THE SOCIALIZATION PROCESS OF THE STUDENT TEACHER DURING THE

STUDENT-TEACHING EXPERIENCE: CONTINOUS NEGOTIATION BETWEEN

STUDENT TEACHER AND MENTOR TEACHER

By

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Abstract

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The socialization of pre-service teachers is a valuable part of preparing teachers for entry into the teaching profession and typically takes place during the university teacher education program and student-teaching experience. While attending university education classes, secondary student teachers are being socialized, introduced, into their academic discipline one is intending to teach as well as into the profession of teaching in general. Once required courses are completed, prospective teachers then proceed to the student-teaching experience, an additional form of socialization into the teaching profession. Here a student teacher is introduced to a particular school building, a distinct social context and culture, and to the classroom and instructional practices of a veteran teacher.

The socialization process during the student-teaching experience is multifaceted, a learning opportunity for both student and mentor teacher. This is a period of continuous negotiation of preconceived ideas about teaching, learning, and expectations. This is a time for the student teacher to build social relations and improve

teaching skills. It is also a significant time for the student teacher's teacher identity development.

To better understand the socialization process and teacher identity formation of student teachers during the student-teaching experience, the focus of this case study was to (a) explore the lived experience of the socialization process, (b) examine the interaction of the student teacher and mentor teacher during the student-teaching experience, and (c) examine the influence the student teacher, mentor teacher relationship has on the student teacher's developing teacher identity during the student-teaching experience.

A case study design was used to guide this research, anchored by the conceptual framework of organizational socialization and Lave and Wenger's (2002) legitimate peripheral participation analytical viewpoint. In-depth interviews and student teacher reflective, writing journals were used to collect data.

TABLE OF CONTENTS

CHAPTER I: INTRODUCTION

The socialization of pre-service teachers is a valuable part of preparing teachers for entry into the teaching profession and typically takes place during the university teacher education program and student-teaching experience. While attending university education classes, secondary student teachers are being socialized, introduced, into their academic discipline one is intending to teach as well as into the profession of teaching in general. Once required courses are completed, prospective teachers then proceed to the student-teaching experience, an additional form of socialization into the teaching profession. Here a student teacher is introduced to a particular school building, a distinct social context and culture, and to the classroom and instructional practices of a veteran teacher.

The socialization process during the student-teaching experience is multifaceted, a learning opportunity for both student and mentor teacher. This is a time for the student teacher to build social relations and improve teaching skills. It is a period where the student teacher begins to develop their identity as a teacher. Additionally, this is a period of continuous negotiation of preconceived ideas about teaching, learning, and expectations of the student-teaching experience and primarily the roles of the student teacher and mentor teacher.

Student teachers' preconceived ideas come from a variety of sources. Beginning teachers enter their teacher education programs having spent some 17 years, or 13,000 hours in what Ritchie and Wilson (2001) call an "accidental apprenticeship." The university teacher-education program provides an additional form of an apprenticeship into the teaching profession by exposing pre-service educators to various theories and

methods of teaching and learning. By the time student teachers enter their student-teaching, they have formed visions of what a classroom looks like, ideas on how to manage classroom disruptions, methods of how to present curriculum, and beliefs about what it means to be a teacher. The rigidity of these ideas varies. Beliefs of student teachers are often challenged as they are assimilated into the teaching profession (Johnston & Wetherill, 2002), and some researchers contend it may be difficult for them to change these constructs (Chiodo & Brown, 2007).

The student-teaching experience defines the culminating project in teacher education programs and allows a transformation from that of a student at a university studying how to be a teacher, to that of a professional educator. Reading and studying about the role of a teacher is much different from the actualization of the role. Student-teaching is the time in which student teachers get to move from the theory-based realm of the university classroom to the application of principles in a real social context of a school classroom. Student-teaching is a key experience in preparing future teachers (Lee & Wu, 2006) as well as a critical time in the professional preparation that presents many challenges (Dunn et al., 2000). The student-teaching experience is a time for exploring the teaching role, finding out whether or not the student teacher is capable of fulfilling and performing the demands placed on teachers, and ultimately, the time to find out if a career in teaching is the right career choice for.

Student teachers place a great deal of importance on their student-teaching experience and the crucial role the mentor teacher plays during this time (Fairbanks, Freedman, & Kahn, 2000). Research identifies that mentor teachers are key to successful pre-service teacher education programs (Doppen, 2007). Studies have

documented that student teachers believe their mentor teachers have the most significant impact during their student-teaching experience (Borko & Mayfield, 1995). During the student-teaching experience, the mentor teacher's insights and coaching are essential (Angelle, 2002). A student teacher spends a considerable amount of time conferencing and sharing professional dialogue with her mentor teacher which creates the opportunity for the student teacher to examine her own distinctive character, her own long held beliefs, ideals, and imaginings of becoming an educator. Interacting and conversing with the mentor teacher and other practicing professionals is important as the student teacher strives to identify with and be accepted by those who are already recognized members within the field of education. This interaction and socialization during the student-teaching experience is substantial in the professional identity formation of teachers (Mace & Lieberman, 2006).

Studies have focused on the student teachers' perceptions of pre-service experiences and the powerful influence of their mentor teachers (Fairbanks et al., 2000; Britzman, 1991; Vinz, 1996). Others have detailed teachers' beliefs regarding teaching and defining teaching (Cole & Knowles, 2000; Kennedy & Wyrick, 1995; Knowles, 1992; Nelson, 1993). Studies have focused on student teachers' beliefs about teaching and learning (Chiodo & Brown, 2007) or ways in which teacher identity influences practice (Spillane, 2000; Connelly & Clandinin, 1999). To better understand the socialization process and teacher identity formation of student teachers during the student-teaching experience, the focus of this case study was to (a) explore the lived experience of the socialization process, (b) examine the interaction of the student teacher and mentor teacher during the student-teaching experience, and (c) examine the influence the

3

student teacher, mentor teacher relationship has on the student teacher's developing teacher identity during the student-teaching experience.

A qualitative approach was utilized in this study and is anchored by two conceptual frameworks. Theories of socialization, more specifically organizational socialization, are woven throughout the research then applied to the analysis of data and subsequent findings presented. In addition, Lave and Wenger's (2002) legitimate peripheral participation (LPP) serves as an analytical viewpoint. This viewpoint is used as an additional lens for understanding the socialization process during the student-teaching experience, albeit in the form of an apprenticeship, and in the development of the student teachers' teacher identity. These theories serve to assist in better understanding the socialization process, negotiations, and experiences of the two student teachers during their student-teaching experiences. The conceptualizations of socialization and situated learning provided the lenses through which the research questions were formulated, the interview protocol was designed, and data was collected, analyzed and presented.

A case study design was used to guide this research. Case studies are descriptive and inductive, and they use a variety of techniques for gathering data (Wolcott, 1990). Case studies allow for rich description that illustrates the complexities of a situation and how the passage of time shapes experiences. Case studies can be emergent designs in which each incremental research decision is dependent on prior information. The emergent design is a circular process of data collection, and partial data analysis that is simultaneous and interactive rather than carried out in sequential steps (Stake, 1995; Strauss & Corbin, 1990). For example, a small group is identified for

study, data is collected, analyzed and then perhaps the group is narrowed for observation, with new or altered interview questions generated, and the cycle of field research begins again. The data collection strategies focus on discovering the natural flow of events and processes of the participants being studied. Because case-studies generally investigate small, distinct groups and focus on one phenomenon, researchers typically use a single-case study design; however, as in this case study, a two-case study design (Yin, 2003) may be more applicable.

This study is divided into five chapters. Chapter I is an introduction. Chapter II is a literature review that highlights and addresses socialization, situated learning, the importance of mentor teachers, the student-teaching experience, and student teacher identity development. Chapter III is a discussion of the research design and methodology used in this study. Chapter IV presents the findings of the study and divides the chapter into four main sections: the context, negotiating entrance, negotiating in the field, and negotiating identity. Concluding thoughts, implications, and suggestions for further research are presented in Chapter V.

CHAPTER II: LITERATURE REVIEW

The literature in the area of student teacher socialization can be divided into the following topics: (a) professional socialization, (b) socialization into the teaching profession, (c) apprenticeship, (d) situated learning, (e) forms of socialization the student teacher encounters; (f) the importance of mentor teachers in the socialization of student teachers, and (g) the student-teaching experience and student teacher identity development. A brief overview of socialization concepts, how the apprenticeship is defined as it relates to socialization, and how the legitimate peripheral participation analytical viewpoint fits into the socialization process of student teachers is provided at the outset of this chapter. The discussion will then shift to three forms of socialization that the student teacher experiences and engages in during her induction into the teaching profession. Finally, the importance and influence of the mentor teacher in the student-teaching experience, socialization process, and teacher identity development of the student teacher will conclude the literature review.

Socialization

Professional Socialization

Professional socialization is described as "a process through which an individual becomes part of a group, organization, or community" (Austin, 2002, p. 95). The socialization into a profession takes place over a period of time, which varies depending on the profession and individual. "Socialization is an on-going process, not the result of occasional events," (Austin, 2002, p. 100). The goal of professional socialization is to "instill the values, behaviors, and norms of the profession that are essential for the survival of that profession" (Utley-Smith, Phillips, & Turner, 2007, p. 425).

The process of professional socialization contains important implications for the development of positive attitudes towards one's professional career and the ability to function within that profession (Utley-Smith, Phillips, & Turner, 2007) regardless of the experiences encountered. In using different combinations of socialization tactics, professional organizations are attempting to influence newcomer learning, enable newcomers to master their new roles, and increase positive attitudinal outcomes, all of which are important for the newcomer and the professional organization (Cooper-Thomas & Anderson, 2002). Having a newcomer become positively socialized within a profession has the potential to greatly benefit that profession as well as the new employee. For instance, regardless of his or her job satisfaction, a newcomer may decide to stay in a job based on the socialization experiences he or she may have thus far experienced within the profession (Cooper-Thomas & Anderson, 2002). A new employee may have developed positive relationships, friendships, and enjoy the culture or work environment, which may sustain his employment even if the time spent in an organization is only for a relatively short period. He might have opportunities for professional development or perhaps a steady income, which become more important at this point than job satisfaction. In the end, the profession has acquired an additional, proficient employee. The employee ultimately stays in the profession because of the socialization factors that have positively affected him, and thus, the profession continues to survive (Cooper-Thomas & Anderson, 2002).

Providing social and professional support to student teachers is needed to keep new teachers in the education system (Angelle, 2002). It is important to recognize positive and negative socialization aspects during the student-teaching experience in

order to assist all of those engaged in this orientation and induction process of student teachers. Research shows that the beginning socialization experiences of student teachers does have a direct impact on beginning teachers and their intention to remain in the field of education (Angelle, 2002). Therefore, better understanding the role of professional socialization of pre-service educators warrants further investigation.

The student-teaching experience is a time for student teachers to be oriented into the teaching profession. This is a stage in which student teachers negotiates their entrance into the profession often in a "sink or swim" period (Lortie, 1975). The socialization of student teachers into the teaching profession is critical because of the potential influence this early induction period may have on new teachers. The affects of socialization on a student teacher during this period can set in motion a promising teaching career or help the pre-service teacher recognize this may not be the right career choice.

Socialization into the Teaching Profession and Attrition of New Teachers

Socialization into the teaching profession requires an understanding of the personal, pedagogical, societal and ethical contexts associated with schools, classrooms, and teaching that student teachers will encounter (Knowles, Cole, & Presswood, 1994). The socialization of student teachers introduces and transfers professional values of the teaching profession (Clikeman & Henning, 2000) and is a process through which newcomers construct their particular roles in the teaching profession and community as they interact and engage with others (Zeichner, 1980).

Socialization is the means by which pre-service educators become members of the teaching profession and learn the social rules defining relationships into which they

will enter (Utley-Smith, Phillips, & Turner, 2007). Socialization allows student teachers to feel affiliated with and connected to others in the teaching profession (Perry, 2002). Feeling connected to and a part of the teaching profession appears to enhance the emotional well-being for a student teacher, which can conceivably give support to a successful student-teaching experience and plausibly a constructive start to a teaching career.

Darling-Hammond (2003) reported that new teachers are leaving the profession at an alarming rate. It is estimated 25% of beginning teachers leave the profession after the first two years in the classroom while nearly 50% leave the profession within the first five years (Steadman & Simmons, 2007). Warran (2005) explains the reasons for the increased departure from teachers in the teaching profession, "Interns [referring to student teachers] report that they are often overwhelmed by the multiplicity of problems they encounter and the many decisions they must make during the school days of their internship," (Warren, 2005, p. 49). Defining a teacher persona has also been identified as a prevalent difficulty among newly trained educators (McCann & Johannessen, 2004) as well as the struggle to craft an identity in the teaching community (Feiman-Nemser, 2003).

A considerable teacher shortage is projected in the next decade (Justice & Espinoza, 2007). Currently the climate of teacher shortages and rapid teacher turnover prevails (McCann & Johannessen, 2004) and in some localities, the shortage of classroom teachers is approaching crisis proportions. According to the Bureau of Labor Statistics, Texas will need over 82,000 new teachers in 2008 (Justice & Espinoza, 2007). Citing retirements, increased student enrollment, reduction in class size, and

attrition factors, researchers determined the need for more than two million new teachers between the years 2000-2010 (Feistritzer, 1999; Gerald & Hussar, 1998).

Socialization into the teaching profession is an orientation process, an introduction to teaching which will provide the needed social and professional support to keep new teachers in the classroom and teaching profession (Angelle, 2002). Workloads on teachers are increasing. Students are more difficult and disruptive in the classroom, support and respect for teachers from the community and parents are generally diminishing, and as a result, teachers are leaving the teaching profession to pursue other careers outside of the education realm (Weare, 2002). With greater demands on teachers, such as an increased accountability for students to score higher on standardized state tests, and a declining retention rate among new teachers, the professional socialization of pre-service educators is more imperative than ever. Novice "teachers who feel overwhelmed by the educational system, who feel isolated in their autonomy, and who work in an environment that is dull and lifeless" are more likely to flee to other fields (Angelle, 2002, p. 15). The induction or socialization process of newcomers into a profession can also be understood in terms of an apprenticeship.

<div align="center">Apprenticeship</div>

The apprenticeship approach to teacher education is an initiation of sorts for student teachers into the real world of teaching. The focus of an apprenticeship is on inducting and/or socializing the novices into their respective profession (Zeichner, 1986). Much of the socializing process during the student-teaching experience is guided by the mentor teacher. Some researchers describe the apprenticeship as a process of evolution and state that the partnership between the student teacher and mentor

teacher should change and develop over time (Maynard & Furlong, 1993). From this perspective, the socialization process would follow an ideal path from the mentor teacher taking a strong role in guiding the practice of the student teacher, to co-participation of teaching in the classroom, and finally to the student teacher taking full responsibility for the teaching of students. Preferably mentor teachers and student teachers would continually adapt to the student teacher's needs and challenges (McJunkin et al., 1998). Research supports the idea that student teachers should become involved in the realities of teaching as quickly as possible because of the common perception that teacher education is essentially synonymous with time spent in schools (Bullough & Kauchak, 1997).

The teaching apprenticeship, in contrast to other forms of apprenticeship, such as that of business, is stark. Following university education and internships, any new employee in the world of business often works with a senior employee in his or her new environment for an extended period of time before taking on independent cases or projects (Ross, 2002). This is not generally the case with novice teachers. Typically, a mentor is assigned or has volunteered to be an available colleague to the new teacher. However, regular ongoing support in education is a much more challenging undertaking. Adequate time during the school day for quality mentoring programs is often not provided because of the structure and organization of schools are such that teachers are virtually autonomous in their classrooms as well as autonomous in their proximity to each other (Angelle, 2002). This does not lend itself to quality mentoring because the majority of the day for the beginning teacher is spent apart from other teachers. Additionally, unless the mentor has been given any form of sabbatical from her own

teaching duties, she has her own classroom of students and curriculum. Often the same preparation period can be scheduled for the new teacher and mentor, but this still only provides a small amount of time for the novice and veteran to spend together going over curriculum, classroom management strategies, or any questions and concerns of the new educator.

A number of apprenticeship concepts have been explored over the years. Two such concepts are educational coaches and a cognitive apprenticeship approach. The concept of an apprenticeship using educational coaches (Schon, 1987) examines pre-service teachers being initiated into the traditions of the teaching-practice by coaches: experts who are not necessarily teaching in a classroom, or in the classroom with the student teacher, but are educational consultants and can help the student teacher see the relations between the teaching methods used and the results achieved from using those methods. The idea of using an educational coach offers the student teacher professional dialogue, in addition to the conversations she is having with her mentor teacher. These coaches place an emphasis on a reflective practicum experience, helping to enable the student teacher to bridge the gap between theories learned in university teacher education classes and the actual practice in the classroom.

Researchers have also focused on the cognitive apprenticeship approach in the study of student teachers (Ethell & McMeniman, 2000). In this research, the expert teacher was video-taped a number of times while in the classroom in order to show him teaching an entire unit of curriculum. Additionally, the teacher was videotaped while reflecting on his own teaching practices. These "recall interviews" require the teacher to illustrate and explain his teaching practices and strategies. The recall interviews allow

the expert teacher to reflect on the thinking behind his classroom practices and make explicit the cognitive and metacognitive processes that guided his teaching. The videotaped interviews were then used by student teachers in a number of reflective workshops designed to focus on critical inquiry and reflection. Great attention was placed on the thinking behind the teacher's teaching practices or more specifically the "why" in his decision making. This cognitive apprenticeship program was helpful for the student teachers to link the educational theories they had been studying in their university teacher education programs to the practice and profession of teaching during their student-teaching experiences.

Socialization into the teaching profession for the student teacher is an ongoing process, one of continuous negotiation. The student-teaching experience is a critical time for a student teacher to build relationships within the profession, to practice and employ various teaching strategies and methods, and to access as many of the intricacies of the community of practice as possible. Being exposed to and partaking in the teaching activities of the mentor teacher during the student-teaching experience is the essence of Situated Learning.

Situated Learning: The Legitimate Peripheral

Participation Analytical Viewpoint

The apprenticeship is considered specialized training for a novice in a particular practice and is used to produce skilled persons. "In the United States today much learning occurs in the form of some sort of apprenticeship, especially where high levels of knowledge and skill are in demand (e.g., medicine, law, the Academy, professional sports, and the arts),'' (Lave & Wenger, 2002, p. 63). The legitimate peripheral

13

participation theoretical, analytical viewpoint refers to learning as an apprenticeship and

is used in this paper as another lens to explore the socialization process of student

teachers into the teaching profession and the development of the student teachers'

teacher identity.

Lave and Wenger (1991) argue the newcomer in a community of practice learns

and gains knowledge through the framework of legitimate peripheral participation in the

activities they gradually undertake from the old-timer. Situated learning focuses on the

relationships that take place between learning and the social situations in which learning

occurs. Through participation in a social community, learning is becoming involved in

activities, performing new tasks and functions, and mastering new understandings

(Lave & Wenger, 2002). Additionally, these activities, new tasks, and understandings

do not take place alone or in isolation but are experienced within a broader system of

relations in which they have meaning (Lave & Wenger, 2002).   For example, in the

student-teaching experience, the system of relations would refer to members of the

teaching profession, and more specifically the persons who make up the educational

community of practice during the student-teaching experience, such as the mentor

teacher, other faculty and staff, and students.

The following examples of apprenticeship are used to exemplify the learning of

new skills in a community of practice and the changes in identity that accompany the

new comer. Although the illustrations are not in the realm of education, they present

noteworthy analogous descriptions of apprenticeships. The illustrations demonstrate

and equate the significance of the master and the manifestation of the desired skill or

change in behavior of the apprentice, which can be compared to the mentor teacher

role and the student teacher's transition from student teacher to that of teacher during the student-teaching experience.

The teaching apprenticeship is much like that of a quartermaster beginning a career. The quartermaster has rather limited duties and advances to more complicated procedures with gained experience (Lave & Wenger, 2002). Some quartermasters attend specialized schools before joining a ship. Quartermasters are ' trained ' but they have no experience (Lave & Wenger, 2002). While under instruction, quartermasters' activities are closely monitored by the more experienced watch-stander who is always on hand to help or take over if the novice is unable to satisfy the ship's navigation requirements (Lave & Wenger, 2002). The quartermaster continues to demonstrate mastery of various responsibilities, and those responsibilities are increased until the quartermaster is acting with sole responsibility of the ship.

An example to explain how changes in identity may form or evolve from learner to full participant in a community of practice is in the analysis of becoming a non-drinking alcoholic through an Alcoholics Anonymous (AA) Program. Although this is not an apprenticeship program per se, the alcoholic analogy provides a good portrayal of an individual [apprentice] who goes through an identity change and ultimately becomes a full participant, a welcomed member, in the community. The process begins as the newcomer starts to attend AA meetings, listening and observing those members whose identities are constructed by the community of AA (Cain, in press). By listening and observing, the newcomer starts to gain knowledge and an understanding of the AA community. The process of moving from a peripheral participant, an outsider, to a full participant develops further as the newcomer starts to feel more comfortable and

15

eventually begins to participate. The participation may include pouring coffee, arranging chairs, or sharing a personal alcoholic experience. As participation increases, the newcomer starts to feel a sense of identity with other members. As the newcomer's identity is reconstructed within the AA community, full participation, a feeling of belonging and true membership is developed. It is argued that the main business of AA is the reconstruction of identity, and men and women undergo much more than a change in behavior: men and women who become members of AA eventually change their identities, from drinking alcoholics to non-drinking alcoholics, and this affects how the individuals view and act in the world (Cain, in press).

A comparison can be made to the student teacher's experience during her student-teaching to a new member of AA in that a student teacher upon entering the mentor teacher's classroom begins by observing the mentor teacher, absorbing what is heard and attempting to comprehend what being a teacher is about. As the student teacher becomes familiar and more comfortable with the happenings in the classroom, the novice begins writing lesson plans, presenting curriculum, managing classroom disruptions, etcetera, and moves towards becoming a full participant, the teacher. The objective, ultimately, is to have the student teacher assume all of the classroom dealings. As the novice takes on the full range of duties in the classroom, changes begin to take place in the student teacher's teacher identity.

A transformation in the student teacher's teacher identity occurs by observing, participating, and interacting intermittently in the day-to-day routine of a school classroom and eventually acting and performing, speaking and teaching, living and breathing as a real teacher. As the student teacher begins to identify with and feel like

an educator, changes not only in behavior transpire but also in identity as views, beliefs, and preconceptions are built upon or refuted. The internal recognition and understanding of intricacies in teaching expands the previous notion of correcting papers, taking attendance, and presenting lessons. Acting in the role of teacher starts to have an effect on the student teacher's life. They start to eat, breathe, and live as a teacher. The LPP viewpoint promotes an individual working to become and learn not merely to perform the tasks and skills of a profession but to eventually have the profession become part of the individual's identity (Lave & Wenger, 2002).

An apprentice does not have to imitate the master to provide optimal learning, but the master does need to provide opportunities for learning and feedback with respect to the apprentice's performance (Lave & Wenger, 2002). In the student-teaching experience, this would refer to the mentor teacher ensuring teaching opportunities for the student teacher followed by professional feedback on the newcomer's teaching practice. Although Lave and Wenger (2002) are not talking specifically about teachers and mentors, a compelling comparison can be made to an apprentice and master:

Learning can take place even when core participants fail to share a common code. The apprentice's ability to understand the master's performance depends not on their possessing the same representation of it…but rather on their engaging in the performance in congruent ways. Similarly, the master's effectiveness at producing learning is not dependent on her ability to inculcate the student with her own conceptual representations but rather it depends on her

ability to manage effectively a division of participation that provides for growth on the part of the student. (p. 21)

Situated learning and the conditions of legitimate peripheral participation (LPP) are central concepts in which the participation and the engagement of the learner takes place in a social context not just in a cognitive state (Lave & Wenger, 2002). Learning is a co-participation condition as illustrated in the following examples: "participating members of a religious congregation, athletes training together, the third string on a team, spectators at any public event, faculty and students in a university setting, new friends…(or)(a) child interacting with adults…habituating himself to local ways of speaking," (Lave & Wenger, 2002, p.18, 19).   All of these interactions are forms of co-participation that have the potential to transform the participants even if the participants are not necessarily trying to acquire new skills or change in any manner.

Learning can take place within an individual and the individual might not even realize the acquired new knowledge or understanding until a later point. For example, people living in certain parts of the country speak with various dialects not consciously having grown up being taught that dialect. Although a child is purposely learning English, the dialect of the region is being integrated into the speech pattern unknowingly. This idea can extend to the student teacher because regardless of the relationship between student teacher and mentor, research shows the student teacher is likely to adopt and replicate many of the mentor teacher's teaching practices and behaviors without the purposeful intent of doing so (Power & Perry, 2002; Weasmer & Woods, 2003).

When legitimate peripheral participation is achieved, it leads to an opening, a way of gaining access to underlying facets of a community of practice (Lave & Wenger, 2002). This allows opportunities for learning and understanding through the growing involvement in the teaching community for the student teacher. If legitimate access is obtained during the student-teaching experience, more opportunities are given to the student teacher to observe how masters talk, walk, work, and generally conduct their lives as members of the teaching profession.

Full participation, however, is not necessary for student teachers to gain insight and/ or valuable, new ways of behaving in the social world of the teaching community. That is not to say that partial participation of newcomers is negative. Partial participation only means the newcomer is slightly disconnected from the community or practice of interest (Lave & Wenger, 2002). Achieving partial participation is beneficial as some opportunities and differing experiences are available and offered to the student teacher for exploration and examination. Achieving full participation is better still because the student teacher becomes privileged to many more of the covert intricacies of the teaching profession and lived experiences of the mentor teacher.

Forms of Socialization the Student Teacher Encounters

There are three primary forms of socialization the student teacher encounters while preparing to become a teacher. These three forms are the teacher education program, the academic discipline, and the student-teaching experience. Besides contributing to the socialization process of student teachers, researchers suggest all three of these encounters contribute to the identity formation of teachers as well (Johnston & Wetherill, 2002).

University Teacher Education Program

One form of socialization for student teachers is the socialization into the teaching profession that is initiated through university teacher education programs. The development of a professional educator is greatly influenced by the university teacher education program's teaching of theoretical and ideological expressions of desirable teaching practices (Johnston & Wetherill, 2002). The university teacher education program presents theories and descriptions of what occurs in a school classroom and also attempts to teach the reasons behind teaching practices through the study of educational theory, curriculum design and development, psychology of learning, teaching strategies and classroom management (Ethell & McMeniman, 2000). The study of social foundations courses, general studies of curriculum and pedagogy, and specialized study in specific subject methodologies is an important beginning for teacher socialization (Johnston & Wetherill, 2002) because this is a pre-service teacher's first in depth introduction behind the scenes of a school classroom and the teaching profession. Socialization into the teaching profession during the university teacher education program would also include any practicum or field experiences required prior to the student-teaching experience. Early field experiences provide an opportunity for pre-service teachers to be actively engaged with children and a school environment prior to their student-teaching (Meyers, 2006).

Being able to link the theoretical knowledge taught in university teacher education coursework to the happenings that take place in the student-teaching classroom is important for the student teacher's comprehension of pedagogical practice. Some scholars argue that by connecting educational theories and conceptions of good

teaching to the actions that take place in the student-teaching classroom, pre-service teachers can begin to internalize the important theoretical knowledge learned in their university coursework (Mace & Lieberman, 2006). Student teachers can begin to see how and what educational theories look when applied.

Research, however, reveals that sometimes only tenuous links exist between theoretical knowledge taught in university courses and procedural knowledge in school classrooms (Ethell & McMeniman, 2000). The connections between K-12 classrooms and teacher education classrooms are at times "unstructured and inconsistent" (Mace & Lieberman, 2006). Consequently, many student teachers report they fail to recognize the connections between what they have learned in their teacher education coursework and what they actually encounter during their student-teaching (McCann & Johannessen, 2004). Research has found student teachers believe their student-teaching experiences are of much greater value than their methods courses in their teacher education programs (Doppen, 2007). Student teachers felt they gained more applicable, practical knowledge while being in the school classroom during their student-teaching than in their studies of theory and application during their university coursework; in some cases, student teachers even regarded their formal coursework as being irrelevant to practices taking place in a real classroom (McCann & Johannessen, 2004). This attitude often led them to difficulty at building on the learning they had received in their teacher preparation classes (Ethell & McMeniman, 2000). Although evidence suggests teacher education programs have been attempting to bridge the gap between theory and practice for a long time, the success of this goal is still limited

(Meyers, 2006). This disconnect can add to what is an already challenging multifaceted, adventure for the student teacher during the student-teaching experience.

