacher attributes dominated most conversations.

Teaching Is a Job

Teaching was defined as a job as opposed to a profession. The participants' definition of this job was based on the routines and procedures they had observed during their 13 years of schooling. In fact, in three cases the routine of the job was concretely grounded by the participants' current high school student schedules. This was not a complex or rich understanding of teaching, even as a job which is a noted characteristic of preservice teachers' thinking in the literature (Kagan, 1992). This student-based procedural knowledge largely guided the participants' understanding of the work of teachers. Despite the fact that teaching involved certain scheduled procedures, even those described procedures were largely guided by the participants' beliefs concerning caring teaching. Therefore, how teachers teach was based on the affective dispositions and caring pedagogy, not content knowledge. According to these participants, caring teachers – good teachers - do their jobs differently than uncaring teachers.

Beliefs about the Field Experience

The 4 participants all repeatedly cited the field experience as contributing significantly to their reason for enrolling in the course. Two of the participants viewed

the field experience as the “real-heart” of the course. Most preservice teachers cite field experiences as the most meaningful part of their university-based education (Knowles & Cole, 1996). The same can be said of the participants in this study as well. There are two points of discussion concerning the field experience: one, the participants’ stated outcome or primary belief about the field experience largely guided by what they found meaningful and two, the disconnection between in-class learning and application of that learning to their field experiences.

Prior beliefs and the field experience. The participants’ real focus was not on the processes or the methods of teaching. Their focus was on their individualistic experiences with the elementary students. Most entered the course with anticipated beliefs such as “having a memorable experience” with the elementary students which largely guided what they found to be meaningful. From the beginning, expectations concerning the outcomes of their field experience had more to do with developing relationships with the students and little to do with observing teaching behaviors. Preservice teachers’ expectations concerning field experiences are often noted to be unrealistic (Cole & Knowles, 1993). During interview conversations in April and May, the participants focused on their actual experiences with children. There was little attention in their journal writings, field experience writings, or interview conversations that dealt with the processes of teaching.

Disconnect between classroom learning and field experience. Much has been written in the learning to teach literature concerning the disconnection between field experience learning and university-based coursework learning by preservice teachers (Knowles & Cole, 1994; 1996; McIntyre, Byrd, & Foxx, 1996). In this present study,

there were two types of disconnected learning noted. First, the participants had trouble in connecting the need for a knowledge base prior to the field experience. Secondly, the participants viewed their role in the classroom as an assistant not as a novice teacher.

Two of the participants indicated the desire to have begun the field experience early in the semester and to be “in the school every other day at least.” This desire showed a narrow understanding concerning how learning and activities in the introduction to teaching class pertain to child development, teaching methods, and learning styles and how these could be transferred to their actual work with the elementary children during the field experience. Hannah’s interpretation was that an earlier field placement would have allowed a better chance for her to be “familiarized with the elementary age;” she did not see a need for a knowledge base prior to working with children.

Particularly problematic is preservice teachers’ inability to apply theoretical, university-based learning to actual classroom learning, which tends to be narrowly focused on teaching as a craft (Guyton & McIntyre, 1990; Hollingsworth, 1989). In the present study, the participants were assigned to a single classroom placement in which they viewed their role in the classroom as a teacher’s assistant, a “helper.” The participants assisted the teachers by “grading papers,” “putting grades on reports cards,” or “helping” the elementary school’s students with certain projects, activities that clearly reinforced teaching as a craft to be learned through actual experiences. One participant, Jane, did note in the second interview that she had not been told “what the goals” of the field experience were except to “obviously” gain “classroom experience.” At a basic

level, it appeared for at least this 1 high school participant that there was not a clear learning outcome for this activity.

Relationships with the Elementary Children

The participants brought with them idealized expectations concerning the nature and types of relationships they would establish with the elementary school students as well as beliefs about the elementary students' behaviors. The participants talked and wrote about having "a memorable experience with children" and about wanting to spend time "interacting" and "getting to know the students on a personal basis." All of these beliefs were anchored by their images concerning caring teacher attributes hoping to transfer these characteristics to their relationships with the elementary school students. At the end, the participants realized their original desired outcome of having "memorable" experiences with children. Jane and Hannah would retell of their interactions with one child, while Adrienne and Kara addressed establishing relationship with groups of children in their assigned classrooms.

One unexpected discovery for Kara and Adrienne concerning the elementary students was that the elementary students were "smarter" than they were when they were in elementary school. This may have been a surprising finding to the participants as they expected the elementary children to be much like themselves as students (Hollingsworth, 1989). In general, all the participants expected the elementary students to be "nice," "listen," and "behave" much like the student characteristics they possessed; the elementary school students' understanding and learning of certain knowledge seemed unexpected. These findings are also congruent with preservice teachers' expectations of the students (Mahlios & Maxson, 1995).

The participants still clearly viewed themselves as students in a classroom during the field experience. That is, during the field experience, although the participants recognized themselves as older than the elementary students, they showed more identification with the elementary students than the mentor teacher. This type of role identification, self as student, is noted by Fuller and Bown (1975) as the first stage in preservice teachers' development of teaching concerns. Initially, preservice teachers typically identify more closely with students.

Two of the participants, the two who closely identified self in a teaching role in this study, did show beginning evidence of stage two concerns - that of mastery of classroom control (Fuller & Bown, 1975). After the lesson presentations, Kara and Jane would discuss management of student behaviors and teacher organization as attributes of self as a teacher. This aspect of the field experience seemed to broaden their initial understanding of teachers' work. Also significant is that these 2 participants evidenced a beginning conception of self as a teacher early in the semester. This "hands-on" teaching opportunity extended their knowledge of self as a teacher.

Opportunities to Challenge Their Beliefs Concerning Teaching

The curriculum of this course was not a focus in the present study, however; during the course of the semester there were targeted in-class assignments and experiences that involved exploring teaching as a profession that could have expanded or challenged the participants' beliefs concerning teaching. The data collected for these findings emerged from the interviews, the journal writings, and the researcher's field notes. Two specific beliefs are addressed in this discussion: teaching as the transmission of knowledge and the professional requirements of teachers.

When the participants addressed their course experiences, conversations involved the “non-traditional” teaching techniques used by the introduction to teaching instructor. However, the participants were not able to translate the active learning techniques and associated classroom practices in this course to their understanding and beliefs concerning the nature and source of teachers’ knowledge. The modeling of active and reflective learning techniques by the teacher was not powerful or transformative enough to produce an alternative teaching image. This is not altogether a surprising finding given that college-level courses designed to challenge preservice teachers beliefs about teaching and learning report limited belief change (Hollingsworth, 1989; McDiarmid, 1990). All the participants consistently framed the teacher’s classroom techniques in the context of assisting with the building of classmate relationships. The techniques used in this classroom were viewed as atypical methods rather than typical of teachers’ methods.

Ground in the belief that teaching is the transmission of knowledge, at some point during the participants’ field experiences they expressed concern about not possessing the knowledge. This was reflected in statements such as not “being able to answer questions” or not “knowing what a student needed” during their field experience. This transmission perspective of teaching is common among collegiate counterparts in teacher education courses (Calderhead & Robson, 1991) and was a finding from this study.

A number of course activities and experiences could have enhanced the participants’ understanding of the professional requirements of the teaching field. There were targeted in-class assignments that included researching licensure requirements and educational requirements of teaching which could have expanded the participants’ understanding of the profession.

One activity within the structure of the field experience, the lesson presentation, presented the participants with an opportunity to gain a better understanding of teaching as a profession involving content knowledge and expertise. However, the participants reported varying levels of individual engagement in their preparation and planning of the lesson plans. This in turn may have limited the potential of this opportunity to expand their beliefs. The varying degrees of engagement in this task may well have reflected the participants' perceived abilities in a teaching role. The 1 participant, Adrienne, who received the most structure and guidance from her mentor teacher was also the participant in the end who was least likely to enter teacher education. On the other hand, Jane who had entered the course with a high degree of commitment to entering teacher education was provided little direction by her mentor teacher. She was given a "hands on" opportunity to test her teaching skills. The mentor teachers may have recognized the vastly differing beliefs and identification to a teaching role brought by these participants, given the varying degrees of assistance provided by the mentor teachers. Neither the mentor teachers' perceptions of their roles with the high school's students nor the students' perception of their relationship with the mentor teachers were investigated in the current project; therefore, no firm conclusions can be drawn.

Teacher Identity Development

The second overarching purpose of this research project was to explore the pre-collegiate participants' conceptions of self as a teacher. Research in the literature reviewed for this study was built on a common foundation of identity formation. Identities are storied and can be discovered through narrative approaches such as with biographies, life stories, and autobiographies (Britzman, 1991; Danielewicz, 2001;

Knowles, 1992) which are told to others with coherent plots, themes, and within cultural contexts (Bruner, 1990; Connelly & Clandinin, 1990; McAdams, 1993, 1996, 2001). Narratives of teaching identities are embedded in personal, historical, and cultural life history stories (Knowles & Cole, 1994). Teaching identities originate from personal history beliefs and the cumulative cultural text of teaching (Britzman, 1991; Knowles & Holt-Reynolds, 1991; Weber & Mitchell, 1995). An individual's personal history beliefs comprised of prior experiences in families, in schools, with children, and with teachers are critical to the biography one constructs about self as a teacher (Knowles, 1992; Knowles & Holt-Reynolds, 1991). These aspects will be explored in this discussion section based on the findings of this study.

Personal History Beliefs

One way the literature in the field of teacher education has addressed the unique formation of teaching beliefs is through examination of preservice teachers' personal histories beliefs. Tann (1993) stated that a personal history theory "refers to a person's set of beliefs, values, understanding, assumptions - the ways of thinking about the teaching profession" (p. 55). These theories are often embedded common sense theories concerning teachers and teaching (Britzman, 1986). As discussed in the preceding section of this chapter, all participants brought with them a myriad of personal histories beliefs that included beliefs about the activities and processes of teaching and the attributes of teachers, and elementary students that were largely informed by their prior experiences with children, teachers, and their families prior to enrollment in this course. Their personal belief histories filtered their understanding and interpretation of experiences in this course that contributed to their sense of self as a teacher. As an example, Jane

possessed an initial image of self as a teacher at the beginning of the course; consequently, most course experiences were interpreted within a “teaching” framework. However, in the case of Hannah, who had no real image of self as a teacher at the onset of the course, interpreted course experiences within a framework of learning more about herself as individual who possessed “the right heart” to work with children.

The Role of Prior Experiences in a Teaching Identity

Preservice teachers’ beliefs and images of teachers and teaching can be well-established based on their family experiences, prior educational experiences, experiences with teachers as role-models, and experiences with children (Knowles, 1992). In the present study, the role of certain prior experiences seemed to be significant factors in desiring to participate in the course more so than in the formation of a teaching identity. All participants were similar to the extent that their home environments were best described as warm and supportive of them as a student and as an individual. All were successful students who were educated in this rural school system their entire educational lives and reported few or no significant negative school experiences. The participants’ similar backgrounds and positive experiences with teachers and with learning framed their desire to participate in the course.

Teaching-like experiences varied for the participants. All but one had significant experiences with children that informed their sense of self and ability to work with children. Jane and Hannah had internship experiences in classrooms and Kara had a previous vocational class field experience in a day care setting. Jane, Hannah, and Kara had church teaching and/or baby-sitting experiences; only 1 participant, Adrienne, had no real prior experiences with children. After the field experience Adrienne clearly

recognized her inexperience with children as being a determining factor in not selecting education as a college major. Concerning the field experience especially her experiences with the elementary students, she said, it “just seemed like too much for me to handle.”

The most significant difference among the participants was in their ability to identify a teacher role model. Adrienne and Kara, the 2 participants with weak identification of self as a teacher, also lacked a positive or negative teacher role model. They failed to identify with any one teacher as a person during their educational experiences. Even when speaking of caring teachers, they used a teaching composite which drew from attributes of one teacher’s behaviors then another. No one teacher served as a prototype of good teaching.

