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**The evolution of preservice teachers' orientations during early  
field experiences and initial teacher education courses**

**Smith, Robin Loflin, Ed.D.**

**The University of North Carolina at Greensboro, 1992**

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THE EVOLUTION OF PRESERVICE TEACHERS' ORIENTATIONS  
DURING EARLY FIELD EXPERIENCES AND INITIAL  
TEACHER EDUCATION COURSES

by

Robin Loflin Smith

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APPROVAL PAGE

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SMITH, ROBIN LOFLIN, Ed.D. The Evolutions of Preservice Teachers' Orientations During Early Field Experiences and Initial Teacher Education Courses. (1992) Directed by Dr. David B. Strahan. 471 pp.

The purpose of the study was to investigate the orientations of six preservice middle school teachers as they participated in early field experiences and initial teacher education courses.

The study analyzed the orientations of the subjects using Strahan's (1990) Model for Analyzing Reflections on Instruction. Through case study methodology, information was synthesized from the following sources: (a) two inventories, (b) structured and unstructured interviews; (c) archival data from subjects' portfolios; (d) the Reflective Response Scoring Guide; (e) the Teachers in Training Profile; and (f) the investigator's field notes as participant/observer during classes attended by the subjects. Cases were analyzed by individual case and across cases.

Significant evolutions in the subjects' orientations toward teaching, toward middle grades students, and toward reading/language arts occurred during the semester under study. Subjects became more concerned with a balance between humanistic concerns and the need to manage their classrooms. They sought affirmation as teachers from students and their cooperating teachers, and they began to clarify their theoretical orientations toward reading/language arts. Early field experiences, methods

courses, and seminar meetings appeared to be beneficial for the subjects in prompting them to reflect about their work at higher levels.

Implications of the study include the following: programmatic experiences may facilitate growth in reflective teaching, preservice teachers may respond differently than teacher educators intend to training experiences, teacher educators may need to use a concrete approach for some students, reflection may be a developmental process rather than a hierarchical one.

## CHAPTER 1

### INTRODUCTION

A growing number of researchers have begun to focus on the cognitive processes that occur as teachers develop and practice their instructional skills (Sharp & Green, 1975; Gibson, 1976; Janesick, 1978; Popkewitz, 1979; Zeichner, 1980; Tabachnick & Zeichner, 1984; Calderhead, 1988; Strahan, 1990). These studies have explored "the ways teachers think and how they acquire and extend their expertise" (Strahan, 1990, p. 3). Tabachnick and Zeichner (1984) used the term "teacher perspectives" to describe the personal beliefs that affect teachers' thinking and decision-making. They defined teacher perspectives as

the ways in which teachers think about their work (e.g. purposes, goals, conceptions of children, curriculum) and the ways in which they give meaning to these beliefs by their behavior in classrooms. (p. 28)

Strahan (1989, 1990, 1991) used the term "orientations" to describe what teachers know that enables them to teach successfully and acquire and extend their knowledge. In a series of case studies, he described some of the ways that "instructional decisions are shaped by teachers' implicit orientations toward themselves, their students, and their subject matter" (1991, p. 4). Strahan noted that orientations tend to guide an individual's

reflections regarding principles of instruction and instructional decisions. He suggested that these orientations begin to form while teachers are students, that they grow clearer during preservice teacher education, and that they are not likely to be affected by traditional professional development practices.

A number of studies have illustrated the link between teachers' orientations and their instructional decisions (Brophy & Good, 1974; Dweck & Bempchat, 1983; Bunting, 1984; Brousseau, Book & Byers, 1988). Few studies have described the origins of these orientations or their evolution. One area of debate has centered upon the impact field experiences have upon preservice teachers' orientations. Some have contended that the life experiences of preservice teachers have the major impact on their perspectives on teaching (Silvernail & Costello, 1983; Zeichner & Grant, 1981; Lortie, 1975). Others suggested that field experiences, particularly student teaching, play an important role in the development of teaching perspectives (Davies & Amershek, 1969; Benton & Osborn, 1979; Hersh, Hull, & Leighton, 1982). It has not been firmly established which experiences in teacher education are likely to prompt the reflective thought that alters or validates the preconceived notions preservice teachers bring to their training.

This study provided insight into the orientations of preservice teachers toward teaching, toward middle grades students, and toward reading/language arts. In this study, preservice teachers were provided opportunities to reflect upon the decisions and observations they made during their early field experiences and initial teacher education courses. Analysis of their reflections revealed some of the ways that preservice teachers' orientations were affected by their experiences in teacher education.

#### Conceptual Base

The two theoretical perspectives explored through literature review and research were: 1) the development of reflection among preservice teachers, and 2) the relationship between initial teacher education courses and early field experiences and preservice teachers' orientations.

#### Reflection

Reflection can be defined as a way of thinking about educational concerns that involves making rational choices and assuming responsibility for those choices (Zeichner & Liston, 1987; Goodman, 1984). The concept is rooted in Dewey's work (1933), and it refers to the process of making inferences based on past experiences, thinking about actions, and intentionally testing these actions with a predetermined purpose in mind. Van Manen (1977) described

three "levels of reflectivity." At the "technical" level, teachers focus on progress, economy, efficiency, and effectiveness (p. 226); at the "practical" level, the analysis and clarification of individual and cultural experiences, meanings, perceptions, assumptions, prejudgments, and presuppositions determine the orienting of practical actions (p. 226). The third and highest level is the "critical" level. At this point, teachers begin to address concerns about the value of knowledge as well as considering the conditions that must be present for providing a quality education (p. 227). Van Manen's work suggested the progressive nature of reflective practice.

Schon (1987) suggested that the ways practitioners select and organize information determine the solutions they select to solve problems. He distinguished between "reflection-in-action" (quick responses to situations that reframe the event and ultimately lead to additional reflection) and "reflection-on-action" (the practitioner's ability to think about his/her actions after the fact). Schon noted that reflection enables teachers to better understand and express their frames of reference.

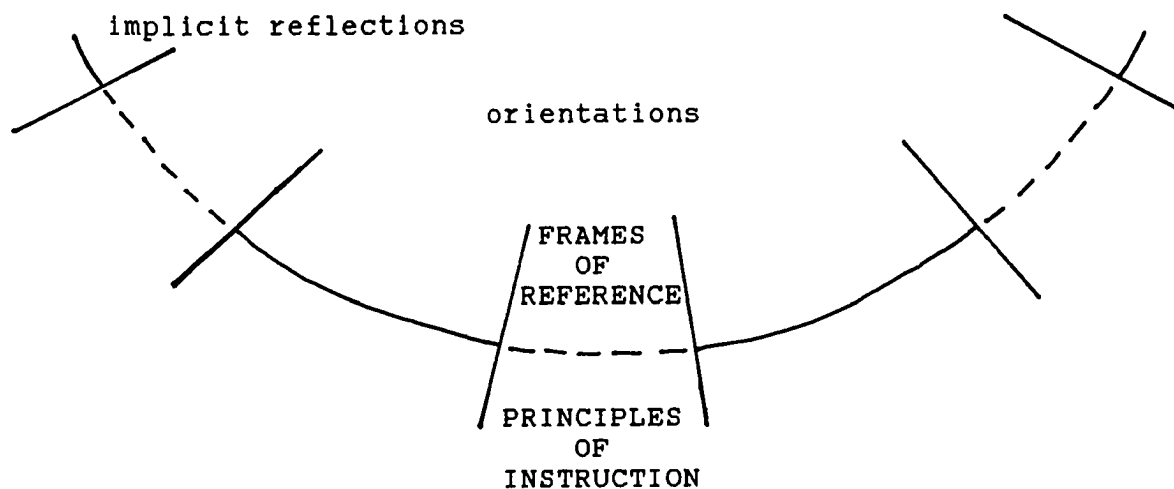
Strahan (1990) suggested that the process of reflection involves learning more about one's orientations, the "implicit views of self and teaching that determine frames of reference, underlie principles of practice, and guide instructional decisions" (p. 9). The more explicit

goals and principles often stated by preservice teachers reveal a conscious view of teaching, whereas orientations are implicit, deep-seated views. Strahan (1990) developed a model for analyzing reflections on instruction (see Figure 1). This model guided the selection of organizers that described the novice teachers' orientations and provided a vehicle for studying the evolution of their teaching perspectives.

Reflection is a developmental process that fosters self-directed growth. Posner (1985) suggested that teacher education programs that encourage reflection can provide the opportunity for preservice teachers to free themselves of routine activity and demonstrate intelligent purposeful action. Reflective teaching enables self-directed growth as a professional, facilitates the linking of both theory and practice in education, and helps to describe and evaluate the expertise of teachers (Calderhead, 1988). Preservice teachers can begin to reflect upon the role of the teacher and the tasks of teaching. Cruickshank's (1985) construct of reflective teaching provides preservice teachers with the opportunity to experiment with various teaching styles and techniques as they gradually develop their own particular teaching



Figure 1. A Model for Analyzing Reflections on Instruction (Strahan, 1990)



explicit reflections

Implicit level of reflections

"Orientations:" - implicit views of self and teaching that determine frames of reference, underlie principles of practice, and guide instructional decisions.

"Frames of Reference:" - clusters of concepts that relate to each other from the teacher's point-of-view that provide organizers for principles, serve as filters that screen perceptions and lenses that focus decisions.

Explicit level of reflections

"Principles of Instruction:" - practical precepts that the teacher uses to explain views and actions.

"Instructional Decisions:" - choices made during planning or in the flow of classroom events that reflect conscious awareness of principles of instruction.

style. He suggested that teacher education programs can provide the impetus for preservice teachers to become lifelong learners of the art and science of teaching, if the experiences in their training programs encourage reflection and self-evaluation. In order for preservice teachers to be encouraged to think reflectively, the experiences within teacher education programs that are likely to prompt reflective thought must be identified, described, and measured.

#### Early Field Experiences

One of the experiences prompting reflective thought may be early field experiences, a "much talked about but little studied phenomenon" (Cruickshank, 1990, p. 122). This kind of experiential learning has long been viewed as a positive aspect of teacher education. John Dewey (1904) said, "I will assume without argument that adequate professional instruction of teachers is not exclusively theoretical, but involves a certain amount of practical work" (p. 172). Although early field experiences, those experienced prior to student teaching, have become prevalent in teacher education programs (Applegate & Lasley, 1986; National Center for Educational Statistics, 1977), few studies have described their impact on the ideas and views of preservice teachers.

The trend toward increasing the number and extent of field experiences for preservice teachers

is based on the assumption that the conceptualization and acquisition of knowledge is facilitated when students are provided with opportunities to observe principles of teaching, learning, and development and to engage in supervised application and practice.... The basic premise is that direct involvement with the role to be assumed will be more effective in facilitating the acquisition of desired teaching behaviors than will more remote, abstract, vicarious, or simulated experiences (Becher and Ade, 1982, p. 24).

Studies have revealed that preservice teachers are positively disposed toward this "on-the-job" training (Applegate & Lasley, 1983; Bates, 1984, Scherer, 1979). Subjects in Applegate and Lasley's study described their expectations of early field experiences: to see if they could model good professional practice, to understand how education takes place in diverse settings, to gather ideas about effective teaching, to learn how to manage students, to develop their own instructional style, and to learn the complexities of teaching. Sunal (1980) found that subjects in his study demonstrated more and higher quality teacher behaviors after their early field experiences than students who did not participate in the early field experiences. Herish, Hull, and Leighton (1982) reported that preservice teachers who had early field experiences perceived themselves as better prepared when they began student teaching, and that their cooperating teachers and college supervisors rated these students more highly than those who did not have early field experiences.

There are studies, however, that have identified negative aspects of field experiences (Matthews, 1967; Hoy, 1968; Roberts & Blankenship, 1970; Peck & Tucker, 1973; Hoy & Rees, 1977; Zeichner, 1980). A number of studies have described preservice teachers' attitudes and teaching behaviors that became more negative as a result of field experiences. Denton (1982) suggested that there is no conclusive proof that early field experiences have either positive or negative effects on preservice teachers. As Silvernail and Costello (1983) noted,

An assumption underlying the call for more extensive experiences is that more equals better; that is, more clinical experiences will produce a better beginning teacher. However, this assumption is debatable, particularly in light of empirical evidence which raise questions about the efficacy of ...clinical experiences. (p. 32)

Zeichner (1980) referred to the notion that practical school experiences contribute to the development of better teachers as a myth. He suggested that "field-based experiences seem to entail a complicated set of both positive and negative consequences that are often subtle in nature " (p. 46). He concluded that field experiences can be harmful as well as helpful, and he articulated a concern to be addressed by teacher educators:

If we want field-based experiences to contribute to the development of thoughtful and reflective teachers, then we must begin to focus our concerns on the quality of these

experiences as they are actually implemented in the field. In this regard, we need more research that seeks to illuminate what is learned during these experiences as they are now constituted. (p. 52)

Zeichner (1980) has identified a valid concern. Although early field experiences have become a common element in teacher education programs, their value has not been clearly validated by research. This is not a novel occurrence in the preparation of teachers. Teacher education programs have, in the past, been based largely on tradition and modified by the "craft wisdom" of the educator (Calderhead, 1988). Goodlad (1990), Cruickshank (1990), and others criticized teacher education programs for lacking a strong theoretical base. Because little research-based evidence exists to support radical change in teacher education programs, training policies are often derived and influenced by "the prevailing views of good practice and the common-sense reasoning of policy-makers" (Calderhead, 1988, p. 2). Zeichner and Tabachnick (1981) suggested that

there is an urgent need for research in teacher education to turn its attention to closer and more subtle analyses of the impact of university courses, symbols, procedures, and rituals upon the professional perspectives of prospective teachers.... There has been very little direct analysis of the role that the form and content of university teacher education plays in shaping the professional perspectives of teachers (p. 10).

### Statement of the Problem

It is important to study the process of learning to teach. If teacher education programs are to be effective, the dynamics within these programs must be understood. While reflection is a critical dimension of professional practice, there have been few studies that have described the development of reflective practice prior to student teaching (Shulman, 1987; Schon, 1983; Strahan, 1990, 1991). It is thus especially important to know which experiences in teacher education prompt reflective thought among preservice teachers. Previous studies have described the emergence of student teachers' orientations toward teaching (Strahan, 1990, 1991; Spooner, 1991). This study continued to study the evolution of orientations of preservice teachers during the teacher education experiences that preceded student teaching.

### Purpose of the Study

This study investigated the orientations of a group of preservice middle school teachers as they participated in early field experiences and initial teacher education courses.

### Research Questions

The research questions were the following:

1. How do preservice teachers express their orientations toward teaching, toward middle school students, and toward reading/language arts in the middle grades as they begin professional internships?
2. How do the orientations of preservice teachers evolve during their first full semester early field experience (10 hours per week) and their first professional semester of study?
3. How are preservice teachers' reflections related to their early field experience and first professional semester of study?
4. How are the interactions among programmatic experiences, individual perspectives, instructional decisions, and reflections on instruction related to the evolutions of preservice teachers' orientations?

### Significance of the Study

It is important to understand the complexities of how teachers learn to teach. When teacher education programs are designed to foster reflective outcomes, preservice teachers are more likely to develop reflective practice (Wedman, Martin, & Mahlios, 1990). In order to design

effective programs, teacher educators must continue to explore the foundations "beneath deliberate, routine, and intuitive teaching acts" (Oberg, 1987). The events and experiences that shape and alter the orientations of preservice teachers should be identified and described, particularly those experiences which prompt reflective thought. Research has not yet described the impact of early field experiences or validated their usefulness; this study seeks to provide further insight into them. If teacher educators are to select the best and most effective training methods for their students, they must be able to select from methods that are associated with positive outcomes. Calderhead (1988) suggested that

an awareness of the complex processes involved in learning to teach might enable teacher educators to facilitate learning further and to consider critically what kinds of tasks in a teacher education course are likely to develop practical knowledge, what kinds of roles, relationships, and common language need to be established amongst teachers, tutors, and students to discuss practical knowledge and promote metacognitive skills, what role academic knowledge might fulfill in a teacher education course and how it is best presented, and what kind of course structure and assessment is likely to facilitate professional growth. (p. 63)

This study examined the orientations of a group of preservice middle school teachers as they began and progressed through early field experiences and their first



professional semester. Its findings can contribute to the knowledge base describing the tasks and course structure that facilitate professional growth.

#### Definition of Terms

**Early Field Experience:** a supervised clinical experience in a school setting where preservice teachers observe professional teachers and gain experience in planning and teaching lessons and working with students. Early field experiences precede student teaching in the sequence of professional training experiences.

**Cooperating Teacher:** an inservice teacher who mentors a preservice teacher during early field experiences. Also referred to as a Clinical Adjunct Faculty Member.

**Orientations:** implicit views of self and teaching that determine frames of reference, underlie practice, and guide instructional decisions (Strahan, 1990).

**Frames of Reference:** clusters of concepts that relate to each other from the teacher's point-of-view that provide organizers for principles, serve as filters that screen perceptions and lenses that focus decisions (Strahan, 1990).

**Reflective Teaching:** reflective teaching enables a teacher to review the teaching and learning that has occurred, and reconstructs the events, emotions, and the accomplishments; it is a set of processes through which a professional learns from experiences (Shulman, 1984).

## CHAPTER II

### LITERATURE REVIEW

Recent public concern about the quality of education in contemporary America has focused attention upon the training of teachers. In response to this concern, many institutions have formulated new policies for the training of teachers, and a number of researchers have begun to focus upon the cognitive processes that occur as teachers develop their instructional skills. Recent studies have begun to describe how teachers negotiate the complex factors that are involved in learning to teach. Some studies have examined how this negotiation occurs during various experiences during preservice teacher education.

This emphasis on teacher cognition and decision making may have come about partly as a reaction to the "overly technical and simplistic view of teaching that dominated the 1980's" (Sparks-Langer & Colton, 1991, p. 37). Although the interpretations and approaches vary somewhat, the concept of reflective teaching has had tremendous impact on teacher education. Reflective thinking is not a new idea; Dewey's work during the early half of this century fostered the notion that teachers can break away from routine thought and consider instead the complex nature of teaching. Dewey described reflection as

"behavior which involves active, persistent, and careful consideration of any belief or practice in light of the grounds that support it and the further consequences to which it leads" (Grant & Zeichner, 1984, p. 4).