Student teachers create personal connections between their universities and the elementary and/or secondary schools in which they carry out their student-teaching, but it is at this point where the connections between the universities and K-12 education system appear to dwindle. Mace and Liberman (2006) conclude the dialogue from student teachers regarding their observations and experiences during their student-teaching often consists of anecdotal reports that provide few opportunities for professors of teacher education to make much use of, or more specifically to see how their students tried to apply the theories and methods they had been taught in their university coursework. Through new technologies and tools, researchers hope to link what actually happens behind closed doors in school classrooms to the university teacher education classroom preparing future teachers. One such technique creates multimedia records of teaching practice, giving teacher educators and their students opportunities to visit classrooms and events as well as readily view materials of teachers (Mace & Liberman, 2006). This technique allows for opportunities to study the layered nature of teaching and can reveal many of the nuances that make a school classroom come alive, giving a pre-service teacher a more realistic depiction of what she might experience when entering her student-teaching.

Strengthening teacher education programs by bringing the voices of practicing teacher educators into research on particular substantive aspects and issues of teacher education for the purpose of more closely connecting theoretical understanding and improvement of practice is currently being examined (Ziechner, 2007). Researchers at

the University of Wisconsin-Madison are also using and examining technology as a means to create more of a connection between university teacher education programs and the K-12 classroom by using multimedia portfolios with all of their teaching education graduates (Ziechner, 2007). With technology innovations such as multimedia records and on-line access, teacher education researchers are able to transfer the actual happenings, "living archives," of teaching practices into teacher education classrooms making the invisible work of teachers visible (Mace & Lieberman, 2006).

Technology is giving teacher educators more occasions to bring into their coursework observations and, thus, discussions of what expert and veteran teachers do. These discussions can foster better understandings and socialization processes for pre-service teachers in regards to all aspects of the teaching profession. Additionally, for those pre-service teachers who intend to teach at the secondary level, a clearer, targeted focus on specific discipline methodologies can be examined in greater detail.

Academic Discipline

A second form of socialization for student teachers focuses on the discipline or academic subject one intends to teach. To teach a specific subject in middle school or high school, university students must complete a bachelor's degree in the specific discipline. Besides professional secondary education coursework, students are required to take specific method and application courses relating to their discipline. For example, a pre-service teacher wishing to teach English at the high school level would have to take a Learning and Development course taught by the teaching and learning department but also an Approaches to the Teaching of English class taught through the English department. The emphasis is placed on relating teaching strategies to content

issues because each discipline has its own trials and tribulations when being integrated into practice. Each discipline has its own lens through which to see teaching practices, and, therefore, encounter distinctive teaching challenges and successes (Kowalchuk, 1999).

The student-teaching experience is a time when a student teacher's educational training is put into practice and knowledge of a particular discipline and pedagogical practice is evaluated. Departments have their own subcultures and their own patterns of socialization representing particular and peculiar views of teaching grounded in content area differences (Grossman & Stodolsky, 1994). Teachers' understanding of content influences the general decisions they make as well as the lessons they develop and implement. Thus, teachers' content knowledge becomes a critical foundation in the practice of learning to teach, and instruction is shaped by what teachers know and do not know about the subjects they teach.

Researchers have examined student teachers' identification with their disciplines and the affects this may have on student teachers' identifying with the teaching profession, as well as the implications for teacher education programs (Kowalchuk, 1999; Spillane, 2000). Spillane (2000) asserts that subject matter has an influence on the student teacher's developing perceptions of teaching practices in general and investigated how an elementary teacher's identity, as a teacher and learner, influenced the way she made sense of her teaching world. The teacher's overall outlook and actual teaching practices differed substantially between the ways she taught mathematics as compared to her teaching of literacy. Because the teacher was more confident in literacy instruction, her teaching of language arts was much more ambitious

and innovative. When teaching math, this teacher applied a more traditional teaching practice and had much less zeal for the subject matter. Changes in this teacher's way of looking at instruction, adopting new ideas, and ultimately forming a teaching identity were considerably more pliable in literacy than in the subject of mathematics. One reason for this was the teacher's confidence and security towards each subject (Spillane, 2000). The teacher felt much more confident, and had considerable more training in the language arts curriculum than mathematics, and, consequently, her teaching practices were much more innovative and ambitious in literacy.

Another study focused on an art student teacher's "learning into practice" or transitioning from student to art teacher (Kowalchuk, 1999). This research investigated the varied instructional practices and challenges of art student teachers and whether there was a need for additional assistance in the socialization process during their student-teaching experience because of the academic discipline factors. The questions that arose asked if assorted instructional delivery strategies and other pedagogical and content related aspects of teaching affected the pre-service teacher's teacher identity development. In comparing an art student teacher to an English or mathematics student teacher, would the development of the teaching identity differ during the student-teaching experience? Would the student teachers look at teaching and learning through different lenses because of their academic disciplines? Would the perceptions of a good art teacher differ from those of a good mathematics teacher? Would the pedagogical practices form differently? If so, would university teacher education programs be prepared to accompany these differences?

The findings revealed student teachers who majored in art and were student-teaching in art classes were confident in what they knew about art and had a desire to add to their knowledge in this discipline; however, these student teachers were particularly challenged by classroom management and pedagogical strategies (Kowalchuk, 1999). The study suggested that the art content was of greater concern and more of a focus to these student teacher participants who completed their student teaching at the secondary level than those individuals who completed their student teaching in elementary classrooms and were responsible for various subjects.

The Student-Teaching Experience

A third form of student teacher socialization takes place during the student-teaching experience, which takes place at a particular site, within a specific school, and classroom setting of a veteran teacher (Johnston & Wetherill, 2002). Typically, the culminating project for undergraduate, education majors is student-teaching (Johnston & Wetherill, 2002). "Student-teaching is one of the most common 'real world' learning experiences implemented in schools of education across the United States" (McGlinn, 2003, p. 1). Student-teaching is the place where student teachers get to "try on" new styles of teaching and take the theories they have learned in their education courses and apply these in the classroom (Holt-Reynolds, 2000). New teachers cited student-teaching as the most valued aspect of their undergraduate pre-service education programs (Conway, 2001; Zeichner, 1980).

The student-teaching placement and subsequent socialization process of the student teacher occurs in an individual school environment, and, therefore, researchers note the teaching practices observed in the school building and mentor teacher's

26

classroom does not necessarily represent the teaching field as a whole (Smagorinsky, Lakly, & Johnson, 2002). Tension can transpire for the student teacher who has been immersed in a liberal culture during their university coursework and must then student teach in a conservative school environment or vice versa (Smagorinsky, Lakly, & Johnson, 2002). However, the issues of teaching in a particular school environment during the student-teaching experience do not need to be taken as a negative viewpoint because the modeling and exposure to a real classroom setting, the norms, traditions and various pedagogies of a school site contribute to the ongoing socialization process of a student teacher and can be a valuable learning opportunity.

Research positions the student-teaching experience as a critical period in preparing new teachers to be effective and successful in the classroom (Warren, 2005). Important aspects of the socialization process during the student-teaching experience include listening, observing, and interacting with faculty (Austin, 2002). Student-teaching affords opportunities for the student teacher to learn from experience and reflect on practice (Stegman, 2007). The student-teaching experience provides an opportunity in which student teachers observe and practice various teaching approaches, skills and techniques (Ethell & McMeniman, 2000), question, experiment, and reflect on their work and the work of other educators (Fairbanks, Freedman, & Kahn, 2000).

Reading about and studying the teaching role is much different from performing; as a result, the student-teaching experience can be exciting yet quite challenging (Croker & Wilder, 1999). Socialization into the teaching profession, the transformation from student teacher to classroom teacher brings new awareness, new knowledge of teaching practices, new ways of comprehending what it means to be a teacher, and

shifts in thinking about the teaching profession (Mace & Lieberman, 2006). Student teachers use a rich array of resources and contexts to navigate [and negotiate] through their student-teaching and emerge as teachers (Franzak, 2002). One of the most important resources a student teacher can make use of during this time is the mentor teacher.

<div align="center">The Importance of Mentor Teachers in the</div>

<div align="center">Socialization of Student Teachers</div>

Professional socialization during the student-teaching experience is most often imparted to the student teacher through the collegial relationship with the mentor teacher (Jorissen, 2002). Mentor teachers provide an avenue that promotes professional integration. For example, mentor teachers model and present teaching techniques and strategies, provide emotional support such as affirmation and encouragement, and engage the student teacher in reflective practice (Jorissen, 2002). The importance of the student-teaching experience and influence of the mentor teacher is commonly agreed upon in the research literature (Calderhead & Shorrock, 1997; Doppen, 2007; McIntyre &Byrd, 1996). However, the student-teaching experience is neither simple nor straight forward, and Crocker and Wilder (1999) document various complexities that arise with the student teacher and mentor teacher relationship during the student-teaching experience.

The placement of student teachers during their student-teaching experience with a compatible mentor teacher is not always easy or possible. Besides, pairing student teachers with perfectly like-minded mentor teachers should not be the primary objective in the placement of student teachers. Rather, it is imperative to find mentor teachers

<div align="center">28</div>

who exhibit effective teaching practices and are willing to work with student teachers even if both student and mentor teacher have vastly different ideas of teaching practices and styles (Wang & Odell, 2003). In fact, it is likely that student teachers while in the student-teaching experience will encounter differing views and beliefs about classroom practices than that of their mentor teachers, but as long as a nonthreatening rapport is being built between the student and mentor teacher, differing views can often be negotiated and should not be a disruption or interference in the student-teaching experience (Weasmer & Woods, 2003). Professional dialogue regarding dissimilar teaching practices can be a learning opportunity for both student and mentor teacher alike. Ideally, diplomacy, negotiation, and communication skills should be learned throughout the student-teaching experience because these are vital skills to possess when the student teacher procures her first teaching position. These skills will prove useful as she comes across others in the teaching profession who do not share the same ideas and beliefs.

Student teachers have a mind full of teaching techniques recently embedded from their university coursework, so it should not be a surprise that student teachers would be excited to experiment and implement those practices in a real educational setting. In some cases, however, research has noted a student teacher's enthusiasm for attempting new techniques and approaches in the real classroom are dampened by the constraints placed upon them by the mentor teacher (Doppen, 2007; Dunn et al., 2000). This is one situation where conflict between student teacher and mentor teacher can arise. The mentor teacher wants to be accommodating to the student teacher but has realistic concerns governing the freedom to allow such experimentation particularly if

there has been evidence of inadequacy with the student teacher's skills and teaching practices. The mentor teacher has an investment in a group of students and a responsibility to teach a curriculum enabling students in her classroom to be successful (Siebert et al., 2006). Although very few errors committed by student teachers, especially under the guidance of a veteran teacher, will seriously jeopardize the education and well-being of students, it is not uncommon for mentor teachers to feel apprehensive about giving up complete control of their classrooms, the presentation of curriculum in particular, during the student-teaching experience (Stegman, 2001).

Research revealed that student teachers stated the influence of their mentor teachers was considerable in providing ways to present curriculum and manage student behavior (Borko & Mayfield, 1995). Mentors provide a model of instruction and classroom management that is very impression forming during early professional development of pre-service teachers (Knowles, Cole, & Presswood, 1994). The teaching style and learning environment already established by a mentor teacher strongly influences the development and future teaching of the pre-service educator (Ross, 2002; Stegman, 2001). Student teachers are influenced by and rely heavily on the regularities already established by their mentor teachers (Goodlad, 1990). For example, everyday housekeeping tasks such as attendance, grading, and even classroom management techniques are often observed, grasped and immediately utilized by the student teacher (Angelle, 2002).

The Role of the Mentor Teacher

The role of the mentor teacher during the student-teaching experience is especially important (Doppen, 2007) in the socialization process of a student teacher

because the student teacher and mentor teacher share time and space, learn from one another, and work together in the real world of the classroom on a daily basis (Veal & Rikard, 1998). Building a strong, supportive, and positive relationship with the mentor teacher can be invaluable during the student-teaching experience because relationships become part of the context where the feeling of "connectedness plays a prominent role" (Carey, 1998, p. 287) in the socialization of the student teacher. Exactly what a mentor teacher's role should look like to ensure the best possible transition from student teacher to teacher lacks clarity and agreement in the literature (Knowles et al., 1994).

Expectations related to the role of mentor teachers are diverse and, at times, inconsistent and ambiguous (Beynon, 1991; Cole & Sorril, 1992). The role of the supervising teacher [mentor] is demanding, multifaceted and poorly defined say Shantz and Brown (1999). For one, mentor teachers are expected to provide support as a peer or colleague, and secondly, the mentor teacher is also expected to critique and evaluate the student teacher. Regardless of how student teachers and mentor teachers see their roles, the aspect of evaluation pervades the student-teaching experience (Anderson, 2007). The tension lies in the mentor teacher having to often switch between roles of a co-participant in the student-teaching experience to one as an evaluator since assessment is inherent in the role of mentor teachers (Siebert et al., 2006). Mentors are usually expected to write a letter of recommendation and complete evaluation forms for the student teacher's Placement File (Ross, 2002). Because of the evaluation element during the student-teaching experience, a possible impediment amongst the student teacher, mentor teacher relationship is the fear of judgment and consequences student teachers may feel from their mentor teachers and, consequently, be reluctant to ask

"off-the-wall" questions or share insecurities because they want to ensure and retain

their mentors' respect (Cook-Sather, 2006) and, ultimately, receive a positive evaluation

(Anderson, 2007).

Research has recommended a variety of potential roles for mentor teachers that

include instructional models, advisors, sounding boards, and roles that simultaneously

provide professional guidance and challenging reflection opportunities for student

teachers (Fairbanks, Freedman, & Kahn, 2000). Ross (2002) also recognizes the role of

an instructional model and the importance for student teachers to observe their mentor

teachers' instruction. The role of modeling was the most frequently cited strategy used

by mentor teachers with their student teachers when investigating problem solving

strategies interns [student teachers] learn from their clinical teachers [mentor teachers]

(Warren, 2005).

Although the role of modeling is critical in the student-teaching experience,

research emphasizes the significance of the mentor teacher initiating pre-and post-

conferences after student teachers observe their teaching practices in order to gain

insight into the underlying beliefs and theories of the teacher's strategies (Ross, 2002).

The key to observing the mentor teacher is the professional dialogue that precedes and

follows the observation. "Good teaching cannot be learned through observation alone,

even when they are expert teachers," (Ethell & McMeniman, 2000, p. 7). Dewey (1969)

acknowledged that observation of expert teachers was a necessary component of

teacher education as well, but he also cautioned that observation must focus on the

cognitions underlying the observed teaching practice. Succinctly put, student teachers

should be able to explain the "why" behind what mentors do in the classroom.

Research emphasizes that teaching is not learned through observation of expert teachers alone because observation of the mentor unaccompanied by professional dialogue ignores the thinking and intentions of the teaching observed (McGlinn, 2003). Opportunities for student teachers to access the thinking of their mentor teacher's knowledge through explicit discussion must occur if learning about the teaching practice is to be retained by the student teacher (McGlinn, 2003).

In another set of recommendations for the role of mentor teachers, Balch and Balch (1987) outlined eight major roles that mentors should adopt when working with pre-service teachers: model teacher, observer, planner, evaluator, conferencer, counselor, professional peer, and friend. Angelle (2002) maintains those who mentor in education should be a role model, sponsor, friend, and someone who helps the mentee with professional development in a manner that is nurturing and encouraging. The Effective Mentoring in English Education project also recognized the importance of a friendly relationship between student teacher and mentor teacher, and suggests this relationship should be one of guidance, mutual learning, and friendship (Fairbanks et al., 2000).

Although there are a number of roles the mentor teacher may play during the student-teaching experience, the research literature depicts two roles the mentor teacher most often portrays: the practical initiator and the critical interventionist. A mentor teacher who uses the practical initiation model sees their role as one in which mentor teachers initiate student teachers into teaching (Guyton & McIntyre, 1990). They see this as an apprenticeship approach to teacher education in which mentors introduce to their student teachers the "realities" of teaching.   Using the practical initiation model,

some mentor teachers prefer to support student teachers using a more sympathetic approach while helping their student teachers learn through experiences (Maynard, 1996). Many mentor teachers see their primary role as supportive and nurturing (Borko & Mayfield, 1995) and justify this style by saying student teachers need to develop their own teaching style and identity rather than having one imposed on them (Calderhead & Shorrock, 1997).

The second disposition mentor teachers most often portray during the student-teaching experience is referred to as the critical interventionist. Mentor teachers who apply this approach feel the role of the mentor should be more critical and maintain mentor teachers should encourage student teachers to question current practices and develop alternatives in their practice (Maynard, 1996). Mentor teachers may challenge a student teacher's prior beliefs and question his or her teaching techniques. Critical interventionists may urge the novice to explore alternatives to traditional practices (Weasmer & Woods, 2003). Advocates of the critical interventionist model believe that mentor teachers need to intervene, giving their student teachers a considerable amount of advice and feedback, even interrupting the student teacher while he or she is teaching to suggest improvements (Williams, 1994; Winitzky, Stoddart, & O'Keefe, 1992).

However, using the critical interventionist method does not often establish a reciprocal, collegial rapport between the student teacher and mentor teacher. The critical interventionist model creates a clear distinction between the student teacher and mentor teacher meaning it is unmistakable that the mentor teacher has the authority in the classroom even if the student teacher is acting in the role of the educator (Weasmer

& Woods, 2003). Since the research literature contends a collaborative supervisory style leads to improved communication and enhanced learning during the student-teaching experience (McJunkin et al., 1998), a mentor teacher employing critical interventionist strategies might bring about various barriers and struggles in what already appears to be a multifaceted and complex relationship between the student teacher and mentor.

The student teacher, mentor teacher relationship is central to the student teacher's socialization into the teaching profession during the student-teaching experience. The relationship that develops between student teacher and mentor teacher is also an important influence in the teacher identity formation of the student teacher.

The Student-Teaching Experience and Student Teacher

Identity Development

Identity is complicated and continuous. Identity is constantly changing because "We live in a world of negotiated identity, one where we continually construct and revise our visions of self," (Franzak, 2002, p. 258). Daneilwicz (2002) asserts, "Identity is our understanding of who we are…" (p. 10). As a person's understandings and views of her character and/or self change, so does identity. Many people form their identities through culture or race, careers, accomplishments and/or achievements. The student teacher's development of a teaching-identity pertains to the ways in which he or she grows as a person in relationship with people and cultural artifacts, and for which he or she engages in pedagogical transactions (Smagorinsky, Lakly, & Johnson, 2002).

A teacher identity is the understanding and viewpoint a student teacher is developing as she progresses through her university education program and student-

teaching experience. Pedagogical ideas pre-service teachers acquire during their teacher education becomes a social process during the student-teaching experience in which they must negotiate their previous conceptions of teaching and their present attempts to construct their own teaching identity (Britzman, 1991). Student teachers bring schooling and teaching ideas conditioned from the student teacher's own personal exposure to the K-12 school system and college environment, which are either confirmed or refuted, and then new ideas are constructed as the student-teaching experience proceeds (Smagorinsky, Lakly & Johnson, 2002).

The teaching identity materializes and emerges as the student teacher continues to understand teaching and learning (Britzman, 1991). As the student-teaching experience progresses, student teachers get a real familiarity for teaching in a classroom, the teaching profession, and all of its varying social intricacies, and additionally, they start to piece together and assemble their own teacher identity and learn to think in new ways and perform teaching tasks skillfully and smoothly (Mace & Lieberman, 2006). The student teacher's developing teacher identity will change as new encounters take place and new meanings are comprehended regardless of whether the experience is positive or negative (Mace & Liebeman, 2006).

Student-teaching is an occasion where the student teacher constructs a teaching identity as competence and improvement of teaching practice takes place (Jorissen, 2003). These building blocks of identity are created when the student teacher positions herself as the teacher, which includes presenting a lesson, organizing assignments, handling classroom interruptions and discipline issues, and conversing with other teaching colleagues (Cook-Sather, 2006). Forming a teaching identity is multifaceted.

Learning to become a teacher requires consideration of the personal, pedagogical, societal and ethical contexts associated with schools, classrooms, and teaching (Knowles, Cole, and Presswood, 1994). Identity is what is valued as truth or discarded as fiction and how a student teacher defines relationships to the world and others (Britzman, 1991).

As the student teacher shifts from the role of student into the role of teacher during the student-teaching experience, they move toward an increasing sense of a teacher identity, that is, they build an impression and consciousness of the meaning of being a classroom teacher, but the difficulty lies in the different visions of who student teachers believe they are and what role they are expected to play as a student teacher (Welmond, 2002). There is an important distinction between the terms "teachers' role" and "teachers' identity". Researchers refer to teacher identity as forming from both personal experiences and from the subjective sense of the individual in the teaching occupation, how the teacher views their role and responsibilities in the profession (Cohen-Evron, 2002). "Role speaks to function whereas identity voices investments and commitments. Function, or what one should do, and investments, or what one feels are often at odds," (Britzman, 1992, p. 29). Student teachers must learn to negotiate their emerging identity as an educator with this conflict between what is expected and what is believed (Cohen-Evron, 2002).

A number of researchers suggest multiple influences shape teacher identity, including personal experiences, popular culture, rituals, media images, pre-service instruction, social class, race, gender, role models, previous teaching experience, and childhood experiences (Freedman, in press; Goodson & Walker, 1991; Knowles, 1992;

Vinz, 1996). How a student teacher has been disciplined or what she has witnessed in her own K-12 education experiences, or even in her own personal upbringing, can leave a lasting impression on and bestow an influence in her own classroom management approaches and teacher identity. People often remember, an "episodic memory" a positive or negative personal experience where knowledge and beliefs are stored then later serve as a template for a student teacher's teaching practices (Chiodo & Brown, 2007). These entrenched memories can sway the student teacher as they may try to replicate or avoid these situations while in the teaching practice. Role models, especially positive role models, previous teaching experiences, education classes, and positive or negative childhood experiences are all recognized as having an impact on the student teacher's self-conception and identity development (Knowles, 1992).

Mullen (1999) describes identity as a cultural collage and goes on to say a pre-service student teacher's identity is created by previous teaching and personal educational experiences, university course work, education classes, personal lived experiences, and beliefs and conceptions shaped by racial, social, and the cultural world. A cultural collage is described as a physical piece of art work used to represent the student teacher's self. This is a way for student teachers to express themselves, create meaning, and see their identity in a visual format (Rasanen, 2002). Other researchers also discuss identity as a cultural collage where pre-service teachers create an identity collage as an assignment for the benefits and purpose of exploring the relationships between self, personal experiences, and pedagogy (McDermott, 2002).

It is suggested a person's socio economic status and one's race, such as a student teacher's identification with her Hispanic heritage, may play a role in the

construction of her teaching identity and how she relates to students (McDermott, 2002). For instance, a Hispanic student teacher is more inclined to talk about diversity and the importance of cultures. In this same study, a participant talks about growing up in a family with a limited income, how this situation shaped his identity, and affected how he taught art. For example, this participant showed students a number of ways to make art projects out of paper because that was all his family could afford or he could find in order to be able to work on art projects (McDermott, 2002).

Identity is oftentimes cemented in professional contexts, particularly as it is formulated in the "job" title. Research suggests that as the student teacher, mentor teacher relationship is shaped, it assists student teachers in the development of their professional identities (Britzman , 1991; Hawkey, 1977; and Lortie, 1975). Thus, as the teacher identity is formed, it includes the professional identity. The general view from the research literature of teacher professionalism tends to be defined in terms of teachers' performance in the classroom and how well their students demonstrate measurable gains in knowledge or ability (Welmond, 2002). However, Zeichner (2006) suggests that teacher education programs need to broaden their goals beyond training teachers to raise scores on standardized achievement tests.

The construction of identities involves learning (Lave & Wenger, 1991) and takes place simultaneously within individuals, in relationships with others, and within lived experiences (McDermott, 2002). As Goffman (1959) and Linville (1985) note, people have multiple identities, and identities are shaped in the various contexts and social constructs of life. Forming a teaching identity is complex and complicated. Teachers' identities are constructed through an ongoing process of becoming a teacher, making

sense of who they are, who they are not, and who they wish to become (Britzman, 1992).

Conclusion

Pre-service teachers face an assortment of trials and tribulations as they navigate and negotiate through the socialization process of becoming an educator. The professional socialization of student teachers is a valuable part of preparing new teachers for entry into the teaching profession and typically takes place during the university teacher education program and student-teaching experience. Professional socialization is the introduction to the norms and values of a chosen profession (Jackson, 2004). While attending university education classes, secondary student teachers are also being socialized into the academic discipline they are intending to teach as well as into the profession of teaching in general.

As a rule, once required courses are completed, prospective teachers then proceed to the student-teaching experience, an additional form of socialization into the teaching profession and more specifically to a particular social context and culture of a school building and classroom of a veteran teacher. During this time, student teachers bring with them a number of preconceived ideas about teaching and learning, and ideas gleaned from their university course work that are integrated with the expectations of the student-teaching experience. At issue are the challenges student teachers may encounter when negotiating their preconceptions, ideas, and expectations with those of their mentor teachers'. Sharing differing beliefs and theories of education can be an opportune learning experience for both student teacher and mentor teacher and by no means needs to be a negative theme during the student-teaching experience.

Studies have focused on the student teachers' perceptions of pre-service experiences and the powerful influence of their mentor teachers (Fairbanks et al., 2000; Britzman, 1991; Vinz, 1996). Others have detailed teachers' beliefs regarding teaching and defining teaching (Cole & Knowles, 2000; Kennedy & Wyrick, 1995; Knowles, 1992; Nelson, 1993). Studies have focused on student teachers' beliefs about teaching and learning (Chiodo & Brown, 2007) or ways in which teacher identity influences practice (Connelly & Clandinin, 1999; Spillane, 2000). To better understand the socialization process and teacher identity formation of student teachers during the student-teaching experience, the focus of this case study was to (a) explore the lived experience of the socialization process, (b) examine the interaction of the student teacher and mentor teacher during the student-teaching experience, and (c) examine the influence the student teacher, mentor teacher relationship has on the student teacher's developing teacher identity during the student-teaching experience.

The following chapter addresses the methodology employed in this research. Chapter III outlines the methodological framework of qualitative research, the conceptual framework of socialization and the legitimate peripheral participation analytical viewpoint, the research design and methods utilized, and the limitations of this study.

CHAPTER III: METHODOLOGY

To better understand the socialization process and teacher identity formation of student teachers during the student-teaching experience, the focus of this case study was to (a) explore the lived experience of the socialization process, (b) examine the interaction of the student teacher and mentor teacher, and (c) examine the influence the student teacher/ mentor teacher relationship has on the student teacher's developing teacher identity during the student-teaching experience. Chapter III presents the methodological and theoretical frameworks, research design and methods, research process, and limitations of this study.

Methodological and Theoretical Frameworks

This study is qualitative in nature and focuses on the lived experiences of the student teacher and the relationship between the student teacher and mentor teacher during the student-teaching experience. Qualitative research is concerned with understanding, transforming, and making sense of collected data from the participants' perspectives (Wolcott, 1994). The researcher in qualitative research does not collect data to answer a specific hypothesis but rather to interpret what is observed (Wolcott, 1990). There is no control group, placebo or manipulation of conditions of the experience. Scholars claim this method is well suited to in-depth analysis of complex issues (Shulman, 1987; Spillane, 2000; Stake, 1995).

The conceptualizations of socialization and situated learning provided the theoretical frameworks for the study. Theories of socialization, more specifically organizational socialization, coupled with the legitimate peripheral participation analytical viewpoint found in Lave and Wenger's (2002) *Situated Learning* are the

lenses through which the research questions were formulated, the interview protocol was designed, and data was collected, analyzed and presented.

The concept of socialization is better understood through the definition of organizational socialization wherein Van Maanen and Schein (1979) define organizational socialization as "The process by which an individual acquires the social knowledge and skills necessary to assume an organizational role," (p. 211). Socialization is primarily the result from learning (Ashforth, & Saks, 1996). Using this perspective, socialization is the interaction between the learning tactics of newcomers (Cooper-Thomas & Anderson, 2002) and the socialization tactics of organizations (Laker & Steffy, 1995). Newcomers to any organization observe, question, and mimic old-timers, and, concurrently, old-timers mentor, teach, and motivate newcomers. Once the newcomer learns and demonstrates a mastery of organizational routines, norms and values, co-workers begin to accept them as full members (Moreland & Levine, 1989). This is very similar in nature to situated learning: the legitimate peripheral participation analytical viewpoint.