On the other hand, the 2 participants, Jane and Kara, who did identify themselves in a teacher’s role during the course of the research, had multiple and positive teacher role models from early and later educational experiences. Kara and Jane used these positive teaching role models as their model of caring and good teachers. These positive role models anchored their understanding of teaching and self. Ultimately, these 2 participants were able to use these positive teacher role models in identifying characteristics of self which closely aligned to their images of self as a teacher. As an example, Jane repeatedly identified good organization skills as a necessary teacher characteristic, an attribute she also saw in two of her role model teachers.

Cumulative Cultural Text of Teaching

The cultural images of teaching and teachers were also explored in this study through contemporary media representation of teaching and drawing of self as a teacher during the April interview. From a methodological perspective, this served as a source of

data triangulation concerning beliefs of the participants. From a theoretical standpoint, exploring the participants' cultural and self images provided insight to their beliefs and identification of self as a teacher (Weber & Mitchell, 1995).

Popular media selection and teacher role identity. An intriguing finding emerged in the participants' selection of popular media and identification of self as a teacher. Teaching identities stem not only from individual experiences but also from cumulative and collective life histories that portray the culture of teaching (Weber & Mitchell, 1995). On one hand, the 2 participants who most notably could identify self as a teacher selected movies that actually involved teachers and teaching. Moreover, in their movie selections, the movie characters closely matched their overall teaching prototype. For example, Jane described her primary female teacher movie character as "caring" while Hannah described her primary teacher character as a "helper." On the other hand, the 2 participants who had definitely decided that they would not enter the teaching field and did not identify self as a teacher selected media representations that did not involve teachers, but instead the characters typified the characteristics of good teachers. These 2 participants' inability to select a movie or media representation even in April provides a modicum of insight to their perceptions of self as a teacher even at a mid point in the semester.

Drawing of self and teaching identity. Participants were asked as part of the April interviews to draw themselves as teachers. Drawing images of teachers also revealed another cultural text of teaching (Weber & Mitchell, 1995). All drawings depicted young white females in conservative, gendered attire. Granted it would be expected that the visual depictions would be of young females since all participants were young females;

however, the attire of the teachers revealed a conservative portrayal. With the exception of one drawing, in which the student as teacher was drawn in slacks, the other 3 participants drew a button-up type shirt and knee-length skirt for their teacher attire.

Classrooms were traditional elementary classrooms except in one case - Jane who drew herself in her idealized middle school or high school classroom. This classroom setting closely reflected Jane's desire to teach this age population of student. For the other 3 participants, these elementary representations could have been based on their positive childhood elementary experiences or grounded by their current field placement. Furthermore, teaching was consistently depicted as the delivery of knowledge, teachers situated in the front of the classroom as previously discussed.

The treatment of students in the drawings was intriguing. Students were depicted two ways, either not at all or small in number. Despite the fact that teachers were depicted in a transmission mode, 2 participants, Adrienne and Hannah did not draw students at all; there were no students to receive knowledge. The lack of attention to students in Adrienne's and Hannah's drawing also provided insight into their inability to see themselves as a teacher.

Self-Development

This high school, the context of this study, and its student population is a microcosm of the rural community in which it is situated, reflecting socioeconomic diversity but not significant racial or ethnic diversity. All the participants' in this study appeared to recognize the homogeneousness of the school population at some level. Given the lack of racial diversity in the school, the participants consistently positively discussed increased self-awareness in their ability to establish relationships with people

who were socially different from themselves. All the participants described how the students in the class were from different high school cliques; there were athletes, band members, and cheerleaders, representing different “social structures” of the school population. All participants consistently discussed gaining a new perspective, a new understanding of individuals from differing high school cliques perhaps more importantly, an increased understanding of their abilities to build relationships with individuals “outside of their group” of friends.

Early in the semester targeted in-class activities were best described as focusing on improving specific human relations skills such as self-esteem, self-concept, and recognition of learning styles and differences. The cooperative grouping and discussion models of learning frequently used by the teacher of the course assisted the participants in learning more about self and others. Three of the participants noted the teacher’s classroom techniques as assisting in this increased self-understanding. As an example, 1 participant commented, “By the way the teacher groups us to work with different people, we get know each other better.”

Furthermore, 2 of the participants also noted that they had a better understanding of their own learning strengths and weaknesses from learning effective teacher characteristics. As an example, Kara stated in the last interview that she wished she “had been more organized and had some of the characteristics that a teacher has” all during high school; she would have been a “better student.”

The feedback received from other students during course discussions and in-class activities offered the participants a personal way of knowing more about themselves as individuals, as learners, and as possible teachers. For some in the field of teacher

education, this type of self-development curriculum (see Zehm, 1999) in preservice education is considered critical for the on-going personal practical knowledge that teachers in every stage of career development should maintain in a reflective cycle of continuous career development (Clandinin & Connelly, 1995; Steffey et al., 2000).

Storied Identity

The 4 young women did construct coherent stories about their identities. However, as McAdams (1993; 1999) explained that identity formation, as told through narratives during adolescence, revealed both ideological thoughts and commitments to beliefs and values. In these narrative stories, this dichotomy was noted in their ideological thinking about self as a teacher versus self as a student; however, there was also a clearly articulated set of teaching beliefs as described earlier. Some striking features of these narratives of identity formation were the teaching stories, the significance of nuclear episodes, and the nature of mythmaking and ideologies.

Teaching stories. An important finding is the difference in the nature of the teaching stories among the 4 participants. Key life events or teacher stories appeared to classify the extent to which each participant identified self as a teacher. There were no definable teacher stories for 2 of these participants, Adrienne and Hannah. Both lacked one clearly narrated teacher or teaching story. In contrast, the 2 participants who were most likely to identify self as a teacher told animated, vividly detailed stories of their experiences with teachers. These significant past episodes with teachers assisted in defining Kara's and Jane's image of self as a teacher and provided at least one model life event that they could draw upon when needed in the future. Furthermore, in Jane's case, being a member of a teaching family also gave her a wealth of vicarious teaching stories

of “being there.” These teaching stories and events told by her parents were also experiences she could draw from in the future as well.

Nuclear episodes. A nuclear episode or a pivotal moment is a key event from the past that encapsulates and defines or redefines a constructed memory of self and identity (McAdams, 1996). Nuclear episodes are emotional and affective based memories, that is, episodic memories. Two of the participants, Jane and Kara, repeatedly told remarkably detailed teacher stories from childhood that anchored their understanding of self as a teacher. Jane’s description of her teaching opportunity in middle school would be her nuclear moment while Kara’s was in elementary school in the emergence of a teacher as a “helper.” Although Kara at the conclusion of this study did not plan to enter teacher education, this concept of “helper” was reconstructed in her selected health care vocation; one of the defining aspects of this vocation is helping others.

Mythmaking, ideologies, and adolescence. The participants’ individual beliefs concerning teaching coherently emerged through the research process, by the quotes introduced in the narratives, (e.g., Being There, Being a Kid, Right Heart, A Helper). These quotes represented a reoccurring phrase in the data that encapsulated the participants’ experiences and beliefs. Not only did they reveal the participants’ unique beliefs about teaching but the quotes also revealed aspects of self and reconciliation of self-ideologies common during adolescent identity formation (McAdams, 1993). This point is in no way asserting that the exemplar quotes are the thematic plots of these young women’s’ future lives; however, it contends that these quotes are a representation of the personal myth making that can occur concerning self and identity development in a present moment in this phase of development. It does represent the myth making of the

present and in this context and is based on the participants' current images of self and idealized images in understanding teachers. For the 2 participants, who did not identify self as a teacher, exemplar quotes served as a way framing their ideal teacher prototype.

Career Exploration

Undoubtedly, for all 4 of these participants, their course experiences served as venue to explore a possible career in teaching and to test a teaching occupational self. One aspect of identity formation in adolescence is the exploration of possible careers (McAdams, 1993), and in career development theories the role of the occupational self is a prominent aspect (Blustein, 1994; Super, 1957). This course is designed to educate enrolled students about a variety of aspects concerning teaching as a profession. Course activities allowed the participants to check their emerging sense of identity as teacher against the realities of teaching by role-playing teaching-like activities, such as in-class presentations or lesson presentations during their field experiences. Ultimately, the participants' individual teaching beliefs and interest in teaching filtered their identification to a teaching self.

Furthermore, for all participants their experiences within this course and the meaning made of these experiences informed their sense of self as a teacher but not necessarily to identify self as a teacher. In other words, there appeared to be minimal influence in the participants' identification to a teaching identity because of their course experiences. However, course experiences did allow the participants to reconcile their myth making ideology about self as a teacher (McAdams, 1993) with the realities of teaching as presented through course activities. Two participants realized that they did not possess all of their stated idealized personal characteristics of a teacher. For one in

particular, Adrienne, who possessed an idealized and romanticized notion of teaching based on her early childhood experiences, the course experiences were powerfully definitive in that she knew at the end of the course she should not be a teacher.

Perceptions of the professional status of teaching. The participants' possessed definite perceptions of factors that negatively effect entry into the teaching profession which is worthy of a brief discussion. Two were noted in the present study, low teachers' salaries and societal status of the teaching profession. Three participants, Kara, Hannah, and Adrienne, all cited the low pay of teachers as an area of future concern if they were to choose teaching as a career. What is significant is that these participants, without solicitation, repeatedly mentioned this as a factor when addressing teaching as a job, and it appeared to be a decisive factor in their career-decision making process. Most participants simply believed that a teacher's pay would not assist them in meeting their future financial goals; they would not make enough money to be "comfortable." One participant went further in describing her thoughts concerning the devaluation of the professional status of teachers by further noting that teachers are not held in "high status" as they were in the case of medical field. Low pay and low profession status are pervasive societal perceptions of the profession (Feiman-Nemser & Floden, 1986) which were cognizant in these young women's thoughts.

Summary

This chapter contained a discussion of the participants' beliefs and construction of a storied teaching identity. Formed from nuclear episodes or significant past experiences with teachers and teaching, each pre-collegiate participant possessed a prototypical belief concerning teaching. These nuclear experiences and images formed the basis for the participants' prototypes that were highlighted by the use of the exemplar quotes of "being there," "being a kid," "the right heart," and "being a helper." The exemplar quotes served as a mechanism to frame each participant's mythmaking about self and idealized images of teaching in forming a storied teaching identity.

Identified beliefs concerning good teachers, teaching as the transmission of knowledge, the self-made teacher, teachers' knowledge base, teaching as a job, beliefs concerning the field experience, and beliefs about the elementary students were discussed. These beliefs were well-established based on their prior educational experiences. There were course experiences that may have expanded or challenged the participants' beliefs; however, the course experiences did not appear to alter the participants' existing beliefs.

In this study, the identification to a teaching identity varied among the 4 participants, however, the findings did indicate that 1 participant was actively constructing a storied teaching identity. A storied teaching identity involved a significant nuclear episode with a teacher that became the bound context for a teaching story. The presence of a teaching role model emerged as a significant aspect in identifying self as a teacher. Other significant prior experiences, such as experiences with family and with

school appeared to influence the desire to participate in the course more than in identification to self as a teacher.

CHAPTER 6

CONCLUSIONS AND IMPLICATIONS FOR FUTURE RESEARCH

In this chapter, conclusions and implications from this study are discussed. This discussion is framed by four interrelated bodies of research presented in the review of literature concerning novice teacher development, teacher identity development, prior beliefs, and career exploration. Implications of the conclusions are offered for teacher educators, future researchers, and practitioners.

Novice Teacher Development

There are two conclusions concerning pre-collegiate students' development resembling that of preservice teachers' development in learning about teaching. First, an initial image of self as a teacher influenced the participant's interpretation of her course experiences as a time to learn more about teaching. Second, the participants' focus on the field experience as the authentic experience to learn about teaching may have diminished opportunities for the participants to fully benefit from other aspects of course learning about teaching.

Beginning image of self as a teacher. Learning to teach is a long and protracted process that begins well before preservice teachers enter their first teacher education course (Borko & Putnam, 1996). In the case of this high school level introduction to teaching course, a structured instructional opportunity was offered for the participants to learn more about teaching and themselves as a teacher before beginning a formal collegiate teacher education experience. In the current study, the extent that a participant's development resembled that of a preservice teacher was largely based on the

initial identification of self to the teaching profession. As an example, Jane brought with her an initial identification to a teaching role based on her prior experiences. She consistently framed course activities and experiences into her thoughts about self as a teacher based on her beginning ideas of teaching. The degree that course experiences were truly interpreted as an opportunity to expand thoughts about teaching was largely guided by this initial teaching image.