One of the experiences prompting reflective thought among preservice teachers may be early field experiences, a "much talked about but little studied phenomenon" (Cruickshank, 1990, p. 122). Although early field experiences, practicum experiences that come prior to student teaching, have become prevalent in teacher education programs (Applegate & Lasley, 1986; National Center for Education Statistics, 1977), few studies have described their impact on the ideas and views of preservice teachers. This study builds on previous studies that have explored and described changes in preservice teachers' perspectives and extends the notion that early field experiences offer preservice teachers a unique opportunity to reflect upon their own orientations. Preservice teachers begin to assume a new role, that of "teacher," during early field experiences; therefore, this study described evolutions in the orientations toward self as teacher and toward students that occurred during the semester. Since the preservice teachers in this sample were enrolled in courses designed to prepare them to teach reading/language arts, and each of the subjects planned to teach these subjects after graduation, this study explored evolutions in the orientations toward teaching

reading/language arts in the middle grades.

The literature reviewed for this study explores the nature of reflection, the development of orientations among preservice teachers, the use of early field experiences in preservice teacher education, and efforts that have been made in teacher education programs to promote and measure reflective teaching among preservice teachers.

#### Reflective Perspectives on the Development of Preservice Teachers

Reflective teaching offers a framework for preservice teachers to learn to teach, but also to analyze their teaching in relation to the educational and social contexts in which teaching occurs (McIntyre, 1983). Shulman (1984) defined reflection in the following manner:

This is what a teacher does when he or she looks back at the teaching and learning that has occurred, and reconstructs, reenacts, and/or recaptures the events, the emotions, and the accomplishments. It is the set of processes through which a professional learns from experiences. It can be done alone or in concert, with the help of recording devices or solely through memory . . . . Central to this process will be a review of the teaching in comparison to the ends that were sought. (cited in Strahan, 1990).

The concept of reflective teaching, efforts that encourage preservice and practicing teachers to become more thoughtful and wise practitioners, is rooted in the work of

Dewey. Fearing a mechanical orientation to teacher training, Dewey (1904) advocated a conceptual view of reflection. As part of the Progressive Education movement at the turn of the century, Dewey protested Perennialism, a conservative philosophy emphasizing basic subjects (reading, composition, and arithmetic), moral and religious training, and the "classics" - Latin, Greek, geometry, and grammar.

In contrast, the Progressives advocated that children should be taught skills for democratic living, scientific inquiry, cooperative learning, problem-solving, and self-discovery. Their approach was more student-centered than teacher-centered, and it stressed critical thought (Ornstein & Hunkins, 1988).

Dewey's notion was that the process of learning was most important; he viewed textbooks and content not as the ultimate sources of knowledge, but as only parts of the learning process. In his view, teachers were to serve as facilitators for learning, not as the directors of all learning taking place in the classroom. His approach was inquiry oriented. He insisted that the Herbartian interpretations of morality were both too narrow and too formal, and he disagreed with teaching particular virtues without understanding and accommodating the motives of children. In his laboratory school at the University of Chicago, he introduced manual training, shopwork, sewing, and cooking with the idea that the traditional curriculum

was failing to meet the needs of the newly industrial society (McNeill, 1990). In contrast to the formal discipline view that one body of knowledge existed, Dewey said,

Any subject, from Greek to cooking, and from drawing to mathematics, is intellectual, if intellectual at all, not in its fixed inner structure, but in its functions - in its power to start and directs significant inquiry and reflection (1933, p. 44).

Dewey did not believe that the goal of the curriculum should be learning specific subject matter; he advocated a new goal for curriculum, "that organized subject matter become a tool for understanding and intelligently ordering experience" (McNeill, 1990, p. 377). He advocated an approach that required teachers to utilize materials for learning that are consistent with learners' existing experiences, introducing new objects and events that stimulate new ways to observe and judge.

Clearly, Dewey's concept of teaching requires reflective thought on the part of teachers. As early as 1904, he wrote that the primary purpose of teacher preparation programs should be that of helping preservice teachers reflect upon the underlying principles of practice. He warned that programs stressing only technical expertise without regard to the relationship between theory and practice would surely stunt the growth of prospective teachers and impair the education of children. Dewey identified three attitudes as prerequisites for reflective

teaching: openmindedness, responsibility, and wholeheartedness.

The first, openmindedness, refers to an

active desire to listen to more sides than one; to give heed to the facts from whatever source they come; to give full attention to alternative possibilities; and to recognize the possibility of error even in the beliefs that are dearest to us" (Dewey, 1933, p. 29).

Preservice teachers who are openminded examine the rationales that underlie their assumptions about what is proper in school settings. They understand that traditional approaches and perceptions may or may not be valid, and they are able and willing to question their own views of education. They are able to overcome the tendency to see teaching in a narrow and consistent manner.

The second attitude required for reflection is responsibility. Responsible teachers ask why they are doing certain things in the classroom. They synthesize diverse ideas and apply the information they learn. They consistently consider the implications of their practice, taking into account not only their children's education, but the well-being of society as a whole (Goodman, 1986).

The third attitude is wholeheartedness, the attitude that gives individuals the internal strength necessary for genuine reflective thought.

Wholeheartedness enables students to work through their fears and insecurities, and therefore, it gives them the courage to analyze and evaluate the schools, society, children, education, and themselves"

(Goodman, 1986, p. 44).

According to McNeill (1990), Dewey generated many of the fundamental questions that are appropriate for current inquiry in teaching: What is the best way to relate the natural view of the child and the scientific view of those with specialized knowledge? How can knowledge become a method for enriching social life? How can we help learners act morally rather than merely have ideas about morality? How can the curriculum best bring order, power, initiative, and intelligence into the child's experience? How can the teacher be helped to follow the individual internal authority of truth about a learner's growth when curriculum decisions are made by external authority above the teacher? These kinds of questions provide the impetus for reflection among novice and practicing teachers.

#### Levels of Reflectivity

Another contributor to the concept of reflective teaching is Van Manen (1977), who described three "levels of reflectivity" that illuminate the developmental nature of learning to teach. At the first level, called the "technical" level, teachers focus on progress, economy, efficiency, and effectiveness. At this level, preservice teachers seem most concerned with the efficient and effective application of educational knowledge for the purposes of attaining predetermined and preapproved ends. At this level, the contexts of teaching are not seen as being problematic; the concern is centered more upon the



adaptation of the novice teacher to the environment. This first level is concerned with techniques that novice teachers feel they need to achieve objectives in the classroom. Novice teachers at this level tend to be concerned with "what works" to keep order and maintain time-on-task. There is little if any consideration as to the value of these activities.

Van Manen's second level of reflectivity is the "practical" level. At this stage, teachers become more able to analyze their work; the problem is one of clarifying assumptions and considering the consequences of actions. At this level, actions are seen as being linked to values; participants consider the merit of competing educational ends. Teachers at this level focus on the relationship between educational principles and practice. "This level of reflection also implies the need to assess the educational implications and consequences of both action and beliefs" (Goodman, 1986, p. 44). It would be expected that a teacher at this level would question the reasoning behind procedures or traditional approaches to curriculum and would investigate and adopt alternative strategies.

The third level identified by Van Manen, critical reflection, incorporates moral and ethical criteria. When an individual progresses to critical reflection, he/she begins to question which educational goals and experiences facilitate a society marked by justice, equity, and human

needs and purposes. This view of reflection involves constant critiquing of dominating or repressive authority in the pursuit of the moral good -justice, equality, and the freedom to make defensible choices with sensitivity and respect for individual differences.

It is on this highest level of deliberative rationality that the practical assumes its classical politico-ethical meaning of social wisdom. On this level, the practical addresses itself, reflectively, to the question of the worth of knowledge and to the nature of the social conditions necessary for raising the question of worthwhileness in the first place . . . . The norm is a distortion-free model of a communication situation that specifies social roles and social structures of a living together in unforced communication; that is, there exists no repressive dominance, no asymmetry or inequality among the participants of the educational processes (Van Manen, 1977, p. 227).

These three levels of reflectivity indicate the progressive nature of reflective thought. Novice and practicing teachers can be encouraged to move beyond the technical and practical levels to critical consideration of the complexities of teaching.

#### Reflection-in-Action and Reflection-on-Action

Schon (1983, 1987), whose work is also secured in Dewey's, has echoed Van Manen's conclusions. Schon's work deals with professional knowledge in general, not specifically teachers' professional knowledge. He first analyzed the work of architects and other professionals to understand how they reflected upon their actions. He found little emphasis on problem solving; rather than using a

rational process of selecting the more appropriate solution for an agreed-upon goal, the professionals he studied debated the nature of the decisions, the value of the goals themselves, and the implications of their actions. Schon referred to this process as "problem setting."

Schon attempted to build upon Dewey's concepts of practical knowledge and reflective practice. He noted that reflective teaching provides a framework for helping preservice teachers examine their work and escape the trappings of "technical rationality." In The Reflective Practitioner: How Professionals Think in Action (1983), Schon stressed the idea of practical professional knowledge, which he termed "knowledge-in-action." He described two kinds of reflective thought for teachers, which he termed "reflection-in-action" and "reflection-on-action." He defined reflective teaching as

giving the kids reason: listening to kids and responding to them, inventing and testing responses likely to help them get over their particular difficulties in understanding something, helping them build on what they already know, helping them discover what they already know but cannot say, helping them coordinate their own spontaneous knowing-in-action with the privileged knowledge of the school (1983, p. 19).

He suggested that the ability of educators to use reflection-in-action enables them to deal with unique, unpredictable, and uncertain situations in the classroom that cannot be solved by reference to their technical knowledge. These "artists of teaching" are able to reflect

upon actions in progress, letting the situations "talk back to them" and choose a new strategy to utilize before the teachable moment passes. Reflection-on-action provides a means for educators to consolidate their knowledge of past actions and generate new strategies for the problem at hand.

Schon concluded that this artistry is what distinguishes a reflective profession, and he suggested that this artistry has been neglected in teacher education, possibly because professional schools reinforce the belief that "one should know, that there are right answers, whose source lies outside oneself" (p. 22). Reflective teaching, according to Schon, necessitates the teacher being open to confusion, hence to vulnerability, anxiety, and defensive strategies designed to protect from vulnerability.

To "coach" preservice teachers in reflective practice, Schon outlined a threefold task:

- To make sense of, respond to the substantive issue of learning/teaching in the situation at hand,
- To enter into the teacher's ways of thinking about it; particularizing one's description or demonstration to one's sense of the teacher's understanding,
- To do these things in such a way as to make defensiveness less likely (1983, p. 23).

Schon suggested that research should be based on and oriented to practice, and that "both the reflective teacher and the reflective coach are researchers in and on practice whose work depends on their collaboration with each other"

(p. 29). He suggested that the kind of research practitioners already do - reflection on their own practice - is most likely to assist teachers in developing their skills.

Schon proposed a fundamental reorganization of the ways in which educators think about professional practice and the relationship of theory to practice. He extended his argument in his second book, Educating the Reflective Practitioner (1987). Through a series of case studies, he illustrated the concept of reflection-on-action and reflection-in-action. In this book, he developed the notion that while teachers acquire some professional knowledge from educational principles and skills that they are taught, the majority of their learning comes from constant action and reflection on everyday problems. He suggested that experience provides tacit knowledge for teachers that is difficult to analyze or articulate. Rather than a cognitive knowledge base for teaching, Schon refers to an "appreciation system" that contains the teacher's repertoire of strategies, theories, knowledge, and values. This system determines how situations are defined, what is noticed by the teacher, and the kinds of questions and decisions teacher will form about the events they observe.

As Shulman (1988) noted, Schon's work stimulates teacher educators to conceive of teachers as reflective practitioners and "reformulate both their goals and the

strategies needed to reach those goals" (p. 37). The goals of teacher education may shift away from the technical points of teaching toward a more artistic conceptualization.

Critics of Schon's work have contended that practice cannot and should not be divided from theory. Shulman (1988) suggested than an either-or scenario requiring a choice between technical rationality and reflection-in-action is pointless. Shulman argued that both are necessary in teaching, and thus, in teacher education.

Fenstermacher (1988) concluded that Schon has set up "a kind of Good vs. Evil, with Evil having the name Technical Rationality, and Good, the name Reflective Practice" (p. 45). He suggested that the two should not be viewed in such an either-or fashion, but that a balance between the two is essential, particularly for the inexperienced preservice teacher.

Gillis (1988) questioned Schon's work on the basis of the time required for reflective practice. She suggested that

there is a danger in the reflection-in-action approach of creating wholly idiosyncratic practitioners whose primary way of operating is to invent unique solutions to problems that (to them at least) are unique. Uniqueness, carried to extremes, is a barrier to the development and sharing of knowledge. Of course, it may be true that every event and every action is in some sense unique. However, knowledge and professional practices must rest on a foundation of similarities rather than difference (p. 50).

Gillis suggested that it is more important to provide preservice teachers with the tools of practice and basic teaching skills than to substitute "amateurish reflection" on single classroom events that occur in practicum settings. She expressed the belief that students have the right to expect answers and direct guidance from teacher educators, and that practical constraints prevent teacher educators from giving the kind of one-on-one training that the reflective approach requires.

Despite criticism of his work, Schon's illumination of the concept of reflection-in-action and reflection-on-action is an important contribution to the understanding of reflective teaching. He suggested that the ways practitioners choose and organize information is often the determining factor in the ways they tend to solve problems. Teacher education programs that intend to foster reflective thought among their preservice teachers must initiate the opportunities for reflection-in-action and reflection-on-action, for preservice teachers are not likely to consistently integrate reflection into their daily routines (Spooner, 1991). It is crucial, then, for teacher educators to understand the ways preservice teachers select and organize information in order to cope with the complexities they encounter in teaching. It is equally necessary that teacher educators realize that providing adequate technical knowledge may provide a sufficient comfort level for preservice teachers to begin to reflect

upon their work. Reflective practice probably will not occur in situations where preservice teachers remain insecure and unsure of their abilities to manage the things that concern them most about teaching, such as classroom management and strategies for teaching and planning.

#### Examining the Orientations of Preservice Teachers

A growing number of researchers have begun to focus on the cognitive processes that occur as teachers develop their instructional skills (Zeichner, 1980; Tabachnick & Zeichner, 1984; Zeichner & Liston, 1987; Calderhead, 1988; Strahan, 1989, 1990). These studies have begun to explore "the ways teachers think and how they acquire and extend their expertise" (Strahan, 1990, p. 3). Tabachnick and Zeichner (1984) have used the term "teacher perspectives" to describe the personal orientations that affect teachers' thinking and decision-making processes. They cited the work of Becker, Geer, Hughes, and Strauss (1961), who conducted research with medical students and defined perspectives as "a coordinated set of ideas and actions a person uses in dealing with some problematic situation" (p. 28). Tabachnick and Zeichner noted that perspectives differ from attitudes in that they include actions, not merely dispositions to act. In addition, perspectives are unlike values because they are specific to situations and do not represent generalized beliefs. These authors



defined perspectives as

the ways in which teacher thought about their work (e.g., purposes, goals, conceptions of children, curriculum) and the ways in which they gave meaning to these beliefs by their behavior in classrooms (p. 28).

Strahan (1989, 1990) used the term "orientations" to describe what teachers know that enables them to teach successfully and acquire and extend their knowledge. In a series of case studies, he described some of the ways that "instructional decisions are shaped by teachers' implicit orientations toward themselves, their students, and their subject matter" (1991, p. 4). His analysis of interviews, projects, journal entries and formal compositions revealed much about the subjects' recurrent notions about what to teach, why to teach, and how to teach. These notions, which Strahan labelled "frames of reference," provided perceptual organizers for the subjects' interpretations of classroom events and served as a source for the researcher in identifying the subjects' "principles of practice." Strahan suggested that these explicit principles of instruction indicated the subjects' recurring frames of reference. In repeated analysis of the case study data he collected, Strahan identified the emergent underlying patterns among frames of reference and described the "organizers" that connected instructional decisions with principles of instruction. These organizers were labelled "orientations" and defined as "implicit views of self and

teaching that determine frames of reference, underlie principles of practice, and guide instructional decisions" (1991, p. 8). These implicit orientations were never directly expressed by the subjects in the studies, but were revealed in actions over time.

Subjects in Strahan's case study (1989) reflected three developmental patterns in their transition from student to teacher: confirmation of themselves as teachers, affirmation of teacher status in relationships with students, and the validation of success in teaching through students' progress. These developmental patterns were derived from their frames of reference revealed in the case study data. The need for confirmation of self as teacher seemed particularly important, and each subject developed a clear idea of what being a Good Teacher entailed. Their frames of reference included notions that Good Teachers are "with it," that is, they are enthusiastic, relaxed, maintain control through personal relationships, encourage students to ask questions, and create supportive classroom environments where learning is enjoyable. The subjects' orientations toward students revealed a need for personal interactions; this need reflected the following frames of reference: Good Teachers are responsive to the range of developmental needs that middle school students experience. They see them as individuals with varying needs for attention and nurture. In studying the subjects' orientations toward teaching

math, Strahan identified these frames of reference: Good Teachers "think quick" during lessons and adjust their lessons based on the responses from students. They go beyond the book to bring their own examples and "teaching tricks" to help students understand mathematical concepts. They encourage enjoyment of mathematics and make sure that students do well on tests (Strahan, 1991).

In an intensive case study Strahan (1990) conducted of a middle school teacher, the subject's frames of reference were related to each other in a hierarchical fashion. Case study data revealed that the subject, Ellen, fostered a primary conceptualization of a Good Teacher as "one who gets results." This was the basis of her view of students as needing structure and of Language Arts as a set of prescribed skills. She defined Good Teaching as maintaining control and covering the material so that students would be prepared for tests and feel good about their learning. Establishing relationships and demonstrating sensitivity to her students' needs were important to her, but she assumed that these goals might not be achieved immediately. These orientations were evident in her instructional decisions which she made in an "if, then" fashion. For example, because control was an issue for Ellen, she often used seatwork or homework as controlling mechanisms. She made decisions based on interactions among her own internal orientations and observations of her students' needs and responses.

Ellen's concern for individual students was evident in the journal she kept for three months in this case study. The journal revealed 65 instances where she mentioned individual students by name; four students accounted for 42 of the 65 citations. Primary concerns were how to "reach" individual students, how to encourage self-discipline, and how to foster stronger self-concepts among her students.

Ellen's orientation toward subject matter was revealed in her concern about achievement test scores and her observation that, "I feel really good when I've given a test and they've all passed or when they've really done well" (Strahan, 1990, p. 242). Ellen's lessons suggested that she usually had a "topical menu" in mind from thinking about the guidesheet and teachers' manuals. She assessed student progress by "benchmarks" such as tests and major assignments in addition to her own observations. She noted several times that she was trying to "use different motivational techniques with different students" and to "try to bring in as many fun things as possible" (Strahan, 1990, p. 239). These explicit principles of instruction revealed a frame of reference that middle school students must be motivated.