Situated learning focuses on the relationship between learning and the social situations in which it occurs. Lave and Wenger (2002) situate learning in certain forms of social participation, meaning they ask what kinds of socialization engagements or processes are providing the context for learning to take place. It is the focus of this study to better understand the socialization processes of the student teacher during the student-teaching experience and, therefore, the conceptualizations of situated learning, the legitimate peripheral participation analytical viewpoint, also offered the means by which to frame this study.

Research Design and Methods

<u>Case Study Design</u>

  A case study design was utilized in this study. Case studies are a preferred strategy when the researcher is posing "how" or "why" questions, the researcher has little control over events, and/ or when the focus is on a contemporary phenomenon within a real-life context (Yin, 2003). Case studies are explorations of a single entity or phenomenon, seeking to understand a larger phenomenon through intensive study of one specific instance (Rossman & Rallis, 1998). A case study allows for rich description that illustrates the complexities of a situation and how the passage of time shapes experiences. A single case could include an individual, one group of students, a program, or concept. In traditional case studies, the research focuses on what the key actors are doing and why they are doing it. In critical or postmodern case-studies, researchers explore and critique existing social structures and patterns, and seek to understand how the patterns of action affect power relationships and, furthermore, how these patterns perpetuate a dominating status quo (Rossman & Rallis, 1998). The purpose of this case study was to investigate the following: (a) explore the lived experience of the socialization process, (b) examine the interaction of the student teacher and mentor teacher during the student-teaching experience, and (c) examine the influence the student teacher, mentor teacher relationship has on the student teacher's developing teacher identity during the student-teaching experience.

  A researcher developing a case study "gathers as much information about the problem with the intent of analyzing, interpreting, or theorizing about the phenomenon," (Merriam, 1998, p. 38). This type of research is an emergent design, meaning each

44

step and direction in the study is dependent on the data collected during the study. The researcher uses a cyclical and developmental process in the collection and analysis of data (Spradley, 1980). For example, a small group is identified for study, data is collected, analyzed and then perhaps the group is narrowed for observation, with new or altered interview questions generated, and the cycle of field research begins again. The data collection strategies focus on discovering the natural flow of events and processes of the participants being studied.

A two-case study design was utilized in this research. There are a number of benefits in using a two-case study design as opposed to a single-case study design, one being the most obvious of not putting "all your eggs in one basket" (Yin, 2003). Another advantage of using a two-case study design is the analytical conclusions that arise from two cases are more powerful than those coming from a single case. For example, upon uncovering a significant finding in research, using another case to compare the finding is considered more defensible than using only one case to support the claim. Lastly, the contexts of the two cases are likely to differ to some extent and if common conclusions can still emerge from both cases, these conclusions have immeasurably expanded the external generalizability of the findings (Yin, 2003).

<div align="center">Research Participants and Sites</div>

<u>Participant Selection</u>

The search for participants began in September 2002, by my contacting two state universities and those responsible for the placement of student teachers during their student-teaching experiences. After receiving a list of possible candidates for the following spring semester, approximately nine in total, I contacted each individual via e-

mail or telephone call for possible interest and participation in this study. If a student teacher was interested in participating in this research, he or she was then asked to talk with his or her mentor teacher and university supervisor about their possible involvement as well. Participation was required of all three members making up the student-teaching triad---student teacher, mentor teacher, and university supervisor.

Most student teacher candidates were concerned about an extra time commitment during their student-teaching experience, a few candidates were simply not interested in being a part of a study, and a couple of student teacher candidates were advised by their mentor teachers or university supervisors not to participate. The participants ultimately selected in this study were chosen after I was able to provide further information, or I had been able to answer any additional questions or concerns regarding this study, and consequently, all in the student-teaching triad were willing and interested in participation. As it turned out, both student teachers ultimately selected in this study were completing their university teacher education coursework from the same educational institution.

<u>Case 1: Barbara, Student Teacher</u>

Barbara (names of all participants and schools have been changed) was in her early twenties and originally from a small town in the eastern part of the State. In order to accept her student-teaching placement, Barbara was required to move; however, she was able to move in temporarily and live with her grandparents whose residence was conveniently close to her student- teaching placement. Barbara's prior teaching experience included the practicum hours required by her university teacher education program. However, she did have a great deal of experience in other educational

settings. Those experiences included involvement in the State Education Association

and as a residential advisor in the university dormitories.

Linda: Mentor Teacher

Linda was in her ninth year of teaching English and had taught in the same high

school since the beginning of her educational career. For the first time in Linda's

teaching career, she was taking on the additional position as English department chair.

Linda had been a cross country and tennis coach for a number of years and was still

committed to these athletic positions in the spring during Barbara's student-teaching

experience. Linda had two small children, both under the age of eight, and a husband

who taught math in the same school building.

Steve: University Supervisor

Steve was Barbara's student-teaching field supervisor and was employed part-

time with the same university she had been attending. With the official title of field

placement coordinator and student-teaching field supervisor, Steve's duties included

coordinating and scheduling pre-service teachers in their advance practicum and

student-teaching experiences and then supervising student teachers during the student-

teaching experience. This was his fourth year in this position. Steve provided a

minimum of 12 hours of observation for each student teacher and conducted 9 hour and

half seminars, covering various topics, for the student teachers in his cohort. Seminar

topics included but were not limited to special certification, liability, and all that

encompasses the job search, for example, resume building and the interview process.

Student-Teaching Site: Rogers High School

Barbara's student-teaching site was situated in a high school located in the

eastern part of the State. She was placed with a mentor teacher who taught sophomores, juniors, and seniors in technical writing and American literature classes. At the time of this study, Rogers High School accommodated grades 9-12, ran on a trimester schedule, and had an enrollment of 821 students. Ninety-three percent of the student population was Caucasian. The Hispanic population was 2.8 % and the Native American, African American, and Asian or Pacific Islander populations ranged from 1.1 % - 1.7 %. Almost 25% percent of the student population received a free or reduced lunch. The male / female population was similar although the population of males was slightly higher.

Case 2: Kelly, Student Teacher

Kelly was in her early twenties. Kelly's student-teaching placement allowed her to move home after being away at school for several years. Kelly had applied for a student-teaching placement at the secondary level, requesting to be placed with a high school English teacher. However, the university was unable to accommodate this request, and Kelly was placed in a middle school language arts/ social studies classroom. Kelly's prior teaching experience included the practicum hours required during her university teacher education program.

Crystal: Mentor Teacher

Crystal was in her ninth year of teaching and taught middle school language arts/ social studies classes. Crystal's teaching, over the nine year period, occurred in different schools in and out of the State. During Kelly's student-teaching experience, Crystal had no other commitments or obligations. She was not married nor did she have any children at the time of this study.

<u>Stacey: University Supervisor</u>

Stacey was Kelly's student-teaching supervisor. Stacey was employed through an Educational Service District (ESD) and worked part-time. She was contracted each semester for a set number of student teachers from various colleges and universities to supervise. Stacey provided a minimum of 12 hours of observation time for each student teacher and conducted 5 hour and half seminars with her cohort of student teachers during the semester. These 5 seminars were in addition to 3 other seminars each cohort of student teachers was required to attend through the ESD. During the first couple of seminars with her cohort of student teachers, Stacey covered subjects such as liability, state certification rules, and various job search topics. During the last few seminars, Stacey arranged for local school district personnel to come in and conduct mock interviews with the student teachers in her cohort, providing interview questions and professional feedback regarding procurement of a future teaching position.

<u>Student-Teaching Site: Wilson Middle School</u>

Kelly's student-teaching placement was situated in a middle school located within a large metropolitan region, on the western side of the State. At the time of this study, Wilson Middle School accommodated grades 6-8, ran on a block schedule, and had an enrollment of 1,114 students. Sixty-five percent of the population was Caucasian. The Asian population was 16.3 %, the Hispanic population 8.2 %, the African American population 6.6 %, and the Native American 3.3 %. Almost 23% of the student population received free or reduced-price meals. The male / female population was similar although the population of males was slightly higher.

Research Process

Role of the Researcher

My role in this research was as an interviewer. I was neither an observer nor a participant in this study. I conducted interviews with study participants by means of the telephone. Limitations of my role and this aspect of the study are discussed later in this section.

I viewed my role as an investigator, as one who gathers data, asking questions of each participant as if I were a naïve detective investigating a case, inquiring about the case from each participant as if I had no prior information to make use of. As a case study investigator, I asked good questions, was a good listener, was adaptive and flexible, and had a firm grasp of the issues being studied (Yin, 2003). Not only are these valuable attributes of a good researcher but also aid in the validity and integrity of the study being conducted.

Case studies require an inquiring mind, particularly during data collection. The skill to pose and ask good questions is critical for the case study investigator in order to create a rich dialogue with study participants. For example, as I was collecting data, I was able to quickly review the evidence and continually ask why events or facts appeared as they did. Being a good listener allowed me to make keen observations or sense what might be really going on in a case.

"Being a good listener means being able to assimilate large amounts of new information without bias," (Yin, 2003, p. 60). When the investigator is a good listener, he or she is able to hear exactly what the interviewee is saying, reflecting particularly on the terminology of the study participant, capturing the mood and better understanding

the context from which the interviewee perceives his or her world. Having good listening skills is also applicable to investigating the student teachers' reflective journals utilized in this study. In reviewing these journals, an investigator who listens well can find any important messages written "between the lines" (Yin, 2003). Important insights can be gained in this way.

<u>Data Collection</u>

The foremost methods for data collection in this study were interviews and reflective writing journals. Moving forward in qualitative research is dependent on the data collected. Therefore, responses from participant interviews and information extracted from the student teachers' reflective journals many times determined the set of questions, sequence, and wording used during the next series of interviews.

<u>Interviews.</u> "One of the most important sources of case study information is the interview," (Yin, 2003, p. 89). Interviews were used to provide in-depth conversations (Spradley, 1980; Strauss & Corbin, 1990) with study participants. Kahn and Cannell (1957) described in-depth interviewing as "a conversation with a purpose" and suggest using in-depth interviews as an overall approach to a study (p.149). Although interviews pursue a consistent line of questioning, interviews will appear to be guided conversations rather than structured queries and are likely to be fluid rather than rigid (Rubin & Rubin, 1995).

After establishing initial contact with participants, I began to interview each participant every two to three weeks, via telephone. The length of interviews varied between 40 and 90 minutes. Student teachers were each interviewed ten times. Mentor teachers and university supervisors were each interviewed nine times. All interviews

were conducted between January and June 2003 and were audio-taped for later transcription. The focus of this case study and subsequent interview questions (see Appendix A, B, and C) addressed the following goals: (a) to explore the lived experience of the socialization process , (b) to examine the interaction of the student teacher and mentor teacher during the student-teaching experience, and (c) to examine the influence the student teacher/ mentor teacher relationship has on the student teacher's developing teacher identity during the student-teaching experience.

Interview questions focused on a number of topics. For example, initial questions focused on demographic information and the participants' backgrounds. Questions throughout the study focused on participant opinions and beliefs, experiences and behaviors, feelings and perceptions regarding the relationships being developed, the negotiations taking place, and the student-teaching experience in general. Follow-up questions were used to elicit elaborations and clarifications from initial interview data and my ongoing analysis of the data.

Depending on the context and purpose of the interview, interviews vary in format, question content, question sequence, and in the logistics of conducting and recording interviews (Spradley, 1979). I used several forms of interview approaches in this study in order to obtain rich, detailed data from participants, exploring how they viewed the socialization process and happenings during the student-teaching experience. Regardless of the approach, however, I tried to make all interviews informal conversations that were "friendly" and "nonthreatening" (Becker, 1998).

A standardized open-ended interview was one type of approach used in this study. When using this approach, participants were asked the same questions in the

same order. For example, I asked all participants a series of the same questions, in the same order, when first getting to know them. I asked them to tell me a little bit about themselves, what their ideas were of a good teacher, and what they expected to learn and/or get out of the student-teaching experience.

Additionally, I used an interview guide approach (Rossman & Rallis, 1998), which is typically used in qualitative research. In this approach, I selected topics in advance to explore, but the sequence and wording of the interview questions, for the most part, emerged during the interview. This allowed me to cover categories I wanted to, yet remain open to pursuing topics that participants may have brought up themselves. This line of questioning follows the line of the conversation but makes sure to touch on specific topics. The flow of this type of approach is to allow the researcher to pose open-ended questions followed by a request from the participant to elaborate on the topic. Hopefully, this line of questioning encourages the participant to respond with a long narrative.

Lastly, when I needed to corroborate certain facts, I used what is referred to as a focused interview approach (Spradley, 1979). The focused interview was used to focus on specific topics, corroborate data, and validate or invalidate themes and theories that began to emerge from collected data. This type of interview is open-ended in nature and still conversational but follows a certain set of specific questions already selected ahead of time. Questions using this approach needed to be carefully worded for two reasons. One, I did not want to ask leading questions, and, two, I wanted to appear to be naïve about the topic in order to allow the participant to provide fresh commentary.

Reflective Writing Journals. Interviews were supplemented with data collected

from reflective writing journals. A primary purpose in utilizing reflective journals during this study was to facilitate more diverse responses from the student teacher participants (Francis, 1995). The student teachers' reflective writing journals were also used to triangulate data, and to corroborate and determine dissimilar and/ or similar perspectives and interpretations of the data from participant interviews.

By reading student teachers' journals, valuable insights are gained into the meanings pre-service teachers acquire from their student-teaching experience (Meyers, 2006). Journal entries were produced as electronic files, and research participants sent them to me via email every two to three weeks coinciding with student teacher participant interviews. Each student teacher wrote regularly in their electronic journal, at least once a week, and often at length, recording their feelings and thinking that surfaced from our interviews, or documenting her thoughts at the end of the school day or when she had a moment of time to do so, using the journal much like that of a diary.

Reflecting on practice during their student-teaching provides a way for student teachers to learn from their experiences, as well as provide a means for teacher educators to learn more about student teachers' sense-making and development (Stegman, 2001). Meaningful learning from the student-teaching experience will only take place when student teachers reflect on their experiences (Vonk, 1995). Francis (1995) cautions, however, reflection for beginning teachers is harder than most believe and that a more structured approach facilitates more productive reflection. For that reason, I provided student teacher participants with various topics or specific questions throughout the study in which to reflect and write, targeting more detailed and descriptive information for clarification, corroboration, or further insights regarding the

themes and categories that were emerging from the data (see Appendix D).

Data Analysis

Qualitative research is emergent; hence, categories or themes emerge from the data being analyzed. Data analysis can generally be defined as "The process of bringing order, structure, and meaning to the mass of collected data," (Rossman & Rallis, 1998, p.176). Data analysis strategies vary in qualitative research depending on the research focus, purpose, and data collection strategies (Miles & Huberman,1994; Strauss & Corbin, 1990) but are primarily an inductive process of organizing data into categories, identifying themes, and trying to make sense of the information gathered (Patton,1990). In the simplest of terms, analytic procedures typically fall into six phases: (1) organizing the data, (2) familiarizing with the data, (3) generating categories, themes, and patterns, (4) coding the data, (5) searching for alternative explanations of the data, and (6) writing the report (Rossman & Rallis, 1998).

Interview data in this study were analyzed using the constant comparative method in which data is continually read, reflected upon, and referred back to the research literature where tentative categories are then formulated (Merriam, 1998). This process allows for a starting point for an inductive process, a way to begin organizing the data. Final categories are later grouped for analysis and interpretation. Glaser and Strauss (1967) outline the steps of the constant comparative method as follows: (1) Begin collecting data; (2) Find key issues, events, or activities in the data that become main categories for focus; (3) Collect data that provide many incidents of the categories of focus; (4) Write about the categories explored, keeping in mind past incidents while

searching for new; (5) Work with the data and emerging model to discover relationships; and (6) Sample, code, and write with the core categories in mind.

Data collected from the student teachers' reflective journals was analyzed using what researchers refer to as content analysis, making a matrix of categories and placing the evidence within such categories (Miles & Huberman, 1994). Data extracted from student teacher reflective writing journals was used to triangulate, corroborate, and substantiate categories and themes that had emerged from student teacher participant interviews but also substantiated data collected from other participants of the two student-teaching triads. The process of interweaving data collected from the student teacher reflective journals and participant interviews allowed the two sources of data collection to inform one another (Miles & Huberman, 1994) bringing further clarity to the analysis.

Validity

Three conditions of validity as outlined by Yin (2003) are addressed in this case study design: (1) construct validity, (2) external validity, and (3) reliability. These three tests of validity occur in different phases of the research. To defend credibility of this study, all three conditions were given great attention.

Construct validity is concerned with establishing correct operational procedures for the concepts being studied and was addressed in this study by using three tactics. The first tactic was the use of multiple sources of evidence, for example interviews and reflective journals. Case studies using more than one source of evidence are rated more highly in terms of overall quality than those relying on only a single source (Yin, 2003). The second tactic was keeping a chain of evidence, for example verbatim

transcripts and reflective journal entries. The third tactic was having study participants review my analysis of data. This is also referred to as "member checking". It is important that "interpretations and concepts have mutual meanings between the participants and the researcher" (McMillan & Schumacher, 1997, p. 404). Hence, interpretations from the researcher were brought back to study participants to ensure perceptions and analyses were accurate. Each student teacher, mentor teacher, and university supervisor was asked to confirm my interpretation and analysis throughout the study and discuss with me any misinterpretations.

External validity deals with the problem of knowing whether a study's findings are generalizable, which has long been a major criticism of case study designs. A leading expert and author on case study research, Yin (2003) says, "Case studies, like experiments, are generalizable to theoretical propositions and not to populations or universes," (p. 10). Since case studies focus on one phenomenon or one group of subjects, the results of the research cannot be assumed to be true for a subgroup of subjects. This case study focused on two student teachers and two mentor teachers, at two separate student-teaching sites. The findings can be generalized to existing theories of socialization and the legitimate peripheral participant analytical viewpoint; however, the findings in this study may not be true for the entire population of student teachers and mentor teachers participating in their student-teaching experiences. The findings of the study have to be accepted tentatively until replications are conducted. What is needed is a series of studies which demonstrate and outline specific conditions under which each finding is found.

The goal of reliability is to minimize errors and biases in a study (Yin, 2003).

Biases of the researcher are inherent in qualitative research because no investigator observes, interviews, or perceives documents and research exactly like another (Rossman & Rallis, 1998). The objective is to be certain that if another researcher followed the same procedures, conducted the same case study all over again, he or she should arrive at the same findings and conclusions. Therefore, as if I were going to be audited, study procedures were outlined in detail, a complete database of all transcribed interviews and journal entries were kept, and notes of analysis were reserved.

Limitations

Limitations are inherent in any study, and of course, are not excluded from this research. The use of interviews conducted solely by telephone is the most noteworthy limitation of this study. Interviews, after all, are verbal accounts only and are subject to bias and poor recall on the part of the participant if not recorded and transcribed verbatim. Additionally, interviews conducted by means of the telephone lack opportunity for the researcher to observe any nonverbal cues from participants. Lack of face to face interaction prohibits the interviewer from noticing any visual cues that might indicate the participant being uncomfortable or not forthright. Of course, when only conducting interviews by telephone, it is also likely, due to lack of visual cues, that the researcher also misses levels of enthusiasm and zeal for a topic as well. A face to face interview would allow the researcher to observe visual cues and motivate or respond to the participant's cues. Therefore, interview questions were paid particular attention to and worded carefully. Interview transcripts were meticulously transcribed. Member checking was used frequently, meaning I reviewed my analysis of the collected data with participants trying to make certain that what I was interpreting was accurate in the

voice of the participant.

Although case studies do not need to always include direct observations as a source of evidence (Yin, 2003), I acknowledge not conducting direct observation and or acting in the role of participant observer is also a limitation of this research. Direct observations in a study can provide information pertaining to relevant behavior or environmental conditions which can contribute to other sources of evidence. The direct observation method for collecting data relies on the researcher's seeing and hearing things rather than just relying on a participant's self-report responses to interview questions.

I also acknowledge the lack of participant observation in this study as a limitation. Participant observation (Spradley, 1979) is a special mode of observation in which the researcher is not merely a passive observer but rather he or she may actually participate in the events being studied. An advantage to using participant observation is the ability for the researcher to gain access to events or groups that are otherwise inaccessible to the investigation. Another advantage is the ability to perceive reality from the viewpoint of someone "inside" the case rather than external to it (Yin, 2003). The argument of many is that participant observation is invaluable in producing an accurate portrayal of a case study phenomenon.

There are however problems related to participant observations having to do with the potential biases produced (Becker, 1958). First, an investigator employing participant observation is in not an external observer; therefore, he or she may at times have to assume a position or advocacy role during the research that may be contrary to the interests of good scientific practice (Yin, 2003). Second, the participant-observer is

likely to already have a wealth of knowledge about the phenomenon or may already be a supporter of the group or organization of the phenomenon being studied. Third, participant observation often requires much attention be paid to what is being observed, and, as a result, the researcher may not have sufficient time to take notes or raise good research questions as an external observer might. Fourth, if a social group is physically dispersed, the participant-observer may find it difficult to be at the right place at the right time.

Finally, I note one last limitation of this study being the complicatedness and apprehensiveness with one of the study participants. Steve, Barbara's university supervisor did occasionally have reservations and apprehensions about the direction of my research and often questioned my line of questioning during our interviews. Steve revealed he had anxiety regarding the confidentiality of any information he would share with me. He did not want his comments revealed to the other two members comprising the student-teaching triad in Case 1, above all with Barbara, the student teacher. I believe Steve was sometimes guarded with the particulars he wanted to share with me because of the delicate nature of the situation in this case.

Except for the fact that it was more difficult to extract information and details from him, I was not troubled by his concerns of data confidentiality on my part because I knew I was not sharing any of the information he was giving me to any other study participant. My bewilderment of his worries turned to frustration half way through the study because it should have been apparent to this university supervisor that at no time was data being compromised. Had sharing of data and/or any comments, advice, or opinions from me been taking place with any study participant, I believe it would have

60

been clearly evident right away and this fact would have certainly been brought to my attention by someone, but the act of my sharing data amongst participants or providing any suggestions, advice, etcetera, with any participant was simply not occurring, nor ever did occur. The openness and straightforwardness from all other participants I believe attests to the integrity of my role as researcher.

Conclusion

This study was guided by qualitative research methods and supported by the theoretical concepts of socialization and the legitimate peripheral participation analytical viewpoint. Telephone interviews were the primary source of data collection in this study. Interviews, which are essentially vocal questionnaires, have both advantages and disadvantages to their use. The primary disadvantage is the potential for subjectivity and bias, particularly when interviews are only conducted over the telephone. However, careful detail to how questions were written and presented to study participants, follow-up interviews for corroboration and clarification, member-checking, meticulous transcription and analysis of interview data was consistently used throughout this research to ensure the best possible reliability and merit of the study.

CHAPTER IV: FINDINGS

Research suggests pre-service teachers bring into their teacher education programs previously constructed ideas and beliefs about students, teaching, and learning (Chiodo & Brown, 2007). The challenge is negotiating these constructs, particularly during the student-teaching experience, and more specifically with the mentor teacher. While transitioning into the role of teacher, the student teacher is exposed to a variety of socialization tactics used by the teaching organization but predominantly provided by the mentor teacher. The perceptions of the newcomer, how she interprets and responds, consciously or unconsciously, to the socialization tactics used by an organization is important (Cooper-Thomas & Anderson, 2002; Van Maanen & Schein, 1979) as she builds on or refutes her preconceptions and begins to develop a teacher identity. The perceptions of these tactics influence a continuous negotiation process between the student teacher and all that the student-teaching experience comprises. Chapter IV is divided into the following sections: (a) the context, (b) negotiating entrance, (c) negotiating in the field, and (d) negotiating identity.

The Context: Situating the Student-Teaching

Triads and Experiences

In order to better understand the socialization process and experiences of the student teachers during their student-teaching, it is important to have a better understanding of the context in which their student-teaching was situated. The following contextual information is divided into three sections: (a) the university teacher education program where both student teachers attended, (b) members of the student-teaching triad, and (c) the student-teaching sites. The information regarding the university

teacher education program and student-teaching school sites is readily available on-line. Additional information presented is from data collected during participant interviews, along with my interpretations and findings of the data.

<div align="center">The University Teacher Education Program</div>

Both student teachers attended the same university teacher education program and majored in English. This is a fifth year undergraduate program. Bell University offers "the most up-to-date knowledge of effective teaching, student-learning and educational reform" (University web site, 2008). The teacher education program gives pre-service teachers 200 hours of first-hand teaching experience during required practica integrated throughout the program. The student-teaching experience is the culminating experience giving student teachers an additional 16 weeks of socialization into the teaching profession. Field experiences total one full semester of student-teaching at select contracted sites throughout the state and can also be arranged oversees.

The State requires a performance-based pedagogy assessment of all teacher candidates before a Residency Teaching Certificate may be issued. This is evidence, demonstration, of the student teacher's learning during their student-teaching experience. Evidence includes written documentation and observation. Written documentation refers to lesson planning and making certain the student teacher has evidence of learning targets and appropriate assessment strategies. Observation refers to the student teacher carrying out a lesson and having the mentor teacher and university supervisor evaluate this presentation. While observing the student teacher present a lesson, the mentor teacher and university supervisor are looking to see if the

student teacher aligns instruction with the plan, communicates accurate content knowledge, and is actively engaging the students in learning activities.

According to Bell University's website, university supervisors serve as a supervisor-advisor to the pre-service teacher, a consultant for the mentor teacher, and a liaison between the public school and the University. The supervisor conducts scheduled student-teaching seminars and visits the student-teaching site on a regular basis to observe and confer with the pre-service teacher, mentor teacher, and building administrators. Three-way conferences are scheduled between student teacher, mentor teacher and university supervisor for planning and problem solving purposes. Typically, the university supervisor observes and conferences with the pre-service teacher, guiding the student teacher in reflection on her teaching practices, what is happening in the classroom, etcetera.

To teach a specific subject in middle school or high school, and in this case both student teachers chose to teach English, students must complete a bachelor's degree in the specific discipline before entering the teacher education program. The English department at Bell University offers a traditional option in English, which provides a general liberal arts education emphasizing literature, critical thinking, and writing, as well as pre-professional options in graduate study preparation, English teaching, English/business, English/pre-law, and creative writing. In addition to the classes for the declared major, students must also complete core professional education coursework within the College of Education to earn teacher certification in the particular subject. Classes required in the Professional Core are divided into three blocks. Some of those classes include an Introduction to the Field Experience course, Learning and

Development, Curriculum and Planning, Classroom Management, Classroom Assessment, and an Introductory Psychology course.

The Student-Teaching Triad: Student Teacher, Mentor Teacher, and University Supervisor

<u>Case 1: Barbara, Student Teacher</u>

Barbara was in her early twenties and originally from a small town in the northwestern part of the State. Barbara's teaching experience included the requisite practicum hours required of her university teacher education program. However, Barbara did have a great number of other educational familiarities. She worked in the university dormitories for the last three years as a residential advisor (RA) and had a considerable amount of involvement in the State's Education Association. In fact, Barbara held a rather prominent position within the organization, one that gave her an opportunity to appear as a main speaker during a large education rally, which took place across the State during the first week of her student-teaching. This particular rally, in which she spoke, attracted more than 1,200 teachers, school employees, parents, and community members.

Barbara accepted a student-teaching placement that was a long distance from her home but conveniently located near her grandparents' residence. Thus, she temporarily moved in with her relatives. At the onset of her provisional living conditions, Barbara was apprehensive and slightly uncomfortable, particularly since she did not have a close relationship with her grandmother and grandfather. She was relieved to find that her grandparents would be vacationing during the first two weeks of her student-teaching, so she could become acclimated to her new surroundings.

When first asked what she hoped to gain from her student-teaching experience, Barbara was most interested in working on curriculum. Referring to when she leaves her student-teaching experience and procures a teaching position of her own in the fall, Barbara says, "I think my biggest weakness is curriculum development. I need some more lesson plans, more stuff in my hands to leave with." Barbara sounded confident in her teaching abilities and excited about teaching students. With what appeared to be an already strong sense of self, she vocally exuded optimism and enthusiasm for the challenge and journey that lay ahead in the next six months.

Linda, Mentor Teacher

Linda was Barbara's mentor teacher. She was in her ninth year of teaching, and she had up to this point taught all nine years at Rogers High School. Linda had been a cross-country and girls' tennis coach for the last six years and was still committed to these coaching positions in the spring, at the same time as Barbara's student-teaching would be occurring. Moreover, this was Linda's first year as the English department chair, an exciting responsibility, but nevertheless an added responsibility to Linda's school day. Linda was married to a math teacher, who taught in the same building, and they had two small children.