Jane was the one participant with a strong image of self as a teacher; however, moderate identification was also seen in another participant, Kara. Their degree of identification to a teaching image largely guided how these two young women interpreted course experiences and progressed in novice ways of teacher thinking. Kara and Jane did experience some of the unique concerns about student management and their future abilities to manage classrooms and students which is noted in the preservice teacher research (Fuller & Bown, 1975; Steffey et al., 2000).

For Adrienne and Hannah, the 2 participants who did not identify with an image of self as a teacher, their course experiences were also filtered and interpreted into knowledge of self as a person, but not as a teacher. Their course experiences informed their sense of self concerning working with children and working with classmates. Therefore, their change did not resemble that of a novice teacher.

This conclusion that an image of self as a teacher guided experiences in the course is similar to the findings of Knowles (1992). An implication from this conclusion is for practicing teachers of this type of high school course. High school students with images of self as a teacher may interpret course experiences differently than their classmates without such an image. Given the varying images of self as a teacher that emerged in this

study, differentiated course activities and learning opportunities may assist those students with an image of self as a teacher in novice teacher development. Furthermore, regardless of course outcomes related to desires to become a teacher, the students in this study benefited from the course through self-analysis and self-growth.

Field experience. In regards to the second conclusion, all the participants in this study focused on the field experience as being the “real heart of the course,” similar to preservice teachers who perceive field experiences as the most meaningful element of teacher education training (Knowles & Cole, 1996). Furthermore, what the participants found to be significant within the context of this field experience was guided by their established personal history teaching beliefs and initial expectations of the field experience. That is the participants found meaning when partnered with a mentor teacher whom they believed was a “good” teacher and/or if they were able to establish “one-on-one” relationships with elementary children. The focus of this study was on the participants’ lived experiences during their 17 weeks of participating in this course. This study was not designed to explore issues related to structural alignment and overall course goals for the field experience. Future research focusing on the structure, timing, and efficacy of the field experience can determine what the learning outcomes of the field experience are and should be for high school age students as they explore their development as novice teachers.

Teaching Identity Development

Based on the findings from this group of participants there are three conclusions concerning identity 1) there appears to be significant prior experiences to creating a storied teaching identity, 2) a storied teaching identity evolves during adolescence, and

3), course experiences in isolation do not result in a storied teaching identity.

Implications of these conclusions are offered for future researchers.

Significant prior experiences. Based on this group of participants, it would appear that having at least one good teacher role model, probably early in life, assists in the exploration of self as a teacher. Furthermore, these experiences with a teacher role model become the bound context for understanding the significance of teaching stories. In combination, the identification of the role model and the stories that evolved from such identification emerged as important aspects in understanding a storied teaching identity. The implication is that future researchers may want to target their investigations to key life experiences and role models in the development of a storied teaching identity in adolescence.

Jane, the participant with the strongest identification, brought with her a wealth of prior experiences, including positive on-going influences from being a member of a teaching family, multiple positive teacher role models, early identification by a teacher of her teaching abilities, and other teaching-like experiences. In combination, these prior experiences became her teaching stories that she drew upon and assisted her identification of self as a teacher. It is unknown at this time based on Jane's narrative case, how her teaching stories will be contextualized in her future practices and into her professional teaching identity (see Danielewicz, 2001). One implication concerning future research is that the explicit exploration of these experiences and stories while in enrolled teacher education preparation could illuminate how a teaching identity is constructed and reconstructed during collegiate education and could illustrate how these

types of stories are contextualized, based on emerging knowledge and practices while in preparation.

Adolescence. Another conclusion is that a storied teaching identity is evolving during adolescence. Future researchers may also want to examine the construction of a teaching identity during the adolescent phase of development to add to the knowledge base and literature concerning teacher identity formation.

Course experiences. In isolation, course experiences alone did not assist the participants in the construction of a teaching identity. All participants became more self-aware concerning certain human relation attributes and learned more about the tasks of teaching; however, these experiences in this course did not lead to identification to self as a teacher. Participants' initial identification of self as a teacher framed the context for classroom learning and largely determined how this process of *becoming* a teacher progressed during the semester. For these participants it is uncertain if critical course experiences will be significant in the continuing development of a storied teaching identity, but this could be investigated in longitudinal research. Researchers in the future may desire to explore significant high school course experiences in the development of a teaching identity.

Prior Beliefs

One conclusion from this study is that this group of high school participants had well-established, personal history beliefs concerning teaching and teachers that were influenced and formed from their years of serving the apprenticeship of observation as described by Lortie (1975). Another conclusion is there did not appear to be significant belief change during their participation in this course. In the current study, a belief

concerning good teachers being caring teachers guided not only the participants interpretation of teaching as a profession but of their conceptions concerning certain course experiences. Teachers' knowledge of content was not nearly as important as the possession of defined caring dispositions. Furthermore, the participants possessed preconceptions of the elementary students' behaviors and the type of relationships to be established during the field experience that guided what they found to be meaningful during this course activity. Another belief was that teachers are self-made; consequently, they possess knowledge and dispositions that acquired from experiences not preparation. In contrast to their beliefs concerning the caring behaviors of teachers, teaching was viewed as the transmission of knowledge and as a job. These findings corroborate other studies examining prior beliefs of teacher education candidates (Britzman, 1986; Kagan, 1992; Richardson, 1996; Weinstein, 1989; Wideen et al., 1998). These findings and conclusions have implications for practitioners, teacher educators and future educators.

Prior beliefs. The participants' specific beliefs about good teaching and caring teachers, anchored in their early elementary education experience, have implications for practitioners. Regarding practicing teachers, elementary and high school, it is clear that students are actively observing practicing teachers' actions, behaviors, and interactions with other students and drawing conclusions about teaching practices from these observations. Practitioners should be mindful of the positive influence they have in attracting students to the teaching profession.

These participants' personal history beliefs served not only as a filter for interpreting course experiences but also for interpreting teaching as a profession. Significant to this study is that three of the 4 participants do not have plans to enter

teacher education at the collegiate level; yet, all 4 participants had well-established teaching beliefs, specifically concerning good teaching and caring teachers. Good teachers and teaching may always be based on the caring dispositions of teachers. This finding implies that the participants' beliefs will likely influence how they also interpret their collegiate level interactions with teachers and possible future experiences with educational systems in their adult roles.

Beliefs change. The second conclusion is that there did not appear to be a significant change in the participants' beliefs based on their experiences in this high school course. The participants were not able to integrate information from in-class learning and activities concerning teaching with their well-formed beliefs based on prior experiences. This finding illustrated that beliefs are well formed in high school, prior to formal teacher education preparation and may be difficult to change. The implication for teacher educators is that this study is just one more study in a line of research that finds that potential candidates have well-established core beliefs about teaching prior to formal preparation that may not be aligned with theory-based learning and that may need to be explicitly examined during formal preparation.

Career Exploration

The primary conclusion from the current study is that this type of career studies course could strengthen the recruitment pool of future education candidates through guided experiences that allow students to test their teaching identities. There are implications for teacher educators and practitioners in regards to recruitment and identity development.

Recruitment. A high school career studies introduction to teaching course, such as the one in this study, is only one means of attracting academically high performing students to the field (Darling-Hammond et al., 1999). This type of course can allow potential candidates the opportunity to test their identification to a teaching image. For Adrienne, who initially thought she might like to enter teacher education, exploring issues related to teaching was significant in her career decision-making process. Adrienne determined that she did not possess the personal qualities necessary to be a teacher. For some high school students once confronted with a more realistic image of teaching, like in the case of Adrienne, they may find that they no longer are interested in teaching as a career which ultimately serves to strengthen the recruitment pool to teacher education.

Another implication for recruitment arises from the demographic characteristics of the young women who participated in this study. All were Caucasian females who were from middle class, two-parent families. Three of the 4 participants have parents with some level of college education. One participant will be a first generation college student. Overall, these participants' demographic profiles are remarkably similar to the profiles of the typical teacher education candidate (Brookhart & Freeman, 1992). The implication from this conclusion is that if this type of course is to serve as a potential recruitment mechanism, continued emphasis needs to be placed on strategies for attracting academically above-average students and students from diverse backgrounds.

Teaching identity. Adolescence is widely recognized to be the stage of development when young adults are testing and retesting their vocational identities (McAdams, 1993); this type of course can provide valuable information about the vocational self in the identity process (Blustein, Devenis, & Kidney, 1989; Super, 1957).

One implication for practitioners is that this type of high school course provides the opportunity for adolescents to test a vocational teaching identity and is worthy of inclusion in a high school program of studies as it can assist in on-going identity development.

Another implication also arises from the motivations of the young women who participated in this study. The participants' motivations for desiring to participate in this course could be best described as intrinsic motives, working with children and altruism. The participants' motives for participation in the course are similar to the motives of preservice teacher candidates desiring to enter the teaching profession (Moran, Kilpatrick, Abbott, Dallat, & McClune, 2001). Even so, an extrinsic factor, a teaching salary weighed heavily in 3 of the 4 participants' teaching decision-making process. The relatively low salary of teachers was repeatedly mentioned as a reason not to consider teaching as a career. An implication is that future teacher educational researchers may want to examine the effects of extrinsic factors and the realities of teacher's salaries in the construction of a teaching identity.

Improvements for Future Phases of this Research

The overall intent of this research project was to describe and explore pre-collegiate students' experiences, beliefs concerning teaching, and conceptions of a teaching self within the context of a high school career studies introduction to teaching course. By research design, the plan was to describe or capture the lived experiences and the meaning made of experiences. An improvement in this research design may have been the direct observation of the participants during significant episodes of their field experiences such as lesson presentations, which could have added breath to the field

experience data. Future researchers may want to include this type of observation in their methodological planning and design.

Directions for Future Research

Future research recommendations focus on continuing investigations with pre-collegiate students and high school level introduction to teaching courses, specifically in regards to beliefs and course activities and teaching identity. Prior belief research could take the direction that collegiate level teacher education research has undertaken, which is to closely examine the participants' personal history beliefs and changes in beliefs during their course experiences. This avenue of research could begin by having the students explore their personal history beliefs using autobiographical and biographical techniques. With the biographies serving as a student-learning tool, future researchers could examine specific course activities that might expand or challenge the students' beliefs. This type of personal history belief research could narrowly focus on a specific belief, such as beliefs about teaching as a profession. As noted, the participants' in this study, at the end of the course, still perceived of teaching as a job. Yet, one learning outcome for such a career exploration course should be an expanded understanding that teaching requires professional standards for licensure and practice.

Along this same line, given the perceived significance by the participants in this study of the field experience, future research could also investigate the structure, timing, and efficacy of the field experience to determine what the benefits of the field experience are for high school age students. This type of research could closely examine the structural and curricular components that support the field experience, while

simultaneously capturing the efficacy and experiences as evaluated by the students, the mentor teachers, and the teacher of the introduction to teaching course.

Finally, concerning identity formation, a longitudinal study, one that follows these young women through the course of their collegiate studies, may add to the research concerning storied teaching identity development. This could be accomplished in yearly follow-up interviews with an interview format suggested by McAdams' (1993). This type of investigation would not only add to the literature concerning storied identity development but also might illuminate issues related to changes and development in thematic coherence, time, and contexts of learning in constructing a teaching identity.

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Footnote

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The Virginia Department of Education introduced the Teaching as a Career course modeled on the South Carolina Teacher Cadet program in 2002. This course introduces high school seniors to a career in teaching and education.