Ellen's orientations evolved dramatically throughout the two-year period she was involved in the case study.

She described herself as moving from "teaching by the book" toward trying to differentiate instruction and meet students' needs. While her conceptualization of a "good teacher" was consistently

based on "getting results," she began to emphasize more nurturant orientations toward teaching as the study progressed: developing relationships, meeting students' developmental needs, communicating. In this particular case study, articulating principles of instruction and reflecting upon instructional decisions encouraged a stronger sense of self and teaching (Strahan, 1991, p. 13).

Strahan (1991) concluded that teachers' deep-seated orientations begin to form while teachers are students, that they grow clearer during preservice teacher education and even more definitive as teachers begin their careers, and that they are not likely to be understood merely through "attitude scales" or "belief inventories." Data from this case study and from the earlier case studies lead Strahan to conclude

Perhaps the most important consideration in the evolution of teachers' orientations in these studies were their own perceptions of the ways their views of teaching and their instructional practice had changed (1991, p. 13).

Strahan identified the emergence of clearer secondary frames of reference as the primary force behind the evolution process. In Ellen's case, the tension she experienced between accomplishing her original, deep-seated goals and the realization that she was developing new concerns seemed to be the basis for the gradual evolution in her instructional practices. As she tested new instructional strategies, her internal conflict became clearer and more focused, and her orientations began to evolve toward more student-centered views of teaching.

Some essential elements in the evolution process seemed to be the support the subjects received from colleagues and the opportunities to reflect on their teaching that were provided by the experiences in the case studies. Strahan suggested that traditional teacher education activities probably do not affect orientations for preservice teachers or practicing teachers; activities that prompt reflection may facilitate the evolution of orientations.

The process of reflection, as encouraged in the courses, seminars, work sessions, journal-keeping and interviews seemed to foster this clearer sense of self and teaching. . . . Evidence from these case studies suggests that the deep-seated orientations that shape decisions grow more sophisticated through reflection and that support from colleagues and ongoing reflective seminars can encourage more sophisticated, student-centered orientations (Strahan, 1991, p. 16-17).

Even though the subjects' orientations grew more focused during their experiences, they did not reach the level of critical reflection; however, their interaction with students in school settings provided a contextual dimension for reflection which "underscores the importance of intensive clinical experiences in promoting reflective practice (1990, p. 31).

As a result of his case study work, Strahan (1990) developed a Model for Analyzing Reflections on Instructions (see Figure 1). This model was used in two studies of preservice teachers' orientations as they completed professional courses and student teaching (Strahan, 1991;

Spooner, 1991), and it was used in this study as well. Case study data from interviews, field notes, and written assignments revealed the subjects' notions about teaching, which were labelled frames of reference. Analysis of the explicit principles of practice revealed underlying patterns among frames of reference; organizers that connected instructional decisions, principles of instruction and frames of reference were identified as the subjects' implicit orientations. The model provided a framework for describing the subjects' initial orientations and detailing the evolutions in these orientations that occurred during the semester.

From his case studies, Strahan (1991) described three implications for professional development:

1. Instructional decisions result from complex interactions among internal orientations, perceptions of classroom events, and student responses.
2. Orientations grow more sophisticated through reflection.
3. Support from colleagues and ongoing seminars can encourage the evolution of orientations.

While formal training experiences may influence the development and evolution of preservice teachers' perspectives, teacher educators cannot assume that preservice teachers will accept without question what is taught in education classes. Teacher educators must be aware of the importance of the prior experiences, personal orientations, and beliefs of the preservice teachers with whom they work.

### The Development of Preservice Teachers' Orientations

Many of the studies that concern teacher development and cognition have illustrated the influence of the perspectives or orientations already held by preservice teachers prior to their training. These studies have suggested that experiences in teacher education may have less influence than the personal ideologies or orientations of the preservice teachers. These orientations may develop as a result of many influences. Knowing more about these orientations is of vital importance; if teacher educators have a better understanding about how teachers learn to teach, they will be able to provide more appropriate training experiences.

Lortie (1975) asserted that students' predispositions have a strong influence on their teaching. He argues that the socialization of teachers occurs largely through the internalization of teaching models that they absorb during their own experiences as pupils. He suggested that formal training has little effect in comparison to the latent culture internalized during their "apprenticeship of observation." This emphasis on the primacy of biography has been supported by others, including Silvernail and Costello (1983), Crow (1987), and Ross (1987). Ross (1987) suggested that teachers selectively choose among the attributes, instructional habits, and practices of their



former teachers and synthesize them into a vision of the ideal teacher they wish to become. He notes that teacher perspectives differ from self-reported statements of ideology or attitudes

because they are anchored in the world of actual situations and have reference to particular behaviors. Therefore, a teacher perspective is a theory of action that has developed as a result of the individual's experiences and is applied in particular situation. Teacher perspectives take into account a broad range of factors, including the teacher's background, beliefs, and assumptions; the contexts of the classroom and the school; how these elements are interpreted; and the interpretation's influence on the teacher's actions (1988, p. 102).

The studies of Tabachnick and Zeichner (1984) generally support a notion similar to Lortie's. They have agreed that formal training experiences, particularly student teaching, are not the most important influence on preservice teachers' thinking about teaching, and that the prior beliefs and experiences of the preservice teachers are very important in shaping their work in classrooms. However, their work has suggested that preservice teacher socialization is "a more negotiated and inter-active process where what students bring to the experiences gives direction to, but does not totally determine the outcome" (p. 34). After studying 13 elementary preservice teachers throughout a semester-long field experience, they found that

the dominant trend was for teaching perspectives to develop and grow in a direction consistent with the

"latent culture" that students brought to the experience . . . . Generally, students came into the experience with fairly well defined "proto-perspectives" but lacked confidence and often lacked the skill to implement their preferred pedagogies effectively (p. 33).

Tabachnick and Zeichner noted that teacher educators can assist students as they successfully negotiate their intentions with the institutional constraints the students encounter, and that it may be possible to help preservice teachers control their situations rather than being passively controlled by them.

Calderhead (1988) suggested that, given the importance of prior experiences in the development of teachers' orientations, a basic challenge of teacher education is to persuade students that there is more to be learned in becoming a teacher. He concluded that "teachers often regard classroom competence as largely a matter of personality" (p. 53), and they may fail to see the need for more training. He suggested that preservice teachers rely upon their "images," or practical knowledge, that are based on their own classroom experience.

The nature of teachers' practical knowledge - the knowledge that is directly related to action - is qualitatively different from academic subject matter or formal theoretical knowledge. It is knowledge that is readily accessible and applicable to coping with real-life situations, and is largely derived from teachers' own classroom experience . . . . The term 'image' can also refer to snapshots of perception that continually enter into teachers' thinking, the largely visual memories that teachers have of particular children, incidents or behaviors that come to mind as they plan or teach (pp. 54-55).

These images, as described by Calderhead, may be defined at different levels of abstraction. At the highest level, images may have strong affective connotations and be associated with powerful beliefs and feelings of what are the "right" ways of teaching. At a lower level of abstraction is the image of an ideal teacher, based on a compilation of experiences with different teachers. At a still lower level are images that relate to certain lessons or instructional activities. These include the images teachers have in mind of how lessons are usually and/or properly taught.

The term 'image' seems a potentially useful one to describe the repertoire of influential models, cases, typifications, and incidents that act in the mind of the teacher as exemplars, metaphors, and guides for action (p. 55).

In the "real" world of instructional practice, novice teachers may be alarmed by the dissonance that occurs when they encounter a sharp contrast between their images of teaching and the need to adopt strategies that help them survive in the classroom. Beginning teachers must learn to cope with this dissonance and modify and adapt strategies for particular situations.

Calderhead suggested that teacher education courses frequently overlook the importance of metacognitive skills in training teachers. He defined metacognition as "the controlling processes of human cognition" and he suggested that

in learning to teach, it seems an apt term to apply to the processes of abstraction, comparison, analysis, and evaluation that operates on different images of practice or on a variety of knowledge bases to generate usable practical knowledge (p. 60).

Calderhead suggested that planning lessons relies upon metacognitive skills; an idea may be extended into a formal plan or mental image of a lesson based on strategies that are compared and contrasted in a series of decisions. In addition, teachers use metacognitive skills in evaluating their teaching as they compare their teaching to an ideal image. "Such processes require metacognitive skills to abstract from and compare alternative knowledge bases" (p. 61).

Calderhead suggested that preservice teachers tend to rely heavily upon their images of practice as they begin teaching, and unless they are prompted to analyze their teaching practices, their learning could "quickly reach a plateau where teaching has become routine, conservative and unproblematic" (p. 62). The implications for teacher educators are clear. Areas that need to be addressed include: (a) the division between academic and practical knowledge; (b) the role of metacognitive skills in the generation, structuring and use of knowledge; and (c) the influence of learning conceptions on metacognition.

McIntyre (1988) suggested that preservice teachers have their own extensive repertoires (based on their prior experiences) and their own agendas (based on their own

perceptions of good practice). He concluded that teacher educators cannot define or prescribe the appropriate things for preservice teachers to learn because "there is not, nor can there be, any systematic corpus of theoretical knowledge from which prescriptive principles for teaching can be generated" (p. 101). He suggested that there is a "kind of knowledge about teaching which could be of great value to beginning teachers but which is not normally accessible to them" (p. 102). The kind of knowledge to which he refers is the "craft" knowledge of practicing teachers. McIntyre suggested that this knowledge is focused on issues of practicality, including the constraints of the organization and resources available. Even though practicing teachers have considerable knowledge that could be helpful to beginning teachers, they are often unable to communicate it clearly, perhaps because this knowledge is "usually only semi-conscious and not articulated" (p. 102).

McIntyre (1988) contended that "the agendas of the learner-teachers are the major determinants of what they learn" (p. 103). He concluded that even if teacher educators had reliable knowledge about the best ways to teach, "student teachers would not accept it but would want to test it for themselves in various ways" (p. 104).

Shulman's Model of Pedagogical Reasoning and Action (1987) has synthesized much of the research being done in teacher cognition. Incorporating Shulman's model in

teacher education provides a framework for synthesizing the preservice teacher's evaluations and reflections, therefore providing a basis for new comprehension and reflective, thoughtful practice.

Shulman described six categories of knowledge: (a) content/subject-matter knowledge; (b) pedagogical methods and theory; (c) curriculum; (d) characteristics of learners; (e) teaching contexts; and (f) educational purposes, ends, and aims. His concept of "pedagogical content knowledge," which encompasses the first three categories, refers to how teachers portray important ideas specific to their content area. These representations, also called metaphors, enable teachers to convey complex ideas in ways that bring meaning to students (Sparks-Langer & Colton, 1991).

The six dimensions are progressive, beginning with a teacher's comprehension of the purposes for teaching and an understanding of the subject matter structure (Shulman, 1987, p. 14). This provides the foundation for the diverse transformations that occur during the planning process. Preservice teachers determine the content of their lessons, draw from their "representational repertoire" of ways of knowing, choose appropriate strategies, and adapt the strategies to the students' characteristics. All of this process occurs before the interactive instructional period. The evaluations and reflections of the preservice teachers concerning their lessons provide the foundation they need

to create "new comprehensions." These new comprehensions enable the preservice teacher to integrate Shulman's six connected dimensions of reasoning at a higher level. The process of thinking about the purposes for teaching, along with the ability to reflect upon these purposes combines with subjects matter knowledge and the selection of strategies; all are essential to the cognitive interactions teachers negotiate.

Another focus of cognitive research has involved how the knowledge base is organized. The concept of schemata refers to information organized into a network of related facts, concepts, generalizations, and experiences. These organized structures constitute the individual's comprehension of the world, and they allow a large body of information to be stored and rapidly accessed (Sparks-Langer & Colton, 1991). Sparks-Langer and Colton noted that there is an important difference in the schemata of experienced and inexperienced teachers.

Comparisons of novice and expert teachers' interpretations of classroom events indicate that experts have deeper, richly connected schemata to draw upon when making a decision. In contrast, novices tend to have leaner, less developed schemata, presumably because of lack of experience (p. 38).

They suggested that a key factor in the thinking of experienced teachers may be "automaticity," whereupon certain routines "are automatically stimulated by a situation and put into action with little conscious

attention by the teacher" (p. 38). This automaticity allows the experienced teacher to perform many tasks unconsciously and attend to those events and decisions that are more important or unique. These automatic scripts for action may be stored as schemata and called up at appropriate times.

Schemata do not appear without effort or experience; rather, they are constructed through experience. This relates to constructivist theory, a theory that indicates that individuals constantly create their own meaning out of their individual perceptions. The dual processes of assimilation and accommodation facilitate fitting the new with the old and changing the existing mental organization to incorporating the new.

Therefore, the experiences, values, and beliefs stored in memory certainly have influence on how a new piece of information is perceived and interpreted. Such culturally based filters have been investigated by researchers with the result that teacher educators are now giving more attention to how preconceptions about the aims of education can influence what college students do (and do not!) learn from teacher education programs (Sparks-Langer & Colton, 1991, p. 38).

Sparks-Langer and Colton noted that an obvious conclusion from cognitive research is that novices should be taught the schemata of experts; however, this could subvert the lessons learned from constructivism - that individuals must construct their own meaning. They concluded that "research can inform us about how complex and uncertain teaching is, but cannot describe and teach



the sorts of decisions teachers should make" (p. 39).

### Orientations Related to Teaching

When preservice teachers reflect upon themselves as teachers, they often rely upon the images they have internalized throughout their own experiences as students (Calderhead, 1988). They have preconceived notions about what it means to be a "Good Teacher" and how they meet these self-determined expectations. Rathbone and Pierce (1989) found that preservice teachers in their study described the kind of teacher they wanted to be in terms of humanistic goals: "being a teacher who treats her classroom like a family", "being warm and democratic." Strahan (1990) found that preservice teachers in his study described themselves through clearly established notions of what it meant to be "good teachers." They indicated that

good teachers are 'with it,' enthusiastic, relaxed, maintain control through personal relationships, encourage students to ask questions, and create supportive classroom environments where learning is enjoyable. These notions of good teaching provide a basis for seeking confirmation as successful teachers (pp. 20-21).

Preservice teachers are likely to be concerned about classroom management; a concern that may be expressed as "handling the class" (Strahan, 1990; Zeichner & Tabachnick, 1984; Zeichner & Liston, 1987; Borko, Livingston, McCaleb, & Mauro, 1988). Borko and her colleagues reported that stronger and weaker preservice teachers rendered similar

descriptions of successful lessons, and that management issues were an issue for the preservice teachers only if they judged their lesson to be unsuccessful. They concluded that classroom management was "necessary but not sufficient to successful teaching" (p. 88) for preservice teachers.

Weinstein (1990) found that preservice teachers enter preparation programs with "unrealistic optimism" and tremendous confidence in their ability to teach, a point also supported by Book, Byers, and Freeman (1983). They also tend to lack an appreciation for the complexities of teaching. Feiman-Nemser, McDiarmid, Melnick, and Parker (1988) found that prospective elementary teachers begin initial teacher education courses believing that teaching is telling and that learning is reproducing what the teacher says. The preservice teachers in their study indicated that they believed teaching is easy and that teachers do not have to know very much. They note that

Having watched teachers in action for years, our students often view teaching as the sum of a set of behaviors - talking to students, lining them up to go to gym, comforting them, shushing them and so on. To be a teacher, one need only act like a teacher. That pupil learning may be the sine qua non of teaching is not a proposition our students have entertained (p. 9).

A number of investigations, including Beckman (1970) and Brandt, Hayden, and Brophy (1975) have revealed that

preservice teachers often make ego-enhancing attributions for their students' performance. They tend to take credit for their students' success, but do not shoulder the blame when students fail to succeed.

Student/teacher relationships are a common concern of preservice teachers as well. Preservice teachers are likely to emphasize a teacher-centered view of instruction, and they express a belief that teachers have considerable impact on their students (Strahan, 1990). Studies conducted by Zeichner and Tabachnick (1984) and Zeichner and Liston (1987) indicated that pupil/teacher relationships were of great concern, and that preservice teachers often expressed very humanistic views when questioned about pupil/teacher interaction. Their studies revealed another concern relating to preservice teachers' orientations of self as teacher: participants are likely to express concerns regarding the required administrative duties inherent in teaching.

Strahan's (1990) findings also supported the notion that preservice teachers in his study appeared to have a deep-seated need to see themselves as teachers. While they began the semester of their field experiences referring to teaching in a third person manner, by the end of the semester, they expressed clearer pictures of themselves as teachers. These pictures became clearer as the preservice teachers sought confirmation of themselves as teachers,

which was accomplished through their comparisons of themselves with positive role models, contrasting themselves with negative role models, or seeking confirmation through the responses of other teachers. This confirmation was associated with an increase in self-confidence as well.

#### Preservice Teachers' Orientations Related to Students

Strahan's (1990) study of preservice teachers indicated that a common concern was meeting individual needs, especially when students tend to represent a broad range of developmental needs. He found that the preservice teachers in his study commented often about students' developmental needs, but in an academic fashion. Their responses were "textbook type" answers; students' needs and classroom scenes "were described in general terms with little personalization or 'first person' perspective" (p. 15). These findings are supported by Weinstein (1990), whose subjects' responses reflected concern related to their abilities to meet the diverse needs of individual students.

Tabachnick and Zeichner (1984) found that the subjects in their study expressed concerns regarding pupil uniqueness, and that pupil behavior represented a major concern for the preservice teachers in the study. They suggested that when preservice teachers have the opportunities to give direction to their training

experiences, they are able to develop and implement more personalized and realistic strategies for coping.

Sage (1990) suggested that one reason middle level teacher education programs had low enrollments was due to preservice teachers' attitudes toward middle level teaching. This notion was supported by Alexander and McEwin (1984), who acknowledged that the middle level has been stereotyped as hard and unpleasant. Sage's study, which used questionnaires with a sample of 84 preservice secondary student teachers, indicated that many respondents harbored the notion that high school teaching "is more like the real thing while middle level teaching is a stepping stone or merely a prerequisite without an identity of its own" (p. 3). She suggested that this orientation may exist because student teachers may feel that the subject matter content is lower level material and without intellectual challenge. One of the subjects, in explaining his reason for scheduling his first field experience in a middle level school rather than a high school, stated, "The main reason I chose junior high first semester was because I didn't want to be intellectually challenged in my first experience of teaching" (p. 4).