Linda had previously mentored two other student teachers. One of those student-teaching experiences had been positive, and the other had been a more taxing situation. Barbara had been appointed to Linda by her building principal. Linda questioned her principal about the placement due to an already crowded schedule but, nonetheless, agreed to mentor Barbra after school resumed from winter break.

Unfortunately and unexpectedly, early in December before winter break, Linda required surgery. Linda's surgery could not be postponed or suspended until a more convenient time and, subsequently, lead to an extended absence from school. What's more, this unanticipated absence took place at the end of a grading period, an already hectic and stressful time for teachers. As a result, Linda was still in the middle of correcting papers and finishing grades when January drew near and it was then time for Barbara's student-teaching to begin.

Steve, University Supervisor

At the time of this study, Steve was working two part-time jobs. One of his occupations was field placement coordinator and student-teaching field supervisor at the same university in which Barbara had attended her teacher education program. This was his fourth year in this position.

Steve spent 30 years in education and tells me, "I'm a retired high school principal." He says, "I've had a number of student teachers in my building, and as principal, I've coached and supervised and watched them grow." Steve had been a high school principal for the last 12 years but also had administrative experience as an assistant principal and activities coordinator. He was a teacher and counselor during his educational career as well.

Steve provides a minimum of 12 hours of observation time for each student teacher he supervises. He also conducts 9 hour and half seminars for his cohort of student teachers during their student-teaching semester. Various topics related to the student-teaching assignment as well as the procurement of future teaching positions are covered in great detail during seminars. When asked what he expects student teachers

to gain from the student-teaching experience, he replies, "Confidence. A level of confidence and a level of skill that will give them an opportunity to be successful their first year."

<u>Student-Teaching Site: Rogers High School,</u>

Rogers High School is situated in a region noted for its forests, agricultural production, scenic beauty, and an unusual concentration of higher educational institutions in a rural area. The area is also well known for its outdoor recreational leisure. A network of river, rail, and highway transportation facilities gives this region a good business climate. International trade is an increasingly important segment of the economy. The population in this region (i.e. the four closest cities combined) is approximately 96,000. The community serves a working class population. A large number of businesses have traditionally thrived in the region particularly in wood, paper products, and technology. The average household income in this area is $36,606. The median sales price of a home is $139,000.

Case 1 is situated in a four-year high school with an enrollment each year between 800-850 students. During the time of this study, Rogers High School had an enrollment of 810 students. The school serves a predominately white, working class population. The majority, 93 %, of students were Caucasian. The Hispanic student population was 2.8 %; American Indian/ Alaskan Native were 1.7 %; the Asian population was 1.4 %, and Black population was 1.1 %. Twenty-five percent of the student population was enrolled in a free and/or reduced lunch program. At the time of this research, there were no special education, migrant, or bilingual students enrolled. Fifty-one percent of the student population was male. At the time of this study, Rogers

68

High School employed 43 teachers. The average number of teaching experience among the faculty was 15 years, and almost 75 % of the faculty had a master's degree.

<u>Case 2: Kelly, Student Teacher</u>

Kelly was a 23-year old young woman originally from the western side of the State, having grown up in the region of a large metropolitan area. Kelly's teaching experience was comprised of the requisite practicum hours required of her university teacher education program. She had no other educational experience to speak of. At the onset of her student-teaching, Kelly was working part time at a major department store and had worked there for the last four-years during her summer and winter breaks from college.

Although Kelly requested a student-teaching assignment in a high school English classroom, the university was unable to accommodate her application. She, therefore, accepted a student-teaching placement in a middle school located conveniently close to her parents' home in the western part of the State. Kelly's placement allowed her to return home and temporarily move back in with her parents after being away at school for the last several years.

At the outset of her student-teaching, Kelly was certain the middle school classroom was not where she would want to begin her teaching career. In fact, Kelly was uncertain if the teaching profession was where she belonged. Hearing rumors about the difficulty in procuring a teaching position and working in a popular department store, in which she thoroughly enjoyed, Kelly was open to other career paths. She tells me,

I've heard it's going to be hard to find a teaching job. Not many districts are

hiring. So, I'm open to other options when I complete my student-teaching. We,

(Kelly and her boyfriend) are thinking about moving to California as soon as I'm

done with my student-teaching. Maybe the job market will be better in LA.

When first asked what she hoped to gain from her student-teaching experience,

Kelly replied, "Confidence. I want to find confidence and the ability to trust myself so that

I can go into a classroom, teach, and change students' lives." Kelly sounded eager to

jump into her student-teaching but also a bit anxious. One cause of Kelly's anxiousness

was the fact that social studies and language arts classes were blocked together at

Wilson Middle School. As a result, Kelly might also have to teach parts of the social

studies curriculum during her student-teaching, a subject in which she had no formal

training. In spite of Kelly's nervousness and lack of social studies knowledge, instead of

working with two English teachers during the times they taught language arts courses

throughout the day at Wilson Middle School, Kelly and her mentor teacher, Crystal,

decided it would probably be in Kelly's best interest to work with just one teacher,

becoming familiar with one teacher's teaching practices, routines, and culture in the

classroom, rather than two. In spite of her fears, Kelly vocally exuded a positive and

upbeat attitude about the adventure that lie ahead in the next few months.

Crystal, Mentor Teacher

Crystal was Kelly's mentor teacher. She was in her ninth year of teaching. This

was Crystal's second year teaching at Wilson Middle School. Her other teaching

experience consisted of four years at a K-8 Catholic school in the western part of the

State and three years teaching middle school in East Los Angeles. Crystal had no other

70

obligations or commitments during Kelly's student-teaching. Crystal was not married nor did she have any children at the time of this study.

Crystal had two university students previously in her classroom, but their roles were as observers only. Crystal willingly agreed to be a mentor teacher when the building assistant principal was soliciting volunteers to mentor student teachers. Crystal says, "I thought it would be fun. I had a lot of friends that had worked with student teachers and had good experiences, so I thought I would take advantage of it."

<u>Stacey, University Supervisor</u>

At the time of this study, Stacey was working part-time on contract to supervise student teachers through an Educational Service District (ESD) on the western side of the State. This was Stacey's third year as a student teacher supervisor. Stacey spent 33 years in education before retiring. The last 15 years of her career was in the position of principal in a K-12 school. Her educational career encompassed teaching experience at the middle school, working for the central office of a large school district, and various assistant principal positions at the high school level.

Stacey provided a minimum of 12 hours of observation for each student teacher she supervised. She also provided 5 hour and half seminars for her cohort of student teachers; however, these were in addition to three additional seminars the ESD held and required the cohort of student teachers to attend. During the first three seminars, a variety of topics regarding the student-teaching experience and procurement of a future teaching position are presented. During the last two seminars, Stacey arranges for local school district personnel to come and conduct mock interviews with her cohort. When asked what Stacey expects student teachers to gain during their student-teaching

experience, she replies, "I expect them to get passion... At the end of their student-teaching, I want them to break down doors to get a job."

<u>Student-Teaching Site: Wilson Middle School</u>

Wilson Middle School is located in a large urban metropolitan area. This area boasts about its world-class arts, entertainment, and cuisine. The region has a strong economy centered in and on healthcare, biotechnology, information technology, science and research. The median family income is $74,000. The median sales price of a single-family home in this region is $372,000.

Case 2 is situated in a middle school that teaches grades 6-8. During the time of this study, Wilson Middle School had an enrollment of 1,114 students. This school serves a white, middle-upper-class population. The majority, 65.5 %, of students were Caucasian. The Asian population was 16.3 %; the Hispanic population was 8.2 %; the Black population was 6.6 %; and the American Indian/ Alaskan Native were 3.3 %. Nearly 23% of the student population was enrolled in a free and/or reduced lunch program. At the time of this research, there were no special education, migrant, or bilingual students enrolled. At the time of this study, Wilson Middle School employed 55 teachers. The average number of teaching experience among the faculty was 12.7 years, and 47% of the faculty had earned a master's degree.

<div align="center">Conclusion</div>

Contextual information of the university teacher education program, student-teaching triad, and student-teaching sites is important in situating this research. In order to better understand the socialization process of student teachers during the student-teaching experience, it is integral to have a depiction of the setting in which the

two cases are explored and some background information on the participants in order to get an idea of the participants' perspectives going into their 16 week student-teaching journey. Although additional information about the participants and setting will be discussed in more detail throughout the study, the purpose of this section was to lay the foundation for this research by introducing and positioning the above contextual data.

Negotiating Entrance: Establishing a Relationship and Lines of Communication with the Mentor Teacher, Students, Other Faculty Members

The relationships student teachers develop during their student-teaching are central in the development of professional skill and identity development (Jorissen, 2003). Introductions between the student-teaching triad, students, and other faculty members during the student-teaching experience are anything but inconsequential because of the potential influence the subsequent relations may have on the socialization process of the student teacher. Research suggests that expectations, perceptions, and relationships created early on during the introduction period within an organization are strong and can have an effect on the interpretation and subsequent events in the early stages of organizational entry (Ashforth & Saks, 1996). The tone that sets the underpinnings for the student-teaching experience and socialization process for the student teacher can be laid by these seemingly innocent greetings and first meetings. Perhaps of most importance is the affect first impressions can have on the student teacher, mentor teacher relationship.

Negotiating Entrance with the Mentor teacher

Before the student teacher sets foot in the classroom to begin her student-teaching journey, she usually has had a few introductory meetings with her mentor teacher. Mentor teachers have a significant impact in preparing student teachers to be effective and successful in the classroom (Warren, 2005). These first introductions appear to be noteworthy because of the first impressions they communicate.

Case 1: Barbara and Linda

Barbara was very eager to meet and talk with her mentor teacher about their student-teaching in January. In November, while driving to Rogers High School to visit with Linda for the first time, Barbara became lost and arrived forty-five minutes late for their appointment. Unfortunately, Linda needed to attend another commitment and had only a few minutes to meet and converse with Barbara. They had a cordial introduction, made small talk, briefly discussed their upcoming student-teaching experience, and Barbara walked away feeling positive about their short conversation. Barbara sums up her meeting with Linda by saying, "We hashed it out and clicked right away. We communicate really well together...Our style and our communication is really compatible."

Upon meeting Barbara for the first time in November, Linda felt that their introductions had gone well also, albeit short. She tells me, "When I first met her, I thought she's really got it together. I thought this will be fine. This will be a good fit." Linda immediately recognized Barbara's intelligence and grasp of the curriculum and enthusiastically stated, "I'm looking forward to seeing someone who is fresh out of college who has been in the latest instructional classes...It will be exciting to see new activities." When asked what she would like Barbara to learn during the student-

teaching experience, she comments, "It's easy to see Barbara can prep (prepare lesson plans), but I would like her to walk away with an appreciation, an empathy for kids and all the situations that they have to deal with on an everyday basis."

Linda remembers, however, at their second conference before Barbara's student-teaching began in January, Barbara mentioning to her having met one of Linda's former students at a football party. Linda tells me,

> Barbara came in once at the end of December right before we were ready to go back to school and said a few things that kind of sent me a red flag. She told me she met a former student of mine and this person said they didn't dislike me but thought I was a teacher who had a lot of favorites in my classroom. At first I thought, I'm going to defend myself then I decided otherwise. I just let it go and said okay. In teaching there are going to be kids that love you and then there will be some kids you just don't hit it off with for whatever reason.

It was obvious as Linda recalled Barbara's narrative that Linda was still puzzled as to why someone, especially a student teacher coming into her classroom, would mention this encounter. Consequently, the awkwardness of this conversation with Barbara planted a cloud of skepticism in Linda's mind.

Case 2: Kelly and Crystal

Kelly and Crystal first met in November, two months prior to Kelly's student-teaching experience. When asked to describe their first meeting, Kelly simply said, "I just came in and I met her." Trying to extract more of a narrative from her, I ask Kelly to elaborate on this first introduction. She then explained her original predicament with her student-teaching placement.

The middle school ran on a block schedule where English teachers also taught sections of social studies. Kelly was uncertain whether she would be working with one or two mentor teachers. The option made available to Kelly was to work with Crystal during English instruction and a differing English teacher during his/her English instruction periods. This arrangement allowed Kelly to work only with the English curriculum where she felt most comfortable.

Crystal noticed Kelly was "a little overwhelmed" at first by the situation. Crystal said, however, they talked for a while weighing the pros and cons of a couple of different scenarios and determined that it would be easier and probably in Kelly's best interest for Kelly to work with one teacher as opposed to working with two and having to figure out two separate teaching styles, classroom management routines, etcetera. Kelly recalled Crystal simply saying 'Okay, I'll take you under my wing' when the conclusion appeared to be best for Kelly to stick with Crystal as her sole mentor teacher.

Although neither Kelly nor Crystal elaborated much on their first couple of get-togethers, it sounded clear that they had made a positive connection. Both student teacher and mentor teacher described their first meeting in the same detail and manner expressing enthusiasm and optimism for their student-teaching experience. They were pleased about being able to talk and work through this dilemma of Kelly's mentor teacher predicament. Kelly thought Crystal was "great" and Crystal thought Kelly "just seemed very interested."

Negotiating Entrance with the Mentor Teacher Conclusion

It is important for student teachers to make a good first impression with their mentor teachers. This piece of the negotiating entrance process into the student-teaching experience is a decisive component because of the significance of the student teacher, mentor teacher relationship. The relationship formed between the student teacher and mentor teacher is the building block that begins laying the foundation for this part of the socialization process and student-teaching experience. This relationship either opens or closes the many, many doors to the intricate details and happenings of the mentor teacher's teaching world allowing much access or very little for the student teacher to explore and examine during this time.

<div align="center">Negotiating Entrance with Students</div>

The transition from student teacher into the role of teacher is a large part of the socialization process for the student teacher. It can be challenging not only for the student teacher but also for the students. How this transition is carried out, the manner in which the student teacher is introduced to the students and vice versa is imperative to the ease of this transition. Thus, it is suggested that a gradual handover of teaching responsibilities occur (Steadman & Simmons, 2007). This process was carried out quite differently for the two student teachers in this study.

<u>Case 1: Barbara</u>

Linda's objective the first couple of weeks in January was to have Barbara observe Linda teach and interact with students. She wanted Barbara to become familiar with her routine and classroom management style. Barbara was interested in observing Linda teach and in getting to know the students but soon became restless and critical of what she viewed as a "disorganized classroom." Barbara tells me, "I'm very organized.

<div align="center">77</div>

She's disorganized, almost worse than the teacher I worked with in my other practicum."

Barbara continues, "I don't know how she can tolerate such a loud and out of control classroom, but then I also understand that students need to feel autonomous." Linda sensed Barbara's restlessness and disapproval.

Because of Linda's engaged schedule, Barbara began teaching Linda's classes much sooner than she and Linda had originally planned. With a hasty transition into the role of teacher, frustration burgeoned for Barbara. She explained that she taught an American Literature class third and fifth period while Linda taught the same class fourth period. Barbara's third period class had twenty eight students while Linda's fourth period class had only sixteen. Apparently, Barbara's third period class also had a number of students who were very disruptive. Barbara preferred that Linda teach third period, allowing Barbara to observe Linda teach the lesson and how she attends to disruptive students. Barbara thought this would provide her with ideas for teaching and better classroom management techniques. With sarcasm in her voice, Barbara says, "At least I'm always original with third period." She continues, "And, I think fifth period gets some great things from me since I've had the opportunity to observe my mentor teacher."

As she thinks about teaching her third and fifth period classes, it troubles Barbara. She tells me,

> It bothers me that third period is getting the experimental, nervous teacher, the teacher who's not really sure about things because it's the first time teaching the lesson. I've made a couple of mistakes. I've forgotten to do this or I've forgotten to do that.

Barbara is discouraged because she has not been perfect in her presentation of lessons and feels this may be having an impact on her relationships and connections with the students. She tells me, "I don't understand why I'm not perfect at this…I think my mistakes are having an impact on my relationships with the students. I can't seem to connect with the students as I think I should."

Additionally, Barbara explains her concerns about implementing curriculum. She says, "I want to make activities that are engaging for students…I don't want to lecture. I don't want to say open your book, let's read this, and we're done…I want to have activities and engaging thought." After looking over her mentor teacher's curriculum notebook, especially for the technical writing class, Barbara is apprehensive about following Linda's outlines too closely because she thought Linda's lessons were "very pull open the book and do this page" type plans. On the other hand, Barbara wants to be more engaged with the students and sees Linda's methods work for her.

Linda thinks Barbara is having a hard time connecting with students also. She tells me, "She (Barbara) talks way over their heads, and I think she kind of intimidates them. She's a little uptight." Linda thinks Barbara is starting to recognize this and is trying to make some adjustments. Linda says, "I think she is trying to get in line with the kids, trying to talk to them a little differently, more on their level." Linda also says, however, "I think there are some kids that are not responding to her just because it's her teaching and not me teaching. I try and make my presence still known in the class…I think the kids will come around." Linda recognizes that she and Barbara have very different styles of working with students, which she says, "For some kids that's good

because your teaching style doesn't always connect with every student. She'll be able to give kids something that maybe I don't."

Barbara had many ideas regarding what and how her, and any other teacher's, interaction with students should and should not look. Barbara tells me, "I am a little concerned that Linda wastes time chatting too much with students." Barbara does not believe teachers should get "too close" to their pupils. She writes in her journal, "Teachers who keep a professional distance from their students will retain more respect. Sometimes sacrificing that distance can have an appeal because new teachers want to build a rapport with their students. However, this effort is risky."

Barbara enjoys working with the students but writes about her stress and changes of attitude as her student-teaching moves forward. She writes in her journal,

When it comes to my students, I feel a little stressed about keeping up with the lesson planning and grading. I seem more irritable with the students, and I think I'm losing my patience with them easier. I don't feel as chipper as usual and think sometimes I'm a bit of a grump…I feel a bit more pessimistic towards teaching now, and I try to remind myself that my students are all that matter.

Linda felt that Barbara eventually connected to some of the students. However, she says, "If I were to rate her overall in connecting with the kids, I would have to say below average." Struggling for the right words, Linda tells me, "She's not a touchy-feely person. That's just not her personality…And, she just wasn't real consistent with her treatment of kids."

There was one thing, however, in which Linda thought Barbara did an outstanding job. Linda tells me, "One thing that she did that was really cool, and at first I thought she was really crazy for doing, was she had a writing contest." Linda continues,

> She had this contest in two of my classes. The kids had to do a magazine, and then she had people judge them. The crazy part was her wanting to take the winner out to pizza…She did it. She really pulled it off. The kids came back and said it was a lot of fun…I just thought this was a great experience for Barbara. I thought this was a real breakthrough with her and the kids. She got to see a different side of them.

When asking Steve what student teachers, and Barbara, seem to enjoy the most early on in their student-teaching, without hesitation he says, "Interactions with the students." He also tells me, however, that Barbara is having some difficulty in making connections with the students as she had hoped. He continues, "She hasn't seen the embracement and the engagement from the students like she thought she was going to." He does think Barbara has a "strong and adequate command of the subject matter" but thinks her approach and overconfident attitude is hindering her ability to establish a rapport with the pupils. Steve tells me, "She needs to put some perceptions aside and focus on her audience [the students], and I think things will get better for her."

Case 2: Kelly

Kelly's transition into the teacher role was much more gradual than that of Barbara. Crystal eased her student teacher into various teaching responsibilities and in working with students. For example, Kelly was first put in charge of a number of reading groups. As she learned the routine and became comfortable working with these

reading groups, Crystal gave her more teaching responsibilities and more student

groups to interact with and teach. The students understood that a transition was taking

place and eventually Kelly would be teaching all of the classes.

Crystal and Kelly worked diligently on Kelly's lesson plans trying to work out any

potential problems, trying to find small but efficient ways to "tweak" a plan, making it go

more smoothly for both Kelly and the students. Crystal tells me what she told Kelly,

> You have these kids in front of you and you have to figure out exactly how you
>
> are going to work with them. How you are going to manage assignments? How
>
> are you going to manage the kids who come in tardy, and the kid that hands you
>
> a note and says he's going on vacation?…How are you going to manage all of
>
> these kids and make the process work?

Crystal tells me that Kelly became much more skilled at being able to see and

handle the "pitfalls before they happened." She learned to manage and work well

with the students.

Kelly comments often on the support she received from Crystal in helping

her with her lesson plans and student interaction. She says,

> I got a lot of support from her, which made me feel confident. I was very nervous
>
> in front of the students…Crystal gave me a lot of confidence by telling me an
>
> assignment was awesome, or the kids loved it, or this teacher wants to make a
>
> copy of it.

The confidence Crystal instilled in Kelly allowed Kelly to take chances and make

big strides in her teaching practices. Although, critically looking at and discussing

lesson plans with a mentor teacher does not ensure a lesson will go smoothly, it

did catch some potential problems in implementation and gave Kelly a sense of reinforcement that the lesson she was about to embark on was well written and looked as if it would work well with students.

Kelly was enthusiastic when teaching. Crystal tells me, "She's very excited about teaching. One of the things I appreciate about her is that she gets along well with the kids." Crystal continues, "I don't mean they think she's too easy or a pushover, but they don't think she's mean either." Crystal goes on to tell me that Kelly is very clear with her expectations with the students in regards to their assignments and classroom behavior. She concludes, "The kids enjoy Kelly. They enjoy the lessons she's created, and Kelly seems to really like teaching."

Kelly did enjoy teaching and working with students. She says, "The kids are fun. I've changed my mind about middle school kids…I love teaching. Of course, there are bad moments and bad days, but I've learned to take it all in stride and know that it will eventually pass." Kelly continues, "I've learned to trust that I'm not necessarily doing something wrong and to have confidence in myself."

Negotiating Entrance with Students Conclusion

A gradual immersion into the role of teacher appeared to be an easier transition for both student teacher and students. The students seemed to have an easier time adapting and adjusting to Kelly than they did Barbara although the slower transition period for Kelly was certainly not the only mitigating factor in what seemed a comfortable, more effective progression. Linda thought Barbara was "uptight" and used language the students had a difficult time understanding. Crystal believed her student

teacher "just did a nice job in engaging the students" and seemed as if "she really enjoyed teaching."

<div align="center">Negotiating Entrance with the University Supervisor</div>

For the student teacher, the university supervisor is another connection to the teaching profession. He or she is there to triangulate the student-teaching experience. Nothing is more valuable during the socialization process of a student teacher during the student-teaching experience than watching and talking about learning in a real school context, and the university supervisor is there to help generate talk (Power & Perry, 2002).

Case 1: Barbara and Steve

When asking Barbara to tell me about her first meeting with her university supervisor, Steve, she begins by saying, "I had heard from another student teacher that he was kind of a jerk." After meeting Steve, however, Barbara says, "He was very serious and very on task…I think he's impressed me. I think he'll be fine to work with." She did not like, however, the comments he had made to her about her involvement with the State Education Association. Barbara tells me, "He told me I should definitely reconsider doing this national committee I was just placed on…I felt like saying, puhh. This is an once-in-a-lifetime opportunity."

Barbara then talks to her mentor teacher about Steve. Linda apparently has worked with him before, has seen other teachers work with him, and thinks he is very experienced. Barbara concludes, "I think the person who commented badly on him had other issues. I don't think I have to worry about that, so I think it'll be fine."

Upon meeting with Barbara the first couple of times, Steve, Barbara's university supervisor, acknowledged he is already aware of some interpersonal issues between Barbara and her mentor teacher. He tells me, "Barbara is a student teacher who has excellent potential to be successful long-term. Short-term, there are some interpersonal issues that she has already experienced with her mentor teacher." He finds the situation to be fragile and tells me he is "walking carefully" with Barbara. He continues, "It's a fragile situation working with student teachers in this kind of situation because if you say too much too soon you can damage or destroy relationships or their confidence."

Case 2: Kelly and Stacey

When asking Kelly about her university supervisor, she says, "She's awesome. I really like her." After her first observation with Stacey, Kelly says, "She's very supportive. She gave me very good critique, good feedback." Kelly thought Stacey was easy to talk to and much less intimidating than she expected of a university supervisor. Kelly comments on not being nearly as nervous as she thought she would be during her first observation with her university supervisor. She says, "Stacey made it easy. We talked a lot before the lesson, and I think that made me feel more comfortable when I got up to teach. I actually forgot she was even in the back of the room."

Stacey, Kelly's student-teaching supervisor, was quite skeptical upon first meeting Kelly. Stacey says, "Kelly showed up to our first meeting with her boyfriend and in a short sweater that exposed her pierced naval." Stacey continues, "A bare midriff was more than I expected to see during our first meeting."

Stacey's skepticism actually began when first reading Kelly's student-teaching placement application. She tells me she had a hard time placing Kelly because when

asked to respond to what you like to do in your spare time, Kelly wrote, 'Drink coffee and hang out with friends.' Stacey informed Kelly those were not the kinds of things professional educators wanted to see on applications. Thus, they revised her application, and a placement became available.

Stacey expects her student teachers to come into their student-teaching with a certain level of maturity; for example, she does not expect to have to tell them how to dress. She also expects them to come in with a certain amount of enthusiasm and commitment. This she saw in Kelly.

Negotiating Entrance with University Supervisors Conclusion

Both university supervisors had over 30 years experience in education prior to their positions as student teacher supervisors. Therefore, what each of them had thus far experienced with their student teachers was certainly no cause for alarm. In Steve's opinion, Barbara needed someone to help her see the realities of the student-teaching experience. He believed she walked into her student-teaching experience with "a little of an inflated ego" and, therefore, Barbara needed assistance in her approach, aggressiveness, and interpersonal relations with her mentor teacher and other faculty members in the building. In Stacey's opinion, Kelly first needed assistance in the realities of not being in college any longer.

Negotiating Entrance with Other Faculty Members:

Fitting In

Being able to interact and turn to other faculty for professional and social support (Angelle, 2002) is an important aspect of the socialization process for a student teacher during the student-teaching experience. Student teachers have heightened feelings of

self-worth when they work together and are treated and respected as colleagues during their student-teaching (Dunn et al., 2000). Lave and Wenger (2002) state, "Acceptance by and interaction with acknowledged adept practitioners make learning legitimate and of value from the point of view of the apprentice," (p.110).

In this study, lunch time was the period of the day where the most opportunity was presented to the student teachers to interact and socialize with other faculty members because this is one of the only times during the regular school day faculty have to freely interact with each other. Finding and feeling a sense of fitting in at lunch time was significant to the student teachers' overall socialization process and student-teaching experience. The student teachers had vastly different experiences interacting with faculty members during their student-teaching but particularly during the lunch hour.

Case 1: Barbara

Faculty relations, relations in general, was the most challenging aspect of Barbara's student-teaching. This piece of the socialization process became particularly difficult for Barbara. Because of what I have termed as "unknown student teacher etiquette" and lack of communication between student teacher and mentor teacher, Barbara's first encounter with the faculty was not positive. Unaware of her new role as a student teacher, Barbara spoke up at a faculty meeting voicing an opinion and asking questions about the topic at hand, portfolio implementation. Her comments and inquiry were not well received. This situation and another one of the very same nature affected her relations with the faculty for the remainder of her student-teaching experience.

87

Because of Barbara's outspokenness at these two faculty in-services and the difficulties Barbara and Linda were having in their relationship, lunch time, a prime opportunity to interact with other faculty, became an isolated experience for this student teacher. She tells me,

Lunch is kind of an issue for me because I want to spend more time with the faculty…I spend lunch by myself. I used to spend lunch with Linda, but now a lot of the time she is gone the period before lunch. She's just gone, or sometimes she'll come in during lunch and we'll talk a little bit, and she'll go to lunch by herself. Sometimes I go to the faculty lounge and she's there, and I will sit down with her and whomever she's talking to and just listen while I eat. It's kind of weird because I will walk in and they will change what they're talking about, or they will talk about their kids, and I just listen and nod. But I, obviously, don't fit in just knowing what was said about me and how the faculty feels overall.

Lunch time was complicated for Barbara. Although she wanted to spend time interacting and eating lunch in the faculty lounge with her mentor teacher and other faculty members, it was more comfortable for her to eat lunch on most occasions by herself in the classroom for a couple of reasons. One, Barbara was aware that some of the faculty was critical of her behavior at recent faculty meetings. Two, the relationship between her and Linda was not going well. At this point, it was more comfortable for Barbara to be alone than it was to be in the presence of her mentor teacher.

Toward the end of her student-teaching, Barbara found a fit with a group of teachers, amid a faculty book club, and occasionally enjoyed the lunch hour

88

with other professional educators. With what sounded like subtle excitement and enthusiasm in Barbara's voice, she tells me, "Every other week the high school has a half-day in-service. During the lunch hour before the in-service, the reading group gets together. I don't talk much but enjoy just being there." This opportunity to interact, albeit quietly, with other teachers is what Barbara yearned for throughout her student-teaching experience.