APPENDIX A

Studies included in the Literature Review

<i>Author/Year</i>	<i>Purpose</i>	<i>Methodology/Sample</i>	<i>Results</i>
<p>Bullough, R., Young, J., Erickson, L., Birrell, J., Clark, D. C., Egan, M. W., et al. (2002). Rethinking field experience: Partnership versus single-placement teaching. <i>Journal of Teacher Education</i>, 53(1), 68-80.</p>	<p>To examine the patterns of preservice teachers' development in single-placement teaching versus partnership placement during field experience.</p>	<ul style="list-style-type: none"> • 21 preservice teachers enrolled in a 13 week field experience course • 18 mentor teachers • Qualitative study using teachers' interviews, preservice teacher time logs, and transcripts of planning sessions 	<ul style="list-style-type: none"> • Preservice teachers in partnership placement established more supportive and collaborative relationships with peers. • Mentor teachers were more flexible with their planning in partnership placements. • Mentor teachers believed their students received a richer curriculum and more adult assistance
<p>Flouri, E., & Buchanan, A. (2002). The role of work-related skills and career role models in adolescent career maturity. <i>The Career Development Quarterly</i>, 51, 36-55.</p>	<p>To explore whether work-related skills and career role models are associated with career maturity when sociodemographic characteristics</p>	<ul style="list-style-type: none"> • 2,722 British adolescents, ages 14-18 years • 8,500 questionnaires were distributed anonymously in schools and youth clubs - entire classes or groups • Five items were used to measure career maturity. The items, which were taken from the Measure of Guidance Impact (MGI) and developed for the Employment Department by the National Foundation for Educational Research 	<ul style="list-style-type: none"> • This study showed that having a role model and having work-related skills were strongly related to career maturity in adolescents aged 14-18 years, even when family support, feelings of pressure, self-confidence, and academic motivation were controlled.

<p>Hollingsworth, S. (1989). Prior beliefs and cognitive changes in learning to teach. <i>American Educational Research Journal</i>, 26(2), 160-189.</p>	<p>Investigated changes in preservice teachers' knowledge and beliefs about reading instruction before, during, and after a fifth year teacher education program.</p>	<ul style="list-style-type: none"> • 14 preservice teachers • Longitudinal study using interviews and observations 	<ul style="list-style-type: none"> • Understanding preservice teachers' beliefs can inform practice in teacher education programs. • Attend to classroom management issues before addressing specific pedagogy . • Value in problematize or creating cognitive dissonance in teaching practices. • Academic task important to a knowledge basis.
<p>Kagan, D. M. (1992). Professional growth among preservice and beginning teachers. <i>Review of Educational Research</i>, 62(2), 129-169.</p>	<p>Analysis of 40 studies from 1987-1991 on learning to teach.</p>	<ul style="list-style-type: none"> • Reviewed all qualitative studies 	<ul style="list-style-type: none"> • Preservice and first year teacher constitute a developmental stage • Three tasks of this phase • Acquire knowledge of pupils • Reconstruct image of self as a teacher • Learn procedures for classroom management and instruction
<p>Mahlios, M., & Maxson, M. (1995). Capturing preservice teachers' beliefs about schooling, life, and childhood. <i>Journal of Teacher Education</i>, 46, 192</p>	<p>To identify patterns and metaphors preservice students use concerning schooling, life and childhood to identify their root beliefs.</p>	<ul style="list-style-type: none"> • 134 junior level students • Questionnaires 	<ul style="list-style-type: none"> • Metaphors of schools – (elementary) positive, and social experience • Teaching grounded in interpersonal skills • Students viewed as submissive and happy • Findings suggest simplistic and naïve view of children

<p>McDiarmid, G. W. (1990). Challenging prospective teachers' beliefs during early field experience: A quixotic undertaking? <i>Journal of Teacher Education</i>, 41(3), 12-20.</p>	<p>To challenge preservice teachers during field experience.</p>	<ul style="list-style-type: none"> • No subject information reported • Students observed an experience teacher • Student wrote about teaching a math lesson and observed students in the math lesson, then wrote about their observation • Students wrote a case study of their math teaching experience 	<ul style="list-style-type: none"> • Doubted ability of the experience to change students' beliefs. • Students may not be ready to transfer lessons from one content area to another.
<p>McDonald, J. L. & Jessell, J. C. (1992). Influence of Selected Variables on Occupational Attitudes and Perceived Occupational Abilities of Young Adolescents. <i>Journal of Career Development</i>, 18(4), 239-250.</p>	<p>High and low occupational attitudes and perceived occupational abilities and the function of family life situation, gender, self-esteem, socioeconomic status, or cognitive development.</p>	<ul style="list-style-type: none"> • Part of larger study concerning gender bias and career exploration • 242 seventh and eighth grade students. • Administered three types of inventories (questionnaires and self-report measures) 	<ul style="list-style-type: none"> • Self-esteem crucial in vocational identity. • Adolescents assessed with higher degrees of cognitive complexity perceived they had a broad range of career options.
<p>Nauta, M. M., & Kokaly, M. L. (2001). Assessing role model influences on students' academic and vocational decisions. <i>Journal of Career Assessment</i>, 9, 81 - 99.</p>	<p>Assessed the development and validation of scale that measures degree and type of role model influence on students academic and vocational decisions.</p>	<ul style="list-style-type: none"> • Four studies that were designed to test and validate test items of Influence of Others on Academic and Career Decisions (IOACDS) • Subjects were midwestern, university students 	<ul style="list-style-type: none"> • Determined the measure was valid and reliable indicator of influence of others. • Support and guidance of role model is significant. • Degree to which inspiration and modeling is provided is important.

<p>Rojewski, J. W., & Yang, B. (1997). Longitudinal analysis of select influences on adolescents' occupational aspirations. <i>Journal of Vocational Behavior</i>, 51, 375-410.</p>	<p>Investigated the longitudinal influence of select demographic (gender and SES) and latent variables (academic and self-evaluation) on the development of adolescents' occupational aspirations at three critical points in the career development process-early, mid-, and late adolescence.</p>	<ul style="list-style-type: none"> • Four year longitudinal study • Used data based from National Center for Education Statistics – 25,000 students and 1052 divisions • Measured self-esteem, locus of control, academic achievement, educational aspirations 	<ul style="list-style-type: none"> • Occupational aspirations were stable for adolescents. • Gender differences were significant. • SES had a moderate effect on career aspiration. • Latent effects of academic achievement and self-evaluation reduced over time.
<p>Santos, P. J., & Coimbra, J. L. (2000). Psychological separation and dimensions of career indecision in secondary school students. <i>Journal of Vocational Behavior</i>, 56(3), 346-362.</p>	<p>Role of family influences - specifically the family interactions (separation) and career indecision (developmental and generalized).</p>	<ul style="list-style-type: none"> • 418 adolescents of both sexes in the 12th grade of secondary school with two living parents, non randomized • Measures: questionnaires – Psychological Separation Inventory, Indecisiveness Scale, Career Factors Inventory 	<ul style="list-style-type: none"> • No relationship between the variables. • Students at this age, might be in foreclosure status.

<p>Weinstein, C. S. (1989). Teacher education students' preconceptions of teaching. <i>Journal of Teacher Education</i>, 40, 53-60.</p>	<p>Examined teacher education students' expectations about future teaching performance.</p>	<ul style="list-style-type: none"> • 113 students enrolled in sophomore level introduction to education course. • Completed a self-rating questionnaire 	<ul style="list-style-type: none"> • Students' expectation were unrealistically optimistic. • High level of confidence concerning their success in the program. • Teacher educator's need to be aware of students' prior beliefs. • Teacher educators' need to make their beliefs explicit in programs.
<p>Wideen, T. M., Mayer-Smith, J., & Moon, B. (1998). A critical analysis of the research on learning to teach: Making the case for an ecological perspective on inquiry. <i>Review of Educational Research</i>, 68(2), 130-178.</p>	<p>Critical analysis of 93 empirical studies of learning to teach.</p>	<ul style="list-style-type: none"> • Studies analyzed both qualitative and quantitative 	<ul style="list-style-type: none"> • Prior beliefs, as relatively fixed but some students amendable to change. • Mostly homogeneous populations of preservice teachers. • Some teacher education approaches make a difference when they are longer in duration and have a clear conceptual foundation. • Informed reader concerning numerous limitation of this body research.
<p>Young, R. A., & Friesen, J. D. (1992). The intentions of parents in influencing the career development of their children. <i>The Career Development Quarterly</i>, 40, 198-207</p>	<p>Investigated the parental influences and intentions in children's career development.</p>	<ul style="list-style-type: none"> • 207 parents interviewed from school aged children 10 – 18 years and community college students. 	<ul style="list-style-type: none"> • Categorized finding into 10 areas of parents' intentions. • Development of new paradigm in which to represent parents' intentions of influencing children.

APPENDIX B

Pre-Collegiate Students' Personal History Beliefs and Course Expectations

The purpose of this pilot study was to broaden the understanding of pre-collegiate students' personal histories as related to their anticipated experiences in a teaching career exploration course and to assist the researcher in the design of a larger study. An aim of this project was to access the commonalities and differences in the personal histories of pre-collegiate students. This project was guided by two research questions: 1) What past and present experiences inform the pre-collegiate students' personal theories beliefs about teaching, and 2) what reasons do pre-collegiate students report for enrollment in a high school level introduction to teaching course?

Methodology

Context of the Study

The study was conducted in a medium-sized, rural, high school that offered an introduction to teaching career studies course during the fall of 2003. High school students apply to participate in the introduction to teaching course and are required to meet high academic standards, submit three letters of recommendation, and compose an essay for review prior to their selection for participation in this course. Selection is competitive with class size held to no more than 15, typically 12th grade students, who have an interest in learning more about teaching as a profession.

Participants

The high school's use of a student selection process underpins the purposeful, typical case sampling (i.e., Patton, 2002) used in the selection of this site. Nationally, pre-

collegiate programs often use specific criteria in order to select high achieving candidates for their programs (Clewell et al., 2000). All 13 selected students enrolled in the next school semester's offering of introduction to teaching course were invited to participate in this study; 3 participants volunteered. All students were in their first semester of their 12th grade year of high school and were engaged in college preparatory high school courses. Students who declined to participate generally indicated a significant academic load or high number of after school activities that precluded participation. Two female and 1 male student all 17 to 18 years of age participated in this study.

Data Collection

To conduct this study, a semi-structured, life-history focused interview guide was used (see Seidman, 1998). This guide consisted of questions designed to explore students' early experiences with teaching and teachers, early family experiences involving schooling, and reasons for taking the introduction to teaching course. These interviews ranged from 45 to 65 minutes and were audiotaped and transcribed verbatim by the researcher. At the conclusion of all interviews, participants were given a personal writing exercise in which they were asked to respond to the following prompt: "Write as much as you can about how teachers have influenced your life." Participants were given a week to return these in a sealed, self-addressed envelope. All 3 participants returned the writing exercises. The average length of the personal experience writings was 271 words.

Analysis

Data analysis was conducted using the constant comparative method as discussed by Glaser and Strauss (1967) and Maykut and Morehouse (1994). An inductive process, the constant comparative method allowed for "simultaneous comparison of all units of

meaning obtained” (Maykut & Morehouse, p. 134). The final analysis of data for themes allowed for refinement of categories and represented the building of theoretical coherence and saturation of the data (Anfara et al., 2002). Exploration of the categories revealed patterns and relationships across categories (Maykut & Morehouse, 1994) that were integrated to gain an understanding of the personal histories of the pre-collegiate students. Three fundamental themes were identified from the data: *personal meaning making about teachers and teaching*, *good teachers*, and *expectations about the course*.

Findings

Analysis of the data for the three themes yielded richly common experiences for these 3 high school students. Each of the three themes that emanated from this data will be discussed separately in this section.

Personal Meaning Making about Teachers and Teaching

This view represented pre-collegiate students’ conceptions of school and family experiences that informed their beliefs about teaching and teachers. These students had a wealth of early experiences that positively biased their beliefs and images of teaching. These accounts reflect commonalities with early school experiences, family experiences, and beliefs about teaching.

Early school memories. Stephanie and Elizabeth, when asked to recount an early experience with schools, drew upon memories of their favorite early teachers, not a particular school episode or memory. Earliest school memories were directly connected to a relationship with a particular teacher. As an example, Elizabeth stated, “She was just nice and cared about kids and wanted them to do good. She pushed us to do hard work

and throughout elementary school, even after I had her for third grade, she still kept up with me (. . .) I mean I still talk to her now.”