Most of the subjects' negative attitudes about teaching in the middle grades related to discipline and behavior problems. They referred to middle grades students as "unruly," "consumed with raging hormones," "needing to

be babysat," and "openly hostile and bored." Sage noted, "Interestingly, many of these attitudes were based on rumors and conversations with other student teachers rather than early field experiences" (p. 4). In contrast, those who reported having had prior experiences with middle grades students expressed very positive feelings about students in this age group. They referred to early adolescents as "enthusiastic," "more actively involved in learning," "energetic," and "spontaneous," and expressed the belief that they were easier to handle and had more respect for adults by virtue of their younger age.

Sage suggested that preservice teachers' attitudes about middle grades teaching "appear to be operationalized before their student teaching even begins, thus causing them to make choices based on early field experiences" (p. 6). She concluded that personal contact with early adolescents are more likely to develop through personal contact and first-hand experience with this age group.

#### Preservice Teachers' Orientations Related to Curriculum

Zeichner and Tabachnick's (1984) study suggested that preservice teachers often express concerns regarding the integration of the elementary curriculum and concerns regarding their abilities to stimulate student involvement in the curriculum. For example, preservice teachers may express concerns related to the need to integrate content rather than segmenting each day by content areas.

After interviewing preservice math teachers, Mueller (1988, cited in Strahan, 1990) concluded that, despite their own success as math students, they demonstrated only limited understanding of the significance and scope of the discipline. She suggested that their views of mathematics education underscored their perceptions of themselves as students rather than teachers. Their descriptions of lessons concentrated on the more artificial concerns of teaching, such as the six-step lesson plan, and they made few evaluative judgments of the quality of the lessons. They rarely questioned their cooperating teachers concerning other techniques that were appropriate, and they seemed unable to consider teaching as a decision-making process.

Strahan (1990) noted that the preservice teachers in his study expressed views of instructional planning "as a matter of identifying scope and sequence and had a very limited sense of how to analyze mathematical content as a basis for instruction" (p. 16).

In their study of preservice teachers' reflections on success and failure, Ellwein, Graue, and Comfort (1990) elicited verbal descriptions of successful and unsuccessful lessons from 47 preservice teachers. The preservice teachers identified seven elements related to lesson success or failure: student characteristics, implementation, planning, lesson uniqueness, management,

student teacher characteristics, and lesson content. Student reactions, lesson implementation, and uniqueness were the dominant elements mentioned. Well implemented lessons facilitated students being challenged to think, and allowed the preservice teacher to maintain momentum and create links to previous experience or real-life issues. Activities that were creative or fun contributed to the preservice teachers' beliefs that lessons had been successful. Elementary preservice teachers were especially concerned with the uniqueness of their lessons.

Their findings support the conclusions drawn by Borko, Lalik, and Tomchin (1987), which suggested that preservice teachers have multidimensional conceptions of instruction. One element that was rarely mentioned by the preservice teachers in their study had to do with content. While other elements were blamed or credited for the success or failure of lessons, the subjects rarely named the content of the lesson as being a deciding factor.

#### The Influence of Early Field Experiences on Reflective Teaching

Dewey (1904) stated, "I will assume without argument that adequate professional instruction of teachers is not exclusively theoretical, but involves a certain amount of practical work" (p. 44). Early field experiences have become a valued component of programs designed to train



teachers. Teacher education institutions have overwhelmingly adopted early field experiences as a required component of their preservice teacher education programs with the assumption that field experience will make for more effective teaching (Applegate, 1985; Goodman, 1985). Becher and Ade (1982) concluded that

the basic premise is that direct involvement with the role to be assumed will be more effective in facilitating the acquisition of desired teaching behaviors than will more remote, abstract, vicarious, or simulated experiences (p. 24).

Those who advocate competency-based education (Elam, 1971; Houston, 1974) and teacher centers (Andres, 1980; Devaney, 1976) have emphasized the importance of early field experiences. "The rationale for placing emphasis on early field experiences is associated with teacher educators' desires to make their programs more realistic, practical, and stimulating" (Deton, 1982, p. 19).

Those who herald the benefits of early field experiences suggest that they offer several positive effects: (a) to explore the world of teaching and reaffirm career choices (Henry, 1983); (b) to enable students to make the connections between theory and practice (Krustchinsky & Moore, 1981); (c) to facilitate the socialization process of prospective teachers (Bultman & Dirkse, 1977; Dueck, Altmann, Haslett, & Latimer, 1984); and (d) to refine teaching skills and abilities (Sunal,

1980; Gantt & Davey, 1973; Henry, 1983).

Erdman (1983) suggested that early field experiences allow perspective teachers the opportunity to clarify their own beliefs and orientations and to develop a sense of purpose for teaching. Bennie (1982) concluded that early field experiences provide a forum for preservice teachers to test and affirm their career choices. Seiforth and Samuel (1979) noted that early field experiences give preservice teachers exposure to a variety of teachers and classrooms settings while allowing them to see problems realistically as they occur.

Gehrke (1981) offered a summary of reasons supporting the use of early field experiences: learning theory, motivation, vocational choice, economy, socio-politics, and institutional revitalization. He also noted that there has been no analysis of the relationship between programmatic goals and the "social reality" of early field experiences.

While early field experiences are considered to be useful and necessary by many teacher educators, the research base is not strong. Lasley and Applegate (1984) stated, "What is absent from the literature are data describing what reality confronts preservice teachers once they are directly exposed to the classroom" (p. 3).

Applegate (1985) added

those with interest in early field experiences have examined the activities that are carried out during those experiences. Several categories of activities

have been identified: observing classes, tutoring, providing assistance to the teacher, teaching small groups of students, teaching the whole class, and observing other school activities. But simply knowing what students do in field experiences is insufficient. What is more important is knowing how students interpret and integrate such activities into a meaningful understanding of teaching (p. 61).

She noted that without guided reflection and interpretation of field experience activities, students may accept all teaching behaviors that they observe as valid and appropriate, and all student responses they observe as natural. If this is allowed to happen, "the education of teachers will be little more than apprenticeship" (p. 61).

Other studies have identified negative aspects of field experiences (Zeichner, 1980; Hoy & Rees, 1977; Peck & Tucker, 1973; Roberts & Blankenship, 1970). Goodman (1985), Tabachnick, Popkewitz, and Zeichner (1980), and Gibson (1976) suggested that students in field experiences are primarily evaluated on their ability to keep the pupils quiet and on task, and on their ability to cover the designated curriculum within prescribed time periods. A number of studies have described preservice teachers' attitudes and teaching behavior that became more negative as a result of field experiences. Weinstock and Peccolo (1970) found that preservice teachers exhibited more negative attitudes toward children and teaching in general after field experiences, and Jacobs (1968) found that preservice teachers became more authoritarian, rigid, and

impersonal in their dealings with students during and after their field experiences.

Applegate (1985) noted that the addition of more and earlier field experiences to teacher education has forced changes in traditional practice and "has caused teacher educators to reexamine their assumptions, theories, and intents about the what and how of teacher education" (p. 60). She identified three types of dilemmas faced by teacher educators in the conduct of early field experiences: programmatic, institutional, and personal.

According to Applegate (1985), programmatic dilemmas are faced when curricular, instructional, and evaluative decisions are to be made. Teacher educators continually consider which skills and what knowledge teachers should possess and how best to develop this knowledge and these skills among preservice teachers. These curricular and instructional considerations are usually based on "implicit theories concerning the nature and purpose of teaching," and "grounded in beliefs about experiences with human learning" (p. 60). The considerations now include new questions: where does teacher education most effectively occur? Are college campuses or school settings most effective? How can school-based experiences be evaluated? Applegate noted that several categories of activities that occur during early field experiences have been identified: (a) observing classes, (b) tutoring, (c) providing

assistance to the teacher, (d) teaching small groups of students, (e) observing other school activities.

What has not been determined is "knowing how students interpret and integrate such activities into a meaningful understanding of teaching" (p. 61).

Applegate (1985) also noted that evaluation concerns exist in early field experiences. While most evaluation is conducted by cooperating teachers, only about 20% of the institutions studied by Ishler and Kay (1981) provide any training for site personnel in supervision and evaluation techniques. Applegate suggested that teachers are often reluctant to write anything negative about student performance and rely upon obvious criteria such as being punctual, friendly, and willing to do what is asked. "Frequently it is enough for the university to know that the student appeared in the assigned school the appropriate number of times and that no complaints were registered " (p. 61).

The second type of dilemma described by Applegate (1985) was institutional dilemmas faced by program administrators, department leaders, and dean when considering the impact of early field experiences upon program management.

Issues such as sites for placement, travel time, cost of transportation, hours assigned for course credit, course and program organization, contacts between the university and public schools, and legal responsibility for college student conduct

require hours of study and consideration by both university and public school personnel (p. 61).

These concerns may outweigh discussion of more important issues. Applegate suggested that many teacher educators fail to consider the implications of all the relevant issues and assume an attitude of "Let's try it like this for awhile and see if it works." If few questions are raised, the logistical arrangement become tradition, whether they are appropriate or not.

In addition to logistical concerns, other issues of institutional consideration are more political in nature. The issues of collegial accountability between public schools and universities, and labor contract negotiations among university personnel who are required to supervise students in early field experiences create institutional dilemmas.

The third type of dilemma identified by Applegate (1985) is individual dilemmas, those which emanate from personal beliefs and values. All individuals who are involved in early field experiences, students, cooperating teachers, and teacher educators, have their own perceptions about what early field experiences should entail. Studies conducted by Applegate and Lasley (1984, 1982) have revealed that cooperating teachers faced dilemmas rooted in the discrepancy between their expectations and what actually occurs during early field experiences.

Cooperating teachers had the following expectations: (a) students would have some knowledge and skill characteristic of effective teachers; (b) students would show initiative, enthusiasm, flexibility, and adaptability in the school; (c) students would behave professionally; (d) university faculty members would be on site and available to help. They reported feelings of uncertainty about the purpose of early field experiences and their roles in them. Because of their uncertainty, "learnings that occur are highly contextual and uneven" (p. 62).

Students face dilemmas as well. Applegate and Lasley's (1984, 1982) studies suggested that students viewed early field experiences as opportunities for learning about themselves as well as learning about teaching. They expected to gain teaching experience, to be active in the classroom, and to learn appropriate teaching strategies from their cooperating teachers. They wanted practical and specific ideas for successful teaching, and they expected to be able to complete any requirements assigned by their professors. The problems they reported involved the assumptions they held that did not hold true in the classroom. For instance, the preservice teachers in the studies assumed that their students would be attentive and interested in the lessons they had prepared; they were surprised to find different reactions. They were also surprised to find so many menial, boring, busy-work tasks

involved in teaching. They expressed frustration by the differences between what they were taught on campus and what they saw happening in the school. The lack of meaningful communication time between preservice teachers and their cooperating teachers was a common concern.

In studying university faculty members working with field-based courses, Applegate and Lasley (1984, 1982) found a range of impressions about student and cooperating teacher responsibilities. They expected punctuality and responsible attendance from students, and they expected students to be prepared to assume the required tasks and "do as the teacher says." They expected cooperating teachers to evaluate preservice teachers and provide constructive suggestions for their improvement; they expected cooperating teachers to provide appropriate direction, to contact the college if problems arose, and to allow students to initiate activities and practice instructional skills. The problems mentioned by faculty included coordinating time, dealing with reluctant teachers, finding a match between methods taught and methods observed in classrooms, having an awareness of what is actually happening with students in the field, dealing with bureaucracy and poor communication, managing placements with disorganized and ineffective teachers, and coordinating university coursework with classroom teachers' practices.



Descriptions of these dilemmas illuminate the difficulties involved in early field experiences. Goodman (1985) also noted the problems inherent in the use of early field experiences. He suggested that if educators support the present operations of contemporary schools, they would applaud what students learn from their field experiences; however, if educators are critical of the present schooling in our society, then the purpose of these experiences becomes problematic.

Rather than just raising technical or legal concerns, these educators ask whether EFEs are worthwhile. These individuals challenge the assumption that having students "out in the field" automatically improves the quality of their professional preparation. For example, shortly after the turn of the century, Dewey (1904) warned against placing students in public schools before they developed habits of reflection. He suggested that if students were placed in "apprenticeship" experiences too soon, they would be overly influenced by the ongoing practices found in their placements. As a result, these practicum experiences would stifle students' potential for reflective inquiry and experimental action, while encouraging mindless imitation (p. 46).

Consideration of the dilemmas may suggest that early field experiences are more harmful than beneficial to preservice teachers and their students. However, Zeichner (1980) noted that

most criticisms of present practice center around the argument that field-based experiences are conservative institutions which serve merely to socialize prospective teachers into established patterns of school practice (p. 45).

Zeichner concluded, after reviewing research literature on field-based experiences, that they "seem to entail a complicated set of both positive and negative consequences that are often subtle in nature" (p. 46). He suggested that studies may have negative results because the researchers failed to look at "what takes place during the experience itself: How students are shaped by and in turn shape the institutions in which they work" (p. 46). Many of the studies that suggest early field experiences yield negative results may rely too heavily upon the empirical-analytic paradigm, utilizing paper and pencil instruments for pre-test and post-test administration of attitude scales (Popkewitze, Tabachnick, & Zeichner, 1979; cited in Zeichner, 1980).

Much of the research seems to imply that preservice teachers become victims of coercion to conformity by the immovable forces they encounter in the classroom. Zeichner (1984) refers to the "Total Coercion Myth" inherent in much of this research, noting that

the scenario is: Relatively "liberal" student teachers begin during their field-based experiences to move closer toward the more conservative beliefs and practices of their cooperating teachers, who are in turn pressured toward their conservative views by the constraints imposed by the material conditions of the classroom and school bureaucracies. Neither the students nor their cooperating teachers are seen as having much choice in terms of the perspectives which they eventually will adopt. Furthermore, universities are absolved from any responsibility for the development of these

conservative views as the main source of socialization influence is located in the schools. Students are seen as caught between the opposing forces of the two institutions with the schools winning out in the end (p. 48).

Despite recognizing the difficulties surrounding early field experiences, Goodman (1985) noted that EFES have the potential to provide important training. He related the experience of Judy, whose sense of autonomy, creativity, and thoughtfulness was enhanced during her early field experience. A bright, thoughtful individual, Judy was placed with a cooperating teacher who provided assistance, but gave her the power to make her own final decisions. Judy spent ten hours a week in the school, although only five hours were required, and the additional time gave her the opportunity "to develop genuine rapport with and commitment to the pupils and cooperating teacher in her placement, to learn the resources available within the school, and to implement a cohesive unit of study" (p. 46). An essential element of her success may have been that she had ample time outside of her practicum site for serious reflection upon her teaching, her students, and the activities she planned. One of her professors devoted extra time to helping Judy succeed and gave her a number of creative ideas and resources to use in planning and teaching her unit. "Although Judy's situation was unique, it illustrates the potential value that can arise from EFES with the right students, cooperating teachers, field

placements, and professors" (p. 44).

#### Implications for Improving Early Field Experiences

After considering the benefits and dilemmas of early field experiences, implications can be drawn for making these experiences more useful and appropriate. First, as Goodman (1985) suggested, university involvement may need to be expanded. Merely assigning students to schools does not constitute an effective early field experience. The literature suggests that university personnel need the latitude to determine which placements are most appropriate and which cooperating teachers are most likely to provide excellent modeling. In order to accomplish this, university faculty need to develop good working relationships with school personnel, both teachers and administrators. A collegial approach would be most beneficial, wherein cooperating teachers are viewed as partners in training preservice teachers. Participation in early field experience programs by school personnel should be viewed as reward and recognition for excellent practice. However, university personnel cannot be aware of a cooperating teacher's habits of practice without spending time in the classroom observing and providing guidance and further training. Because this takes time away from more traditional scholarly campus-centered activities, university faculty members should receive load credit and recognition for this kind of work.

When making assignments for students to do in the classroom settings, university faculty should work cooperatively with cooperating teachers to ascertain the appropriateness of the expectations. Faculty members must also assume the responsibility for teaching the skills students need to perform the required tasks. Goodman (1985) suggested that supervisors should help students see the connections between specific classroom concerns and "the social or educational assumptions, implications, and principles that underlie their actions" (p. 47), and that supervisors need to participate in establishing environments that provide students opportunities for instructional and curricular experimentation.

Other university personnel, such as graduate assistants or part-time supervisors, would benefit from training in the mentoring of preservice teachers as well. If expectations are made clear for all those involved in the process, preservice teachers would not be confused by "mixed signals" coming from all directions. Those in supervisory roles should have supervisory and interpersonal skills in order to provide adequate and useful guidance.

Emans (1983) suggested that supervisors should begin to alter their traditional role, working primarily with students, and focus instead on cooperating teachers and principals. Certainly, cooperating teachers deserve and expect guidance in fulfilling their responsibilities.

Martin and Wood (1984) noted that schools are much more responsive to university requests if there is a high level of communication between the school and the university. Initiating this communication is the responsibility of the university; facilitating it is a shared responsibility between the school and the university.

Merely adding hours to early field experiences is insufficient for their improvement, but it is important that students spend enough time in the setting to become familiar with the students and with the curriculum. Goodman's (1985) study suggested that students need to spend a significant amount of time in one classroom just before their final student teaching.

During this extended experience, students should have the opportunity to design and implement a unit of study on a given topic, and not simply enrich a chapter out of a textbook. This unit of study would ideally allow students to experiment in developing curriculum content and learning activities. In addition to emphasizing curriculum development and instruction, the findings would also suggest that some time be focused on students' observations and analysis of classroom life. Most students in this study took what happened in their field placements for granted (p. 47).

In order for students to be successful in planning such units and considering curriculum development, they must be placed in settings where these things often occur. The placements for early field experiences are crucial to their success.

Applegate (1985) suggested that the resolution of the dilemmas involved in early field experiences requires time, thought, and focused inquiry. "The state of early field experiences is formative" (p. 63). She noted that a climate of dialogue is needed that will support confrontation about implicit beliefs across programs, institutions, and individuals. The improvement that is needed in early field experiences will come as a result of this dialogue. "We must accept that search, for improvement is a way of life in teacher education" (p. 63).

#### Promoting and Measuring Reflective Teaching Among Preservice Teachers

While many teacher education programs define the training of reflective teachers as a major goal, many of the programs utilize conventional apprenticeship models. This apprenticeship mentality assumes that there is a certain body of knowledge about teaching to be learned; prospective teachers are provided with pedagogical skills and techniques considered to be appropriate and correct. Zeichner and Liston (1987) argued that this approach "inhibits the self-directed growth of student teachers and thereby fails to promote their full professional development" (p. 23).