Barbara began making a conscious effort to converse less and listen more around faculty because of the "mistakes" she made earlier in her student-teaching of speaking up during two in-services and the reproach she received from her mentor teacher for doing so. She was aware that some of the faculty was offended by her comments and questions. However, Barbara thinks she has also noticed a few things regarding the faculty and her mentor teacher. She tells me, "She (Linda) has her own click within the faculty. Certain people didn't talk to me, and I never knew why. Then I realized they never talked to her (Linda) either, so maybe I'm guilty by association on top of having stepped on some toes early on."

Steve does not want to share with me many specifics about Barbara and her "missteps" with faculty. He does say, however, "It all comes down to relationships and communication with student teachers who are successful, which Barbara is learning." He continues, "Had she waltzed right through this student-teaching and people had not confronted her with her attitude and behaviors and so forth, she could have waltzed right into a first-year teacher position and all hell would have broken loose." Steve believes things happen for

a reason and thinks Barbara will look back on her student-teaching and say

'Gosh, I'm glad things happened that way.'

<u>Case 2: Kelly</u>

Crystal and Kelly ate lunch daily in the faculty lounge. Kelly admits that when first walking into the lunch room it was a bit overwhelming. She recalls, "It was a little hard the first week just because I think it's kind of intimidating for a student teacher to try and fit in where everyone knows each other so well." Kelly sits with Crystal at the "language arts table" as she likes to call it. Kelly describes what it is like interacting among the faculty:

> I've gotten a lot of ideas and tips for dealing with certain kids because they've (other teachers) had some of these kids before, and some of them have had them earlier in the semester. So, if I'm having a problem with this kid, I can ask what they recommend. They'll say this tactic worked really well with getting them on task and getting them to turn their homework in or that worked well. So, it's going good…They're very supportive. They see me in the halls, and they say hello and ask how everything is going.

Kelly readily participated in professional and personal dialogue that flowed naturally and comfortably across the lunch tables. She enjoyed camaraderie with faculty and other student teachers placed in the building that semester as well. Dialogue was easy and light. Crystal commented on the effortlessness at which Kelly associated with the other staff. Kelly and Crystal both attribute the ease of connecting with other faculty to Kelly's emerging self-confidence and the relationship she and her mentor teacher had managed to build.

90

Crystal remarks on the effortlessness at which Kelly converses and intermingles with other teachers. Crystal tells me, "A lot of Kelly's interactions with the faculty at this point are pretty much just hanging out in the faculty room at lunch. She just jumps right into conversations...She's a very likable person." Crystal's interpretation of how the faculty responded to Kelly, their lighthearted banter with her, reveals a sincere sense of amity.

Stacey, Kelly's university supervisor tells me however, "Kelly had some harsh things to say about the faculty room." Kelly confided in her university supervisor that she thought there were some "nasty" things that took place inside the lunch room. Nevertheless, Stacey says, "This is where Crystal ate lunch every day and where many of the other teachers at school hung out at lunch, so Kelly went along and received a good dose of the realities that take place in the notorious faculty lounge." Stacey tells me, "I tell my student teachers the faculty lounge does not provide professional development opportunities and an exchanging of rich, educational dialogue." She encourages her cohort of teachers to spend lunch with their mentors wherever that may be and advises them to listen, observe, and participate in conversations in a professional manner.

Stacey tells me, "Kelly became a part of the staff." She wanted to make sure, however, that I did not interpret this as Kelly just sitting around the faculty lounge complaining about the principal, students, parents, and other faculty. This was not the case. Stacey says, "The faculty embraced Kelly as one of their own." They greeted and spoke to Kelly as if she was a welcomed member of Wilson Middle School. They made valid attempts to include her in personal and professional conversations throughout the

entire day, while at lunch time, while in the teacher work room, while in the hallway, or while on her way to coach volleyball. Stacey says, "The faculty saw and acted as if Kelly was one of them."

<u>Negotiating Entrance with Other Faculty Members: Fitting In Conclusion</u>

For the most part, opportunities to socialize, associate, and interact with other faculty and staff takes place at lunch time, before and after school, and/or during a faculty in-service. Barbara's opportunities to interact with staff were available to her throughout the day, meaning she had no other commitments before school, during school, or after school that would prohibit her from mingling with staff. On the other hand, Kelly coached volleyball after school each day, so she was unable to attend any in-service or faculty meetings at that time.

Finding a fit at lunch time was an important aspect in the socialization process and student-teaching experience in this study for the two student teachers. Feeling a sense of belonging and inclusion was integral in the student teachers' competence and confidence building. Having positive relations with other faculty members provided additional professional and personal conversations with practicing teachers. The interaction and dialogue, professional or not, was invaluable in gaining access to some of the various intricacies of the teaching profession and for just an overall more enjoyable student-teaching experience.

Fitting in and learning appropriate behaviors of an organization are very much desired by newcomers (Van Maanen & Schein, 1979), and this certainly was no different for the two student teachers in this research. It was soon obvious to see how important gaining access to the faculty, particularly during lunch, would be in

determining a sense of inclusion and in playing a part in providing a quality socialization and student-teaching experience.

Negotiating Entrances Conclusion

The introductions the student teacher has with her mentor teacher, students, university supervisor, and other faculty members are important beginnings to the student-teaching experience. For one, the mentor teacher is, in essence, a gate keeper to the student-teaching experience. He or she holds the keys to the many doors of opportunity the student teacher can and cannot go through during this socialization process. The university supervisor can be an important resource providing supplementary information and professional feedback. Both the mentor teacher and university supervisor are there to coach student teachers during their student-teaching, a significant socialization process for pre-service teachers, helping them to reflect on and develop their teaching strategies and abilities (McGlinn, 2003). Establishing a relationship with the students is important for the smoothest possible transition for both student teacher and students when the student teacher begins to transition into the teacher role. Being able to establish social relations among other teachers in the building allows access to some of the intricacies of the teaching profession and an overall more enjoyable student-teaching experience.

The relationships student teachers form during their student-teaching experience are an integral part of the socialization process that takes place during this time. There is much more to teaching than being in a classroom. Interactions and relations with faculty and others belonging to the educational community provide a rich view of the building culture and professional society of teachers. The relationships student teachers

engage in during this period of time appear to be the backbone of the socialization process and a determining factor for a quality student-teaching experience.

Student teachers report that the student-teaching experience is the most important part of their teacher education program (Rock & Levin, 2002). Negotiating entrance into the student-teaching experience, however, can be complex. There are many relationships to be formed. The approach, attitude, and stance of the student teacher are decisive elements to the outcome of these relationships because "You never get a second chance to make a first impression."

<center>Negotiating in the Field: Authority, Pedagogy and Content,</center>

<center>and Communication</center>

Introductions aside, negotiations during the remainder of the student-teaching experience are continually taking place as the student teacher attempts to master the role of teacher. Various socialization tactics are used by organizations to assist the newcomer in the acquisition of the organizational content and, secondly, form positive attitudes about the institution (Cooper-Thomas & Anderson, 2002). In other words, mentor teachers use various socialization tactics with their student teachers in assisting their learning to become effective and, hopefully, happy teachers. There is evidence that socialization tactics of an organization have the most impact during the early months following newcomer entry with a gradual lessening over time (Ashforth & Saks, 1996). Therefore, this suggests the student teacher's entry into the student-teaching experience and the negotiations that take place early on can have an important influence on the socialization process, student-teaching experience, and prospective teaching career of the student teacher.

<center>94</center>

The transition of the student teacher into the role of teacher can bring dilemmas surrounding authority, pedagogy and content, and communication. There were many disparities regarding all of these topics within the two cases in this study.

<center>Authority</center>

Some research suggests that authority is thought to be at play when people conflict over preferences (Lukes, 2005). The student-teaching experience is sated with situations where conflicting preferences are apparent and result in one person's winning out over another's (Anderson, 2007). In the first case, the issue of authority encircles Barbara's wanting to express her voice mostly amongst the faculty concerning building issues that were being discussed during faculty meetings. In the second case, the issue of authority was of most concern to the student teacher in regards to her gaining authority with the students. Her concerns were in relation to classroom management. Negotiations of authority were much different for the two student teachers in this study.

<u>Case 1: Barbara and Negotiating Authority Amongst Faculty</u>

Near the beginning of her student-teaching experience, Barbara excitedly declared her week at school was great. She continued and recounted a faculty in-service she attended. When she stood up and introduced herself at the meeting, the faculty immediately recognized her from recently having been on television during a state-wide education rally. Barbara says, "A lot of them were like, 'Hey, wow. Weren't you on TV the other day?' …It was really fun."

As the meeting continued the faculty started talking about new state mandated student portfolio requirements. Barbara tells me, "I was just kind of giggling because I'm thinking portfolios are not that difficult, and I think it's a great idea…I just couldn't quite

<center>95</center>

understand why they were freaking out about it." Further along in the meeting as English teachers were, in Barbara's opinion, "getting upset" and "wasting time" voicing concerns about the portfolios, Barbara took the initiative to share with the faculty that they were mistaken. She reported that portfolios are simple to implement in an English classroom without having to spend an extra amount of time on the requirement. Barbara tells me, "For me it seems so simple, but I'm not supposed to say anything…I don't want to step on any more toes." She soon came to realize, however, with the help of her mentor teacher, her commentary to the faculty was not considered an acceptable practice for a student teacher. Although her interest had been sincere, she put herself in an uncomplimentary position with the staff on more than one occasion.

Barbara was consumed with genuine confusion about why voicing her opinion about portfolio implementation during an in-service was "wrong." Barbara was having an arduous time negotiating through and understanding the student-teaching environment and her role in it. She spent a great deal of time mulling over this incident with faculty and the directives, consequently, given to her by Linda. Barbara tells me,

> After the school day was over, I asked if there was anything Linda thought I was doing that I could improve. She finally beat around the bush and got to the point to be careful because I was asking questions. She said I want to be careful and choose my battles because a lot of these teachers have been doing this portfolio thing since last year...I kind of knew the moment I started asking questions I should be observing and just watching. I wasn't telling them how to do it, but I was asking why it couldn't be done this way. I would like to know more. Linda told me they had already looked at it, and now I come in and ask questions about

96

new ways to do things…I'm not entitled to an opinion. I'm not just supposed to

dive in. I was just asking or inquiring and trying to be polite…There are these

weird rules that I never heard about or never knew about.

Barbara did not take hold of the suggestion from her mentor teacher to sit quietly

at faculty meetings. Linda advised Barbara, but the meaning was not clear enough for

her to grasp. Consequently, more than one incident occurred during a staff in-service

and time and again, Barbara was not well received. Barbara remembers a particular

conversation with Linda and the advice her mentor teacher gave her but reveals the

point was still not completely understood:

I did hear her advice. She said, 'You want to be careful around staff because

some of them don't talk to each other.' Well that was kind of vague for me

because I didn't quite understand. I kind of understood that there were some

issues with the staff, but I didn't know how that related to me. I didn't get the

specifics that maybe her message was to observe more and not ask questions. I

didn't get that, and so when I made another mistake, I felt like I was being

hammered over and over again like, 'Didn't you get the memo?'

Reflecting on Barbara's interjections in recent faculty meetings, Linda hesitates

and then tells me, "Barbara has ruffled some feathers amongst the staff." She explains,

"You just can't come into a work environment and have the answers, especially when

you haven't taught before. Barbara needs to remember there are a lot of people who

have been here a lot of years." Linda strongly suggested to Barbara to talk to her in the

future if she had an opinion on something. Linda chuckles and says, "So then we had a

faculty meeting the other day (she chuckles again), and Barbara spoke up again. She

97

just doesn't get it because she's used to being someone who gets to be in control."
Linda was referring to Barbara's State Education Association position.

One of Barbara's problems was that she had very different ideas of how she saw her student-teaching role. The roles she played as a university residential advisor and State Education Association member were in stark contrast to the role she was expected to play as a student teacher. Barbara felt that she had too much prior experience in a leadership position to assume, even for a short period of time, any sort of acquiescent part during her student-teaching. As Linda expresses, in spite of her accolades, Barbara is still just a student teacher in the eyes of the faculty at Rogers High School. Linda tells me,

> She doesn't realize that she is the little guppy right now in the teaching pond. It is hard getting her to see that she hasn't taught yet, and she's not a faculty member in the building. She's a student teacher, and she has no buy in. It's really hard for her to know that her place is to learn and observe and not be the one who's going to make changes here.

Although Barbara's feats were notable, Steve explains, "When a student teacher comes into the student-teaching experience, practicing teachers do not care what student teachers have done out of the classroom. They just care if they've taught." He continues, "Since, Barbara, like most student teachers, hasn't dirtied her hands yet in teaching, they do not want to hear about her other accomplishments."

Barbara's prior educational experiences allowed her to have a voice, a small piece of authority. However, in her student-teaching experience, she was asked to restrain her opinions. Some faculty, including Barbara's mentor teacher, were offended

by what Linda referred to as "Barbara's interrogation" during two faculty in-services. Barbara's outspokenness was a non negotiable item in the eyes of Barbara's mentor teacher and university supervisor. This was a difficult concept for Barbara to grasp. Being silent in the realm of education had never been part of Barbara's persona. For this student teacher, she never quite understood that learning to become a legitimate participant in a community involves learning how to talk [and be silent] in the manner of full participants (Jordan, 1989).

Case 2: Kelly and Negotiating Authority with the Students

Kelly's issues with authority were centered on the students in her classes. At the outset of her student-teaching experience, she was understandably nervous that she would not have the right answers or that the students would not respect her. Crystal, however, was instrumental in helping Kelly obtain the authority she needed in the classes.

Crystal wanted to integrate Kelly into her classes at a comfortable pace for her sake and the students. Therefore, to begin with, Kelly would survey the classroom and intermittently work with small groups of pupils. This allowed Kelly opportunities to get acquainted with the kids. As Kelly embarked on teaching lessons, Crystal would move to her desk, grade papers, or if a student was fidgeting, she would walk over and stand by that student. Crystal's lack of involvement and interaction with students while Kelly was presenting a lesson greatly assisted Kelly in gaining authority among the classes. While Kelly continued teaching more lessons, Crystal disappeared from the room and would return at a later time. As Crystal departed for longer intervals, it became clear to the students when Kelly was the teacher managing the class. Teaching time for Kelly

increased until she was teaching each class, all day long. Crystal concluded, "It became a very natural progression for everyone."

As Kelly started teaching more lessons and classes, questions or directions for assignments were directed to the teacher presenting the lesson. When Kelly was teaching, Crystal says, "The students knew she was the one who was going to present what they needed to know next, so she was the focus." When students would inquire of Crystal what they were supposed to do, Crystal would divert their questions back to Kelly by saying, 'I don't know, I'm not teaching this,' or 'You need to talk to Ms. Kelly.' This approach made it clear to the students the teacher they needed to be listening to was the teacher "in charge" for the period. It took only a short time for students to adjust to and understand this model in the classroom.

For the most part, the students in Crystal's classes were "nice" and Crystal said they were well-behaved with Kelly. Of course, not all classes, more specifically students, were well-behaved, well-mannered, courteous, and/or attentive. It bothered Crystal to watch a few students cause trouble for her student teacher. However, Crystal thought it important to stay out of the classroom during some situations when the students were "acting up." One of her tactics was to let Kelly struggle in various situations so she could "fight it out on her own." Crystal did not want to make it worse for Kelly by stepping in and applying her discipline techniques to students while Kelly was teaching. Crystal thought she may possibly make the circumstances worse because Kelly might never acquire the needed authority. Crystal tells me, "If things ever got to a certain point then I was prepared to intervene, but Kelly handled each class and all student interruptions remarkably, so I never had to step in." Crystal proudly

proclaims, "Kelly got the authority quite quickly and the kids really respected her early on, so I could sit back and the kids just thought, 'Okay, Ms. Kelly is the teacher now.'"

Kelly had her fair share of difficult days with classroom management. Stacey, Kelly's university supervisor, recalls both Kelly and Crystal telling her about a day, almost midway through Kelly's student-teaching when Kelly experienced a predicament of authority and became so upset with the students not getting to work, she ended up having another teacher from across the hall cover the class for a minute, stepped out of the room, and cried. She found Crystal, who had been out of the room purposely, and explained that the students were not being mean or rude but that she just could not get them to settle down and get busy. Crystal told Kelly to go get a cup of coffee and relax, to "take a moment", which Kelly did and returned to class an hour or so later. Stacey remarked on Crystal's calmness and Kelly's openness to any suggestions Crystal had to help a situation.

Crystal tells me appraisingly, "The more confident Kelly became in being the teacher, the better she did with some of our morning boys who were giving her some grief. She's doing better in the sense in not letting them get to her." Crystal continues, "Kelly got better at saying 'Okay, I'm being consistent. This is not something that I'm doing or not doing differently. I could improve in this area but I'm not doing anything wrong.'" Kelly realized that, like all teachers, she just needed to keep working with the students and not let them "get her goat" in terms of her feeling frustrated. Crystal says, "Kelly still gets frustrated but it's a frustration that she can work with rather than just a frustration where you don't feel like you can do anything. Like you don't have any control."

101

<u>Authority Conclusion</u>

The negotiations of authority were very different for the two student teachers in this research. Barbara believed she had more authority in her role of student teacher than she actually did during her student-teaching. She believed she still had the same voice she was able to express in her prior educational settings. This, however, was not the case and became an ongoing struggle and dilemma, negotiation issue, early on in her student-teaching experience. Research suggests most student teachers do not feel like they have authority to make changes in the classroom (Anderson, 2007). Barbara, however, gave the impression to her mentor teacher and other faculty when first entering her student-teaching that she was there to, in fact, do just that.

Kelly grappled with confidence and gaining authority with the students. Although, she had no out of the ordinary classroom management issues, she did wrestle with a few middle school boys testing her authority from time to time. With Crystal's assistance and persistence, a few tactical maneuvers, Kelly was able to negotiate through this issue and gain the authority she needed in her classes.

<div align="center">Pedagogy and Content</div>

Negotiating the transition into the role of teacher brings many challenges for the student teacher, mentor teacher, and students. Often student teachers are looking for some form of affirmation that their instruction went well or their presentation was well organized. Research shows when student teachers do not receive feedback in the manner they expect, they often interpret questions and comments they are receiving from the mentor teacher as criticism (McGlinn, 2003). There is much to be learned from stories of pre-service teachers' struggles, accomplishments, failures, and achievements

while they negotiate the terrain during their student-teaching experiences. These stories speak not only to dilemmas of learning to teach but also the complexities and differences in mentoring (Siebert et al., 2006).

Case 1: Barbara and Linda

As Barbara's mentor teacher, Linda saw one of her primary roles as an advisor. She thought it important to teach her student teacher to be flexible and provide her with feedback in lesson planning. Linda wanted to help Barbara learn to think on her feet, progress through, and modify a lesson when it becomes apparent that a lesson is not working. Linda explains, "Some days a lesson will work and some days it won't. So you have to be ready based on how your kids are getting along." Linda's initial hunch was that Barbara would struggle with changing plans because of the extensive nature of Barbara's lessons and what she felt was Barbara's over confident belief that the lesson would be carried out as written. Linda believed her role was to explain the realities of lesson plans to Barbara. She reiterates what she told her student teacher, "This is a great plan but you know what? It's okay if the lesson doesn't work. You might have to go back and change something. Sometimes the best lessons you have are the ones that don't work because it really teaches you instead of teaching the kids." Linda continued by defining what she felt was her role as a mentor teacher:

> I just think my role is to give her an example of a style of teaching, to provide any materials and feedback that will help in preparing for the class. I want to give her the opportunity to be in charge of the class and to be there if something doesn't go right. I'm not there to make her this 'wow' teacher, but hopefully something I show her or give her will help.

Quickly realizing Barbara has a different style of teaching than she, Linda tries to see the positive side of their situation. While pondering her and Barbara's teaching disparities, Linda says, "Barbara will be able to give kids something that maybe I won't." Linda knows change is hard and especially for students but hopes that having a student teacher with such diverse teaching strategies from hers will be beneficial. She continues, "It's good because a teacher's teaching style doesn't always connect with every student, so I think it will be good for the kids having Barbara."

To accommodate Barbara's desire to work on curriculum, Linda offered her student teacher access to her filing cabinet and personal lessons from the last several years. Linda told Barbara "nothing in that filing cabinet is golden" but hoped it would provide Barbara with some of the curriculum she was seeking. Linda was slightly perturbed, however, sensing Barbara was not especially appreciative of the offer by her lack of recognition and lack of interest in the availability of material. Additionally, in order to help Barbara prepare and become familiar with the curriculum she would be teaching, Linda had given Barbara her lesson plan book, which included class syllabi, course outlines, and highlighted timing of the curriculum from semester one. Linda says, "It's all pretty much laid out for her. I've highlighted a few things I thought would be helpful and made a few notes for her."

As Barbara plunged into the curriculum for Linda's classes, Barbara believed her mentor teacher did not have many lessons or much of an outline for the technical writing class she taught. Barbara told me she did not see much preparation for this class and described the lessons Linda had prepared as "boring" and "very pull open the book to this page and do the work" type plans. Subsequently, Barbara asked Linda if she could

brainstorm and attempt to develop plans for this course. Gladly, Linda gave Barbara her consent to work on the technical writing course. Linda tells me, "I've only taught the course once and don't really like it. So, I thought some fresh ideas would be great."

Within a couple of days, Barbara constructed an outline of four units to use in Linda's technical writing class. Linda tells me what she told Barbara. Linda says, "She had some great ideas. It's (the class outline) actually starting to take shape. I liked the way she aligned it a little bit more, and she's put a nice twist on it, which I think is good." Barbara was very pleased to hear Linda's compliments. At the end of the day, Barbara concluded her mentor teacher would be learning a lot during this student-teaching experience as well. Barbara self-assuredly tells me, "I think she's (referring to Linda) really going to learn a lot from me, too."

As Barbara started to embark on teaching lessons, Linda provided her with comments about what she had observed and made suggestions for improvement. At first, Linda presumed Barbara was either not listening carefully or not receptive to her feedback since Barbara did not initially demonstrate any changes or attempt to alter her teaching practices. Finally, one morning, Barbara made an effort to apply some of Linda's teaching strategies and suggestions. For a fleeting moment, Linda tells me she finally felt a sense of camaraderie with her student teacher. Linda described to me her observation of Barbara as becoming more humble and receptive to different teaching methods. Linda tells me,

> Yesterday, she (Barbara) taught a lesson for an hour. I was pretty proud of her
> because I thought she lost the kids. I mean I thought 'Oh my God, she took it to
> the tank'. But she got them back at the end of the period. I didn't think she was

going to be able to do it. I thought 'Oh man this is going to be one of those things

that she's going to have to come back in on Monday and redo'. But she saved it.

Then I taught a fourth hour lesson then she taught the lesson again during fifth. I

noticed from her first teaching of the lesson to the second teaching, she started

to use examples I had used. She did a couple of things that I had done.

Linda thought it was important to provide Barbara with recognition and positive

reinforcement in adopting other ideas into her lessons. Linda tells me, "I told her she

made some really positive changes in how she presented the lesson fifth period."

Although Barbara received much recognition of a job well done in the above

lesson from her mentor teacher, she was disappointed in herself and in how the lesson

transpired. Linda's positive reinforcement of pulling out of a tricky situation could not

impede Barbara's negative mind-set. Barbara tells me,

I feel unoriginal, cheap, and inadequate when I teach a lesson using her (Linda's)

ideas. I know this is what student-teaching is all about. I know it sounds

ridiculous…I'm just really hard on myself…I think I feel competitive towards my

mentor teacher.

Barbara's competitive attitude toward her mentor teacher increased with what

she perceived as ridicule from Linda. Any questions or suggestions from Linda to abet

in Barbara's teaching skills were perceived in Barbara's mind as disapproval. She

began to scrutinize and dissect each and every one of Linda's comments. With distress

in her voice, Barbara tells me,

I was helping all of these high needs students and wanted to get through and

touch on each student quickly while they were all on task and had an activity to

do, but, of course, in that corner there were students who weren't quite on task. I
didn't notice it because I had 28 students, and I was trying to help these other
students. Linda came up to me and told me that there is absolutely no control
over there in that corner. She tells me they are not on task, they are not doing
anything, and she tells me I forgot the vocabulary. That kind of hit me like a
hammer, but I just nodded and said, 'Okay, okay.' Great. I'm thinking, 'I'm
horrible, horrible, horrible. I'm the worst teacher ever.'

Linda's version of the above incident was very similar. Linda described
interrupting Barbara so Barbara would be aware of a group of students not paying
attention and on task, particularly because these students were being troublesome to
other classmates. Linda also wanted to remind Barbara that she forgot the vocabulary
assignment to make sure Barbara had an opportunity to carry out that part of the lesson
she had intended and needed to cover.

The professional feedback and recommendations Barbara had been receiving
from her mentor teacher often disappointed her. Barbara regularly made notes in her
reflective journal that she was not hearing the sort of feedback she preferred. She wrote
about a conversation she had with Linda attempting to indicate to her mentor teacher
the kind of comments she would prefer to receive after Linda observed her teaching.
Barbara wrote in her reflective journal,

I had told her (Linda) that I wish she would tell me what I'm doing RIGHT
because I could really use that about now. I was glad to see positive things in
her notes. But that wasn't enough. I felt that the things she thought I did well
were things that any new teacher should know how to do…My best discovery is

that I feel alienated from my mentor teacher, and I'm not sure if I can really relate to her.

With stress in her voice, Barbara tells me, "I want to hear that I'm doing things the right way." Although Barbara believed she could identify what she was doing "right" among her own teaching skills, she wished to be told so by her mentor teacher. As time passed and Barbara was unsuccessful at gaining the affirmation she sought from Linda, she became unsure of herself as a teacher, unsure of the identity and confidence she had previously relied upon in prior educational settings. Barbara began to have doubts regarding her teaching competence and confidence, and she began to worry about her relationship with her mentor teacher. To try and remedy her weakening relationship with Linda and elicit a favorable response from her mentor teacher, Barbara decided to place her efforts in performing and carrying-out lessons as she imagined Linda preferred. Barbara attempted to imitate Linda's techniques and teaching strategies.

In the end, however, imitating Linda's teaching style and strategies did not work as Barbara had hoped. She still did not receive the accolades and praise she desired from her mentor teacher. In addition, Barbara discovered she was creating lessons and using methods that she did not believe in or enjoy.

Steve praises Barbara for her planning and organization skills. He says, "Barbara is an alert, intuitive, and aggressive thinker. This will serve her well." From what he can discern thus far, he says, "She seems to have a strong, adequate command of the subject matter, so this will also help her situation…She's got some good attributes," he states with encouragement in his voice.

Case 2: Kelly and Crystal

As Kelly's mentor teacher, Crystal saw her role as being there to support and observe her student teacher when she was teaching but to also give Kelly an abundant amount of opportunities to watch her teach and interact with students. Describing her work with Kelly during the first few weeks of their student-teaching experience, Crystal says, "I just had Kelly sit back and observe what was going on in the classroom and what I was doing." Crystal further explains,

> If a kid needed something or had a quick question then Kelly would go over and see if she could help or take care of the student's need. My objective was to give Kelly a flavor of the classes and a feel for the flow of things.

> Kelly's initial teaching role put her in charge of "read alouds". Crystal tells me, "When I felt Kelly got a good handle on read alouds then I had her teach something else and then something else." Crystal then encouraged Kelly to begin her solo teaching opportunities by teaching a poetry unit in the language arts courses. Students were aware that Kelly had planned the lessons, and, therefore, she was the individual to address for any questions. Crystal was spending less time in the room during the language arts block and continued to float in and out of the classroom to see what the students were accomplishing. She stressed, however, that Kelly was always "doing a great job," so she never worried about anything when she was out of the room. The same process took place for Crystal's social studies classes.

Crystal explained straightforwardly to Kelly the realities of lesson plans. Kelly paraphrases what she heard from Crystal, "The lessons you work the hardest on and you think are going to go really, really good because you have covered everything,

don't." Kelly continues, "This was kind of a harsh reality, but I was grateful to receive the information." After taking advice from her mentor teacher, Kelly tells me,

I was going to put them (students) in mini groups in one of the assignments. There were five stations, so there would have been six kids per station. Crystal said she saw that as being a big problem, and so maybe just have them work in pairs, have the kids work with partners. So, I tried it. It worked out much better than I think it would have had I done it my way with larger groups.