Prior experience with teaching. Prior life experiences with children and teaching revealed comparable early experiences among the participants. Family connections to schools offered early opportunities for two of these pre-collegiate students. Chris and Stephanie have close relatives in the teaching profession that afforded visits to an elementary school to *play* teacher. Elizabeth’s earliest experience also occurred while in elementary school; however, it was a through a peer mentoring program with second grade students. All students sought additional experiences with children as they grew older, primarily through family–initiated church activities, which added an additional layer to their personal experiences with children.

Family support. Family support of educators is a common pattern in the 3 participants’ experiences. All shared school and teacher experiences with a parent regularly; as Elizabeth asserted, “I do that everyday.” When problems occurred between the student and a teacher, parents actively supported the participants, however; the students were encouraged to “deal with” conflicts with teachers at home.

Teaching and teachers. When students talked about teaching as a profession, their responses indicated overwhelmingly positive comments, that teaching is “great” and, as Chris commented, the work of teachers is “underestimated” but the disadvantages of the job of teaching were also clearly recognized. Chris and Stephanie viewed teachers’ “pay” and state standardized test requirements as disadvantages to entering a teaching profession.

Despite their experiences as students and admiration for teachers, their ability to communicate the work of teachers revealed an observer's view. When asked, "What teachers do each day?" Chris stated, "I have no idea – that's pretty sad."

Good Teachers

This theme described the students' conception of good teachers. The data emanated from the interviews and the personal experience writings concerning the influences of teachers in their lives. With the exception of Chris who occasionally used "bad" teacher example as a means of comparison to his many other good or favorite teachers, all data were similar and positive. Remarkably, interview questions and the writing prompt were framed to elicit generalized conceptions and influences of teachers in the students' lives, not solely good teacher characteristics. However, the data collected revealed a common pattern of referencing good teacher characteristics. For this group of participants, "good teachers" are "caring" individuals who "help students learn" and "make learning fun." Finally, good teachers are student-centered. They are "patient" and spend individual "time" with students.

Expectations about the Course

The final theme expectations about the course, reflected students' anticipated learning experience from participation in the course and originated primarily from the interviews. This data revealed that students anticipated certain course experiences with younger children. For Stephanie, experience in the classroom was seen as important in this decision-making process as she perceived this to be a *validating* teaching opportunity. On the other hand, Chris and Elizabeth envisioned the opportunity to work with elementary age children as an anticipated experience.

Another reason for taking the course, as cited by Chris and Elizabeth was the teacher. Chris stated that the high school teacher “is a good teacher; she makes learning fun.” Finally, two of the students perceived of their experiences in this course as contributing to their ability to learn more about themselves as individuals. Chris asserted that he wanted “to learn more about myself.” For Stephanie the spring semester’s field experience was noted as an opportunity to explore self and teaching: “I really want to see how you – present myself and teaching, if that what I chose to do. Really just figure out a pathway.”

Summary

For this small group of pre-collegiate students, school memories and experiences are still in the process of active construction. Early vivid memories of teachers and classroom were richly recounted in their stories of school and teachers. As found with pre-service teachers in prior personal history studies (see Holt-Reynolds, 1992; Knowles, 1992), their experiences in the role of a student were used to develop beginning lay beliefs concerning the nature of teaching and teachers.

The makeup of these pre-collegiate students’ beliefs based on references to themselves in the roles of students, is embedded in the current context of their educational histories in this small rural school division. Participants were offered opportunities from an early age to engage in teacher-like activities. *Teaching* as remembered from this child-like and student perspective formed a positive foundation for later opportunities.

The participants’ personal history-beliefs factor into their desire to participate in a high school level career studies introduction to teach course. The findings pointed to four

reasons for enrolling in the course: teaching career exploration, desire to work with children, the positive teaching reputation of their introductory course's teacher, and the desire to learn more about themselves.

APPENDIX C

Virginia Polytechnic Institute and State University

Permission for Parent of Child Participant

Title of Project: Exploring Pre-Collegiate Students' Perceptions of Teaching

Investigator: Teresa A. Galyean

I. Purpose of this Research Project:

The purpose of this pilot study is to explore high schools students' beliefs and thoughts about teaching and teachers.

II. Procedures:

Your child is invited to participate in a study, which will describe high school students' ideas about teaching and teachers. The purpose of this study is to gain an understanding of your child's thoughts, feelings, and beliefs about teaching with an emphasis on his or her early educational and family experience that might influence him or her to enter teaching as a career. Your child will be asked to complete one, 90-minute interview and one short personal experience writing. During the interview and writing assignment, your son or daughter will be asked to talk about their beliefs and thoughts concerning teaching and teachers on their life (see attached questions). I am particularly interested in high school students' ideas about teaching and teachers and what might draw them into a teaching career.

The interview will be conducted first in a quiet, safe location in this school. The interview may be completed before, during, or after school depending on your child's school schedule but at a time least disruptive to your son's or daughter's school day. If it is necessary to remove your child from an instructional class, teacher consent will be obtain prior to the interview. The interview will occur in a safe, secure location in the school. A letter will be sent home with your son or daughter informing you of the mutually agreed upon time and day for the interview. All interviews will be tape-recorded and conversations typewritten. Only my advisors at Virginia Tech and I will have access to the tapes and written transcriptions. After I have typewritten the interview notes, I will met with that your son or daughter so that they may read the notes and make changes, additions, or deletions.

The short personal writing is a follow up to the interview in which I will ask your son or daughter to write about the influences of teachers in their lives. This is not a graded assignment. Your son's or daughter's narrative writing will not be read by anyone else but my advisors and myself. This task will be given to your son or daughter immediately after the interview. Although this is not expected to take any more time that a routine writing assignment, your son or daughter will be given a week to return this writing exercise to me in a self-addressed, stamped, envelope.

III. Risks:

I do not believe that your son or daughter will encounter any risks other than those associated with regular school or class activities in this study. However, given the interview methods used in this study, students may be able to be identified by virtue of the experiences they

recount. Every effort will be made to report the findings so that they cannot be traced back to your child.

IV. Benefits:

This pilot study explores high school students' ideas about teaching and teachers. This knowledge will help researchers develop an understanding of why students may choose a career in teaching. You may contact me at the end of the study for the results and conclusion of this research. My contact information is at the bottom of this form.

V. Extent of Anonymity and Confidentiality:

In conducting the interview and personal writing, I am interested in ideas of high students' thoughts concerning teaching and teachers. I will make every effort to protect the identity of your child by the use of pseudonyms (or a false name). However, since this study involves your child's thoughts and ideas, I cannot guarantee anonymity. A false name will be used for child's name in my interview notes, the personal narrative writing, and the final report. If your son or daughter refers to a teacher or person by name, the teacher's or person's name will also be changed. The school name will also be changed. Every effort will be made to protect the identity of your child in the final written report by the use of a false name. The final written report may contain your son's or daughters actual words used in interview but not their names.

The tape recording, written transcript, and personal narrative writing from your son's or daughter's participation in this study will be kept in a secure location in the researcher's home. Tape recording will be erased when the researcher has completed her final approved dissertation. Only my advisors and I will have access to the transcripts; it will not be shared with anyone in school system. The final report of this study may be shared at meetings, conferences, or in written publications.

VI. Compensation:

While your child's participation is greatly appreciated, there will be no grade or monetary benefit for your son's or daughter's participation in this study.

VII. Freedom to Withdraw:

Your child is free to withdraw at any time during the research project without penalty. Your child is free not to respond to any questions that I may ask.

VIII. Subject's Responsibilities:

1. Your child agrees to respect the privacy and confidentiality of other participants in this study.
2. Your child agrees to respect the rights of those students in the class who chose not to participate in the study.

IX. Approval of research:

This research project has been approved, as required by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University.

X. Subject's Permission:

I have read the permission form and understand the conditions of this project. I have had all of my questions answered. I have received a copy of this form. I hereby acknowledge the above and give me voluntary consent for my son or daughter to participate.

Student's Name

Parent Signature

Date

If you have questions concerning any aspect of this research you may contact:

Investigator: Teresa A. Galyean - (276) 729-4999

Co-Advisor: Dr. Sue Magliaro - (540) 231-1802

Co-Advisor: Dr. Penny Burge - (540) 231-9730

IRB Chair: Dr. David Moore - (540) 231-4991

APPENDIX D

Virginia Polytechnic Institute and State University

Student Assent Form

Title of Project: Exploring Pre-Collegiate Students' Perceptions of Teaching

Investigator: Teresa A. Galyean

Dear Student,

You are invited to participate in this pilot research study. The reason for this study is to find out your thoughts, feelings, and ideas about teaching particularly how your early school and family experience might shape you to enter teaching as a career. You are being asked to join me because you are signed up to take the spring introduction to education course (Teacher Cadet). I, as well others, who investigate introduction to education courses at the high school level are interested in high school students' thoughts about teaching and teachers. My hope is that this research will contribute to our understanding of why people choose to teach.

For this pilot study, you are being asked to complete an interview and a short personal narrative writing. For the interview, we will meet once before, during or after a school day, depending on your schedule however, I will make every not to take you out of one of your classes. The interview will last for approximately 90 minutes. During this time, I will ask you to tell me as much as like concerning your early school and family experience and how these experiences relate to teaching and teachers. I will also ask you what you think teachers do each day. I will also ask a few question concerning why you want to take the introduction to education course. If you chose, you do not have to answer all the questions or you may wish to add something that I do not ask you. The narrative writing assignment will be given to you after the interview. For this task, I will ask you to write on the impact of teachers on your life. This task can be completed at home and returned to me in a self-addressed, stamped envelope that I will give you at the interview.

For the interviews, we will meet in a quiet, safe location in the school. The interview will be tape-recorded. After I have typewritten the interview notes, I will meet with you so that you may read the notes. At this meeting, you may make changes by adding or taking out your words. I will keep the tapes, interview notes, and your personal writing in a secure location in my home. Only my advisors and I will have access to the typewritten notes and tapes. I will destroy or erase the tapes at the completion of the final research study. The final report of this study may be shared at meetings, conferences or in written publications.

A false name (or pseudonym) will replace your name in the interview, personal narrative writing, and final report. If you use teachers' names, I will replace those names with false names as well. I will also use false names for the high school and school division. However, given this is an interview and that I might use your actual words in written reports; some one may be able to recognize you by means of the experiences you tell me. I will make every effort to protect your identity in the final written report by the use of false names.

Since you will probably know other students in this study, I ask that you respect the privacy and confidentiality of other students in this study by not discussing your interview or personal writing responses.

Although your contribution to this study is greatly appreciated, you will not receive any money or grade benefits for taking part in the study. If at any time, you decided not to take part in the study you are free to withdraw.

By signing below, you indicate that you have read and understand the conditions of this study, that you have had your questions answered, and are willing to take part in this pilot study.

Student Signature

Date

APPENDIX E

Virginia Polytechnic Institute and State University

Permission for Parent of Child Participant

Title of Project: Pre-Collegiate Students' Teaching Identities

Investigator: Teresa A. Galyean

I. Purpose of this Research Project:

The purpose of this study is to examine high school students' experiences concerning teaching and teachers and the meaning the students make of these experiences as linked to the development of a teaching identity.

II. Procedures:

Your child is invited to participate in a study which will describe high school students' experiences concerning teaching and teachers and the meaning of their experiences in forming a teaching identity. Your child is invited to participate as he or she is enrolled in the spring, 2004 introduction to teaching course. For this study, your child will be asked to participate in two interviews, complete two personal experience writings, and share their classwork.

Your child will be asked to participate in two, 60-minute interviews during which time I will ask questions concerning thoughts about teaching, teachers and experiences in the introduction to teaching class. I have attached a copy of the interview questions. One interview will occur during the sixth through tenth week and the second interview during eleventh through fifteenth week of the course. The interviews may be done before, during, or after school depending on your child's school schedule but at a time least disruptive to your son's or daughter's school day in a nonthreatening location in the school. If the interview is conducted during the school day, teacher approval will be obtained before the interview. A letter will be sent home telling you of the mutually agreed upon time and day for each interview. All interviews will be audio tape-recorded and conversations typewritten.

I will also ask your child to write two short personal experience writings in which he or she will write thoughts, feelings and experiences concerning the internship in the elementary school. The writing exercise is attached for review. The two personal writings will occur in April and May, one before and one after your child's internship in the elementary school. This is not a graded assignment and is not expected to take any more time than a routine writing assignment. Your child will be given a week to return this writing exercise to me in a self-addressed, stamped, envelope.