Teacher development can be either stifled or encouraged by the training that is provided to preservice teachers. Spooner (1991) suggested that an important aspect is that world view that is presented and reinforced in the program. If the world is viewed as certain, predictable, and unchanging, the preservice teacher gets a distorted view of "the real world," which is an uncertain, constantly changing place. Teacher development, in the consideration of orientations and the preservice teacher's ability and desire to reflect upon actions and decisions, is dependent upon the belief that teaching and its contexts are problematic.

Many teacher education programs are designed to train reflective teachers, and most have met with some degree of success. Preservice teachers do not necessarily reflect on their work in classrooms without direction and guidance. Routinely incorporating reflection into one's teaching practice seems to be a developmental process. Canning (1991) noted that at the University of Northern Iowa (UNI), student teachers and their cooperating teachers are always "enthusiastic about reflection after the fact, but they are almost always resistant at the beginning. There is always ambivalence and confusion at first about just what reflection means" (p. 18). A review of the literature reveals a number of techniques used to prompt reflective thought and practice among preservice teachers.



### Strategies Designed to Facilitate Reflective Teaching

In an effort to develop reflective thought and practice among preservice teachers, teacher educators have explored the use of reflective writing assignments (Canning, 1991), reflective peer teaching (Morine-Dershimer, 1989), journals (Yinger & Clark, 1981; Surbeck, Han, & Moyer, 1991; Bolin, 1990), seminar meetings (Zeichner & Teitelbaum, 1982; Koskela, 1985), methods courses (Taxel, 1982; Goodman, 1986), and miniethnographic studies (Zeichner & Teitelbaum, 1982; Gitlin & Teitelbaum, 1983).

Canning (1991) suggested that reflective writing assignments are a useful strategy in preservice teacher education courses. She developed a list of questions that prompt reflection to use with preservice teachers at UNI. They include the following:

Can you talk more about that?  
 Why do you think that happens?  
 What evidence do you have about that?  
 What does this remind you of?  
 What if it happened this way?  
 Do you see a connection between this and \_\_\_\_?  
 How else could you approach that?  
 What do you want to happen?  
 How could you do that? (p. 19).

Canning assigned weekly one-hour reflection assignments which required students to develop their own professional positions and their own voices through integrating: (a) the best advice from others, (b) their observations, (c)

past experiences, (d) beliefs, (e) individual goals related to the person the individual wants to become. Preservice teachers in the program wrote about important issues, looked for connections and conflicts among pieces of knowledge, and affirmed their own participation in their work. An overriding concern among preservice teachers in the UNI program was the need for structure. Initially, students often responded to reflective writing assignments with, "Yes, but what do you want us to do?" (p. 19). Canning, from interviews with preservice teachers, determined that the lack of structure in the writing assignments facilitated students figuring it out for themselves, and that it was critical to developing individual voice.

For almost all participants, this meant giving up deference to some inner voice that "knew more." Student teachers trained to please, to defer to professors and supervisors for good grades and positive evaluations, said that they had a voice, but they had learned to withhold it (p. 19).

As participants in the program received affirmation for reflection, they reported they learned to ask the prompting questions for themselves, with reflection taking the form of an internal dialogue. Canning (1991) made two observations upon completing her study of the UNI program:

We decided if reflection is a practice we want to use in our schools, we may have to alter norms in our own workplaces and contribute to the cultivation of attitudes and behaviors that

make fertile soil for reflection. Second, we suspect that our action research activity, our meta-reflection, if you will, was critical to our current understanding of reflection and our commitment to its practice. It is this process that we would commend to others who may be confused about what reflection is. We've learned you can clear up the confusion yourself when you're ready (p. 21).

Morine-Dershimer (1989) reported on a generic methods course taken by secondary student teachers at Syracuse University. The course was taken prior to student teaching and was designed to promote reflective teaching and provide practice in instructional decision making. Students in the course were paired for the Strategies of Teaching course and participated in a series of four reflective teaching sessions using various models. For each model, pairs of students read about the model, participated as students in a demonstration lesson based on the model, analyzed the demonstration lesson in a group discussion, planned a lesson using the model to teach a topic in their subject area, taught the lesson to a small group of their peers, received feedback from peers and instructors, and wrote a paper reflecting on their planning and interactive decisions.

Students constructed concept maps representing their views of teacher planning at the beginning of the course and after the fourth class session, prior to the start of peer teaching. These two maps were the preliminary measures of the students' conceptions of content and

pedagogy. The third and final concept maps were created at the end of the course, and students were asked to compare the pre-and post-maps and to describe the similarities and differences they saw.

Subjects in this study changed their conceptions of both pedagogy (teacher planning) and content (unit topics). Substantive changes in concepts of teacher planning were connected to concepts dealt with in the methods course. The final set of concept maps showed a marked emphasis on teachers' decision making; students attributed the changes in their conceptions mainly to their experiences with reflective peer teaching. Morine-Dershimer suggested that this study demonstrates the usefulness of concept mapping and reflective peer teaching in preservice teacher education for the development of reflective practice.

Reflective journals have been used in many preservice teacher education programs. Use of journals reflects the belief that development of teacher thinking requires involvement in critical reflection on practice during preservice teacher education (Bolin, 1990). Yinger and Clark (1981) suggested that journals help students learn at least four important things about themselves: (a) what they know, (b) what they feel, (c) what they do and how they do it, (d) why they do it. They conducted two evaluations of teacher journals in introductory educational psychology courses at Michigan State University and

indicated that the students felt that the writing experiences were helpful and useful in making the connections between what they learned in class and what they experienced outside of class.

Surbeck, Han, and Moyer (1991) had their students write biweekly journal entries to record (a) their beliefs and knowledge about teaching, (b) how such information was applicable in field experience and/or other classrooms, (c) how children responded to methods students experienced in class, and (d) how personal reflections and feelings about teaching and learning. Through naturalistic research, they developed a framework of categories and subcategories of student responses from these journal entries. The Reaction category contained students' initial responses to class content, including peer teaching, discussions, activities, lecture, environments, instructors, peers, and articles they read. Subcategories identified were (a) positive feeling, describing satisfaction or pleasure regarding themselves, others, or class activities; (b) negative feeling, expressing dissatisfaction or complaints; (c) report, stating facts of what students did in class; (d) personal concern, expressing specific personal matters that had an impact on student's class participation, and (e) issues, referring to educational issues and problems.

The second major category identified was Elaboration. The students expanded their first reactions by explaining

their feelings, verifying their thinking, giving examples, or referring to other situations. The authors identified three types of elaboration: concrete, comparative, and generalized. The last category was labelled contemplation. To be counted as contemplation, entries showing the initial reaction combined further elaboration, as well as thinking about personal, professional, or social/ethical problems. Subcategories were (a) personal focus, (b) professional focus, (c) social/ethical focus.

Surbeck, Han, and Moyer (1991) suggested that this study indicated that many students organized entries using the reaction-elaboration-contemplation sequence. Only a few entries, however, included the contemplation category. When the complete sequence was present, it was possible to detect greater integration of information. The authors suggested that using journals in this manner is worth the considerable amount of time required because it assists prospective teachers in "becoming better thinkers who probe deeper into both professional literature and their own teaching/learning ideas and actions" (p. 27).

The dialogue journal of an individual student provided the data for a case study conducted by Bolin (1990). Through analysis of the subject's journal entries, Bolin determined that, to avoid becoming a tedious exercise, journal keeping must relate to the student's experience as a whole. The case study confirmed the use of the dialogue

journal in two significant ways: (a) as a tool for development of reflective teachers, and (b) as a window for understanding how students are conceptualizing their experiences and the role of the teacher. Implications for supervision of field experiences were drawn as well: (a) use of the dialogue journal should not be left to chance, and (b) supervisors need to learn how to read and respond to journal entries in a manner that stimulates social dialogue.

Seminar meetings have also been used to prompt reflection among preservice teachers. Koskela's research (1985, cited in Zeichner & Liston, 1987) employed case study methodology to examine the presence and effects of reflective communication during student teaching seminars. Reflective communication was defined as statements indicating the presence of critical thinking or problem solving, the attitudes of openmindedness, wholeheartedness, or responsibility, and the skills used for self-analysis. Koskela found that reflective communication occurred during the student teaching seminar and was encouraged by it, and that the degree of reflective communication varied within groups and between groups.

What is most striking about her study, however, are the cases illustrating reflective communication. During one of the observed seminar meetings, a curriculum coordinator responded to the student teacher's questions and concerns about their schools and classrooms. The student teachers had asked about

the use of worksheets and had spoken of teacher frustration and student boredom. One result of this meeting was that the curriculum coordinator began questioning teachers about curricular policies and practices, which, in turn, stimulated discussions among teachers about curricular policies.

As a result of this particular event, students learned firsthand that institutions could change, and that individuals could initiate those changes in positive ways. There was evidence in this study that the seminar resulted in student teachers viewing their school contexts as problematic. Zeichner and Teitelbaum (1982) found similar results in their study as well. The seminar, when conducted in a manner that stimulates reflection, is a useful strategy to facilitate reflective practice among preservice teachers.

Another successful strategy for promoting reflection among preservice teachers has been methods courses. Taxel (1982) described a language arts course that required students to analyze children's literature for sexism. As part of this inquiry, students reflected upon their own experiences as children who are exposed to these destructive messages and images, and they reflected upon their role as prospective teachers who will use children's literature in their own classes. Drawing upon their own prior experiences seemed to facilitate the reflective process.



Goodman (1986) described attempts to restructure methods courses and field experiences toward the goal of empowering preservice teachers as decision makers in curriculum issues. In these courses, students were taught specific approaches to curriculum design that entailed consideration of technical, educational, and moral issues at each stage of the process and required original contributions by students. Students were required to develop, teach, and evaluate a curriculum unit or project. Goodman suggested that this experience facilitated reflective thought and practice among the subjects of the study.

Ethnography has been used as a strategy for preparing more reflective teachers. Gitlin and Teitelbaum (1983) discussed the use of having students do mini-ethnographic studies as a catalyst for helping them reflect upon classroom life. The authors indicated that the primary value of this assignment was having students learn how to view reality from various vantage points. They suggested that this conscious manipulation of viewpoints provided the foundation for preservice teachers to reflect upon their professional perspectives as novice teachers.

Zeichner and Teitelbaum (1982) studied the use of ethnography during field experiences. Zeichner (1987) noted the value of ethnography in preservice teacher education.

With the use of ethnography, the school, which has been most often utilized as a model for practice, becomes a social laboratory for study, critique and discussion and potentially for reform. Through the use of ethnographic methods teacher educators hope to make problematic common sense, perceptions and assumptions about schooling and to help students see and invent alternatives to current practices. Most teacher educators who have described the use of ethnographic methods in preservice teacher education programs have also guided students to explore the ideological nature of curriculum, pedagogy, and evaluation and the interrelationships between these socially constructed practices within the school and the social, economic and political contexts in which they are embedded (Zeichner, 1987, p. 569).

All of these strategies and others have been used in teacher education programs with varying degrees of success. One program which has been successful in many ways is the elementary teacher education program conducted at the University of Wisconsin, Madison. Researchers involved in this program have provided direction in preservice teacher education and have added tremendously to the body of knowledge regarding reflective development among preservice teachers. The following section reviews the program in some detail, describing some of the successes experienced by its participants as well as some of the hurdles to success that remain.

#### C.I.T.E. at the University of Wisconsin, Madison

At the University of Wisconsin, Madison, the preservice elementary education program "emphasizes the preparation of teachers who are both willing and able to reflect on the origins, purposes, and consequences of their

actions" (Zeichner & Liston, 1987, p. 23). Self-directed growth is an important element of the program and preservice teachers are trained to eventually participate as full partners in the making of educational policies. The underlying goal of the program is described by the authors as liberation. Quoting Siegal (1980), the authors noted that

a liberated person is one who is 'free from the unwarranted control of unjustified beliefs, unsupportable attitudes, and the paucity of abilities which can prevent that person from completely taking charge of his or her life' (p. 16). It is our belief that learning, for both pupils and teachers, is greater and deeper when teachers are encouraged to exercise their judgment about the content and processes of their work and to give some direction to the shape of schools as educational environments (pp. 23-24).

Zeichner and Liston (1987) suggested that four areas of focus are particularly important in preparing teachers who are able to reflect about teaching and its contexts at all three of Van Manen's levels of reflectivity. They identified four qualities to develop in preservice teachers. First, technical competence is crucial. This would involve competence in instruction (including content knowledge) and classroom management skills. Second, the preservice teacher should develop analytical ability in order to understand the interaction between their actions and the actions of their students and

their goals and purposes for lessons. Third, preservice teachers must view teaching as an activity having ethical and moral consequences, and they should be able to make defensible choices regarding their classroom and school behavior. The fourth tenet is sensitivity and respect for the diverse needs and characteristics of students. They noted that reflective teaching is not synonymous with any particular changes in teacher behavior; rather, teacher training should "help student teachers become more aware of themselves and their environments in a way that changes their perceptions of what is possible" (p. 25). The intent is that these expanded perceptions and an enhanced "cultural literacy" will affect the degree of reflectiveness expressed in the actions of the preservice teachers, and that more reflective teacher actions will benefit both the teacher and his or her students.

The program is designed to enable prospective teachers to assume some degree of control over their own professional development, with the hope that, as graduates, they will be able to exert more control over the content and processes of their work as professional teachers. The program attempts to train preservice teachers to become "moral craftspersons," a term that corresponds to Van Manen's highest level. "The teacher as moral craftsperson would be concerned with the moral and ethical implications of his or her actions and with the moral and ethical

implications of particular institutional arrangements" (p. 27).

To guide this program, certain aims have been articulated. Preservice teachers are encouraged to view knowledge and situations as problematic, rather than certain. They are encouraged to consider the reflexive stance of curriculum rather than the received stance and to gain practical and theoretical knowledge through teaching and inquiry components. The milieu of the program is designed to be inquiry oriented rather than traditional in relation to the commonplace authority relationships typical of preservice teachers and teacher educators.

Five curricular components comprise the student-teaching program. First, the teaching component ensures the exposure of preservice teachers to all aspects of the teacher's role in and out of the classroom. Over the course of a semester, the preservice teacher gradually assumes responsibility for all aspects of the classroom teacher's work. The program particularly emphasizes the preservice teacher's role in curriculum development and "the concept of the teacher as a "user-developer" of curriculum - one who is both aware of critical choice points in curriculum development and who is skilled in curriculum development" (p. 30). All of the requirements for preservice teachers are negotiated by the preservice teacher, the cooperating teacher, and the university

supervisor, culminating in a "Letter of Expectations" which describes the specific experiences each preservice teacher is expected to have during the semester. This letter, which is periodically revised, is used to monitor the preservice teacher's progress and provides assessment criteria.

The second component is designed to promote preservice teachers' inquiry, with the view that the classroom and school serve as social laboratories for study rather than models for practice. This component seeks to help students

situate schools, curricula, and pedagogy within their socio-historical contexts; to emphasize the socially constructed nature of school knowledge and of schools; and to assist students in becoming more proficient at skills of inquiry. Somewhat more specifically, this component is intended to promote student teachers' understanding of the contemporary cultures of their classrooms and schools, of the relationships between these educational contexts and the surrounding social, economic, and political milieux, and of the historical development of these settings (Zeichner and Liston, 1987, p. 31).

An important distinction to be noted is that this program varies from a traditional view that field experiences provide a time for applying and demonstrating previously acquired skill; rather, it seeks to reinforce the view that field experiences provide a setting for continued learning about teaching and schooling and an opportunity for the establishment of "pedagogical habits of self-directed growth" (p. 31). Classroom observations, action research projects, ethnographic studies, and curriculum analysis

projects are some of the vehicles for inquiry that are utilized. All preservice teachers in the program are required to spend time in the schools formally studying and conducting inquiries related to their practices as teachers and to the settings in which they work. Some seminar time is devoted to teaching preservice teachers how to conduct their projects, and their projects are evaluated during their field experiences.

A third component is the seminar taught by the university supervisor. This course is not intended to provide specific methods or techniques for application, nor is it a forum for discussion of experiences. The seminar is designed to help students broaden their perspectives on teaching, consider the "rationales underlying alternative possibilities for classrooms and pedagogy, and assess their own developing perspectives toward teaching" (p. 32). Content of the seminar discussions is planned collaboratively between the participants, and further collaboration is encouraged through frequent group presentations and projects.

A fourth component is the program is a journal which is kept by all preservice teachers during their field experience. These journals are shared regularly with supervisors, who respond in writing to the entries. The journals are intended to provide the supervisors with information about the ways in which the preservice teachers

think about their work in classrooms and about their own development and progress, as well as information about the school and community. The journals serve as a vehicle for systematic reflection, since they are prepared according to specific guidelines provided by the supervisors.

The fifth component is that of supervisory conferences. These conferences follow the formal observations of preservice teachers, and they are considered to be an important learning context for them as well as an opportunity for supervisors to raise issues related to specific actions. The form of supervision employed is similar to the dominant model of "clinical supervision" in its emphasis on the rational analysis of classroom instruction. Each of the university supervisor's visits includes a preconference, observation, analysis and strategy, and a postconference. Supervisors compile narrative notes to document patterns and critical incidents in classroom instruction. The supervision employed in the program varied from the clinical model in four specific ways: (a) supervision included analysis and consideration of preservice teacher intentions and beliefs and emphasizes the analysis of relationships between intentions and the theoretical commitments which are embedded in classroom actions; (b) the institutional form and social context of teaching are viewed as problematic and topics for analysis; (c) explicit attention is given to the content of what is



taught, and questions are related to the justification of particular content for specific groups of children; (d) the supervision goes beyond consideration of the achievement of objectives; it emphasizes the analysis of unanticipated outcomes and the "hidden curriculum" of the classroom. Thus, while the model of supervision employed in this program can be viewed as consistent with the clinical model, "it is shaped to reflect the conceptual orientation of the program and to imbue the supervisory process with a spirit of critical inquiry" (p. 34).

The critical difference between this program and some others lies in two areas: (a) a broad definition of the teaching role and an emphasis on curriculum development; (b) encouragement for preservice teachers to employ technical, educational, and ethical criteria for systematic reflection about their development as teachers, their classroom actions, and the contexts of their work. The program seeks to help students overcome the limits of first-hand experience through utilization of various conceptual tools and skills of inquiry designed to help them see beyond the immediate circumstances of their situations (Zeichner & Liston, 1987).