Kelly continued to give details on how Crystal offered suggestions on other ways of doing things in the classroom. Kelly tells me, "She's (Crystal) really good about saying she likes a plan but thinks something needs to be tweaked so the lesson will work better for me, for the kids, or for all of us. It's amazing how something so small can turn around a lesson." Kelly considered Crystal complimentary in pointing out what she thought would work well and was appreciative of the straightforward opinions Crystal provided in telling her what she thought might need "tweaking." Kelly realized Crystal's comments were not critical of her personally but suggestions for Kelly to use when presenting curriculum. Kelly understood that Crystal knew the students better than she and also knew what strategies might be more successful than others. Kelly acknowledged the fact that even with Crystal's input, lessons did not always turn out as intended. Kelly concedes, "Some days are just better than others."

To provide Kelly with enough preparation time and materials for the social studies classes she would eventually be teaching, Crystal supplied Kelly with the resources she needed right away and had used in the past. Kelly anxiously said, "I'm teaching a constitution unit in March for social studies, and that's not my area of

110

expertise, so she's (Crystal) being very supportive in giving me the resources that I need early and giving me some other things that she's done in the past that I can incorporate into my unit."

Kelly insisted Crystal was "absolutely wonderful" in providing her with ideas to include in her teaching practices. Crystal essentially told Kelly what she wanted taught, and said Kelly was more than welcome to find a way to teach it. Crystal asserted it was easy to give Kelly feedback on her teaching performance. Crystal remarks, "Kelly is really hard-working, very self-motivated, and really open to critique. Kelly has made it very easy to give feedback." Crystal remarked regularly how willing Kelly was to listen and how responsive she was to trying new ways of doing things. Crystal praises her student teacher, "She's (Kelly) not threatened at all by critique…I think it's hard to be able to listen to someone and take compliments and also take some suggestions. She does very well taking both."

Stacey, Kelly's university supervisor, said she was often impressed with how Kelly took suggestions from either her or her mentor teacher. She praises Kelly and says, "She takes suggestions so well. I mean it's unbelievable. I'm very impressed." Stacey particularly liked how Kelly questioned her and Crystal. For example, Stacey suggested to Kelly for her not to use "you guys" when talking and/or addressing the students. Kelly eagerly turned around and asked Stacey what else she could say instead. Stacey appreciated the interactive dialogue she often had with Kelly. Stacey believed Kelly trusted her and Crystal, knowing any comments or suggestions made to Kelly were to help her do things better.

Pedagogy and Content Conclusion

Observing the mentor teacher, a modeling strategy, is cited as the most frequently used strategy used by mentor teachers with their student teachers (Warren, 2005). This is an important aspect of the student teacher's socialization process during the student-teaching experience. Student teachers revealed that they learned more about classroom management and how to manage the classroom overall when they closely followed and then modeled the behaviors of their mentor teachers (Warren, 2005).

In this study, Barbara grew restless after observing her mentor teacher in what she saw as a "disorganized and loud classroom." Moreover, as Barbara started to teach lessons, she was not pleased with the order in which she was teaching classes. She wanted to be able to observe her mentor teacher teach a class before she taught the same class later in the day. Barbara said she wanted to be able to observe Linda's teaching practices and classroom management strategies before embarking on the same lesson. Barbara's transition into the teacher role did not go as smoothly for Barbara as she had anticipated.

Crystal methodically transitioned Kelly into teaching all of her classes. The pace seemed to be effective for both Kelly and the students. Student teacher and students seemed to grow in confidence with one another. The ease into the teacher position gave Kelly a sense of competence and self-assurance of being in front of a class of middle school students she declared she was lacking when first entering her student-teaching.

<center>Communication</center>

Research suggests mentoring student teachers well requires spending a lot of

<center>112</center>

time together communicating, particularly at the beginning of the internship (Crocker & Wilder, 1999). Professional dialogue is an important element in the socialization process of student teachers. Without professional dialogue, a clash of teaching practices and expectations can quickly lead to many different issues arising between the student teacher and mentor teacher (Croker & Wilder, 1999). Frustration becomes common when the student teacher's expectations of the student-teaching experience and the actual experience itself are in contrast (McCann & Johannessen, 2004). Negotiation of these expectations and frustrations is important. There were stark differences in the amount of time each student teacher spent with her mentor teacher talking, sharing, and having professional and personal dialogue.

Case 1: Barbara and Linda

Regardless of the conversation, Barbara had trouble comprehending much of Linda's counsel. Barbara eventually began to understand what Linda had been trying to say about her being too outspoken, but much damage had already occurred between Linda and Barbara as well as with Barbara and other faculty. Barbara says in a disheartened tone, "I was just missing a cue somewhere. I didn't understand what she was talking about when we were talking about the faculty meeting." Barbara was frustrated and disappointed. She continues, "Linda made a big deal about it (speaking up at faculty in-service) with my supervisor and never even talked to me about it."

Barbara's recurrent outspokenness prompted an intense sit down meeting with Barbara, Linda, and Steve. Barbara tells me, "They really talked down to me about my behavior, and I didn't even understand what I did wrong." Halfway through the meeting Barbara believed neither Linda nor Steve was listening or trying to understand her. She

113

stayed quiet during the remainder of the conference except for repeating, "You know, you're right… Oh, thank you so much…Okay…You're absolutely right… Thank you for bringing that to my attention…That's great criticism that I can use…I hope to change in the future." Barbara says, "I just told them what they wanted to hear because the whole point was I needed to listen more and cooperate." Barbara commented that "the meeting did nothing to help" her as she still did not understand what she had done wrong.

In Steve's opinion, the above meeting went well for a couple of reasons. One, he says, "Some honest dialogue transpired." Steve tells me, "We just went down a list of issues and topics that were of concern to me and Linda." Two, Barbara's frustration at this meeting was recognizable. She was questioning whether or not she would be able to complete her student-teaching. Steve felt this was a good indication of her coming to grips with her situation. He says, "I think this is a good start in her realizing she had sugarplums dancing in her head about the student-teaching experience and the teaching profession." He gives Barbara credit for appearing positive, having a good disposition, and listening.

Protected time set aside throughout the day is important for conversations and ongoing interaction between student teacher and mentor teacher about lesson development, teaching practices, and approaches to meeting individual needs of students, and so forth (Steadman & Simmons, 2007). Barbara continuously stated her biggest frustration during her student-teaching was Linda leaving during their first hour preparation period, which she expected to be her and Linda's protected time for professional dialogue. Barbara explains,

She just leaves. It's one of those things where I could really use that time to talk

to her and get feedback about some things. I don't want to be hard on her either,

but I just think that, it just seems like every morning in prep period we are

supposed to have time together to talk and conference, but we don't have any

conference time. I really want to use that time to talk with her. I have so many

questions and so much frustration, but I don't know how to approach her.

It never occurred to Barbara that her mentor would not spend their preparation

period or any other free moment helping her, answering questions, commenting on her

teaching performance or lesson plans. She decided she needed to talk with her mentor

teacher. Barbara tells me,

I think I'm definitely getting a little perturbed about her leaving. Maybe if she knew

that then she would probably not do it. I need to give her a chance too, just like I

would expect her to give me a chance if she expected something of me and

didn't tell me. So I'm going to talk to her and just kind of explain I really could use

some more time, at least just spend a little more time together. I think that would

really help.

Barbara did eventually speak to Linda regarding their first period preparation and

her wish to spend more time together, but she said the conversation was somewhat

shocking.   Following their talk, Barbara felt abandoned and confused. Barbara says,

My mentor teacher tells me today she is not really available during prep period

because she likes to have prep period to herself. After the initial shock wore off, I

try to paraphrase what I thought I heard her just say. 'So you mean you would

like the whole classroom to yourself?' Linda actually nodded in agreement. I take

115

a deep breath and say 'Okay' and try to make sense of what I was hearing…She is human too. She needs her space…So, maybe next week I'll do my best to avoid her and stay as far away as possible.

Linda stated she was trying to be available before and after school for Barbara, but it was easier said than done for her. Linda explains, "I've been coming in early and trying to give her the last half hour before school starts…I'm still helping with six classes all day…We have first period prep, so by the end of the day, I'm pretty shot." Linda did not feel she would actually be of much help to her student teacher by 3 o'clock in the afternoon. Linda reveals, "I'm trying to be more open to her obviously different teaching style and personality…I'm trying to give as much help and professional feedback as possible to her." Linda sensed Barbara's frustrations. Linda tells me, "I feel Barbara's frustration. I'm giving her what I can."

Communication does not have to be verbal. Body language or mere silence communicates plenty. Because of the problems related to communication, Barbara continues to move through her student-teaching experience imagining Linda thinking the worst of her. The thoughts Barbara conjures up in her mind effect her self-esteem and eventually her identity. Barbara writes in her journal:

I've been feeling some tension for a while. I guess these moments can be called unsaid--awkward silences--tension. It's almost indescribable. It's where nothing is being said, two people are alone in the same room, and you KNOW there is much more being thought about what to say than what is really said. And the two people just sit there wriggling. I busy myself with the 'basic' important things I need to survive, like asking about some options for tomorrow's lesson plan, or

116

asking about what might be a better idea: 'vocab first, or vocab later in the period?' Meanwhile, all I'm really thinking is, 'Damn, I wish she would just tell me what's on her mind,' or 'I wish I could just run screaming from this room because I just know that she hates me.'

"There is so much that I wish I could talk about" is a reoccurring theme for Barbara. Barbara becomes overwhelmed at Linda's feedback and often feels "very low and unhappy" after hearing her remarks. Barbara feels isolated from her mentor teacher and longs to have more time to talk with her, especially during their first period preparation time. Barbara's consistent position that she is not receiving the kind of support she deserves and desires continues to weigh down her emotional being. Torn between wanting to confide in her mentor teacher her struggles and insecurities and the thought of coming across to her mentor teacher as uncertain and unconfident, Barbara questions how to approach Linda for help. She logs in her journal,

I feel that my mentor teacher is there to help, but I don't want to appear unprepared—so I don't know how to ask for advice or support too well because I'm used to being the good student… So as I felt terrible on Wednesday night, I thought that maybe all this was my fault. Maybe I brought this all on myself—and I wasn't asking for support… I promised myself that I would talk with my mentor teacher the next day.

The next day Barbara speaks to Linda and went home "feeling great". Apparently Linda had taken notes to Barbara's liking after observing Barbara teach, and, therefore, it was a "good day" for this student teacher.

There were very few discussions about expectations between Barbara and

117

Linda. Many things were assumed by both participants. Because very little dialogue took place and either one's behavior failed to meet the other's expectations, feelings were hurt and frustration set in. Linda vents her frustration and tells me,

> I assumed that she would do things the way I would do them…I thought it was very clear that we don't leave until three o'clock even if you don't have anything to grade. Three o'clock is when we are allowed to leave. At first she wasn't teaching, she was observing more and had a lot of student education association stuff going on, and so I let her sneak out. Then I thought wait a second. I am not setting this up to be a good situation. I thought I don't leave, so I wouldn't expect her to leave. That's not really fair to her, and I started thinking that's not fair if I haven't voiced that. So then, I told her that she really needs to be here until three o'clock.

Steve suggests that Barbara walked into her student-teaching experience respectful of the student-teaching assignment but with the belief she knew more than she really understood, which he thinks contributed greatly to her interpersonal difficulties. He tells me, "Her full-steam ahead aggressive approach raised some trepidation with her mentor teacher." Steve felt his job was to help Barbara understand her role and grasp several realities of the student-teaching experience, particularly when it comes to talking less and listening more. He continues, "I respect her for how she's been able to process some of the information from her mentor and me."

Barbara had very defined expectations of her student-teaching and of her mentor teacher. Her attitude and manner of negotiating these expectations, however, was inauspicious to her relationship with Linda. Linda also had many expectations of the

student-teaching experience, and her student teacher, defined by her previous work with other student teachers and her own positive student-teaching experience. Due to the lack of communication between student teacher and mentor teacher in this situation, negotiation of each other's expectations was never reached, and, consequently, neither was a very good working relationship.

Linda originally attempted to provide her student teacher with the professional dialogue and communication she thought Barbara needed. However, this situation and more in particular the student teacher, mentor teacher relationship became so unpleasant for both, Linda admits she abandoned her mentor teacher obligations. Linda explains:

> For me this was just a weird spring. I was a chaperone for a trip that was gone for a week. I was in a tennis league this year with my school, and we were gone a lot. I had a girl make it to State, so I was gone a lot for that, too. It was a really neat spring for me. Unfortunately, I was gone a ton and basically what happened was I just let her take control, and I just, I hate to say, but I bowed out. I pretty much shutdown. There was always a substitute with her, so she always had someone else there if I was gone, but as far as letting her decide the pace and that kind of stuff, I just said, 'Here is what we have to get through.' I let her use anything in my filing cabinet, and pretty much let her do it how she wanted to.

This student-teaching placement was not an optimal situation for either student teacher or mentor teacher. As the research literature clearly suggests, the mentor-teacher is significant and important in the student-teaching experience for the student-teacher. Linda's absences set up unfavorable conditions for Barbara and left Barbara

longing for the conversations and guidance often afforded to a student teacher with a mentor teacher. A number of professional opportunities and prior commitments for Linda brought about some events that could not have been forecasted ahead of time and, unfortunately, pulled her out of the classroom and her role as Barbara's mentor teacher. Communication between student teacher and mentor teacher in this case was minimal throughout the entire student-teaching experience. Their personal and professional relationships became strained. As Linda continues to reflect on the experience as a whole she tells me, "It was bad. There were times when I just thought this is crazy. I just cannot wait for this to be over."

Case 2: Kelly and Crystal

Kelly and Crystal spent a great deal of time together verbally reconstructing and discussing classroom happenings. Verbal reconstruction of specific events that occur throughout the day is an effective strategy allowing student teacher opportunities to reflect on their actions and behaviors while teaching in an interactive manner with the mentor teacher (Warren, 2005). Crystal believed she had a responsibility for Kelly's development as a teacher during their student-teaching experience, and felt part of this responsibility was deliberately devoting all of her time to her student teacher.

Kelly and Crystal purposely used their third hour preparation period for daily conversations with one another, regardless of the topic. Crystal made certain she and Kelly spent this time together. Crystal commented that she and Kelly talked and shared throughout the entire course of the day as well, but that it was nice knowing they had this time to confer. Crystal says, "I enjoy this time. It is a lot of fun throwing ideas off one another. Kelly has a lot of great ideas. She's very easy to talk to."

Kelly knew she always had a third hour preparation period to "check in" with her mentor teacher. She could count on having at least a block of time to talk with Crystal. Kelly wrote down notes to make sure she did not forget to ask Crystal about something that had come up during a lesson or had just come to mind. Kelly says,

Every day we debrief the morning during third period. We touch base to see how things are going. Of course we talk throughout the day, but it's nice knowing we have that block of time. I always know I have third period to talk with her (Crystal). It's nice knowing you have that time for whatever…We talk about the kids or a lesson or what we're going to have for lunch.

There never appeared to be any ambiguity surrounding expectations in this case. Crystal sat down early on with Kelly and clearly communicated her expectations and guidelines for units to be taught. For example, she tells me, "I sat down and said these are my expectations. I want the students to not only to be able to define and know the differences between alliteration, similes, and metaphors but also be able to use them on their own." Crystal specifically explained what she wanted the students to learn. As far as how the lessons would be presented, that would be determined by Kelly. Both participants were open to each other's ideas and shared candidly with one another. Crystal says,

I really liked her poetry book. I gave her some specific guidelines of what my expectations were, and it was her job to put it all together. It was fun to see that. It was fun to talk about my expectations, her ideas, and then watch her complete the project to fruition. The kids really liked the lessons.

Kelly had few expectations relating to her student-teaching. She was open and

121

receptive to whatever the experience brought her way. She was relying on Crystal to introduce her to the teaching role. She tells me,

I don't have a lot of expectations. I'd like to learn how to be more confident in front of the students…I'd like to learn how to be more organized. I was here until 5:30 pm last night. It's a lot of work, so I'd like to learn how to manage students' work and just the overall classroom better.

Stacey says the first month or two is a shock for most student teachers because of the amount of work and time they have to put in to their student-teaching. For Kelly, the amount of hard work and time it takes to run a classroom was a bit "overwhelming." Stacey says, "These kids (referring to student teachers) are used to not having to be up until 8 a.m. for a class that begins at 9 a.m. Then most of them go back to their apartment for a nap." She continues, "Kelly and Crystal get to work between 7 am and 7:30 am. Kelly's been at the building until 5:30 p.m. many nights."

Lack of many already defined preconceptions left this student teacher and mentor teacher seemingly much more open and receptive to the happenings of the student-teaching experience. Negotiating over obstacles of difficulties appeared to be uncomplicated and unproblematic. This mentor teacher and student teacher seemed to communicate through whatever dilemma or predicament transpired comfortably with one another.

Kelly always had a lot of nice and complimentary things to say about her mentor teacher and how she felt at ease communicating with Crystal. Kelly recalls how she and Crystal handled scheduling for state-wide mandated tests. She says, "We talked a lot about how we could fit in practice time for the test. I told her what my schedule looked

like and she gave me a few options to work around. We figured out a practice time we both thought would work best."

Kelly felt her mentor teacher was supportive and trusted in her to tell Kelly those areas she needed to improve. Kelly explains that during her mid-term evaluation, Crystal made it very clear what she still needed to work on. Kelly says, "She (Crystal) went over my mid-term extensively with me and showed me where she marked areas for improvement, where she wanted me to keep growing." Kelly remarks that she appreciated Crystal's evaluation. She continues, "I want people to say this is good but also show me where I need to work on this or that. She's really good about doing that. She's very supportive in the ways I need."

Kelly said on more than one occasion, "I just feel lucky" to have Crystal for a mentor teacher. She continues, "She's just awesome. I've talked to other people, and I've talked to other teachers who haven't had good relationships with their student teachers or mentors, and they say the whole experience was really tough. I feel very, very fortunate."

Kelly goes on and talks about a "really bad day" she was having. She tells me she was frustrated because the students had taken too much time correcting each other's work. She says she felt "bad" for the students who had been working hard and doing things right. She felt "terrible" because she had to spend so much additional time helping other students correct the assignment. She reveals her frustration was more so with her for taking so much time "correcting behaviors".

When the students left and it was then third period prep, she started to cry. Kelly says, "I just started crying. I was so stressed out. Then Crystal came in and asked what

was wrong. She shut the door and I told her. She gave me a hug and said don't worry, it happens." Kelly continues,

> Crystal told me I'd be weird if I taught middle school kids all day, every day, and didn't ever question myself or get emotional on occasion. She said it was good for me to experience this and have someone to talk to about it. She said it was good for me to see these kinds of situations because it would be a rude awakening if I had all perfectly well-behaved kids and then got a teaching job with a bunch of monsters. So, I told her I guess I should be thanking these kids for testing me.

Stacey tells me, "Kelly and Crystal have formed a connection that I don't usually find…They talk about everything…But Kelly is not a chatterbox." Stacey believes this student teacher and mentor teacher made a very nice connection with one another.

"We just had fun," Crystal recollects. She continues, "I think what I liked the most was just having another person in the room to talk with." For Crystal, having her and Kelly be able to "tag teach" was also a huge benefit to welcoming a student teacher in the classroom. For example, when one of them encountered a problem (i.e. a disruptive student, not enough copies of a handout), having the other teacher to help assist with whatever it may be was a big help for both student teacher and mentor teacher. Crystal commented that having two professional educators in the classroom is not a luxury normally afforded to teachers.

Crystal thinks she and Kelly "just really got along well together." She continues, "We enjoyed talking with one another about the kids, about curriculum, about just stuff." Crystal thought both she and her student teacher are very sensitive to other people's

feelings. She tells me, "I think she wanted to make sure that she was doing a good job, and I wanted to make sure she felt supported. We were constantly checking in with each other." Crystal commented that she never felt like she and Kelly were walking on pins and needles but rather both felt at ease and comfortable with the other and the other's role. Crystal continues,

> The whole experience was so enjoyable that I didn't ever think how I was going to do this or do that. When I needed to critique a lesson or tell her I didn't think something was going to work well, it just seemed easy. She had done so many things well that I had been able to complement her on that, so when things did need to be changed, she didn't take it negatively. I think it would have been different if she was someone who had been very needy and needed a lot of critiquing.

Communication Conclusion

Informal discussions that take place frequently throughout the day are important in the socialization process of student teachers during the student-teaching experience. These conversations that occur during the daily classroom routine afford numerous learning and relationship building opportunities for student and mentor teacher. However, research suggests communication about teaching practices between the student teacher and mentor teacher also causes most of the problems during the student-teaching experience (Crocker & Wilder, 1999).

It is not uncommon for student teachers and mentor teachers to have expectations of one another and the student-teaching experience in general. Many times the student teacher and mentor teacher have in mind their roles and the role each

125

expects of the other to play. The challenge for both the mentor teacher and the student teacher appears to be the negotiations of those expectations during the student-teaching experience.

<p style="text-align:center">Negotiating Identity</p>

The student-teaching experience is the time where a significant part of the socialization process of future teachers takes place, but it is also the stage where the student teacher's teacher identity is beginning to go through a process of change and development (Rotanz, 2001). Student-teaching is where student teachers begin to "re-imagine" themselves in new ways as they prepare to take on a teacher identity and teaching responsibilities (Cook-Sather, 2006). The support of mentor teachers mediates the development of competence and identity of student teachers (Jorissen, 2003) as the transfer of knowledge is negotiated during the student-teaching experience.

<u>Case 1: Barbara and Linda</u>

Barbara's State Education Association position had a dominant affect and a formidable influence on her identity. She had formed many concrete ideas about teaching and the teaching profession not only from her university teacher education program but also from her many experiences within this organization. However, her ideas and the actuality of her student-teaching experience were in contrast to one another. She tells me, "There are all of these weird rules I've never heard of before. It's very confusing." Barbara is referring to her being asked by her mentor teacher to not talk or to participate in faculty meetings.

Barbara had a very strong sense of self when she first walked into her student-teaching. She sounded extremely confident and somewhat arrogant in her teaching abilities and thought she already knew her strengths as a teacher. She tells me, "I'm very organized. I know I'm excellent at speaking. I know I'm dynamic and improvisational." She believed she knew what teaching was all about and was certain she just needed some practice in putting her skills to the test.

As Linda attests, Barbara was skillful at writing and preparing lesson plans. With this veritable talent, Barbara expected and had envisioned praise and compliments from her mentor teacher. Linda gave positive recognition to Barbara for her knowledge of the curriculum and written lesson plans but neither in the magnitude nor means Barbara was expecting.

Within the first few weeks of her student-teaching experience, Barbara's sense of self was in a state of disorder. The strained relationship with Linda, the backlash from her vocalizations during faculty meetings, and lack of embracement from her students left Barbara often feeling confused and discouraged about her teaching persona. She writes in her journal, "I feel like my self-esteem and identity is declining. I'm carrying a heavy chip on my shoulder that says bitterly 'You can't interact with other staff and you shouldn't say too much to your mentor teacher." The self-assuredness she thought she had in regards to her student-teaching was wavering.

Less than two months into her student-teaching experience, Barbara found it difficult to relax on days Linda was in the room. By this point, Barbara was teaching 5 of Linda's 6 classes. Although she was frustrated to be teaching the majority of Linda's classes earlier than what she expected, she thought this was easier than having Linda

present in the classroom. While Linda was elsewhere in the building, Barbara felt a sense of reprieve. When Linda was absent from school, Barbara felt a sense of relief and had moments where she considered herself a real teacher. She says, "When Linda is out of the room, I feel like I can take some ownership in the classes, particularly with the students." Barbara began to feel much more at ease when Linda was not in the room because she says, "I don't feel like I have to pretend to be someone else."

Barbara recalls one Monday morning in February Linda greeting her with the sudden news that she would be having a substitute teacher come in that day because her little girl was sick. Barbara writes in her journal,

I was to teach the whole day, again…I felt great and energized…The whole day ran smoothly, and I found myself feeling better than ever. Why is that? Later in the day after I came home, I wondered if my day was so great because I felt more comfortable not being sized up by my mentor teacher again…I feel comfortable with the students and feel like I can manage the classroom better when she is out of the room.

When Linda was not present in the classroom, for whatever reason, Barbara's anxiety was lifted temporarily. Barbara says, "Part of my identity is affected by my self-esteem...Whenever my cooperating teacher is in the room, my self-esteem is lower than when she leaves the room." When Linda was out of the classroom, Barbara did not feel like she was being "sized up" by her mentor teacher and could use her own teaching practices rather than those she was trying to imitate of Linda's.

On days Linda was present in the classroom, Barbara wondered whose teaching practices she should employ, Linda's or her own? When Linda was present, Barbara

128

had a hard time knowing what role to play. In a journal entry dated almost two months into the student-teaching experience, Barbara writes, "What is my role? Am I a student teacher? Or am I a STUDENT teacher? I stress and stress about this." Barbara tells me she struggles with her student-teaching role, and says, "I really only feel like a teacher when I'm swimming by myself in the classroom."

There would be days intermittently throughout the student-teaching experience that Barbara and Linda would partake of a pleasant conversation about one thing or another. Barbara certainly welcomed the amiable atmosphere. When congenial words were exchanged between them, the affect on Barbara's self-esteem and identity-development was evident. For example, after having a cordial and helpful conversation with Linda about a student Barbara was having trouble with, Barbara writes in her journal, "On Thursday I talked to her about it [incident with a student], and so I had a great day… It was just awesome…I felt so much better." On days Barbara felt she was receiving positive affirmation from her mentor teacher, her attitude and self-identity appeared to be positive. She voiced this during our interviews and in her reflective writing journal.

From the beginning and throughout this student-teaching experience, the relationship between Barbara and Linda remained strained. Trying to make things better, Barbara tells me her new intentions, "From now on, I'll just listen and do it her way rather than trying it my way." Barbara decides to completely succumb to Linda's teaching methods since she was not receiving the approval she desired using her own. She continues, "I just started to integrate her style and model her teaching…I'm trying so hard to do her style and just do my best." Barbara felt like she was burying her own

teaching identity, her own teaching strategies, her own style, and concentrated on trying to emulate her mentor teacher's teaching practices, assuming this would make her mentor teacher proud of her. With sadness in her speech, she says, "I'm just doing what I think she wants to see."

How Barbara once envisioned herself in the teaching role has vanished. With determination in her tone, Barbara avows, "I just pretend to be happy...It's so hard because I'm trying teach in a way to please her, but I don't feel like it's really helping." Barbara tells me all she wants to do is "prove" herself to Linda. She tries to impersonate Linda's teaching strategies and style but discovers she is writing lesson plans and using teaching methods she does not enjoy or believe in. She tries to transform into a character she thinks would please her mentor teacher instead of building on her own individualism.

Barbara shed more than one set of tears between January and June. She reveals, "It's been frustrating and I just totally broke down on Wednesday night and cried. I felt really bad. I felt like I'm just a total failure…I want Linda's acceptance." Barbara wanted to belong. She wanted to feel a sense of belonging not only to the teaching profession, but more so with her mentor teacher, within Linda's classroom, and within Rogers High School. In a journal entry dated three months into her student-teaching, Barbara still desires and is looking to receive Linda's approval. She writes, "I just hope that I can prove to my mentor teacher that I am a good teacher."

Acceptance. Admiration. Accolades. This is what Barbara was looking for when first entering her student-teaching experience. These were the underpinnings of what she needed to massage her already advanced teacher identity. What Barbara received

from her mentor teacher was professional counsel and evaluation. Linda provided Barbara with what she thought were honest appraisals of her teaching practices and inappropriate behaviors. Linda's feedback, however, was often perceived by Barbara as disapproving notes and criticism.

By the middle of Barbara's student-teaching, much discontent had set in for both Barbara and Linda. Barbara continued to mimic her mentor teacher's teaching practices and style because her focus was beginning to change. It was not nearly as important to Barbara any longer to be able to test the theories and strategies she had in her mind when she first stepped foot into her student-teaching experience. She no longer worried about receiving praise from her mentor teacher. Barbara was no longer interested in working on curriculum. Her focus was now simply directed toward finishing her student-teaching. With perseverance in her voice, Barbara declares, "I now just want to get through the experience…I just want to get a good grade… I want a good assessment."

Barbara's attitude noticeably changed, and Linda was baffled by this new visible mind-set of her student teacher. Linda was genuinely perplexed when Barbara questioned her about a grade at the end of her student-teaching and how or if this grade would affect her grade point average. Linda repeats what she told Barbara, "You know it's all based on recommendation. It's really based on how I and Steve feel about you at the end of this experience." Linda tried to explain to Barbara how little a letter grade is at the end of her student-teaching compared to the lasting impression she leaves with her mentor teacher and university supervisor. With that said, Barbara thought it imperative to maintain her replication of Linda's teaching style and strategies.