Finally, I will also be looking at your son's or daughter's classwork in the introduction to teaching course; some examples of the items that I might look at and take notes on are his or her class journal and final class portfolio.

Only my advisors at Virginia Tech and I will have access to the tapes, typewritten interviews and personal experience writing notes. After I have typewritten the interviews and personal experience writings, I will meet with your son or daughter so that he or she may read the notes and make changes, additions, or deletions.

III. Risks:

I do not believe that your child will encounter any risks other than those associated with regular school or class activities in this study. However, students may be identified by the experiences they recount in the interview. Every effort will be made to report the findings so that they cannot be traced back to your child.

IV. Benefits:

The purpose of this study is to examine high school students' ideas about teaching and teachers as connected to the development of a teaching identity. This knowledge may help teacher educators develop an understanding of the influences in developing a teaching identity in late adolescence. You may contact me at the end of the study for the results and conclusions of this research. My contact information is at the bottom of this form.

V. Extent of Anonymity and Confidentiality:

In conducting the interviews, the personal writings, and in looking at class assignments, I will make every effort to protect the identity of your child by the use of a pseudonym (or a false name). However, since this study involves your child's thoughts and ideas, I cannot guarantee confidentiality. A false name will be used for your child's name in my interview notes, the personal narrative writings, the final report, and my research notes. If your son or daughter refers to a teacher or person by name, the teacher's or person's name will also be changed. The school name will also be changed. Every effort will be made to protect the identity of your child in the final written report by the use of false names. The final written report may contain your son's or daughters actual words used in interviews, writings, and documents but not his or her name.

The tape recordings, written transcripts, personal narrative writings, and my notes from your child's participation in this study will be kept in a secure location in my home. Tape recordings will be erased when I have completed my final approved dissertation. Only my advisors and I will have access to the transcripts, writings and my notes; they will not be shared with anyone in the school system. The final report of this study may be shared at meetings, conferences, or in written publications.

VI. Compensation:

While your child's participation is greatly appreciated, there will be no grade or monetary benefit for your son's or daughter's participation in this study.

VII. Freedom to Withdraw:

Your child is free to withdraw at any time during the research project without penalty. Your child is free not to respond to any questions that I may ask.

VIII. Subject's Responsibilities:

Your child agrees to respect the privacy and confidentiality of other participants in this study.

IX. Approval of research:

This research project has been approved, as required by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University.

X. Subject's Permission:

Signing below indicates that you have read this form, had any questions you might have had about the research answered, and give permission for your child to participate. You will be offered a copy of this form for your records.

Student's Name

Parent Signature

Date

If you have questions concerning any aspect of this research, you may contact:

Investigator: Teresa A. Galyean - (276) 729-4999

Co-Advisor: Dr. Penny Burge - (540) 231-9730

Co-Advisor: Dr. Sue Magliaro - (540) 231-1802

IRB Chair: Dr. David Moore - (540) 231-4991

APPENDIX F

Virginia Polytechnic Institute and State University

Student Assent Form

Title of Project: Pre-Collegiate Students' Teaching Identities

Investigator: Teresa A. Galyean

Dear Student,

You are invited to participate in a research study. The purpose of this study is to examine high school students' experiences concerning teaching and teachers and the meaning of these experiences in forming a teaching identity. My hope is that this research will add to an understanding of how teaching identities are formed.

You are being asked to join me because you are signed up to take the spring introduction to teaching course. Your participation in this project is voluntary. Although your contribution to this study is greatly appreciated, you will not receive any money or grade benefits for taking part in the study. Refusing to participate will not result in a grade deduction.

For this study, you are being asked to complete two interviews, two personal writings, and share your class work. One interview will occur during the sixth through tenth week and the second interview during eleventh through fifteenth week of the course. For the interviews, we will meet before, during or after a school day, depending on your schedule however, I will make every effort not to take you out of one of your classes. The interviews will last for approximately 60 minutes. During this time, I will ask you to tell me as much as you like concerning experiences relating to teaching, teachers, and this class. If you choose, you do not have to answer all the questions or you may wish to add something that I do not ask you.

The writing assignments will be given to you, one before and one after your internship in the elementary school. I will ask you to write your thoughts and experiences concerning the internship. This task can be completed at home and returned to me in a self-addressed, stamped envelope. Finally, during the semester, I will ask that you share your class journal and any other class projects.

For the interviews, we will meet in a quiet, safe location in the school. The interviews will be tape-recorded. After I have typewritten the interview notes and personal experience writings, I will meet with you so that you may read the notes. At this meeting, you may make changes by adding or taking out your words from the interviews and personal experience writings. I will keep the tapes, interview notes, personal experience writings, and my notes in a secure location in my home. Only my advisors and I will have access to the typewritten notes and tapes. I will destroy or erase the tapes at the completion of the final research study. The final report of this study may be shared at meetings, conferences or in written publications.

A false name (or pseudonym) will replace your name in the interview notes, personal experience writings, my notes and the final report. If you use teachers' names, I will replace those names with false names as well. I will also use false names for the high school and the school division. I may use your actual words in written reports therefore; some one may be able to recognize you by means of the experiences you tell me. I will make every effort to protect your identity in the final written report by the use of false names.

Since you will probably know other students in this study, I ask that you respect the privacy and confidentiality of other students in this study by not discussing your interviews or personal writing responses.

If at any time, you decided not to take part in the study you are free to quit the study. You can tell me, or your teacher, or your parents, and ask them to call me. At anytime during the study you are free not to answer questions, complete the writings or share your classwork.

By signing below, you indicate that you have read the conditions of this study, that you have had your questions answered, and are willing to take part in this study.

Student Signature

Date

APPENDIX G

Virginia Polytechnic Institute and State University
Informed Consent for Teachers

Title of Project: Pre-Collegiate Students' Teaching Identities

Investigator: Teresa A. Galyean

Purpose of this Research Project:

The purpose of this study is to examine high school students' experiences about teaching and teachers and the meaning the students make of these experiences as linked to the development of a teaching identity.

Procedures:

Students in the spring 2004 introduction to teaching course have the opportunity to participate in a study concerning their experiences with education and influences of these experiences in developing a teaching identity. Each student who volunteers to participate will be asked to complete two interviews, two personal experience writings, and share their classwork. . You are receiving this permission form as; STUDENT'S NAME is a student in your BLOCK class student has volunteered to participate in this study.

During the interviews and writing assignments, the students will be asked to describe their beliefs, thoughts and influences of teachers and teaching as well as experiences in this course as connected to forming a teaching identity. I have attached copies of the interview questions and personal experience writings.

The design of this study includes two interviews. One interview will occur during the sixth through tenth week and the second interview during eleventh through fifteenth week of the course. An interview for this student is scheduled for _DATE, TIME_____. I have attempted to schedule the interviews at a time least disruptive to the student's educational experience and have notified the student's parent of the interview time and date. Every effort will be made for the student to return to your class in a timely manner. Each interview is expected to last 60 minutes.

I will also ask the students to write two short personal experience writings. The two personal writings will occur in April and May, one before and one after the internship in the elementary school. The purpose of the writings is to gain an understanding of the students' thoughts about the internship in this course. This is not a graded assignment. This is not expected to take any more time that a routine writing assignment, the students will be given a week to return this writing exercise to me in a self-addressed, stamped, envelope.

Finally, I will also be looking at the students' classwork in the introduction to teaching course; some examples of the items that I might look at and take notes on are his or her class journal and final class portfolio. I will also ask the student to share any other assignments that he or she chooses from this class.

Only my advisors at Virginia Tech and I will have access to the tapes, typewritten interviews, and personal experience writing notes. After I have typewritten the interviews and personal experience writings, I will meet with the student so that he or she may read the notes and make changes, additions, or deletions.

Risks:

I do not believe that the student will encounter any risks other than those associated with regular school or class activities in this study. However, the student may be able to be identified by the experiences shared. Every effort will be made to report the findings so that they cannot be traced back to individual students.

Benefits:

This study examines high school students' ideas about teaching and teachers as connected to the development of a teaching identity. This knowledge may help teacher educators develop an understanding of the influences in developing a teaching identity. You may contact me at the end of the study for the results and conclusion of this research. My contact information is at the bottom of this form.

Extent of Anonymity and Confidentiality:

In conducting the interviews, the personal writings, and in looking at class documents, I will make every effort to protect the identity of students by the use of pseudonyms (or a false name). However, since this study involves the students' thoughts and ideas, I cannot guarantee confidentiality. A false name will be used for students' names in my interview notes, the personal narrative writings, the research notes and the final report. If students refer to a teacher or person by name, the teacher's or person's name will also be changed. The school name will also be changed. Every effort will be made to protect the identity of the student in the final written report by the use of false names. The final written report may contain the students' actual words used in interviews, writings, and documents but not their names. Since you also know the names of the students participating in this project, I ask that you not reveal their identity to others.

The tape recordings, written transcripts, personal narrative writings, and the research notes will be kept in a secure location in my home. Tape recording will be erased when I have completed my final approved dissertation. Only my advisors and I will have access to the transcripts, writings and my notes; they will not be shared with anyone else. The final report of this study may be shared at meetings, conferences, or in written publications.

Compensation:

While the students' contribution to this work is greatly appreciated, there will be no grade or monetary compensation award for the students' participation in this study.

Freedom to Withdraw:

Student participants are free to withdraw at any time during the research project. Student participants are free not to respond to any questions that I may ask.

Approval of research:

This research project has been approved, as required by the Institutional Review Board for Research Involving Human Subjects at Virginia Polytechnic Institute and State University.

Subject's Permission:

I have read the informed consent and understand the conditions of this project. I have had all of my questions answered. I have received a copy of this form. I hereby acknowledge the above and give me voluntary consent for the students in my high school class to participate.

Teacher Signature

Date

If you have question concerning any aspect of this research you may contact:

Investigator: Teresa A. Galyean - (276) 729-4999

Co-Advisor: Dr. Penny Burge - (540) 231-9730

Co-Advisor: Dr. Sue Magliaro - (540) 231-1802

IRB Chair: Dr. David Moore - (540) 231-4991

APPENDIX H

Focused Life History Interview – Interview One

I. Introduction: During the next hour or so you will be talking about how teachers have influenced your life, what you think teachers do each day, and why you are taking the introduction to education course. You can tell me as much or as little as like during this time. If you do not want to answer a question, feel free to say so. I am very interested in learning more about your thoughts and ideas about teaching and teachers.

II. Interview Questions:

1. Tell me as much as you can remember about teachings and teachers from your experiences and other activities such as sports, camps, and tutors.

Possible Prompt questions:

- a) Tell me as much as you can remember concerning your earliest school experience?
 - b) Tell me as much as you can about your feeling and thoughts about teachers ?
 - c) Tell me as much as you can about your feeling and thoughts about teaching.
 - d) Tell me as much as you can about what teachers do during a school day.
 - e) Tell me as much as you can about experiences that you have had in which you had the opportunity to teach, such as Sunday school, camp counselor or as a tutor?
2. Tell me as much as can remember concerning your earliest experience with your parents and teachers?
 3. Can you share one story of when you have talked to your Mom or Dad about teachers or teaching?
 4. Why did you decide to apply for the introduction to teaching course?
 5. Tell me as much as can about why you decided to take the introduction to teaching course.
 6. Tell me as much as you can about what you hope to learn during the introduction to teaching course.

APPENDIX I

Details of the Experience – Interview Two

I. Introduction: During the next hour or so, you will be talking about your current experiences in the introduction to teaching course and your thoughts about teaching. You can tell me as much or as little as like during this time. If you do not want to answer a question, feel free to say so. I am very interested in learning more about your thoughts and ideas about teaching, teachers, and you.

II. Interview Questions

1. Tell me as much as you can about a typical class period in the introduction to teaching course.

Possible prompts to this question:

- a) Tell me as much as you can about your relationships with classmates, other students and your teacher.
- b) Tell me what stands out in your mind about your experiences in this class.
- c) Tell me about your thoughts or feelings concerning the activities in this course.

2. Thinking back to the beginning of this class, describe one positive event or activity in this class? Tell me as much as you can about this event. Why is this event significant?