Studies that have evaluated the program's success (Tabachnick & Zeichner, 1984; Zeichner & Grant, 1981; Tabachnick & Zeichner, 1985; Grant & Koskela, 1985) have concluded that the program achieves some but not all of its

goals. "If the program achieved all of its goals, students would perceive themselves as moral craftspersons and view both the curricula and their contexts as problematic" (Zeichner & Liston, 1987, p. 35). Two of these studies, Zeichner and Grant (1981) and Tabachnick and Zeichner (1984), found that preservice teachers entered the program with different teaching perspectives and that significant differences among them remained at the end of their field experiences. Rather than altering their perspectives, most students became more skillful in articulating and implementing the perspectives they held at the beginning of the semester. In the 1984 study, ten of the thirteen student teachers studied followed this pattern; the other three appeared to comply with the demands of their field experience settings, but they maintained strong reservations about these demands. The perspectives of these three students did not develop over the semester.

Generally, it can be said that if students entered the program with what we would consider a technical or moral-craft outlook toward the teacher's role, they left at the end of their student teaching experience with essentially the same perspective, albeit a more refined one (Zeichner & Liston, 1987, p. 36).

Zeichner and Grant (1981) used Hoy and Rees's (1977) pupil-control ideology construct to examine whether student teachers became more custodial toward their students during the semester, and whether the orientation of the

cooperating teacher had any influence on the student teacher's development. They found that the ideologies of both the humanistic student teachers and the custodial student teachers remained intact, regardless of the pupil-control perspectives of their cooperating teachers.

Grant and Koskela's 1985 study evaluated the degree to which the preservice teacher education students in the Wisconsin program encounter and implement a view of education that is multicultural. These studies were designed to determine whether or not instructors provided a view of the teacher as a moral craftsperson and the degree to which the preservice teachers adopted a similar view. Students were encouraged to alter existing curricula to allow for cultural differences and to attempt to rectify the injustices connected to these differences. Grant and Koskela (1985) used observational data and self-reported activities to determine that 11 student teachers in the study attempted and accomplished very little in the way of multicultural education.

While the Wisconsin program does not seem to have been entirely effective in altering preservice teachers' perspectives, Zeichner and Liston (1987) argued that the program at least stemmed the tide toward a more the development of a more custodial view, a change that has been shown to occur in some studies of the student teaching experience (Zeichner, 1980). Possibly, they argue, the

effects of the program are not apparent during or at the end of student teaching, and the results can only be determined from longitudinal studies.

Zeichner and Tabachnick (1982) and Zeichner and Liston (1985) evaluated the supervisory aspects of the program. Zeichner and Tabachnick (1982) found that programmatic emphases on reflective teaching and practice exerted pressures upon supervisors to ask particular types of questions, such as, "Why are you doing what you are doing with your students?" Supervisors were encouraged to have their student teachers evaluate classroom practices in terms of moral criteria rather than solely technical criteria. They concluded that the supervisors implemented the programs goals in different ways and with varying degrees of success.

Zeichner and Liston's study (1985) assessed the degree of congruence between the expressed goals of the program and the quality of discourse between university supervisors and student teachers in post-observation conferences. After distinguishing four types of discourse, factual, prudential, justificatory, and critical, a reflective teaching index (RTI) was constructed to represent the proportion of discourse most closely related to the program's goals. Using this index, the authors assessed the degree to which the program's reflective orientation was present in conferences between supervisors and

preservice teachers. Findings showed that 19.6% of the 260 minutes of discourse represented attention to reflective forms of communication. The student teachers' conceptual levels played an important role; the higher the student teacher's conceptual level, the more often reflective discourse occurred.

#### Institutional Barriers to Reflection

In evaluating the Winsconsin program's success, Zeichner and Liston (1987) identified some factors that tend to impede realization of the program's goals. These factors illuminate common difficulties for teacher education programs designed to encourage reflection and provide direction for teacher educators in revising their own programs. One factor is the view that field experience is an exercise in apprenticeship. The authors indicated that this view has made it difficult for personnel in the program to "establish the legitimacy of inquiry and reflection" in the program (p. 40). Because of the prevailing view that preservice field experiences are a time for a demonstration of previously learned instructional skills, it has been more difficult to incorporate inquiry and reflection in the program. Preservice teachers tend to feel that time spent on inquiry is time taken away from the tasks they perceive to be more important - applying and demonstrating knowledge and skills. To accommodate this and to minimize pressure on

the preservice teachers, inquiry assignments are designed to be more time consuming at the beginning of the semester, when their teaching duties are lighter. Supervision is conducted in a manner that encourages and reinforces a reflective orientation to teaching.

The authors noted that many of the preservice teachers enrolled in this program still do not devote serious attention to reflection. They suggested that

prior to student teaching, they have had relatively little experience with the kinds of reasoned analysis and problematic stance toward practice that are emphasized in the program. . . Our experience has taught us that much unlearning has to go on before most students are willing to accept the need for a more reflective approach to teaching.

In addition, Zeichner and Liston suggested that the heavy workloads of supervisors and the transient pool of supervisors have impeded the realization of goals in the program. Because the supervisors are generally graduate students, they have relatively short tenure in performing supervision duties. "Frequently, as soon as supervisors have begun to make sufficient progress in the development of supervisory and pedagogical strategies, they leave, and work must begin to prepare a new group . . ." (p. 42).

A third limiting factor is that of the cooperating teacher's role in the program. While many cooperating teachers have been identified who are willing and able to

model reflection and inquiry, they assume supervision roles in addition to their regular teaching responsibilities. The resulting workload can be overwhelming, and many of the school settings in which these teachers work fail to facilitate reflection and inquiry.

A fourth weakness in the program is the fragmentation among faculty members. Because each segment of the program is under the control of different faculty members who have their own agendas, there is insufficient collaboration among faculty. The program lacks a "coherent and well-coordinated effort to prepare 'reflective teachers' according to a set of commonly agreed upon interpretations of this goal" (p. 47).

The last factor Zeichner and Liston identified as impeding success is that inconsistency exists between the role of teacher as professional decisionmaker (which the program encourages) and the dominant role of teacher as technician (which is encouraged by society and its institutions). "To some extent, we may be preparing student teachers for a teaching role that does not now exist, or does not have the sanction of the institutions in which teachers now work" (p. 48).

#### Personal Barriers to Reflection

Can all preservice teachers become reflective classroom teachers? Korthagen (1988) and Bennett and Powell (1990) have described personal barriers that may

affect some preservice teachers' ability or willingness to become reflective teachers.

Korthagen (1988) questioned the appropriateness of reflective teaching for all preservice teachers. His study, conducted at the Stichting Opleiding Leraren (SOL), Teachers' College in Utrecht, The Netherlands, described the ALACT model. ALACT is an acronym for five phases within the model: (a) action, (b) looking back on the action, (c) awareness of essential aspects, (d) creating alternative methods of action, and (e) trial. The ultimate goal of the SOL program was to enable preservice teachers to progress through the model without direct supervision or assistance, and "to make use of internal feedback on his or her own experience and external feedback from pupils or other teachers, adjusting where necessary their own subjective view of reality" (p. 37). In evaluating the program, Korthagen studied data from questionnaires completed by 129 students and former students and suggested that some students can acquire the ability to reflect and some need more external direction in teaching. A subsequent group of interviews with a sample of the same subjects lead Korthagen to conclude that preservice teachers differ in their willingness and ability to learn through reflection. He suggested that "the program seems to be appropriate for those who already have a certain reflective attitude, whereas, those who do not possess a



reflective predisposition seem to benefit less" (1985, p. 14).

Korthagen suggested that students who are predisposed to reflective attitudes had an internal orientation to learning, whereas students who preferred structure and guidance from texts or teacher educators had an external orientation. He concluded that students who have an external orientation to learning need the opportunity to progress gradually toward reflective practice in order for it to be meaningful. In addition, Korthagen (1988) noted that

the actions of the (teacher) educators are governed to a high degree by their perceptions of individual students and the strategies which the educators have at their disposal. In general they do well with students who prefer to learn in an active and reflective way, while the existence of other learning orientations is barely acknowledged. . . This is the negative side of the picture: this preparation programme based on reflective teaching shows a clash between the learning conceptions of the teacher educators and those of a number of the students. This may lead students to drop out or to simulate learning behaviour (quasi-adaptation to the conceptions of learning of the educators). This may well be a danger inherent in all teacher education programmes based on reflective teaching (1988, pp. 46-48).

Korthagen's "strategy of gradualness" suggested that teacher educators can help externally oriented students by not expecting them to be able to figure out things on their own. He concluded that teacher educators should give externally oriented students concrete instructions, offer

them choices and provide consistent and sufficient feedback (1988). He also suggested that students should be made explicitly aware of the existence of different learning orientations. He advocated a "structural method in which students reflect on their conceptions of learning processes and study tasks, and then discuss their views with the rest of the group" (1988, p. 49).

A different kind of personal barrier to reflection was described by Bennett and Powell (1990). During a study designed to explore the development of professional knowledge schemata and teaching perspectives of preservice teachers at Indiana University, Bennett and Powell (1990) noted an unanticipated phenomenon that emerged among some of the subjects of the study. While most subjects appeared to be open and eager to learn about theories and concepts related to classroom practice, some appeared to be much less open and less receptive to new ideas and to the program itself, which was designed to help students "clarify their beliefs, perspectives, and thoughts about teaching, and to develop skills in reflective self-analysis and observation of teaching/learning processes" (p. 13). These less receptive subjects were termed "resisters." These students were observed to be resistant to important program requirements and were less cooperative as cohort members of the preservice teacher education program. Examples of resister behavior included a student who wrote

personal letters during class and graded papers or read during student teacher seminar discussions; another student in this group frequently complained about the heavy workload and arranged an alternative practicum experience and abbreviated student teaching without the director's approval. Another resister refused to view video tapes of her teaching, was visibly angry when assignment due dates were extended to accommodate all members of the cohort, and failed to put forth her best effort for course assignments. Scant journal entries were common among this group, and one resister filled her journal with gossip about members of the group. These students were in great contrast to the majority of the students (non-resisters), who were cooperative and accommodating. Bennett and Powell decided to pursue the emergence of the resister phenomenon, noting that "quite possibly resisters provide the acid test of a teacher education program; they challenge our assumptions about what we can do" (p. 10).

Three resisters and three non-resisters were chosen as subjects for case studies and follow-up study during their first year of teaching. Autobiographical interviews, concept maps developed at four different times, transcripts of stimulated recall interviews of two lessons taught during student teaching, and formal interviews about participants' perspectives of teaching served as sources of data for this study. Recall interviews were examined,

coded, and analyzed according to a modified version of Tamir's framework for teacher knowledge. Consisting of six primary categories, the coding scheme sought to examine participants' knowledge of subject matter, general pedagogy, subject-specific pedagogy, foundations of teaching, personal performance, and general liberal education.

Bennett and Powell (1990) concluded that resisters and non-resisters were similar in their altruistic motivations to teach, but they tended to hold different teaching perspectives, and these perspectives did not show notable changes. Resisters tended to focus on structure, content and control, while non-resisters attempted to integrate subject matter content with their students' interests and experiences. Non-resisters were found to be more proactive during novice teaching and resisters more reactive. Resisters in the study were not receptive to the theoretical framework that grounded the preservice teacher education program. Non-resisters emphasized more often the nature of the learner, subject matter pedagogy, and checking for understanding, while resisters emphasized instructional management and discipline.

The authors suggests that resisters' and non-resisters' professional knowledge schemata and teaching perspectives are interrelated.

The notions of control, context, and text, and the notions of teacher as transmitter of knowledge, all indicators of teaching perspectives among resisters, seem compatible with the resisters' emphasis on instructional management and discipline aspects of their knowledge schemata. Among non-resisters, the notion of connections between literature or key concepts and life, and the notion of teaching as an interactive process with the learned seem compatible with the non-resisters' emphasis on the learner, subject matter pedagogy and checking for understanding (pp. 38-39).

School context was a more apparent influence upon resisters than non-resisters. Non-resisters were able to overcome less than ideal school context and develop classroom environments that facilitated learning and positive attitudes and behaviors among their students. Resisters, in contrast, were less able or likely to create positive learning environments in counterproductive school contexts; they were less willing to work with individuals or groups within their classrooms to facilitate more positive classroom environments.

Bennett and Powell (1990) suggested that many questions remain in the study of resisters: For what reasons do they resist the culture and social milieu associated with teaching? When does this resistance begin, and how can these individuals be helped to understand their own resistance? What are the most appropriate field experience contexts for resisters? Should resisters, once identified, be organized into their own support group so (a) they can be helped to overcome factors that lead to

resistance and so (b) their counterproductive attitudes and behaviors do not influence those who are more receptive to their chosen profession? What kind of mentoring support can resisters be given during their novice year to develop more positive attitudes about themselves as teachers and about the cultural milieu of teaching? The authors suggested that further research might facilitate resisters' entry into teaching and "help them see themselves as highly proficient, knowledgeable and effective instructional leaders" (p. 40).

#### Reflection as a Developmental Process

Obviously, the resisters described by Bennett and Powell (1990) did not demonstrate the orientations toward open-mindedness, responsibility, and wholeheartedness and the skills of keen observation and reasoned analysis Dewey (1933) suggested were necessary prerequisites for reflective teachers. A continuum might illustrate this point; at one end would be the resisters, with a focus on structure, management, control, and content, and a reactive, rather than proactive manner of interaction. At the other end would be the reflective teacher, one who demonstrates open-mindedness, responsibility, and wholeheartedness, and consistently engages in reflective action, "the active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the consequences to which it

leads" (Zeichner & Liston, 1987, p. 24). If reflection is viewed as a developmental process, rather than a hierarchical one, it is natural to assume that preservice teachers will move toward that end at different rates and in response to different experiences.

Reflection as a developmental process is a notion supported by Ross, who suggested that "change in perspective is the basis of the development of reflective practice" (cited in Sparks-Langer & Colton, 1991, p. 41). Ross has helped to develop the PROTEACH program, a five-year college-wide teacher education program in Florida, is designed to help undergraduate students develop critical reflection. Future teachers are led to construct their own perspectives by drawing on their individual personal and professional experiences; theoretical knowledge base; self-image and efficacy; and their interactions with peers, mentors, supervisors, and students in school settings. Ross suggested that

such multidimensional perspectives are probably built gradually through extensive reflective dialogs that help teachers comprehend both the immediate and the long-term ethical and moral aspects of their work (cited in Sparks-Langer & Colton, 1991, p. 41).

In an earlier study of the PROTEACH program, Ross (1989) used theory-to-practice papers in an introductory education course entitled Research in Elementary Education as the primary data source. The results showed that all of

the students demonstrated a high level of reflection at some point, but less than one-fourth demonstrated the critical level of reflection. The topics of the papers seemed to influence the level of reflection demonstrated; the topics that prompted the highest percentage of critical reflection were (a) problems, (b) concerns, and (c) students' perceptions of the limitations in teacher effectiveness research based on their beliefs and experiences. Despite practice and instructor feedback, the degree of reflection exhibited in the theory-to-practice papers did not increase as the semester progressed. Ross noted the possible developmental nature of these findings: "perhaps, even though students demonstrated a low or moderate level of reflection, the development of this knowledge is essential for future reflection" (p. 29).

Spooner (1991) conducted an interpretive inquiry into the reflections of four preservice teachers as they progressed through their student teaching semester. She collected data from the student teachers' simulated recall session, interviews, and journal entries and compared their reflections to Van Manen's (1977) three levels of reflection. She concluded that "while the student teachers were sensitive to and respectful of individual differences, they did not reach the critical level of reflective practice" (p. 192). However, the student teachers in the study did occasionally reflect at the practical level:



. . . they investigated and implemented a variety of teaching strategies which were student centered. They were beginning to question the reasoning behind the established curriculum with set competencies and objectives and offer alternatives in the way of an integrated curriculum (Spooner, pp. 192-193).

Spooner concluded that student teachers can grow in reflective thinking processes when the program is designed to cultivate and encourage reflective practice. She suggested that the support and direction of such a program can enable student teachers to "investigate prevailing teaching practices without becoming frustrated with the teaching/learning process" (p. 195).

Using Strahan's Model for Analyzing Reflections on Instruction, Spooner concluded that her subjects exhibited three developmental patterns: (a) the need for confirmation as teachers, (b) the need to balance structure and consistency with individualization and motivation for their students, and (c) affirmation of their success in teaching relevant information (curriculum) for students' progress at their particular grade level. These patterns provided indicators that illustrated the ways the student teachers' frames of reference evolved during their student teaching semester.

During the initial phase of student teaching the participants' conceptualization of a "good teacher" were less personalized and more likely to be based on the student teachers' images rather than being concrete and

substantiated. As they progressed through student teaching and experienced the dilemmas and complexities of teaching, they began to put their ideals into perspective, based on the relevant contextual influences as well as their pre-existing orientations toward teaching and learning.

Presenting information in an understanding way to accommodate students' individual needs, being flexible and consistent, and providing a relevant and student oriented curriculum became their central focus over the course of the semester. Their growth and progression suggest that their orientations began to evolve through interaction with the children, colleagues, cooperating teachers, and their university supervisor. As they articulated their explicit notions regarding teaching, they began to negotiate their ways of knowing and thinking with the various dimensions of the context as it related to their role as a classroom teacher (p. 183).

Spooner's (1991) study, guided by a set of theoretical propositions, considered three orientations: (a) perception of self as teacher, (b) perceptions of students, and (c) perceptions of the curriculum. In considering the subjects' perceptions of self as teacher, Spooner suggested that their relationships with experienced teachers were very important. "They found it necessary to interact with experienced teachers to feel accepted as a colleague and to confirm that they were a teacher" (p. 187).

#### Implications for Preservice Teacher Education

A key element for success in preservice teacher education may be identifying the particular programmatic experiences that seem to facilitate growth along the

continuum of reflective response among all preservice teachers, but especially among the resisters. Just as preservice teachers are cautioned that their students will respond to varied instructional strategies in different ways, teacher educators must remember that preservice teachers enter preservice training with varied background experiences, different "images" of what constitutes good teaching, and different levels of readiness for reflective thought and practice. Findings presented in this review of the literature support the notion that most preservice teachers can learn to reflect, but they may respond differently than teacher educators intend to techniques and strategies commonly used in teacher education programs. Teacher educators must assume the responsibility for knowing their students individually and for providing a wealth of experiences that meet the students' particular needs.

While reflective teaching is, and should be, a worthy goal in teacher education, some preservice teachers may require more concrete instruction and more help with the technical aspects of teaching that they encounter before they are ready for the more abstract process of reflection. Research-based strategies, such as journals, seminar meetings, ethnography, and methods courses can provide the prompts many preservice teachers need to develop reflective thought and practice. It is important that these

strategies be tested further and the results shared for the benefit of all.