Barbara took most of Linda's professional feedback and discourse in general negatively. Whether or not Linda's comments were addressed to her personally or meant to strictly be professional, Barbara internalized and interpreted her remarks unconstructively, and it reflected in how she looked at herself as a teacher and person. Barbara once prided herself on being enthusiastic. At the beginning of her student-teaching experience she felt this characteristic served her well. However, in a somewhat sarcastic tone, she says, "I think perhaps I'll change my identity from always being enthusiastic to only enthusiastic in front of students. Oh, and I'll only observe and listen with staff." The personal traits that Barbara believed suited her so favorably in her pursuit to be a teacher---her outspokenness, her enthusiasm, her forthrightness--- and had carried her so far within the State Education Association, were now failing her.

Barbara tried to pull pieces of her teaching identity from students as well. She tells me, "I often feel like my identity as a teacher shines through in the little things." She continues, "I feel like a real teacher when I hear the students call me Ms. Johnson. It feels comfortable, more of who I am." Simply having students place Ms. Johnson on the top of their papers instead of Mrs. Randall was an identity boost for Barbara. Barbara's version of her teaching identity was reflected in the students' work but was challenged in her interactions with Linda, which is why she enjoyed the days Linda was out of the classroom and she was "flying solo" as she phrased it.

Although, this student-teaching experience was laborious, there were infrequent moments when Barbara felt connected to the teaching profession. One such instance was while watching a movie. She tells me,

The other day I watched October Sky, and it made me cry because I was happy for the students who found success. I could identify with and relate to the young teacher who didn't want to give up. I don't think anyone else would cry watching that movie unless they were a teacher.

Linda commented on more than once occasion about Barbara's fixed teacher images and thought many of them to be "bizarre." She mentions a few times during our interviews Barbara's appearance. Evidently Barbara is quite pretty and has very long, beautiful, brown hair. Linda tells me, "I only saw her wear her hair in a tight bun, and it made her look like she's so much older." Linda chuckles and recalls the day a student came out to the tennis courts after school telling her in amazement that Barbara had taken her hair out of the bun, the style she had always worn. Barbara only wore her hair down during the last week of school.

When asked to reflect on what an ideal teacher looks like, Barbara writes the following in her journal:

A teacher should dress separate from the students---easily identifiable, indicating that they take their work seriously. Teachers should (for the most part) dress as though they are going to work. However, teachers who dress in school colors for pep rally days should be just as respected. It's important to let students see you are human (on rare/special occasions)…Lastly, a good teacher must understand that students are going to sometimes see you as a 'machine' and not a real human being.

Hence, Barbara dressed in a very conservative manner, wearing only browns, black, and dark blue clothing. Additionally, she only wore her hair tucked up in a bun.

She believed this to be professional attire. This was a fixed image of Barbara's teacher identity that was difficult for Linda to understand.

I am told it is "jean day" at Rogers High School on Fridays and everyone (i.e. faculty, staff, and students) wears jeans. Students expect teachers to wear jeans on Fridays. On Fridays, however, Barbara decided to dress up. Linda clearly remembers talking to Barbara prior to their student-teaching experience about teacher dress. Dress attire at Rogers High School was typical as most other high schools. Many teachers wore slacks and shirts. Some teachers dressed up more than others. Fridays were dress down days, meaning most teachers wore jeans on those days often also sporting some kind of high school apparel, for example school colors or school athletic wear. Barbara believed, however, students needed to see her in professional clothing for a number of weeks before she would participate in dress down days. Linda says in a bewildered tone, "I just thought this is weird." She continues, "Barbara has this odd mold of how a teacher should look and what a teacher should be…Some ideas were just so deeply ingrained in her."

Linda concluded that Barbara had some distinct pictures of how teachers should behave and dress. Moreover, those images were entrenched in Barbara's consciousness. Because of those ingrained ideas, Linda thought perhaps that explained why she often thought Barbara was offended or looked upon Linda disapprovingly. Linda says humorously, "Well, gosh, I'm pretty sure I fell out of her ideal mold of a teacher from the minute she met me."

Steve believed Barbara "came with an unrealistic picture of what student-teaching was going to be about and reality set in." Consequently, he tells me, "She had

a difficult experience in a lot of regards." Speaking about Barbara's uncertainty if a teaching career was the right choice for her, Steve continues, "She was questioning whether she was in the right place, and that was good because she had to come to grips with that." Steve believed he was finally making "some headway" with Barbara. He believed this student teacher "did not have a good grasp of the role of the profession." Steve thought Barbara "had some unrealistic expectations" about the teaching profession and more specifically her role in the student-teaching experience. He was hoping that the honest and direct feedback Barbara had received from him and Linda would help her to see things differently and help her to act accordingly in the future if a teaching position was procured.

Case 2: Kelly and Crystal

When asked to describe herself to me, Kelly replies, "I'm loyal, very loyal to my family and friends. And, I'm a nerd…I am a goofball….I can make a fool of myself and I get embarrassed, but I can recover." Kelly laughs and continues, "I'm also friendly. I love to talk, and I'm outgoing… I am the most opposite of shy you can get." Conversely, Kelly tells me she is nervous about talking and being in front of a group of middle school students.

Upon entering her student-teaching experience, Kelly's confidence in her teaching abilities wavered. In February, she tells me, "I think everything is going good. I think the students understand and know who I am, and they respect me for the most part." Kelly is struggling, however, with becoming "the teacher." She tells me, "It is incredibly nerve-racking for me to be in front of the kids…I'm very nervous." Kelly says

she is nervous that she might not have the "right answer" particularly in the social studies classes she is going to have to teach.

The manner in which Crystal provided Kelly professional feedback appeared to be effective for her student teacher's developing teacher identity. Kelly never considered Crystal's feedback as critical or judgmental. Rather, she welcomed Crystal's suggestions about how to carry out a better lesson generating a different direction or discussion. Crystal merely offered Kelly ideas when she thought they might assist in improving the class. Crystal let Kelly know what she wanted her to teach within the curriculum and what she expected the students to learn. Yet, she wanted Kelly to find her own means to present the information. This approach was ideal for Kelly to experiment with various teaching strategies, but more importantly, it gave Kelly the means to begin developing her own teacher identity, her own individuality as a teacher. Kelly excitedly shared about her first few weeks of her student-teaching and, more specifically, about the feedback and support she was receiving from her mentor teacher:

> So far so good…The supervising teacher I have, Crystal, is wonderful…We have a lot of the same ideas… She's really cool with letting me try whatever I want to and supporting me in things I'm kind of sketchy on or I'm not really sure what to do…She's very good about offering some ideas to improve the lesson or to make the kids more into it.

As Kelly's confidence maintained momentum, her self-assurance was also energized. Kelly was beginning to embrace and identify with the role of teacher. Crystal noticed this as well and says, "I think she's happy to be here and has a good sense of self." Kelly's changes in her self-image and her identity as a teacher were also

sensed by Kelly. Kelly tells me, "I feel differently." Chuckling, she says, "I am not only starting to feel like a teacher, but I'm also starting to feel like an adult." She talked about having had it easy the last few years in college and now sensed a "growth spurt." At the end of her student-teaching, Kelly began to vision herself in a teaching career. She writes in her journal, "I do feel confident and ready to enter into the teaching profession."

As students progress through school, teacher contact with parents seems to diminish, unless, of course, the student is in trouble. Kelly was fortunate to gain experience corresponding with parents. Although this was not direct, face to face contact with parents, the exchange of email and notes was assurance in her teacher identity beginning to take shape. She writes in her reflective writing journal about a particular interchange with a parent:

> I sent four postcards to the parents of students who did an outstanding job in class discussions, homework, and who were overall just a pleasure to have in class. I was so surprised when one of the parents sent me a nice card thanking me for putting in the effort to let them know their child was doing a great job...It felt really good to receive such a nice complement. It made me feel like a real teacher.

Kelly's contact with this parent was a small transaction, a connection with an important individual who holds a personal and valuable interest in the social context of Wilson Middle School. Certainly without knowing, this parent presented another positive affirmation to Kelly's teacher identity development. Kelly continually collected confirmation of her becoming a teacher. She experienced a number of significant

137

teacher identity building blocks from an assortment of members encompassing the teaching and education community.

The corroboration and optimistic reinforcement Kelly received from her mentor teacher was invaluable. Kelly gave Crystal a great deal of credit for her gain in confidence "to go out there and succeed." Kelly at all times felt comfortable with Crystal and, most importantly, a channel of communication always existed. Crystal insisted Kelly's attitude of "willing to just jump in and try something from the get go" was a key factor in the outcome of their student-teaching experience and Kelly's positive development of a teacher identity. Crystal became aware of Kelly's ability of becoming more skilled at doing, knowing, and seeing the pitfalls before they happen. As Kelly's confidence increased, likewise, her teacher identity was enhanced.

As Kelly worked on discovering her teaching identity, she had access to a great number and variety of others in the teaching profession to talk with and share. Kelly was afforded reassurance by her mentor teacher, but she was also surrounded by a number of student teachers, other mentor teachers, and staff in the building. Additionally, she felt she always had support and encouragement from her university supervisor. Support was available to assure her that many of the insecurities and frustrations she was experiencing were normal. Kelly was able to talk about the uncertainties that crept in her consciousness with those whom she confided and trusted. In doing so, Kelly was able to form a confident, healthy teacher identity and have her identity confirmed and encouraged by those around her, most significantly by her mentor teacher.

Remember, interestingly enough, Kelly was not sure she would come to identify herself with the teaching profession and certainly not with teaching 8th graders. "I'm not

sure this is the grade for me," she once told me adamantly. Rumors she heard about teaching jobs being hard to procure and having success working at a major department store, Kelly initially viewed her student-teaching experience as merely "part of the program" she needed to complete in order to receive her degree and teaching certificate. She states, however, a couple of months into her student-teaching, "I have changed my mind. I do want to apply for middle schools." Kelly's new attitude and enthusiasm for a future teaching career is a direct result from the competence and confidence she was able to build with the support and mentoring from her mentor teacher.

As Stacey hopes for all of her student teachers, she tells me, "Kelly developed a passion for the profession." She continues, "I think Kelly has gotten confident and fallen in love with teaching." Stacey tells me she saw Kelly's student-teaching experience as "above average." She comments on the "neat" relationship between Kelly and Crystal and the way the "students and staff really embraced Kelly." Stacey thought Kelly was walking away from her student-teaching with a very good feel of what it means to be a middle school teacher. She felt Kelly was competent and confident in her teaching skills and in her role as teacher and had a good start to developing a positive teacher identity.

Negotiating Identity Conclusion

The majority of student teachers have only a limited amount of teaching experience prior to their student-teaching, usually the practicum hours required in their university teacher education programs. However, student teachers may have other educational experiences and influences that have shaped and attributed to a budding

teacher identity. Whether a student teacher already has very strong conceptions and ingrained ideas of what it means to be a teacher, as in Barbara's case, or has very few conceptions and thoughts of what really takes place in a middle school or high school classroom, as in Kelly's situation, the socialization process and the relationship between the student teacher and mentor teacher has an influence on the teacher identity development of the student teacher during the student-teaching experience.

Negotiating in the Field Conclusion

Conflicting commitments in Linda's schedule proved to be very time consuming and made interaction, professional dialogue, and negotiation between her and Barbara challenging. Barbara's student-teaching experience essentially became a burden on Linda. If the time required for mentor teachers to mentor a student teacher represents an additional burden, then the student-teaching experience can become counterproductive (McCann & Johannessen, 2004). Linda's additional teaching and coaching duties spring semester set up an arduous situation for both she and Barbara and, hence, not an optimal socialization and/or student-teaching experience.

Much of Linda's frustration and disappointment stemmed from not being able to put herself in Barbara's shoes. Linda had a hard time understanding some of Barbara's views and actions and particularly struggled with Barbara's seemingly lack of acceptance regarding Linda's observation feedback and general suggestions. "Major dissonance can occur on the part of the mentor teacher when faced with the knowledge that a pre-service teacher really can't or won't learn what is necessary to teach successfully," (Siebert et al., 2006, p.421). Linda regularly felt Barbara had too much of an ego and too many set in stone ideas about teaching for Barbara to be able to adopt

or make use of any suggestions for improvement. Furthermore, Linda struggled to help her student teacher overcome some social interaction problems she herself did not encounter in her own student-teaching or had yet to encounter in her own teaching career. Linda, continuously, looked for methods and techniques to make her and her student teacher's situation better but was unable to find an approach that was effective for both of them.

Barbara, continually, felt confused regarding what she was doing correctly in her teaching practices. Many mentor teachers at the beginning of a student-teaching experience identify so many areas for the student teacher's development that the student teacher [and mentor] are overwhelmed and focus only on what the student teacher has done incorrectly (Johnston & Wetherill, 2002). From the student teacher's perspective, she perceives she is doing nothing right. Barbara often felt this way. More than once, Barbara commented in interviews and noted in her reflective journal how she would have liked to have heard feedback from Linda on what she was "doing right" in the classroom. This was important to Barbara. This student teacher needed validation and encouragement that she was, in fact, doing something well.

To assist in these kinds of situations, Johnston and Wetherill (2002) discuss a coaching model used by mentor teachers and describe how this model encourages a partnership between student teacher and mentor teacher where both collaborate in finding areas of focus for the student teacher during the student-teaching experience. Concentrating on a few significant items of focus for the student teacher and then proceeding to coach in these areas alters the nature of the student teacher, mentor teacher relationship to one of higher levels of discussion on instructional issues. This

141

perhaps could have been useful in Barbara and Linda's situation.

Kelly never felt Crystal was criticizing her performance or behavior when suggesting other ways of doing things in her teaching practices. Kelly admitted some of the advice Crystal gave was hard to take, but she understood Crystal's comments were not personal and never believed her mentor teacher's feedback was anything other than constructive criticism on her teaching practices. Kelly recognized Crystal's recommendations were strictly professional and given to be of assistance to the improvement of Kelly's developing teaching skills. Imparting feedback and having professional dialogue was not problematic between this student teacher and mentor teacher.

Kelly and Crystal regularly discussed pedagogy practices and implementation. For example, Kelly and Crystal would look to see if Kelly should put students in groups or pairs and checked on the flow, pace, and continuity of a lesson. Crystal, however, was also cautious to not always fix things for Kelly. She wanted to make sure her student teacher had opportunities to work herself out of problems or disruptions if and when they developed. It is suffice to say, enough opportunities presented themselves in their middle school classroom where Crystal could assist Kelly in her lesson planning, yet be reasonably assured there would still be occasions where what was written down in a lesson plan would not necessarily evolve in the classroom.

CHAPTER V: CONCLUSIONS, IMPLICATIONS, AND FURTHER RESEARCH

To better understand the socialization process and teacher identity formation of student teachers during the student-teaching experience, the purpose of this study was to (a) explore the lived experience of the socialization process, (b) examine the interaction of the student teacher and mentor teacher, and (c) examine the influence the student teacher, mentor teacher relationship has on the student teacher's developing teacher identity during the student-teaching experience. The findings in this research emphasize the significance and implications of the student teacher, mentor teacher relationship and the ability to be able to negotiate while actively involved in this temporary union. The relationship between student teacher and mentor teacher appears to lay the groundwork for the socialization process and encounters of the student teacher during the student-teaching experience. Furthermore, the findings in this study agree with the literature in suggesting the socialization process during the student-teaching experience and the relationship formed between the student teacher and mentor teacher does have an influence on the student teacher's developing teacher identity.

The Socialization Process During the Student-Teaching Experience:

An Induction and Orientation Period for Student Teachers

Four central ideas emerged from this study when exploring the socialization process of student teachers during their student-teaching experience. These include making sense of the teaching profession, early organizational entry importance, compatible career choice, and differing mentor assistance. These ideas along with implications on the student teacher's teacher identity development are presented. This

143

chapter concludes with a discussion for further research.

<u>Making Sense of the Teaching Profession</u>

The socialization process for the student teacher is ultimately about making sense of the teaching profession on a variety of levels. This entails developing teaching skills and areas of strength, determining and reflecting on how one's values and commitments relate to and mesh with those in the teaching profession, and developing confidence and competence in the profession (Utley-Smith et al., 2007). The student teacher in Case 1 had a difficult time making a connection with her mentor teacher, and with her university supervisor, which, in turn, inhibited her making sense of various pieces of her student-teaching experience. Although this student teacher did have opportunities for a lot of teaching time during her student-teaching experience, she had little opportunity to reflect on her teaching skills and practices due to her strained relationships with those educational professionals closest to her. Dialogue with the mentor teacher about how they could have done things differently, repercussions and outcomes of certain actions, or what elements of a lesson went well is effective in helping student teachers internalize their teaching experiences to a more meaningful level of understanding (Warren, 2005). Furthermore, conversing and connecting with those already regarded as accepted practitioners in the teaching community on a daily basis provides emotional support for the development of competence and professional identity of student teachers (Jorissen, 2003), an important socialization element missing in Case 1.

In the second case, the student teacher, mentor teacher, and university supervisor all felt that the student teacher walked out of her student-teaching

144

experience with a much greater sense of what it means to be a teacher and with a

desirable amount of self-confidence and competence about teaching and the teaching

profession. One socialization tactic employed by the mentor teacher was to have her

and her student teacher identify specific areas early on in the student-teaching

experience for the student teacher to focus, for example students spending time in

learning groups and how to most effectively manage these groups. Student teacher and

mentor teacher in Case 2 regularly reflected on and discussed the outcomes of the

student teacher's teaching experiences and practices then concentrated on a few,

specific teaching strategies. Student teachers and mentor teachers who reflect on

practice find it beneficial to varying degrees, citing the more reflection occurs on a

regular basis and the student teacher is permitted to initiate the course of the dialogue,

the more helpful reflection sessions become (Stegman, 2007). The student teacher in

Case 2 had daily opportunities for reflection with her mentor teacher in particular, and

with other educational professionals, who helped her to make sense of her teaching

practices and many other aspects of the teaching community, such as lunch room

gossip and politics.

Reflecting on practice is an important process of professional development for

the student teacher (Warren, 2005). Reflecting on practice helps the student teacher

make sense of the student-teaching experience, and the findings in this study suggest

reflection on practice is also a significant building block in the socialization process

during this period. In this study, the findings suggest the more time a student teacher

was able to reflect on teaching practices and engage in professional dialogue with her

mentor teacher, the closer she came to identifying with the teaching profession, building

self-confidence and competence in her pedagogical skills. Reflection is also an important element in identity development of the student teacher (Fairbanks, Freedman & Kahn, 2002).

"Research on journal writing substantiates the worthiness of journals as a vehicle for reflective thinking," (Meyers, 2006, p. 758). Research recommends that written reflection from both student teacher and mentor teacher be utilized to guide conversations and foster a more collaborative relationship and works especially well with those mentor teachers who have a more authoritative type mentoring style (McGlinn, 2003). The same research suggests self-reflection can work most effectively with those student teachers who have a hard time acknowledging their need to improve because they can analyze their own teaching and clearly see that a discussion or lesson did not turn out as they had intended (McGlinn, 2003). This kind of reflection might have worked well in Case 1 of this study and is a topic that warrants further investigation in teacher education programs. Although self-reflection can be developed and used effectively with practice (Lee & Wu, 2006), research asserts reflection is more effective when student teachers have the opportunities to reflect with their mentor teachers (Warren, 2005).

A collaborative partnership (Johnston & Wetherill, 2002) between student teacher and mentor teacher in Case 2 appeared to be established from the onset of this student-teaching experience. As a result, the student teacher felt comfortable to ask questions and bring up concerns to her mentor teacher as they surfaced. The student teacher did not have pedagogical questions go unanswered or insecurities unaddressed. There is evidence that prospective teachers who form collegial

relationships, particularly with their mentor teacher during their student-teaching preparation, derive satisfaction and feel supported as they make the transition into the teacher role (Jorissen, 2002). In this study, the socialization and student-teaching experience hinged on the relationship the student teacher developed with her mentor teacher. The process of negotiation into the teaching profession occurred best when the student teacher and mentor teacher built an amiable and reciprocal relationship, one that allowed each to view the other as a collaborative partner, a colleague, with whom they could learn and share professional dialogue. Finding ways to foster collegiality between prospective teachers and practicing teachers may yield significant results in terms of retention of new teachers as well (Jorissen, 2002).

Socialization is the means by which student teachers or newcomers learn to become members of a profession and learn the social rules defining relationships into which they will enter (Utley-Smith et al., 2007). The negotiations between student teacher and mentor teacher are particularly important in this aspect since the findings in this research conclude the relationships the student teacher builds, more specifically with the mentor teacher, are a prime factor in the socialization process and overall quality of the student-teaching experience. The student teacher in Case 1 struggled considerably with making sense of the social rules expected of student teachers. This was most evident with her interactions and outspokenness during faculty meetings and her dialogue with her mentor teacher. She struggled throughout her student-teaching experience with negotiating her preconceived ideas and her conduct in regards to being acceptable to her mentor teacher and university supervisor. Additionally, the mentor teacher in Case 1 often toiled in how to address these issues with her student teacher.

147

The mentor teacher was often at a loss with how to handle what she felt were her student teacher's outspokenness and elevated sense of self. Negotiations between student teacher and mentor teacher in the area of social rules labored for the duration of this student-teaching experience.

In the second case, the student teacher appeared to have an unproblematic time assimilating to the social rules expected of her during her student-teaching experience. Clear communication and professional dialogue regarding proper and acceptable student teacher etiquette emerged as a significant factor affecting this student teacher fitting in with other faculty and staff at her student-teaching site. For one, the university supervisor made it a point during the first student teacher seminar to lecture to her cohort of student teachers the importance of their behavior during their student-teaching experience. It also appeared that the student teacher and mentor teacher in Case 2 talked a lot about expectations in and out of the classroom. As a result, the student teacher had an unambiguous understanding of what were expected behaviors and the role of a student teacher at Wilson Middle School.

The student teacher in Case 2 was able to experience professional dialogue and positive relationship building with other teaching professionals. Developing new relationships within a profession is important in terms of the student teacher building confidence and competence in the profession because of the ways in which individuals learn and grow in their work-related experiences through connections with others (Jorissen, 2003). Conversations were not concealed or altered in her presence as was perceived by the student teacher in Case 1. Thus, the student teacher in Case 2 was privileged to the natural discussions and behaviors of teachers that take place in those

148

places where only those belonging to the profession are situated, for example the faculty lunch room. Although the student teacher's relationship with her mentor teacher in Case 2 was most significant in terms of learning and reflecting on practice, she also gained valuable insights through her connections and conversations with other faculty and staff in the building.

<u>Early Organizational Entry</u>

Research indicates that most socialization occurs during the early period after organizational entry (Cooper-Thomas & Anderson, 2002). It is presumed that the newcomer's desire to make sense of her new situation as soon as possible, to find a fit within the organization, and to learn appropriate behaviors and performance standards accounts for this occurrence (Van Maanen & Schein, 1979). Some researchers argue newcomer perceptions of organizational socialization tactics have a greater impact to the newcomer at 4 months than 10 months (Ashforth & Saks, 1996). More recent findings suggest a considerably shorter time scale for newcomer adjustment within an organization (e.g. two months, which is much less of a time frame than many previous studies) (Cooper-Thomas & Anderson, 2002). The relevance of this research to student teachers and the student-teaching experience is the importance and significance of the student teacher's entrance into the student-teaching experience, more specifically the first introductions between the student teacher, mentor teacher, and university supervisor. The findings in this study suggest the first impressions between the student-teaching triad, and other members of the student-teaching experience (i.e. faculty and students) influence the development of these relationships.

The findings in this study suggest the initial introductions and early encounters that occur and are negotiated between the student-teaching triad as well as between the student teacher and other members of the teaching community, such as the students and other faculty, situate and establish the foundation for the socialization process and student-teaching experience. The student teacher in Case 1 had a couple of indiscretions at the beginning of her student-teaching experience. These indiscretions occurred within the first two weeks of stepping foot in the classroom with her mentor teacher and with other faculty in the building. She said some things that she should have thought otherwise and voiced her opinion when she should have kept silent. These transgressions during the introductory period of her student-teaching experience caused almost immediate damage to her relationship with her mentor teacher, university supervisor, and other faculty. From this point forward, negotiating and repairing those relationships and finding a fit for the remainder of her student-teaching was an immense task, one that did not fully materialize or was able to be repaired.

In the second case, the student teacher seemed to find a comfortable fit with her mentor teacher, university supervisor, students, and other faculty members in the building rather quickly. Initial introductions for this student teacher were what I would describe as typical. Pleasant dialogue was exchanged and a sense of excitement and camaraderie was established. Student teachers whose student-teaching was distinguished by a sense of teamwork and camaraderie derived more satisfaction and a sense of support (Jorissen, 2002). The student teacher and mentor teacher in Case 2 seemingly liked each other from the first time they met. They both shared about the ease and comfort that each felt with the other even after working through their first

dilemma of the student teacher either working with one mentor teacher or two. Although the university supervisor in Case 2 was skeptical of the student teacher after their first introductions, it did not take long for the university supervisor and student teacher to also form a friendly and collegial relationship.

In Case 2, the student teacher and mentor teacher's collaborative relationship seemed to foster the student teacher's relationships with other faculty as well. The student teacher, however, admits to being overwhelmed by other faculty in the building particularly at lunch time because of the fact that everyone already knew each other. She relied on her mentor teacher to guide, direct, and give her the information she needed to positively interact and work with other faculty, staff, and students during her student-teaching experience.

Compatible Career Choice

The student-teaching experience provides an opportunity for the student teacher to assume the role of teacher, apply theory learned in the university to a practical teaching situation, and help determine whether or not teaching is a correct or incorrect career choice (Dunn et al., 2000). For many new teachers, a career in the classroom turns out to not be the right career choice. Knowing about the role of teacher is much different from actually being able to satisfactorily perform the teaching role, and the student-teaching experience is a time to ensure that pre-service teachers are capable of fulfilling these demands. This is an important aspect of the socialization process for the teaching profession. Those in education want to procure good teachers, find those who want to be in the profession, but, most importantly, acquire teachers who are adequately skilled and emotionally prepared to enjoy and be challenged by the rigorous

job of the profession. The findings in this study suggest the student-teaching experience is an opportune time for discovering whether or not the teaching profession is a desirable and compatible career choice.

Most student teachers find their own sense of place and competence with the profession during their student-teaching experiences (Austin, 2002). The student teacher in Case 1, however, who came into her student-teaching with the certainty of completing her student-teaching in the spring and procuring a teaching position in the fall, did not find these reassuring aspects during her student-teaching and, therefore, left her experience with the intent of attending graduate school in September. This student teacher's lack of confidence in the teaching community pressed her to continue on with her studies in education. By the middle of her student-teaching, she had already begun filling out and sending in graduate school applications, having determined that she still wanted to remain in education but as to what extent she was now uncertain.

The student teacher in Case 2, who came into her student-teaching experience with the notion that her student-teaching was a requirement for her teaching certification and was open to other career possibilities after graduating from college, left her student-teaching with a signed letter of intent with the Los Angeles School District for a teaching position in the next school year. This student teacher and a couple of other student teachers at Wilson Middle School had attended a career fair one afternoon about a month before their student-teaching experience was scheduled to end. The student teacher spoke and interviewed with the Los Angeles Unified School District personnel at this career fair for some time. After talking with her parents and boyfriend of five years, she decided to sign a letter of intent, move to Los Angeles in the summer, and see

where this teaching opportunity would take her. During the last few weeks of her student-teaching, the student teacher in Case 2 had started to make arrangements to begin moving to the Los Angeles area.

Dissimilar Mentoring Assistance and Approaches

Socialization is the "manner in which the experiences of people learning the ropes of a new organizational position, status, or role are structured for them by others within the organization," (Van Maanen, 1978, p. 19). In the socialization process of pre-service teachers during their student-teaching, experiences are introduced primarily by the mentor teacher. Mentor teachers serve multiple purposes for student teachers: support in the development of confidence and identity, the transfer of knowledge from teacher-education programs to the classroom, the promotion of personal and professional well-being, and socialization within the teaching culture (Jorissen, 2003). Mentor teachers have differing views and attitudes of what is required of them and what they perceive novices need from them (Angelle, 2002). As a result, mentor teachers provide differing levels of assistance and rigor with their student teachers.