3. Thinking back to the beginning of the class, describe one negative event or activity in this class? Tell me as much as you can about this event. Why is this event significant?

4. What experience or event would you consider to have had the most impact upon you?

5. Tell me as much you can about what you have learned about yourself (as a student and as a person) over the last six to eight weeks.

6. How would you describe yourself as a teacher. Tell me as much as can about the kind of teacher you think you would be?

Instructions: In the next part of the interview, we will talk about teachers and teaching.

7. Tell me as much as you can about your favorite movie, television show or book that deals with teaching or teachers?

- a) Why did you choose this movie, television show, or book?

b) Tell me as much as you can about the teacher character in this movie, television show or book.

c) Describe how your images of teachers and teaching are similar and different to the movie, television show or book character you selected

8. Tell me as many details as you can about what you think teachers do during a typical day.

9. Draw yourself as a teacher? Tell me as much as you can about the details and the activities of the teacher in your drawings.

APPENDIX J

Reflection on the Meaning of the Experience – Interview Three

I. Introduction: During the next hour or so, you will be talking about your experiences in the introduction to teaching course and your thoughts about teaching. You can tell me as much or as little as like during this time. If you do not want to answer a question, feel free to say so. I am very interested in learning more about your thoughts and ideas about teaching, teachers, and you.

II. Interview Questions

1. Tell me, as much as can about how you understand teaching now in your life.
2. Thinking back to the beginning of this class, describe one significant positive event or activity in this class? Tell me as much as you can about this event. Why is this event significant?
3. Think back to the beginning of this class; describe one significant negative event or activity in this class? Tell me as much as you can about this event. Why is this event significant?
4. What experience or event has had the most significant impact upon you as a member of this class? Tell me as much as you can about this experience.
5. Tell me as much you can about what you have learned about yourself (as a student and as a person) during the semester?
6. How has participation in this course changed your thoughts, beliefs or feelings about teaching and teachers? In what ways are these different from what you expected when you began the course?
7. Tell me the personal and professional characteristics of a successful teacher. Of the characteristics you identified, which characteristics do you possess? How would these characteristics help you be a teacher?
8. Describe yourself as a teacher. Tell me as much as you can about how this has changed over the course of the semester?
9. Thinking back on your life, tell me one person, event, or organization that has had the most positive influence on your perspective about teaching

10. Thinking back on your life, tell me one person, event, or organization that has had a negative influence on your perspective about teaching

11. Now that you have told me about your past and present experiences, I would like to talk about your future. What will happen in the next part of your life? Describe your overall plan and dreams for the future. Describe your overall plans and dreams concerning teaching?

12. On a scale of one to five, with one being less likely and five being most likely, answer the following question
 - a) What is the likelihood that you will enroll in a teacher education program in college?

APPENDIX K

Research Questions in Relation to Interview Questions

Research Questions	Interview Questions
What past and present experiences do the pre-collegiate students describe as informing their beliefs about teaching?	LF1a, LF1b, LF1c, LF1d, LF1e, 2, 3 DE 4 , RM 9, RM 10
What are pre-collegiate students' beliefs concerning teaching as a profession?	LF1a, LF1b, LF1c, LF1d, LF1e , LF 4, LF 5, LF 6 DE 7a, DE 7b, DE 7c, DE 8, DE 9
What meaning do the pre-collegiate students make of their experiences in this course?	DE 1, DE 2, DE, 3, DE 4, RM 2, RM 3, RM 4, RM 6
What conceptions of self as a teacher are held by the pre-collegiate students?	DE 5, DE 6, RM 1, RM 5, RM 6, RM 7, RM 8, RM 11, RM 12
How do the pre-collegiate students describe their course experiences as contributing to the construction of a teacher?	DE 4, DE 5, DE 6, RM 1,RM 5, RM 6, RM 8, RM 9, RM 10,RM 11, RM 12

Codes for Interviews:

Interview 1 – Focused Life History LF

Interview 2 –Details of the Experience DE

Interview 3 – Reflection on Meaning RM

Numbers represent the question on the individual interview guides

APPENDIX N

Contact Summary Form:

Contact Type: _____ Site: _____
_____ Classroom visit Contact Date: _____
_____ Phone Call Today's Date _____

I. What were the main issues or themes that stuck out from this contact ?

II. Summarize the information received or did not received during the contact:

Research Question _____ Information

III. Other information:

IV. What new or remaining target questions should be considered in the next contact visit?

Concerns – follow-up

Adapted from: Miles, H. B., & Huberman, A. M. (1994, p.53). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.

APPENDIX O

Document Summary Form

Site: _____

Document: _____

Date received: _____

Name or description of the document:

Event or contact, if any, with which document is associated:

Date:

Significance or importance of the document:

Brief summary of the contact:

If document is central or crucial to a particular contact (i.e. a meeting agenda, newspaper clipping....)

Adapted from: Miles, H. B., & Huberman, A. M. (1994, p.55). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.

APPENDIX P

Pattern Variables, Rules for Inclusion, and Category Codes

Domains	Rule for Inclusion	Category Code
Patterns		
Caring Teacher Affective Personal attribute	Affective qualities (i.e. caring, nurturing) were identified as characteristics of a good teacher.	CTA - PA
Caring Teacher Affective Patient	Caring teachers are patient.	CTA - P
Caring Teacher Affective Respect	A caring teacher show students respect.	CTA - R
Caring Teacher Affective Personal	A good teacher shares stories and personal experiences.	CTA -P
Caring Teacher Affective Fun	A good teacher makes learning fun.	CTA - F
Caring Teacher Pedagogy Listens	Caring teachers listen to their students.	CTP - L

Caring Teacher Pedagogy Knowledge	A good teacher knows the subject matter he/she teaches.	CTP - K
Caring Teacher Pedagogy Explain	A good teacher presents knowledge in a way that students can understand (i.e. explain, lectures).	CTP - E
Caring Teacher Pedagogy Organized	Organization of classroom materials and lectures identified as a characteristic of a good teacher.	CTP - O
Caring Teacher Affective Life skills	A caring teacher teaches students “real-life” skills.	CTA - L
Caring Teacher Pedagogy Students	A caring teacher spends individual time with students (i.e., before, during, and after school hours).	CTP - S
Caring Teacher Pedagogy Teaching	A caring teacher structures his/her teaching differently than uncaring teachers.	CTP - T
Teacher Positive role model	Participant cites a teacher as a positive teaching influence on self as a student or as a teacher.	T - PRM

Teacher Negative role model	Participant cites a teacher as having a negative influence on self as a student or teacher.	T - NRM
Prior Experience Children	Participant reports prior experiences in caregiving capacity with younger children (i.e., church Sunday school, babysitting, life guarding).	PE - C
Prior Experience Children – teaching	Participant reports prior experiences in teaching capacity with younger children outside of school (i.e., church, bible school, tutoring).	PE- CT
Prior Experience Teaching	Participants have internship or class experiences, prior to this class, as part of school day.	PE – T
Parents Talk	Participant talks to parents about school day and /or activities at school.	PA – T
Parents- Advice	Parents give advice concerning problems at school.	PA - A
Parents Contact	Parents contact school personnel concerning problems that arise with the participant at school (i.e. homework, poor grades).	PA - C
Parents Involved	Parents are involved in participants class and school activities (i.e. parent-teacher conferences, schedule meetings, attend school functions).	PA - I

Parents Communication	Participant described an open and warm communication system with parents.	PA - CO
Parents Supportive	Participant perceived that parents support her as a student and learner.	PA - S
Teaching Why	Participant gives reasons why she believes a teacher decides to teach.	TE - WH
Teaching Job - not	Participant gives reasons to or not to enter teaching as a profession.	TE - JN
Teaching Job	Participant gives details concerning what a teacher's job entails.	TE - W
Teaching Meaning	Participant explains details of belief concerning what it means to teach a class.	TE - M
Teaching Routines	Teaching as a job is based on the schedule of the school day.	TE - J
Teaching Beliefs	Participant beliefs concerning teaching changed as result of course activities or experiences.	TE - B
Work of Teachers Activities	Teachers work involves daily routine activities such as planning, lecturing, and grading papers.	WT - A
Work of Teachers Knowledge	Teachers' work involves the impart/communicating/structuring of a knowledge base.	WT - K

Work of Teachers Students	Teachers work involves spending time with students.	WT – S
Cultural Image of Teachers No training	Participant’s cultural image of teacher is that teachers require no professional training or is a first-time teacher.	CIT - NT
Cultural Image of Teacher No training, exciting, fun teacher	Participant’s cultural image of teacher is that teachers require no professional training or is a first-time teacher and is an exciting, fun teacher.	CIT - NT - FT
Cultural Image of Teachers Good job	Participant’s cultural image of teacher is that teachers without training, successfully teaches students.	CIT – NT - GJ
Cultural Image of Teachers Training	Participant’s cultural image is of a trained teacher.	CIT - TT
Cultural Image of Teacher Nontraditional teaching methods	Participant’s cultural image of teacher is that teachers without training, successfully teaches students using nontraditional methods (i.e., not direct instruction).	CIT – NT - UTM
Cultural Image of Teachers Students teach	Participant’s cultural image of teaching is that children/students teach teachers.	CIT - CT

<p>Cultural Image of Teacher</p> <p>Cares</p>	<p>Participant's cultural accessed image of a teacher is one who cares and has patience.</p>	<p>CIT - C</p>
<p>Cultural Image of Teacher</p> <p>Teaches life skills</p>	<p>Participant's cultural accessed image of a teacher is one who teaches you about life.</p>	<p>CIT - TLS</p>
<p>Cultural Image of Teacher</p> <p>Not set in schools or classroom</p>	<p>Participant's cultural image of a teacher did not involve a school or classroom.</p>	<p>CIT - NS</p>
<p>Self as a Teacher Drawing</p> <p>Teacher front</p>	<p>Participant draws self as a teacher in the front of classroom.</p>	<p>DS - TF</p>
<p>Self as a Teacher Drawing</p> <p>Classroom</p>	<p>Participant draws or provides details about classroom environment.</p>	<p>DS - C</p>
<p>Self as a Teacher Drawing</p> <p>Students</p>	<p>Participant draws or provides details about students in their drawing.</p>	<p>DS - S</p>
<p>Self as a Teacher Drawing</p> <p>No students</p>	<p>Participant does not draw or provides details about students in their drawing.</p>	<p>DS - NS</p>

<p>Self as a Teacher</p> <p>Drawing</p> <p>Student characteristics</p>	<p>Participant provides details concerning students' characteristics.</p>	<p>DS - SC</p>
<p>Self as a Teacher</p> <p>Drawing</p> <p>Activities</p>	<p>Participant draws or provides details concerning teaching activities in the classroom.</p>	<p>DS - A</p>
<p>Self as a Teacher</p> <p>Drawing</p> <p>Teacher characteristics</p>	<p>Participant details teaching characteristics of self as a teacher (nice, organized, show, tell, fun, caring).</p>	<p>DS – TC</p>
<p>Self as a Teacher</p> <p>Fun</p>	<p>Participant identified making learning fun as teacher characteristic she would possess.</p>	<p>ST - F</p>
<p>Self as a Teacher</p> <p>Caring</p>	<p>Participant identified herself as a caring teacher.</p>	<p>ST - C</p>
<p>Self as a Teacher</p> <p>Works with students</p>	<p>Participant identified one role of self, as a teacher is to work with students.</p>	<p>ST - WS</p>
<p>Self as a Teacher</p> <p>Organized</p>	<p>Participant identified organization as a characteristic when describing self as a teacher.</p>	<p>ST – O</p>
<p>Self as a Teacher</p> <p>Identification</p>	<p>Participant referred to self as a teacher</p>	<p>ST – I</p>

Self as a Teacher Career	Participant identified teaching as a career option.	ST - C
Self as a Teacher Patient	Participant identified patience as a characteristic when describing self as a teacher.	ST - P
Self as a Student Learning	Participant identified perceived improvement in knowledge concerning learning.	SS – L
Self as a Student Personality	Participant perceived she learned something new concerning her personality characteristic (i.e. self-esteem, working with others,)	SS – P
Self as a Student Good	Participant described herself as a good student.	SS - G
Self as a Person Personality	Participants described attributes of personality.	SP – P
Self as a Person Plan	Participants described future plans.	SP - PL
Course Self	Participant learned something new about self based on a course activity or experience.	CO - S
Course Self -Teach	Participant learned something new from a course experience that she believed she could apply to a teaching career.	CO – ST