There is much to be learned from the experiences of teacher educators who have developed and/or tested various strategies in teacher education. Programs such as C.I.T.E. illustrate the kinds of success that can be achieved when the task of educating teachers is approached with new vision.

It is important to conduct more research on the nature of preservice teachers' orientations and to understand which formal professional training experiences alter or affirm these orientations. It is also important to know how formal teacher education affects preservice teachers, and how it can best meet their individual needs as they develop their skills. Another area that warrants further research is the nature of reflection. Teacher educators must know how reflective thought and practice develop among preservice teachers and how to best facilitate this development through programmatic experiences. This study was conducted to add insight into these vital areas, and it extends case literature in exploring how preservice teachers' orientations and reflective abilities develop during early field experiences.

### Summary

This review of relevant literature has focused on reflective perspectives on preservice teacher development, the development and evolution of preservice teachers' orientations, the use of early field experiences, and the promotion and measurement of reflective thinking.

While preservice teachers may not consistently reflect upon their work in classrooms without prompting (Calderhead, 1988), with encouragement from teacher educators and cooperating teachers, they can begin to incorporate reflection into their teaching. When programmatic experiences foster openmindedness, responsibility, and wholeheartedness among preservice teachers (Dewey, 1904, 1933), they can begin to progress from technical reflection toward practical reflection, and perhaps toward the critical level of reflectivity (Van Manen, 1977). Building on Dewey's work, Schon (1983, 1987) suggested that preservice teachers can be encouraged to incorporate both reflection-in-action and reflection-on-action into their teaching. He indicated that "artistry" in teaching is what distinguishes it from routine activity.

As preservice teachers develop their instructional skills, their orientations toward teaching, toward their students, and toward their curriculum evolve in important ways (Zeichner, 1980; Tabachnick & Zeichner, 1984; Zeichner & Liston, 1987; Strahan, 1989, 1990). Their initial

orientations are drawn from their prior experiences as students (Lortie, 1975), and their images of what constitutes good teaching (Tabachnick & Zeichner, 1984; Calderhead, 1988; Strahan, 1990). McIntyre (1988) suggested that preservice teachers bring their own agendas to their early field experiences and that they are determined to test for themselves what they are taught in teacher education. Shulman (1987) indicated that preservice teachers draw from their own "representational repertoire" of ways of knowing in planning their work with students. Their reflections and evaluations of their lessons provide a basis for their "new comprehensions." Because confirmation as a teacher is crucial for preservice teachers, they will seek this confirmation in various ways (Strahan, 1990).

While preservice teachers may initially have a very optimistic view of their own abilities as teachers (Book, Byers, & Freeman, 1983; Weinstein, 1990), they often lack an appreciation for the complexities of teaching (Feiman-Nemser, McDiarmid, Melnick, & Parker, 1988). They may gladly assume responsibility for the success of their students, while blaming other factors for their students' failure (Beckman, 1970; Brandt, Hayden, & Brophy, 1975).

Preservice teachers often express concerns about control issues and pupil/teacher relationships (Tabachnick & Zeichner, 1984; Zeichner & Liston, 1987;

Strahan, 1990). They may express concerns about meeting individual needs (Tabachnick & Zeichner, 1984; Strahan, 1990; Weinstein, 1990) and about motivation (Strahan, 1990). Preservice teachers may exhibit a limited understanding of the content they teach (Mueller, 1988), but they may express the belief that lessons should be fun for students (Ellwein, Graue, & Comfort, 1990).

To promote reflective thinking among preservice teachers, Zeichner & Liston (1987) suggested that the apprenticeship model inhibits self-direction and fails to promote their successful professional development. They indicated that providing choices in training facilitates preservice teachers assumption of control over their work, both in training and as classroom teachers. They noted that preservice teachers should be encouraged to: (a) view knowledge and situations as problematic, rather than certain; (b) consider the reflexive, not the received stance of curriculum; (c) participate in inquiry. Bennett and Powell (1990) described preservice teachers who are unreceptive to efforts to broaden their thinking and remain concerned with structure and control as "resisters." These preservice teachers may view teaching as the transmission of knowledge, may be heavily influenced by school context, and be less able to create positive learning environments. Resisters do not consistently demonstrate the characteristics Dewey (1933) identified for reflectivity:

open-mindedness, wholeheartedness, and responsibility.  
Resisters may develop reflective thinking/teaching skills  
at a different pace than their non-resister colleagues.



## CHAPTER III

## METHODOLOGY

This study examined the orientations of preservice teachers toward teaching, toward middle school students, and toward the teaching of reading/language arts. It contributes new insight into the links between the implicit orientations of preservice teachers and their explicitly stated principles of instruction.

Selection of the Naturalistic Paradigm

Studies that utilize the naturalistic inquiry approach seek to describe the ways that people make sense out of their lives (Bogdan & Bicklen, 1982). Guba and Lincoln (1981) suggested that this approach focuses on the understanding of particular events, called "cases." These cases are described through case study methodology. Case studies have been defined in a number of ways: 1) "an intensive or complete examination of a facet, an issue, or perhaps the events of a geographic setting over time" (Denny, 1978); 2) "a snapshot of reality" or a "slice of life" (Guba & Lincoln, 1981, pp. 370-371). Guba and Lincoln (1985) described three major purposes for using the case reporting mode: (a) it is ideal for providing "thick description", which is essential for enabling transferability judgments; (b) it is the most responsive form for the axioms of the naturalistic paradigm,

particularly the existence of multiple realities; (c) it is an ideal vehicle for communication by offering the reader a vicarious experience of the inquiry setting, enabling him/her to bring his/her own tacit knowledge to bear.

Because this study was designed to provide insight into the orientations of preservice teachers, the case study approach was an appropriate vehicle. Participant perspectives were explored, and the data was used to develop an interpretive understanding of human interaction (Bogdan & Bicklen, 1982). The purpose of this investigation was "verstehen," which Smith (1983) defined as

the attempt to achieve a sense of the meaning that others give to their own situations through an interpretive understanding of their language, art, gestures, and politics (p. 12).

In order to achieve this understanding, a paradigm which allows for grounded theory to emerge from the data was appropriate and necessary. The case study approach facilitated what Geertz (1973) referred to as "entry into the conceptual world of the subjects" (p. 24).

#### Context of the Study

The University of North Carolina at Greensboro (UNCG) was chartered by the state of North Carolina in 1891. Its original name was the Women's College of North Carolina; it became coeducational and began granting the doctorate in

1964. The School of Education at UNCG offers undergraduate degrees in Elementary Education and Middle Grades Education as well as graduate degrees in a variety of educational disciplines. Recent revisions in these undergraduate programs emphasized "teaching as inquiry" and the incorporation of reflective practices in methods courses and related seminars.

The Department of Pedagogical Studies and Supervision (PSS), a part of UNCG's School of Education, trains preservice and practicing teachers in pedagogy, multicultural education, and methodology. The Middle Grades Education curriculum was recently revised; the students in this study were among the first participants in the new curriculum. Faculty members have begun a three-year study designed to evaluate the effectiveness of the new curriculum; this study is to be one subset of that larger study.

A conceptual outline for program revisions adopted by the faculty in April, 1989, described the mission of the revisions: "to improve the quality of our teacher education in order to improve the quality of education in our schools" (p. 1). The central focus is described in the following manner:

The focus of our reconceptualization efforts is directed at issues that are critical to formulating an educational agenda that serves the needs of society as we move into the 21st

century. Our task is to prepare teachers to educate children at risk and foster life-long learning. The purpose of education is to have an educated citizenry of critical thinkers capable of addressing the educational, ethical, social and political issues that confront us. The curriculum and our means of delivering it should reflect that purpose.

The revised curriculum provides for semester-long courses in pedagogy, extensive field work prior to student teaching, and an inquiry approach focusing on learning styles and teaching strategies. Students must meet admission requirements that include: (a) a minimum GPA of 2.75 on a four-point scale, (b) completion of all university liberal education requirements, and (c) demonstration of effective written and oral communication skills. Two introductory courses, PSS 202 -Human Development and PSS 250 -Teaching as a Profession, are offered during the sophomore year for students who plan to apply to the School of Education.

#### Selection of the Participants

There were 12 preservice middle school teachers in the program during the Fall semester of the 1991-1992 academic year. Six of these individuals were studying language arts/communication skills as an area of concentration in preparation to be middle school language arts teachers. These six students were the subjects for this case study.

The subjects of the study were in the first semester of their junior year, and they had completed the

introductory courses in teacher education: PSS 202 -Human Development and PSS 250 - Teaching as a Profession. The Human Development course provided background in life-span development in the physical, social, emotional, and cognitive domains. Teaching as a Profession provided a study of traditional and contemporary perspectives on teaching and learning; analysis of contemporary educational issues from teachers' perspectives; and exploration of personal needs and goals in relationship to teaching. While enrolled in PSS 250, the subjects were required to serve as interns five hours a week for eleven weeks during the semester. The subjects of the study had successfully participated in these introductory courses, including the internship experience.

The subjects of the study were enrolled in the following three courses: 1) PSS 320, Language Arts Education; 2) PSS 335, Integrated Reading Education; 3) PSS 350, Internship I: Inquiry in Teaching and Learning (see Appendix A for course syllabi). The subjects were part of an inquiry team made up of approximately 30 students and a mentor. The inquiry team provided a vehicle for advising, curriculum experimentation, supervision, and research. The six subjects participated in on-site field experiences at a local middle school that was designated as a Professional Development School for teacher education students at UNCG. The subjects spent approximately ten hours each week in the

internship settings.

The students were informed verbally as to the purposes of this study, the methodologies to be used, and the nature and extent of their expected participation. Students were informed of their right to review the data and the researcher's interpretations of the data. A written consent form that included this information was given to the participants for their review and signature. The researcher completed the Application for the Use of Human Subjects in Research and submitted it as required to the Institutional Review Board at UNCG (see Appendix B for application and approval forms).

#### Design of the Study

Some theoretical propositions, grounded in the data which emerged from earlier studies (Spooner, 1991; Strahan, 1990; Zeichner & Tabachnick, 1984), guided the investigation. The design of this study was partially emergent due to the nature of the case study methodology. As Guba and Lincoln (1985) suggested, data collection was a "function of the interaction between inquirer and phenomenon largely unpredictable in advance." As the study progressed, the data collection became more focused, and meaning was determined by the context as the investigator sought to negotiate interpretations with the subjects of the study.

### Data Sources

This study analyzed the orientations of six preservice middle school teachers by synthesizing information from several sources: (a) two inventories, (b) structured and unstructured interviews, (c) archival data from portfolios created by the subjects, (d) the Reflective Response Scoring Guide, and (e) a Teachers in Training Profile. In addition, the investigator was a participant/observer during the reading methods class and the seminar meetings; field notes were recorded during these sessions throughout the semester.

#### Inventories

Two inventories were used as measures to identify and describe the initial orientations of the preservice teachers at the beginning of the semester: (a) the Teacher Efficacy Scale (Woolfolk & Hoy, 1990), and (b) the Teacher Beliefs Inventory (Konopak, Readence, & Wilson, 1991).

The Teacher Efficacy Scale (see Appendix C) is an instrument designed to measure the two dimensions of personal teaching efficacy and general teaching efficacy. Woolfolk and Hoy (1990) modified a scale created by Gibson and Dembo (1984) that included 30 items. Woolfolk and Hoy abbreviated the scale because the original authors found that acceptable reliability coefficients resulted from only 16 of the original 30 items. Four items related to

preservice preparation were added by Woolfolk and Hoy, resulting in a twenty-item instrument. Computation of Cronbach's alpha indicated a reliability coefficient of .77 for the Teacher Efficacy Scale (Woolfolk & Hoy, 1990). Response to each item is along a 6-point Likert scale from "strongly agree" to "strongly disagree." This instrument was used successfully in a study conducted by Woolfolk and Hoy (1990) within the teacher preparation program at a state university on the east coast. This study examined the structure and meaning of efficacy for a sample of 182 preservice teachers and related efficacy to beliefs about control and motivation. Their subjects were predominantly sophomores and juniors; most were seeking elementary certification, and the majority were White students between the ages of 20 and 30. Woolfolk and Hoy's Teacher Efficacy Scale proved to be a valid instrument for providing insight into some teaching-related beliefs of preservice teachers. This study used the instrument as a pretest measure to identify and describe the initial orientations of the subjects at the beginning of the semester and as a posttest measure to describe changes in the subjects' orientations.

The Teacher Beliefs Inventory (see Appendix D) was developed by Konopak, Readence, and Wilson (1991). This inventory is designed to identify the theoretical orientations of respondents toward reading instruction.



The validity of this instrument was established through review by a panel of experts in content area reading and through a pilot study. The inventory was then used in a study conducted with 58 preservice teachers and 46 inservice teachers. A test-retest procedure was conducted with 125 preservice and inservice content teachers to examine the consistency of teachers' theoretical orientations across two versions of the instruments. Across instruments, consistency was .86 for all teachers, with .84 for preservice teachers, and .89 for inservice teachers.

This instrument was chosen because its emphasis on beliefs was particularly suitable for this study. The first section of the inventory has two lists of fifteen statements; respondents choose the five statements that best represent their beliefs about how one reads and how reading ability develops. The second section of the inventory contains three sets of lesson plans focusing on decoding, vocabulary, and comprehension. Respondents read each set and select the one lesson per set that they would ideally use for average students. After scoring, the respondents were classified as having one of three orientations toward reading instruction: (a) reader-based, (b) interactive, or (c) text-based.

Reader-based assumes that meaning resides in the reader and that the reader brings meaning to the text as

he/she reads. Interactive refers to an orientation that assumes that meaning resides both in the text and in the reader; the reader uses the text and his/her personal knowledge to derive meaning. Text-based assumes that meaning resides in the text and that the reader's responsibility is to attain the author's message. On the section of the inventory outlining lesson plans, the reader-based/holistic plan emphasized a student-centered, whole language approach. The interactive/differential lesson plan was based on accommodating student differences, and the text-based/skills lesson focused on a teacher-directed, discrete skills lesson.

#### Structured and Unstructured Interviews

Interview data was collected throughout the semester. The six subjects of the study were formally interviewed three times during the semester. The first structured interviews were conducted within the first three weeks of the semester; the second interviews took place during the first part of November, and the third interviews were conducted at the end of the semester, in December. The six adjunct clinical faculty members (cooperating teachers who worked with interns in the Professional Development Schools) were also interviewed during the semester. The professors who directed the subjects' inquiry team also provided input through structured and unstructured interviews. All structured interviews were conducted

individually and were audiotaped (see Appendix E for interview guiding questions).

The investigator visited the preservice teachers at their internship sites on at least three occasions during the semester and recorded observations in field notes. Unstructured interviews and investigator observations took place at the internship sites, during the methods classes and seminar sessions, and on other occasions during the semester.

#### Archival Data from Portfolios

Portfolios created by the students as part of their class requirements in PSS 335 and PSS 320 were copied and used by the researcher to examine the orientations of the preservice teachers as they observed, planned, and reflected upon work in their classroom settings. The portfolios included descriptions of the teaching activities that were undertaken by the preservice teachers, their analyses of videotaped lessons, autobiographical entries, summaries and reactions to journal articles, exams, student case studies, and the subjects' reflections on their work.

Archival data from the portfolios provided particularly valuable insight into the metacognitive processes of the preservice teachers in the study.

Portfolio contents are unique in their attention to metacognitive processes. Students and teachers don't just put material into the portfolio, they reflect upon the material, what they learned from the exercises, and why they are placing

material into the portfolio (Paulson & Paulson, 1990, p. 17).

In order to illustrate the development of reflection among the subjects, a Reflective Response Scoring Guide was initiated (see Appendix F). This guide was a revision of an instrument created by Sparks-Langer, Simmons, Pasch, Colton, and Starko (1990). This instrument, entitled the Framework for Reflective Pedagogical Thinking, was a coding scheme based on the belief that "analysis of students' language can shed light on their ability to use concepts and principles to explain classroom events" (p. 27). The seven levels in the coding scheme reflect Van Manen's (1977) concept of critical reflection and Gagne's hierarchy of thinking. The Framework for Reflective Thinking was tested by the investigator and another doctoral student and found to be unsuitable for this study. Because seven levels proved to be unwieldy and hard to distinguish, the instrument was modified. The modified instrument, the Reader Response Guide, had four levels: Technical/Descriptive, Technical/Theoretical, Practical, and Critical. These levels were based on Van Manen's three levels of reflectivity: technical, practical, and critical.

The Technical/Descriptive level was the lowest level of response. This level was used for responses which consisted only of basic description of the events in question; at this level, the respondent described the

events without any speculation and made no attempt to justify what is being described. Examples of this level were

I also noticed a lot of praise from the teacher.

This was a great lesson. I hope I can teach like this someday.

The Technical/Theoretical level was the second level on the Reflective Response Scoring Guide. At this level, respondents justified the events they described either with references to tradition, theory, or personal preference. They went beyond description to explain why they believed the event occurred as it did. They sometimes speculated upon why someone chose to act as he/she did or suggested an alternative strategy. Examples at this level included

She asked them questions about her story to make sure they were listening and to test their comprehension.

She should not give directions until the kids are all listening because some of them miss what they are supposed to do.

The third level was the Practical level. In Practical reflection, respondents analyzed the events, considering the context of the setting as they judged the appropriateness of the events. They viewed actions in terms of values and considered the merits of a variety of strategies and methods. They evaluated the events by how well they matched the particular participants' needs,

abilities, or preferences. Examples of this more complex level included

The teacher used her own experiences as an example for the students because these students often have trouble getting started on their compositions. Even though their first drafts may sound alike, at least they get the experience of writing about an event they understand. They can begin to see a purpose for their writing.

I think it would be better to give the students a chance to brainstorm some of their own ideas instead of the teacher presenting her story first. These students come from poor backgrounds, and they might not have the same kind of experiences the teacher has had. They should be asked about their own experiences and ideas before they are asked to write. If they cannot related to the story, I do not think they will have a purpose for writing.

The fourth level, the Critical, referred to the highest level of reflection. At this level, respondents would have questioned which educational goals and experiences facilitate a society marked by justice, equity, and human needs and purposes. According to Van Manen (1977), this view of reflection involves constant critiquing of dominating or repressive authority in the pursuit of the moral good. None of the subjects' responses were categorized as Critical level responses. A hypothetical example of this level follows:

I do not think this was a good writing activity. The teacher failed to consider that many children do not celebrate the same holidays she observes, or that they may celebrate in different ways. She ignores the multicultural backgrounds of her students, and assumes that her middle-class upbringing is a shared experience. I am not surprised that the outcome was

poor. It is unfair to ask students to write about something outside their realm of experience, and it is wrong to imply that one way of celebrating is the correct way. We disenfranchise a vast number of our students when we assume that we are all alike and fail to instead celebrate our differences.