The student-teaching experience is a critical event in the preparation of teachers (Warren, 2005). The overall objective of the student-teaching experience is to provide student teachers opportunities for practice in the classroom (Warren, 2005), professional feedback on their teaching skills, as well as access to what it means to be a teacher in an elementary, middle school, or high school classroom. Mentor teachers are the primary characters providing these opportunities and experiences, opening up their teaching world to their pre-service protégés (Siebert et al., 2006). Mentor teachers show their student teachers what it looks and feels like to eat lunch in the faculty

153

lounge, work in a staff work room, conduct parent conferences where applicable, and interact with other teachers and professionals in the teaching community. In essence, the student-teaching experience is a primary socialization process for student teachers.

A large part of a mentor teacher's role is to provide feedback and/or evaluation of lessons and teaching practices observed of the student teacher's. Mentor teachers must adhere to benchmarks of performance outlined by the university (Siebert et al., 2006). Mentor teachers at the end of the student-teaching experience are responsible for evaluating their student teachers, determining and answering the question of whether or not they believe their student teacher is ready to assume a place in a classroom of his or her own (Anderson, 2007). For this reason, it is not uncommon for mentor teachers to feel tension between what they feel is encouraging and what they feel is critiquing their student teachers (Siebert et al., 2006). Moreover, it is not uncommon for student teachers to avoid confrontation (Borko & Mayfield, 1995), to imitate and not experiment, to conform and not challenge, and to accept and not question their mentor teachers so as to receive a positive evaluation (Anderson, 2007). The findings in Case 1, in particular, support this notion. The student teacher in Case 1 became very concerned about her final evaluation from her mentor teacher and, thus, attempted to imitate her mentor teacher's style and teaching strategies, curtail her questions, and conform in the ways she felt necessary to ensure a "good grade" at the end of her student-teaching experience.

Feedback from the mentor teacher is an important aspect of the teaching and learning process for the student teacher (Lee & Wu, 2006). Just as important, if not more so, is the method by which the feedback is delivered. Mentoring styles vary and

154

within those styles communication styles also vary. Glickman (1995) believes mentor teachers' philosophies of communication take on an either direct approach, a nondirective approach, or a collaborative approach. He stressed that different supervisory approaches are required depending on the student teacher's learning needs, but his research also stated that overall, the collaborative style approach had the most effectiveness as opposed to the directive and nondirective approaches (Glickman, 1995).

In this study, both student teachers experienced much of the same experiences during their student-teaching. For instance, they learned more about lesson planning, organization of the day-to-day activities in a classroom (i.e. attendance and grading assignments), working with parents, and interacting with other faculty and staff. Each student teacher had their fair share of struggles with discipline and classroom management. The predominant difference, however, was in how these experiences, contradictions, and conflicts were negotiated between the student teachers and mentor teachers in the two cases. Open communication, the ability to share knowledge, and the capability to negotiate effectively is important for a productive student-teaching experience (Anonymous, 2005).

The mentor teacher in Case 1 provided a minimum amount of support to her student teacher and eventually relinquished her mentor teacher role to the substitute teacher who was with the student teacher on any given day. Minimal support will meet the student-teaching requirements but is not the overall best approach to an effective socialization process of student teachers (Angelle, 2002). Minimum support includes checking, editing, re-checking lesson plans, observing the student teacher, and

critiquing lessons. Student teachers labor to find resources and guidance when a mentor teacher is only providing minimum support (Angelle, 2002). Receiving minimum support is not necessarily negative or intended to sound that way in this research. It is merely the least amount of assistance and encouragement provided to a student teacher during the socialization process taking place throughout the student-teaching experience.

There were moments throughout the student-teaching experience when the mentor teacher in Case 1 was vocally critical of her student teacher's performance in and out of the classroom. The mentor teacher believed the student teacher did not listen well and, thus, did not comprehend some of her suggestions. Since the student teacher was not demonstrating any changes in her teaching practices or behavior after being encouraged to do so, the mentor teacher felt she needed to be very frank with her student teacher. The student teacher continued to give the impression to her mentor teacher she was not able to grasp her mentor teacher's counsel. Consequently, the mentor teacher began to feel her time was being wasted on a student teacher who thought she already knew everything there was to know about teaching. Major dissonance can occur on the part of the mentor teacher when faced with the fear that a student teacher cannot or will not learn what is necessary to teach successfully (Siebert et al., 2006), and this certainly became evident in this first case.

A part of the mentor teacher's approach in Case 1, in providing the student teacher observation feedback, was to interrupt her student teacher during a lesson or at the particular time where the mentor teacher felt the student teacher needed assistance. Many mentor teachers face the dilemma whether or not to step in when their student

teachers are teaching or to stay out of the way, even though a student teacher may be making what the mentor teacher believes is a mistake (Wang & Odell, 2003). This type of interruption by a mentor teacher in the middle of a lesson to give teaching counsel to the student teacher is a tactic used by what researchers refer to as a critical interventionist (Weasmer & Woods, 2002; Williams, 1994). A mentor teacher who adheres to the critical interventionist role displays an authoritative position and places a definite distinction between the mentor and student teacher.

While actively engaged as mentor teacher, the mentor teacher is Case 1 also primarily used what researchers refer to as a directive supervisory style where rules, guidelines, and authority are clearly delineated and decisions are made by the mentor teacher (Glickman, 1995; McJunkin et al., 1998). The student teacher in this case did not often appreciate nor respond well to this style of mentoring. The mentor teacher sensed her student teacher's disappointment but was unable to offer another means to provide observation and overall feedback to the student teacher. Student teacher and mentor teacher in Case 1 had many contradictory views of what was best for the student teacher. Unfortunately, no real, comfortable means of exchanging professional dialogue, observation feedback, reflection of teaching practices, and/or negotiating through discrepancies were able to be established.

The mentor teacher in Case 2 provided much more than a minimum amount of support to her student teacher. She targeted instruction, classroom management and offered a tremendous amount of emotional support and overall encouragement to her student teacher. This mentor teacher was very proactive in offering her student teacher guidance as opposed to waiting for the student teacher to solicit or seek out help from

her. Mentor teachers using a proactive approach to the induction or socialization of student teachers attempt to educate their student teachers prior to the development of problems rather than solving problems after they occur (Angelle, 2002). One technique the mentor teacher in Case 2 utilized was discussing the student teacher's lesson plans in great detail before the student teacher presented the lesson to students.

The mentor teacher in Case 2 was also very good at addressing her student teacher as a whole person, meaning she was skilled at addressing the student teacher's emotional being and learning as well. Teaching can be stressful. It is estimated that a classroom teacher makes 1,300 judgments each day (Steadman & Simmons, 2007). Therefore, the decision making processes alone can be overwhelming for a student teacher. The mentor teacher in Case 2 attended to the student teacher's stress and emotional state when necessary. The mentor teacher gave her student teacher permission to have emotional moments but taught her how to reel in those emotions that interfered with her teaching abilities and deal with them at a more appropriate time. This type of support from a mentor teacher, a sort of nurturing style, helps student teachers become competent and confident in the transitioning of the role from student teacher to teacher (Angelle, 2002).

The role the mentor teacher in Case 2 repeatedly applied resembled that of the practical initiation model (Guyton & McIntyre, 1990). Mentor teachers who play this role during the student-teaching experience feel their part is more nurturing and supportive than that of the critical interventionist. This is not to say they do not introduce the student teacher to the realities of teaching. The mentor teacher's guidance is just less authoritative and more collegial in nature and tone. Highly interconnected and reciprocal

relationships between student teacher and mentor teacher offer more support structures and learning opportunities for those being trained in the community of practice (Anonymous, 2005).

The mentor teacher in Case 2 also used a variety of approaches with the student teacher when delivering professional feedback. For one, the mentor teacher used what researchers refer to as a collaborative approach with her student teacher in which problems were tackled using an exchanging of ideas with problem solving methods (Glickman, 1995; McJunkin et al., 1998). The student teacher and mentor teacher in Case 2 explored possible solutions together emphasizing a shared ownership in the decision making process. The student teacher was looked upon as a partner rather than a subordinate.

Two, the mentor teacher frequently used what Johnston and Wetherill (2002) refer to as a coaching model of supervision. A coach observes, analyzes, and then instructs. A mentor acting in the role of coach analyzes a student teacher's instructional practice and performance looking for ways the student teacher can improve performance by offering a repertoire of suggestions and tips (Angelle, 2002). The mentor teacher in Case 2 helped her student teacher analyze and resolve problems, directed her to resources, and assisted the student teacher in analyzing student performance data and student records to plan instruction accordingly (Angelle, 2002).

Student Teacher Identity Development

Lave and Wenger (2002) conceived of identities as long-term, living relations between persons and their place and participation in communities of practice. The student-teaching experience has been described as a continuous process in which the

teaching identity is produced and reproduced through the social interactions and contexts within schools and in the classrooms (Vinz, 1996). New relationships with those in the profession become critical in identity development (Jorissen, 2003). The findings in this study suggest, with varying and changing levels of participation and through social relations in the student-teaching experience, the student teacher's teacher identity is being developed, transformed, and continually shaped.

Changing perspectives are part of an apprentice's developing identity and form of membership into the community of practice (Lave & Wenger, 2002). When the apprentice has a deep sense of participation in the teaching community, she increasingly enhances her teacher identity. "Moving toward full participation in practice involves not just a greater commitment of time, intensified effort, more and broader responsibilities within the community, and more difficult and risky tasks, but, more significantly, an increasing sense of identity as a master practitioner," (Lave & Wenger, 2002, p. 111).

Although the student teacher in Case 1 had a great deal of teaching time, made great efforts to interact with students and other staff, and experienced the role and responsibilities of a classroom teacher, she struggled with finding a deep sense of belonging to the teaching profession in this situation and setting, and with the development of her teaching identity. In this case, the amount of time and efforts did not correlate to an increasing sense of identity towards becoming a master practitioner in the community of practice. The findings suggest this was largely a result of the lack of professional dialogue and negotiations between her and her mentor teacher. In the second case, the student teacher's increased teaching time, interactions within the

teaching community, and overall participation in the role and responsibilities of classroom teacher did appear to enhance her teacher identity development. One prevalent difference between the two cases in this study was the amount of time each student teacher spent in professional conversations with her mentor teacher reflecting on her teaching experiences and skills. Skills, knowledge, and identity are developed through participation in day-to-day activities that includes interactions and professional dialogue with others (Flores, 2007).

Some researchers argue that student teachers bring previously constructed ideas and beliefs about students, teaching, and learning into their student-teaching, and emphasize the importance of student teachers having opportunities to present their beliefs in a non threatening manner (Chiodo & Brown, 2007). In the cycle of reproducing the community of practice, it is important to merge the best of the veteran with the best of the novice and then allow the novice to continue to learn, master, and assimilate into the community of practice all the while shaping their own identity (Lave & Wenger, 2002). The two student teachers in this study differed greatly in this aspect.

In the first case, the student teacher had very concrete ideas about teaching and learning but had difficulty communicating and negotiating her ideas with those of her mentor teacher's. The student teacher and mentor teacher in Case 1 were unable to find the means to regularly share and intertwine any of their diverse teaching ideas and practices. Conversely, the student teacher in the second case had what appeared to be an unproblematic time discussing and negotiating any preconceptions she may have had about teaching and learning with those of her mentor teacher's. The student teacher and mentor teacher in Case 2 were consistently able to find time to talk about

teaching practices. Both student teacher and mentor teacher in this case openly shared their thoughts with one another and seemed to enjoy and value each other's ideas. Consequently, the findings suggest the student teacher in Case 2 developed a more positive sense of a teacher identity than the student teacher in Case 1 towards the end of their student-teaching experiences. The student teacher in Case 1 walked away from her student-teaching experience with a confused and disheartened outlook in regards to her future career in the teaching community, a stark contrast to the self-assurance and robust attitude she once possessed about procuring a teaching position in the near future. The student teacher in Case 2, on the other hand, walked out of her student-teaching experience with a new found confidence and competence in her teaching abilities and a signed letter of intent to teach in the fall, a job she thought when first entering her student-teaching was more than unlikely to materialize in her near future.

Having daily contact with an experienced mentor teacher provides emotional and procedural support that is essential for a student teacher's professional identity development (Jorissen, 2003). In the first case, lack of daily contact and professional dialogue with her mentor teacher was the student teacher's greatest concern and grievance throughout her student-teaching experience. The mentor teacher in Case 1 tried to provide her student teacher with the support she believed her student teacher needed, particularly in the direction of social relations. When the mentor teacher was unable to be in class or, more specifically, was absent from school, she acknowledged that the student teacher always had another teaching professional in the classroom, referring to a substitute teacher. However, the lack of a collaborative and collegial relationship between the student teacher and mentor teacher appears to have produced

an unconstructive influence and effect on the development of the student teacher's teacher identity.

In contrast, the student teacher in Case 2 was most grateful throughout her student-teaching experience for the professional and personal dialogue she had with her mentor teacher on a daily basis. The student teacher's teaching identity began to build positively as her teaching skills improved, her relationship with her mentor teacher continued to progress in a collegial manner, and she became more immersed and confident in the teacher role. Additionally, the findings suggest the emotional support intentionally given to the student teacher by her mentor teacher was an integral part of the socialization process and a factor in a quality student-teaching experience as well as a vital ingredient in the development of her teacher identity.

Student teachers are significantly influenced by the situated practices and relationships in their student-teaching settings (Flores, 2007). Research reveals teacher educators (mentor teachers) can influence beliefs student teachers' hold about teaching and learning (Doppen, 2007). Changes in these beliefs produce changes in identity. The relationship between prospective teachers and their mentor teachers are central in the prospective teachers' development of professional skills and identity (Jorissen, 2003).

<div align="center">Further Research</div>

Recent developments in the United States have put pressure to reduce the role of higher education in teacher training (Ross, 2002). Consequently, these changes have stimulated a great deal of research and publication directed in relation to the role of mentor teachers (McIntyre & Hagger, 1996). There does appear to be a lack of clear

agreement regarding the role of mentor teachers, which continues to be a pressing issue in teacher education programs. As long as there is ambiguity in the role of the mentor teacher, teacher education programs will continue to find it difficult when faced with the question of how universities can help mentor teachers assist in the preparation of student teachers (Beck & Kosnik, 2000).

Identifying the need for better preparation of mentor teachers is one thing, but what should they be prepared for (Borko & Mayfield, 1995; Williams, 1994)? Additionally, if we burden mentor teachers with ever-increasing demands in regard to preparation of student teachers, do we run the risk of driving some of them out of the classroom (Steadman & Simmons, 2007), or in the very least lose their assistance in this phase of the socialization process of pre-service teachers?

There appears to be two elements to the socialization process of student teachers during their student-teaching experience: the effects of socialization and the tactics used in the socialization process. Organizations use certain socialization tactics to help newcomers master their new roles and different combinations of these tactics to influence the learning of the newcomer (Cooper-Thomas & Anderson, 2002). To ensure the best possible socialization process for future teachers during the student-teaching experience, I suggest the socialization tactics used by mentor teachers during the student-teaching experience be studied further, more specifically defined and outlined.

Tensions can emerge for the newcomer (student teacher) as their ideals contradict the professional identities and practices already existent in the school contexts in which they are developing as teachers (Flores, 2007). Research could begin with continuing to highlight those contradictions student teachers encounter, such as

164

issues of authority, expectations, observation feedback, and communication, as they

negotiate their way through their student-teaching experiences and become members of

the teaching profession. To further assist student teachers and mentor teachers in the

negotiation process and more directly in their relationship, it would be helpful to

investigate explicit negotiation tactics that can be suggested for use where conflict and

contradictions appear to be more prevalent.

There are many dilemmas and challenges that student teachers and mentor

teachers face during the student-teaching experience. Being able to negotiate roles,

expectations and any other issues that arise during the student-teaching experience is

an important component in the student teacher, mentor teacher relationship. Since this

relationship appears to be significant in the socialization process of student teachers, it

behooves us to further explore this relationship and how to best support and help it

develop positively during the student-teaching experience.

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APPENDIX A

Student Teacher Interview Questions

I. <u>January Interview Questions for Student Teachers</u>

    a. Tell me a little bit about yourself?

    b. What does the student-teaching experience mean to you?

    c. How do you see student-teaching and your mentor teacher helping you to become a teacher?

    d. What kind of relationship do you have with you mentor teacher at this point?

    e. Describe yourself as a teacher right now?

    f. Who/ what has been the biggest influence up to this point in regards to you being a teacher?

    g. What do you expect to get from this student-teaching experience?

    h. Tell me about your first few days? First week?

    i. What does a good teacher look like to you?

    j. What is your image of a good teacher? Bad?

II. <u>January Interview Questions for Student Teachers</u>

    a. Tell me how your week went.

    b. How are you getting along with your mentor teacher? Students? Other faculty? University supervisor?

    c. Tell me about what you wrote in your journal.

    d. What are you finding most difficult about your student-teaching experience?

    e. Have any of your perceptions changed about teaching since you've started this experience?

III. <u>February Interview Questions for Student Teachers</u>

    a. Tell me about your student-teaching experience.

    b. Tell me about your relationship with your mentor teacher.

    c. Tell me about your relationship with your university supervisor. Faculty? Students?

    d. What have you found most difficult up to this point?

    e. What has surprised you the most about teaching?

    f. Who are you drawing support from?

    g. Important relationships?

    h. Do you feel like your university classes have adequately prepared you for student-teaching?

    i. What university classes have prepared you the most?

    j. Any classes you feel you could have done without?

IV. <u>February Interview Questions for Student Teachers</u>

    a. How are things going?

    b. Tell me about your relationship with your mentor teacher.

    c. Do you feel she is still very supportive? Are you comfortable with her?

    d. How are things going with other faculty? For example, lunch time? Have you visited/ observed any other teachers or classrooms?

    e. How are things going with other students?

    f. Are you finding that you're comfortable in front of the kids? Are you finding your own comfortable space in classroom?

g. What are you enjoying most?

h. What is most difficult for you right now?

i. How are things with your grandparents?------Barbara

j. Is your space any more comfortable there?-----Barbara

k. Are you starting to settle in? ------Barbara

l. How's your boyfriend?

m. Any changes at school that are/ have been unexpected?

V. March Interview Questions for Student Teachers

a. What are you finding most difficult?......Barbara

b. How is it going with your grandparents? ……Barbara

c. Are you starting to feel more comfortable in the classroom? With mentor teacher? .....Barbara

d. Are you starting to feel more part of? How does that feel?

e. Have you started teaching any classes? How was this experience?

f. What did you find most difficult? Most fun?

g. One event in the last month that has been most memorable?

h. What has been most difficulty for you?

i. What has been most enjoyable? Most surprising?

j. How is the relationship with your mentor teacher? University supervisor? Faculty? Students?

k. What would you like to gain/ learn from here on out during this student-teaching experience?

l. Tell me about your student-teaching seminars?

VI. <u>March Member Checking with Student Teacher: Barbara</u>

This is how I see your situation:

a. Organized, compulsive, obsessive, driven, active in the union and various political/ student organizations or activities.

b. You had ideas of how your student-teaching experience would go. For example, how students would react to you, how your relationship would be with your mentor teacher, other faculty and even your university supervisor.

c. These ideas haven't turned out exactly as you expected.

d. I see you struggling mostly with the relationship with your mentor teacher. Communication problems, space issues……desk, file cabinet, classes. Time…prep period. Feedback….

e. Relationship with university supervisor. Not enough contact time with supervisor. Communication, lack of. Need more feedback.

f. Okay with students, especially when mentor teacher is out of the classroom.

g. Faculty…..faculty meetings….maybe offended, or slighted, not a warm fuzzy welcome once you spoke up at a faculty meeting. Not sure why? If they felt it wasn't your place or didn't like what you said. Do you care?

h. Living situation was difficult at first, now it is more comfortable with grandparents. Space was disorganized, refrigerator, shower curtain, etc. Now better, right?

i. What are your concerns at this point?

j. Do you feel like you can't be yourself now?

k. Do you feel like you can't share your opinions with mentor teacher? Faculty? University supervisor?

l. Other concern was curriculum development. Is this still a concern? Why? What is your concern? Specifically?

m. Now taking over all classes?

n. How is this going?

o. How does it feel?

VII. <u>March Member Checking with Student Teacher: Kelly</u>

a. I see situation as "normal". Met with mentor teacher and university supervisor and initial meetings went well. You have a positive, comfortable relationship with both that developed from the start. Classroom, setting is good. You share desk space with mentor teacher and feels comfortable for both of you. You weren't sure what your ideas were exactly about how things were going to be in your experience, especially since you had to also teach social studies classes. Additionally, you wanted to be placed in a high school setting not middle school. But things have gone very, very well. No major problems or stumbling blocks out of the ordinary. Everything appears to come across as normal student-teaching experiences. Relationships with mentor teacher, other faculty, students are all positive.

b. Home is good. You live with your folks, who live fairly close to school, so you have a fairly easy commute. You get along with your parents. You have a boyfriend you've been dating for a couple of years who's a terrific source of support for you as well. You have close friends who you also rely on for support.

c. So what has been most difficult up to this point?

d. Biggest challenge?

e. Biggest surprise?

f. And how have you dealt with these difficulties?

g. Are they better?

h. What have you enjoyed the most?

i. Tell me about teaching classes?

j. Describe a typical day.

k. Tell me about your relationship with your mentor teacher.

l. How do you feel she supports you the most?

m. University supervisor?

n. Other faculty?

VIII. <u>March Interview Questions for Student Teachers</u>

a. How is teaching here different from your own school experiences?

b. How do you feel about this student-teaching experience?

c. What are you liking the most?

d. The least?

e. What things bother you?

f. Do you have questions about teaching that you still haven't had answered?

g. Any expectations that haven't been met up to this point?

h. Any experiences you would still like to experience?

i. What are your expectations for the rest of the student-teaching experience?

j. How are your teaching seminars?

k. What have you learned? Topics covered?

IX. <u>Questions particularly for Barbara</u>

    a. Communication any better?

    b. Did you ever sit down with mentor teacher and university supervisor? How did it go?

    c. What has changed since conversation?

    d. What has remained the same?

    e. What would you still like to see changed or improved?

    f. How is your working conditions? Space? Desk? Filing cabinet? Especially now that you are teaching all of the classes?

    g. Preparation period?

    h. Feedback better?

    i. Faculty better? Faculty meetings?

    j. Are you speaking up or commenting when you like? Any other changes? Feel tension or uncomfortable?

    k. What support do you have?

X. <u>April Interview Questions for Student Teachers</u>

    a. How is this going?

    b. What do you find most difficult about teaching?

    c. What is going really well? What are you enjoying most?

    d. Any surprises?

    e. How do you feel with students?

    f. How do you think they are responding to you?

    g. What do you feel you need to work on with students?

h. How is your relationship with mentor teacher?

i. What are you looking forward to in the next few weeks? Not looking forward to?

XI. <u>May Interview Questions for Student Teachers</u>

a. How is it going?

b. How do you feel about teaching?

c. Do you feel you are prepared to have your own classroom?

d. What would you have liked to learn more about?

e. What didn't you get a chance to do that you would have liked to experience?

f. What was this last week like?

g. What did you like most about this student-teaching experience?

h. Least?

i. Were your university seminar classes helpful?

j. Which seminar did you find was most helpful and why?

k. How was your relationship with your mentor teacher at the end of this experience?

l. University supervisor?

m. Students?

n. Other faculty and staff in building?

o. How was the relationship with your mentor teacher most helpful? Why?

p. Tell me the difference between the student teacher role and the teacher role?

APPENDIX B

Mentor Teacher Interview Questions

I. <u>January Interview Questions</u>

    a. Tell me a little bit about yourself?

    b. How long have you been teaching?

    c. Have you ever been a mentor teacher before?

    d. Describe how you see your role as a mentor teacher?

    e. What are your greatest strengths as a teacher? Weaknesses?

    f. What would you like to gain from this experience?

    g. How has this first month been going for you? And you and your student teacher?

    h. Describe the relationship with your student teacher.

    i. What do you think it the most important thing a student teacher should learn during this experience?

    j. Describe your student teacher.

    k. What do you think she needs to work on at this point?

    l. What are your student teacher's greatest strengths at this point? Weaknesses?

    m. Describe what a good teacher looks like to you? Bad teacher?

    n. What do you think universities could do to better prepare students for their student-teaching experience? Teaching career?

    o. What do you hope your student teacher learns from you?

    p. What do you think has been the most difficult adjustment up to this point?

    q. Anything really surprised you so far about this student-teaching experience or with your student teacher?

r. How do your students react to a student teacher? How did you prepare them or what did you tell them about your student teacher?

s. How did you prepare for a student teacher?

t. How did you get selected to be a mentor teacher?

u. Is your student teacher receptive to you?

v. How has other faculty responded to your student teacher? Or interacted with?

II. <u>February and March Interview Questions</u>

a. How are things going?

b. How is your relationship with your student teacher?

c. What would you like to see change?---Linda

d. How are you feeling about all of this?----Linda

e. What have you done to help things get better? Or be more tolerable?.....Linda

f. Are you doing anything differently?

g. Have you changed your routine at all?

h. If you could change one thing, what would that be?

i. How are students reacting to your student teacher? Faculty?

j. What is she doing well?

k. What does she need to work on the most?

l. What is the university supervisor's role?

m. What would you like to see this person do differently?

n. Is this a stressful situation for you?

o. How do you relax?

p. Is this experience changing your ideas about having student teachers in your classroom?

q. Where do you go from here?

r. Has she started teaching classes?

s. How is this going? Difficulties?

t. What is she doing well?

u. When does she take over all of your classes?

v. Is she ready?

w. What do you do at this time?

x. What are you supposed to be doing?

y. How do you feel about her taking over your classes?

III. <u>May and June Interview Questions</u>

a. How did it go the last couple of weeks?

b. Did you feel like you resolved any issues?

c. How is communication with your student teacher?

d. With faculty?

e. With students?

f. How did this happen?

g. How did she change from the beginning of the experience?

h. What do you think she might struggle with the most in her own classroom in the future?

i. Do you think she feels comfortable to take on her own classroom?

j. Did she share any concerns with you at the end of this experience that she now has about teaching?

k. What does she do well?

l. What does she still need to focus on and improve?

m. Is there something you would have liked her to experience that she didn't get a chance to?

n. What would you do differently with another student teacher?

o. What would you do the same?

p. What worked well for you? For her?

q. What didn't work well? For her?

APPENDIX C

University Supervisor Interview Questions

I. <u>January and February Interview Questions</u>

    a. Tell me about yourself.

    b. What do you expect student teachers to gain from their student-teaching experience?

    c. What do you see is the most difficult for student teachers in the beginning of their student-teaching

    d. What is usually a student teacher's biggest surprise when they enter their student-teaching? Finally start teaching lessons?

    e. Tell me about seminar classes.

    f. How do you see student teacher and mentor teacher relationship evolving?

    g. What is she struggling with the most?

    h. What is she enjoying the most?

    i. Is she receptive to you? To her mentor teacher?

    j. How do you see your role?

II. <u>March thru May Interview Questions</u>

    a. How is she doing?

    b. Is this typical of most student teachers at this point?

    c. How is the relationship with her mentor teachers? With you? With other faculty? With students?

    d. What is she struggling with the most?

    e. What is she enjoying the most?

f. Is she being successful in your opinion?

g. What do you think has been the single most positive influence at this point?

h. Do you see anything in the future that could be problem, a negative influence or anything that might be difficult?

i. How do you see student teacher's identity? Identity development?

j. What differences do you see from beginning to now?

k. Tell me how most student teachers change or evolve at this point into the role of teacher or at this point in their student-teaching.

l. Concerns? Applauses? Accolades?

m. How is student teacher feeling? Mentor teacher?

n. How is their relationship evolving?

o. How is this experience for you? Different? Same?

p. What is most challenging for you? For student teacher, mentor teacher?

q. Any surprises?

III. June Interview Questions

a. How is it going?

b. What is she struggling with the most?

c. What do you think has changed the most regarding identity? How she sees herself?

d. Has she shared any concerns with you? Worries?

e. Was there anything you wish she would have had chance to experience that she did not?

f. Most positive influence?

g. Most enjoyable experiences?

h. How is she/ did she handle curriculum?

i. Relationships with students? Faculty? Mentor teacher?

j. Any difficult situations?

k. What does a good teacher look like to you? Does she have those qualities?

l. Bad Teacher?

m. Classroom management?

n. What can universities do differently? Better?

APPENDIX D

Student Teacher Reflective Writing Journal Topics

a. Relationships that are important to you?

b. What does a good teacher look like to you? Bad teacher?

c. One event in the last month that has been most memorable?

d. What has been most difficult for you?

e. What are your teaching strengths? Weaknesses

f. What has been most enjoyable?

g. Most surprising?

h. How is the relationship with your mentor teacher?

i. University supervisor? Faculty? Students?

j. What would you like to learn during this student-teaching experience?

k. Tell me about your student-teaching seminars?