Course Why	Participant discusses reasons for taking the high school course.	CO - W
Course Expectation	Participant expressed expected course outcomes.	CO - E
Course Routine	Participant described what she believed to be routines and/or activities of a typical class period.	CO - R
Course Teacher teaching	Participant described the teacher of the course style of teaching as assisting in developing relationships with classmates.	CO - TS
Course Teacher	Participant described teacher as a good teacher.	CO - T
Course - Classmates Know	Participant reports they know their classmates better because of course participation.	CC - K
Course - Classmates Activities	Participant indicates that activities in class resulted in knowing classmates better.	CC - A
Course - Classmates Relationship	Participant indicates new relationships, not established before this course, with a classmate	CC - R
Course - Activities Positive in-class activity	Participant reported a positive experience with an in-class activity (i.e. puppet show, bulletin boards, prejudice activity, journal writings).	CA - P

Course Activities Negative in-class activity	Participant reported a negative experience with an in-class activity (i.e. puppet show, bulletin boards, model school, stereotype/prejudice activity, journal writings).	CA - N
Course Activities Different	Course activities cited as different from other high school classes.	CA - D
Course Experience Field Experience	Field experience was a significant course experience.	CE - FE
Course Experience Field Experience – Activities	Participant cited a particular activity during field experience.	CE - FEA
Course Experience Field Experience – Lesson presentation	Participant described activities of lesson presentation during field experience.	CE - LP
Course Experience Elementary children	Working with elementary school-age students was a significant course experience.	CE - EC
Course Experience Child development	Participant reported learning new information concerning child development.	CE - CD
Course Experience Relationship with children	Establishing a relationship with elementary age students during field experience was a significant course experience.	CE - RC

<p>Course Experience</p> <p>Elementary school student characteristics</p>	<p>Participant cited intellectual or behavior attributes of elementary students.</p>	<p>CE - ST</p>
<p>Course Experience</p> <p>Mentor teacher</p>	<p>Participant talked about the mentor teacher.</p>	<p>CE - MT</p>

APPENDIX Q

Chart of Domains

<p>Teachers and Teaching (research question a)</p>	<p>Teaching as a Profession (research question b)</p>	<p>Course Experiences (research questions c and e)</p>	<p>Identity (research questions d and e)</p>
<p>Caring Teacher – Affective (CTA) Caring Teacher – Pedagogy (CTP) Teacher (T)</p>	<p>Teaching (TE) Work of Teachers (WT) Cultural Images of Teachers (CIT)</p>	<p>Course (CO) Course Classmates (CC) Course Activities (CA) Course Experiences (CE)</p>	<p>Prior Experiences (PE) Parents (PA) Self as Person (SP) Self as a Student (SS) Self as a Teacher (ST) Self as a Teacher – Drawing (STD)</p>

APPENDIX R

Summary of Case Findings

	Jane	Adrienne	Hannah	Kara
Family Experiences	Two parent, stable Supportive and positive Parents – teachers, professional Brother – in teacher education	Two parent, stable Supportive Parents - professionals Only child	Two parent, stable Supportive Parents-both employed Only child	Two parent, stable Supportive and warm Parents, professionals Only child
Positive Early Elementary Experience	Yes – visiting elementary school prior to entering	Yes – kindergarten experience	Yes – second grade experience	Yes – kindergarten, first, and third grade experiences
Teacher as Role Model One or more individual mentioned	Yes – two middle school teachers, one high school teacher	No - some identification at end of the course with classroom teacher	No – did not mention a significant role model teacher	Yes – third grade teacher and high school vocational teacher

Prior Experiences with children	Yes - Internship	No - but she did report limited in-class presentation experiences	Yes - Internships, tutoring, church – related, baby sitting	Yes - Vocational class – child care; church – related, baby sitting
Course Experiences Positive	Child development presentation Field experience – lesson planning and working with children	Puppet show Diversity activities Field experience – lesson planning and Working with children	Puppet show Diversity activities Field experience - working with children	Child development presentation Field experience - lesson planning and working with children
Course Experiences Negative	Elementary only field experience	Journal and class writings	Journal and class writings	Journal and class writings
Course Experiences Classmates	Better understanding of individuals from different high school cliques and know classmates better	Better understanding of individuals from different high school cliques and know classmates better	Better understanding of individuals from different high school cliques and know classmates better	Better understanding of individuals from different high school cliques and know classmates better

Course Experiences – Change image of self as a teacher	Expanded understanding of teaching as job. More realistic especially concerning elementary age of students.	Expanded understanding of teaching as job. More realistic understanding of teacher’s job.	Expanded understanding of teaching as job. A higher appreciation for teachers. Did not identify.	Expanded understanding of teaching as job. Teachers’ have more responsibility.
Drawing of Self as a Teacher	Front of classroom Attire – slacks, shirt Middle School/High School classroom Students present	Front of classroom Attire – skirt, blouse Elementary classroom No students present	Front of classroom Attire – skirt, blouse Elementary classroom Partially drawn students	Front of classroom Attire – skirt, blouse Elementary classroom Two students
Media representation	Selected teacher movie Main character – described as unorthodox and caring teacher	Television sitcom – non teaching depicting family	Two movies – one involved substitute teacher character; other movie, non teaching plot	Selected teacher movie Main movie character – helper

Education and Academic Related Experience -	<p>Graduated in top 10%</p> <p>Described self as “Academic, but a procrastinator”</p> <p>Limited dual-credit/honors courses</p> <p>Active in School – Performing Arts and Clubs</p> <p>Accepted to four-year University desired major: Teacher Education</p>	<p>Graduated in top 30 %</p> <p>Described self as “good” student</p> <p>20 hours of dual –credit courses.</p> <p>Limited after school involvement</p> <p>Accepted to four -year University: Desired major: Undecided</p>	<p>Graduated in top 11%</p> <p>Described self as “good” student – excellent student behaviors.</p> <p>18 hours dual - credit courses.</p> <p>Active in School – sports and clubs</p> <p>Accepted to four-year College: Desired major in Health Care</p>	<p>Graduated in top 10%</p> <p>Described self as “good” student – excellent student behaviors.</p> <p>18 hours dual - credit course/honor courses</p> <p>Active in School – sports and clubs</p> <p>Accepted to four-year University: Desired Major in Health Care</p>
Teacher identity – identification	Strong	Very weak – did not identify	Very weak – did not identify	Moderate

VITA

Teresa Ann Galyean

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Associate Professor of Psychology
Wytheville Community College

ACADEMIC DEGREES

Ph.D	<i>Virginia Polytechnic Institute and State University</i>	2004
	Major: Educational Psychology	
Ed.S	<i>Radford University</i>	1986
	School Psychology	
M.S	<i>Radford University</i>	1985
	Major: Psychology	
	Minor: Education	
B.S.	<i>Radford University</i>	1983
	Major: Psychology	
	Minor: Sociology	

PROFESSIONAL EXPERIENCES

8/1996 – present	<i>Associate Professor of Psychology</i> Wytheville Community College, Wytheville, VA Planned and taught general psychology and developmental psychology courses, early childhood foundations courses, and education courses in a variety of technology based learning environments. Served on state and local community college committees. Supervised student organizations.
1997 – Present	<i>Director, Appalachian Summer Regional Governor's School</i> Wytheville Community College, Wytheville, VA Planned, coordinated and supervised a three-week summer program for 55 gifted high school students. Responsible for the fiscal management of \$26, 000 Virginia Department of Education grant. Supervised ten-member faculty.
1990 – 1995	<i>School Psychologist</i> Grayson County Public Schools, Independence, VA Psychological assessment of all new referrals and reevaluations ages birth to twenty-two. Planned, coordinated, and chaired child study, individual educational planning and eligibility meetings. Conducted individual and group counseling with students, provided in-service

programs to school personnel, and served on several community agency committees. In conjunction with Radford University Faculty, supervised school psychology interns.

- 1991 – 1995 ***Adjunct Instructor***
Wytheville Community College, Wytheville, VA
Planned and taught general psychology courses. Developed summer regional Governor’s school courses
- 1985 – 1990 ***School Psychologist***
Carroll County Public Schools, Hillsville, VA
- 1984 – 1985 ***School Psychologist (contractual)***
Carroll County Public Schools, Hillsville, VA

PROFESSIONAL LICENSURES

- 1989 – Present Nationally Certified School Psychologist
National Association of School Psychologist
- 1985 - Present Pupil Personnel Services
Commonwealth of Virginia – Department of Education

WORKSHOPS CONDUCTED/INVITED PRESENTATIONS (selected)

- 2002- Co-presented at Virginia Community College Systems (VCCS),
New Horizons Conference, on Preparing Future K-12 Teachers: A
VCCS Opportunity, Roanoke, VA
- 2002 Organized, conducted, and presented at the Southwest Regional
Conference of the VCCS Teacher Preparation Task Force, Wytheville,
VA
- 2001 Presented at the VCCS New Horizons Conference, Teacher Preparation
in the VCCS, Williamsburg, VA
- 2001 Co-planned, organized, and presented at VCCS spring colloquium for
Teacher Preparation, Next Steps in Teacher Preparation, Richmond,
VA
- 2001 Presented at WCC Professional Development Workshop on the Teacher
Preparation Initiative at Wytheville Community College.
- 2001 Presented at the Mt. Cap Regional Head Start Training, on Active
Teaching Approaches in Early Childhood Education, Marion ,VA
- 2000 Presented at the Child Development Peer Group Conference,
- VCCS Teacher Preparation Initiative, Charlottesville, VA
- 2000 Presented at the VCCS Division Chair Peer Group Conference,
VCCS Initiatives in the Preparation of Future Teachers, Charlottesville,
VA
- 2000 – 2002 Co-organized a 35 member Virginia Community College System Task
Force on Teacher Preparation, appointed to a two year faculty-in-
residence . Conducted semi-annual meetings and presentations.

MEMBERSHIPS (most recent)

- 2001 - 2004 Wythe County Special Education Advisory Member
- 2001 – Present Radford University’s, Professional Education Advisory Committee
- 2000 – Present Virginia Association of College Teacher Educators

- 1998 – Present Delta Kappa Gamma Society International, Iota State, Alpha Kappa Chapter – Second Vice President – (2002 – current)
- 1996 – Present Faculty Government Association, Wytheville Community College – Treasurer - (2000-2002)

PUBLICATIONS

- 2004 Galyean, T. , Burge, P., & Magliaro, S., (2004). Pre-Collegiate Students Personal History Beliefs and Course Expectations. *Teacher Educators Journal* 14 (1), 36-57.
- 2003 Article posted to VCCS Teacher Preparation Resource website, on field placements considerations at <http://teach.jsr.vccs.edu/swood/resources/resources.htm>
- 2003 Co- authored article with Donna Dunn (Radford University) on Appalachian Model Teacher Consortium: A Community Learning Model for Rural Appalachian Teacher Preparation available Teacher Preparation Strategies in Virginia’s Community Colleges: A Compendium of Articles - <http://teach.jsr.vccs.edu/swood/strategies/strategies.htm>

PROFESSIONAL AWARDS

- 2004 Recipient of a Delta Kappa Gamma Society International Scholarship
- 2003 Recipient of a Virginia Community College System’s Chancellor Fellowship Award
- 2002, 2000 Listed Who’s Who Among America’s Teachers
- 2002 Co-recipient of the Virginia Mathematics and Science Coalition – Programs that Work award.
- 2002 Recipient of Iota State – Delta Kappa Gamma Society Scholarship
- 2001, 2000 Recipient of National Institute for Staff and Organizational Development – Excellence Award, Austin, Texas
- 2000 Recipient of Wytheville Community College’s Improvement of Instruction Award
- 1999 Selected and attended VCCS Instructional Leadership Conference
- 1983 National Register of Outstanding College Graduates
- 1983 Who’s Who among Students in American Universities and Colleges
- 1981 Psi Chi, National Psychology Honorary