The Reflective Response Scoring Guide was tested to establish the percentage of rater agreement. The test compared the ratings given by the investigator to ratings given by two other raters, one professor and one doctoral student in the School of Education at UNCG. First, the investigator reviewed the ratings and demonstrated the application of the ratings on sample papers. The raters worked together to rate other sample papers, then worked independently to rate other samples. This test yielded an .89 agreement rating. The Reflective Response Scoring Guide was then used to rate the subjects' first video analysis, the first portfolio entry. For this task, the investigator, four doctoral students and one professor at UNCG rated the papers; consistency was .81. In order to illustrate the development of reflective thought among the subjects, the Reflective Response Scoring Guide was used again by the investigator and another rater at the end of the semester to score the second video analysis completed by the subjects. These final scores were compared to the first round of scores to illustrate the emergence of reflective responses among the subjects.

### Teachers in Training Profile

The subjects completed the Teachers in Training Profile, a two-page written report adapted from a Teachers in Training Profile developed by Baber that provided biographical information and some insight into subjects' beliefs about teaching middle school (see Appendix F). This profile was distributed to the subjects at the beginning of the semester.

### Data Gathering and Analysis

In this case study, the theoretical propositions and the emerging themes guided data collection and analysis (Bodgan & Bicklen, 1982). The constant comparative method was used in data analysis; the steps in this method (Glaser, 1978) are the following:

1. Begin data collection.
2. Look for key issues, recurrent events, or other activities in the data that become categories of focus.
3. Collect data that provide many incidents of the categories of focus with an eye to seeing the diversity of the dimensions under the categories.
4. Write about the categories under exploration, attempting to describe and account for all the incidents in the data while continually searching for new incidents.
5. Work with the data and emerging model to discover



basic social processes and relationships.

6. Engage in sampling, coding, and writing as the analysis focuses on the core categories.

This was a cyclical process; these steps repeated, and the analysis continued to return to more data collection (Bogdan & Bicklen, 1982).

#### Trustworthiness of the Study

According to Guba and Lincoln (1985), naturalistic studies may utilize techniques to establish credibility, transferability, dependability, and confirmability of the findings. In this study, the following techniques as described by Guba and Lincoln were used: 1) prolonged engagement, 2) persistent observation, 3) triangulation, 4) member checks, 5) investigator's journal.

Prolonged engagement is the investment of sufficient time to achieve certain purposes: "learning the 'culture,' testing for misinformation introduced by distortions either of the self or of the respondents, and building trust" (Guba & Lincoln, 1985, p. 301). The investigator was familiar with the setting and was not viewed as an outsider. Sufficient time was dedicated to building the sense of trust necessary for the investigator/student relationships to be facilitative. The investigator maintained an awareness to a danger inherent in prolonged engagement - the tendency to "go native" (p. 304).

Persistent observation fosters the identification of the most relevant characteristics and elements in the situation being studied. Utilizing all the data sources, the investigator continuously engaged in "tentative labeling of what are taken as salient factors" (Guba & Lincoln, 1985, p. 304) and explored them in detail.

Triangulation provides for the use of multiple and different sources and methods. In this study, the inventories, structured and unstructured interviews, and the archival data from the portfolios served as multiple sources for data collection. The belief inventories, which had been previously established as reliable and valid, were used as quantitative measures to discern the orientations of the subjects.

Member checks were used informally by the investigator to provide opportunities for the subjects to verify the data. The subjects were asked to assess intentionality, correct errors, volunteer additional information, record statements, summarize, and assess the data. These member checks allowed participants to react to the investigator's interpretations. Guba and Lincoln referred to this technique as "the most crucial for establishing credibility" (p. 314).

The last technique, the investigator's reflexive journal, was applicable to all four areas - credibility, transferability, dependability, and confirmability.

Following the guidelines set by Guba and Lincoln (1985), the journal contained: 1) the daily schedule and logistics of the study; 2) a personal diary to record, reflect upon, and speculate about insights gained; 3) a methodological log to record decisions and rationales.

#### Reporting the Study

This substantive case study contains the following, as outlined by Guba and Lincoln (1985): 1) an explication of the problem that prompted the study; 2) a thorough description of the context and setting, part of the "thick description" required in this type of study; 3) a thorough description of the relevant transactions observed in the setting, the other part of the "thick description"; 4) a discussion of the saliencies identified at the internship and university sites; 5) a discussion of the outcomes.

## CHAPTER IV

### RESULTS

#### Introduction

Data for this investigation were acquired from interviews, observations, analysis of written work contained in student portfolios, and inventories taken by the subjects. Data were synthesized to identify and analyze patterns and unique features of responses from the six individual case studies and across case studies. Inferences regarding the preservice teachers' orientations were drawn from the data. Critical incidents that occurred during the semester under study were identified and examined.

At the beginning of the semester under study, the subjects completed the Teachers in Training Profile (Appendix 8) and participated in the first formal interviews. All interviews were audiotaped and transcribed by the investigator. Interviews ranged in length from 35 to 60 minutes. The second formal interviews took place between November 5 - 14, 1991, after the subjects had served as interns for approximately seven weeks. The third formal interviews were conducted at the end of the semester, between December 3 - 12, 1991. Many interviews were conducted at the internship sites; some were conducted

at the university. Guiding questions for the interviews are listed in Appendix E.

The investigator was a participant/observer in the reading methods class and in the seminar throughout much of the semester. Observation notes were recorded in the investigator's journal. Portfolio entries completed by the students were copied by the investigator; these entries and the observation notes were used to guide subsequent data collection.

At the beginning of the semester, the subjects completed two beliefs inventories, the Teacher Efficacy Scale (Woolfolk & Hoy, 1991) and the Teacher Beliefs Inventory (Konopak, Readence, & Wilson, 1991).

The Teacher Efficacy Scale (see Appendix C) has twenty items; eight of these involve teaching efficacy, and twelve refer to personal efficacy. Response to each item is along a 5-point Likert scale from "Strongly agree" to "Strongly disagree." Responses are rated from one to five, with five indicating the strongest degree of efficacy. As illustrated in Table 1, subjects completed this scale as a pretest and posttest measure, and scores for both are reported.

The Teacher Beliefs Inventory (see Appendix D) consists of two lists of fifteen statements; respondents choose the five statements that best represent their beliefs about how one reads and how reading ability develops. The second section of the inventory contains

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Table 1  
Teacher Efficacy Scale (Woolfolk & Hoy, 1991)  
 Scores for Pretest and Posttest Measures

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subject	pretest	posttest	type of efficacy
Suzanne	23	27	teacher efficacy
	43	39	personal efficacy
Julia	24	23	teacher efficacy
	39	44	personal efficacy
Bernice	24	21	teacher efficacy
	48	47	personal efficacy
Barbara	27	26	teacher efficacy
	36	47	personal efficacy
Helen	24	25	teacher efficacy
	44	44	personal efficacy
Andy	28	21	teacher efficacy
	39	35	personal efficacy

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three sets of lesson plans focusing on decoding, vocabulary, and comprehension. Respondents read each set and select the one lesson per set that they would choose to teach. After scoring, respondents are classified as having one of three orientations toward reading instruction: (a) reader-based/holistic, which assumes that meaning resides in the reader and that the reader brings meaning to the text; (b) interactive/differential, which assumes that meaning resides both in the text and in the reader; or (c) text-based/skills, which assumes that meaning is in the text and that the reader's responsibility is to attain the author's message. The score is derived by identifying which theoretical orientation is chosen most often by the

respondent; for instance, if three of the respondent's five responses are reader-based/holistic, then the respondent's theoretical orientation is said to be reader-based/holistic.

Respondents choose one of the three lesson plans for vocabulary, decoding, and comprehension. The reader-based/holistic lesson plans emphasize a student-centered, whole language approach. The plans classified as interactive/differential are based on accommodating student differences; the text-based/skills lessons focus on teacher-directed, discrete skills lessons.

The following are detailed case studies of the six subjects describing their progression through their first professional semester.

#### Introducing the Participants

Five Caucasian women and one Caucasian man participated in the study; all but one woman were traditional college age students. Each of the subjects was a junior studying to be a middle grades teacher, and each had selected language arts/communication skills as a concentration in his/her program of study. Data were collected during the fall semester of 1991 while each of the subjects was enrolled in courses in reading education and language arts education and in a weekly seminar. The subjects also participated in early field experiences, spending ten hours each week working with experienced teachers in middle school settings.

The women subjects were Suzanne, Julia, Bernice, Barbara, and Helen. The male subject was Andy. Each of them readily agreed to participate in the study and appeared to speak openly and freely during interviews and informal meetings with the researcher.

The next sections consist of detailed case studies of each of the six participants, followed by the across case analysis of the six cases.

### Suzanne

Suzanne was from a small town in North Carolina, but she had also lived in Germany. She was nineteen years old at the time of this study. Suzanne had worked as a salesperson in a jewelry store, as a waitress, and in a mill; she was employed as a residential advisor in a dorm at UNCG. She was active in church work, playing the piano and teaching in Bible School. Suzanne's family included several teachers, but as an adolescent she had decided to become a secretary.

I had often thought of the possibility of becoming a teacher, but came to the conclusion that the reason I wanted to teach was because three of my aunts taught. Plus, all little girls are supposed to want to become teachers - aren't they? I decided I wanted to become a secretary (another female career, stereotypically speaking), but this time because I loved to type (portfolio entry, 9/11/91).

An important experience Suzanne had in high school changed her ideas about her career choice. As a high



school senior, Suzanne served as a teacher assistant in an eighth grade math class, and the teacher often allowed Suzanne to teach the class. This teaching experience had a great impact on Suzanne's decision to become a teacher. She had originally planned to become a secretary, but the experience she had working with eighth graders gave her a different perspective on her career choices. She was surprised to find that she really enjoyed teaching, and she was particularly impressed by her ability to communicate with the students and teach them the skills they needed to learn.

I got such a wonderful, uplifting feeling inside whenever I saw that look on their faces - the "Oh, so that's how you do it" look. Ms. Sharpe even had me teach the whole class lesson one day without previous warning. It was great! I was scared to death, but once I began talking, the words just flowed out. It was like a sign, some sort of preminition (sic). "You were born to do this," I thought (portfolio entry, 9/23/91).

During the year she served as a teacher assistant, Suzanne discovered that she enjoyed teaching very much. She felt very confident in her ability to teach in a way that was easily understood by the students. She felt, in fact, that she was better at explaining things than the teacher with whom she worked. An important turning point was when the students in the class affirmed Suzanne's image of herself as the better teacher.

The kids would raise their hands, and they wanted to come to me, not to her. I could explain it better than she could. That's what made me want to be a teacher (interview 9/5/91).

Suzanne saw herself as a caring, helpful person who was a good listener for others. She noted that her duties as a residential advisor (RA) required her to listen, give advice, and provide support for the students in her dorm, and she expected to use these same skills in teaching.

I love being an RA, I really do. I wouldn't trade it for anything. I listen, and I care about people. If people come to me with a problem, I try to help. I think that's really important for middle school, too, because they're just starting up, and their hormones . . . and they're really confused. So I think if I can communicate with them on their level, and also let them talk to me and be on my level, then I think that's one thing I have to do (interview, 9/5/91).

Suzanne felt that she would be a successful teacher because her ability to communicate well with her students helped her develop good relationships with the students. She noted that her willingness and ability to communicate with the students allowed her to be a friend to them.

The most rewarding thing I discovered about becoming a teacher's assistant was the fact that I was not only an assistant, I was their friend. These kids told me about their weekends and their thoughts (portfolio entry, 9/11/91).

She indicated that listening to students was one way that she built a trusting relationship with them. To Suzanne, the willingness and ability to listen to students

was an important part of being a good teacher, especially in middle school.

I just think the middle grades - they're kind of in the process of changing, and they're learning more about themselves. They have a lot of problems, and I think I could listen to them (interview, 9/5/91).

Suzanne recognized the difficulties faced by many early adolescents as they cope with the changes that come with puberty. She wanted to help them cope with these changes in a positive way, and she wanted to be a positive influence on their moral and social development as well.

You have a lot of chances to kind of changes their (middle grades students') views about things, because their beliefs are kind of shaky. So you can really be a support system, I think, in seventh and eighth grades. The most rewarding thing for me, I think probably, is when I can touch somebody, and I think I can do that in middle school. I won't necessarily tell them what to do, but just give them advice and let them work it out for themselves. I think that's really important for middle school . . . . I know I'll want to tell them if it's the wrong thing for them to do. . . . Also, I think you should teach some kind of morals and values, too; I'm not sure how! (interview, 9/5/91).

Being a friend to students was very important to Suzanne, and she suggested that developing friendships with her students would help her manage her classroom. When she recalled her experiences as a teaching assistant, she noted that

I think they liked me because I could be an authority figure AND a person they could talk to and feel comfortable with. If an obnoxious students (yes,

there were a few of them) tried to interrupt the class, I laughed and joked along. It really helped the students understand that I, too, was a person with a humorous side. It also helped me understand that I could handle a class with some students who liked to be the "class clown." Knowing where my boundaries between fun and too much fun was and letting the students know was something they respected me for (portfolio entry, 9/11/91).

Suzanne clearly did not want to be identified with the teacher in this class. She indicated that, while the teacher hated disruptions in the classroom, Suzanne "joined in and joked along." She felt very confident that she would be able to have fun with her students and still maintain the necessary discipline, and that her willingness to have fun would in fact facilitate her having good control in her classroom.

Based on her experience as a teacher assistant, Suzanne viewed herself as a "natural" teacher who understood early adolescents' needs and wanted to help them cope with the stress they encountered. On the Teacher Efficacy Scale, Suzanne indicated her belief that teachers could have considerable impact upon their students, yet it was clear that she believed that the home environment could be important as well. For instance, Suzanne responded "Strongly agree" or "Agree somewhat to these statements:

The amount a student can learn is primarily related to family background.

If students aren't disciplined at home, they aren't likely to accept any discipline.

When the grades of my students improve, it is usually because I found more effective teaching approaches.

If I try really hard, I can get through to even the most difficult or unmotivated students.

Suzanne's initial score on the Teacher Efficacy Scale was 23 out of a possible 40 for teaching efficacy and 43 out of a possible 60 for personal efficacy. Most of her responses were "Agree somewhat" or "Disagree somewhat," rather than "Strongly agree" or "Strongly disagree." Suzanne's responses indicated a moderate degree of efficacy at the beginning of the semester.

Suzanne believed that, as a teacher, she could have a positive impact on her students, and she manifested this belief by suggesting that middle grades teachers could be positively influence their students by paying attention to students' concerns.

These teenagers are right in the middle of puberty and need to know the reasons they feel and experience the things they do. There are a lot of changes going on inside 7th graders that make these students feel "un-normal." If the processes of adolescence were taught to these students (and to adults) before and during this rough adjustment period in their lives, it would make these changes easier to handle (portfolio entry, 10/11/91).

Suzanne indicated that this kind of intervention on the teacher's behalf was a successful strategy for helping middle grades student cope with their lives, and she

suggested that building students' self-esteem whenever possible was an important task for middle school teachers.

Suzanne suggested that, because early adolescents undergo such dramatic changes in their lives, school work may not be their greatest concern.

I just think the middle grades - they're kind of in the process of changing, and they're learning more about themselves. They have a lot of problems, a lot of complicating stuff going on inside their minds. They have more to think about than just school (interview, 9/5/91).

Suzanne reasoned that this lack of interest in school could be remedied by getting students personally involved in their work. In analyzing a video of a middle school teacher's writing lesson, Suzanne praised the teacher's use of a strategy that fostered the students' personal involvement. She suggested that this strategy was one she would like to use in teaching.

Talking about and sharing her own story about Thanksgiving was an effective beginning because students became personally involved. This made it more interesting to them. I'd like to do exactly that - get my students personally involved so they will learn while having fun (portfolio entry, 8/27/91).

Suzanne suggested that learning should always be fun for students. She often mentioned providing "fun" activities for her students. She described herself as being a "fun person rather than a fact person," and she drew on her own experience as a student to support her

notion that students learn more efficiently when they enjoy their classes. She indicated that when students have fun, they become personally involved in learning, and the result is higher achievement.

It's important for kids to have fun; in my experience I learned more when I had fun. When I was a senior, we got in groups and wrote fun books for kids, and it was just so much fun. When test time came, you didn't really have to study. It was really a lot easier for me, because I was having fun, and I didn't even realize I was learning at the same time. I think it's going to be hard for me; I'm probably going to put a lot of pressure on myself to have fun lessons, and I know that not all lessons can be fun. I don't know what I'll do about being so hard on myself. Sometimes you can be fun, and sometimes you can't (interview, 9/5/91).

Suzanne indicated that allowing students to work together in groups was a good method to get them personally involved in their work.

I would, if time permitted, have them get in groups and write a "rough draft" to present to the class to give more ideas about individual papers (portfolio entry, 8/27/91).

In recalling her experience as a teacher assistant, she noted that the teacher "hated any noise." Suzanne was pleased that her own opinion was different.

She was a bad teacher, though. She was exactly what I don't want to be, which is really weird. She hated any noise - I thought it was healthy and helpful for them to talk with one another. They can learn from each other that way (portfolio entry, 9/11/91).

In thinking about teaching, Suzanne seemed to be experiencing some degree of tension between the roles of being a student and the role of being a teacher. She identified strongly with the eighth grade students with whom she had worked, but not with the teacher in that classroom. Drawing on this experience and her own experiences as a student, Suzanne created her own image of what a "good teacher" should be. She speculated that being a friend to her students and providing them with interesting, relevant assignments would help her fulfill the image she had of a good teacher.

I think learning should always be fun. I guess, being an English teacher, I really shouldn't say this, but it shouldn't be, "I'm the instructor, and read this." I think that if you read boring stuff, it's bad. Read little fictional stories that are interesting to kids and really get their attention (interview, 9/5/91).

When she thought about teaching during her internship, the biggest difficulty Suzanne anticipated in teaching was providing enjoyable activities for students to do. She assumed that, as long as the students were having fun, things would go well for her in the classroom. Accordingly, she expected that her teacher education classes at the university would teach her how to provide the "fun" activities she sought. She expected that the hands-on experience in the classroom would be the most helpful training she could have, perhaps because her



earlier experience as a teacher assistant had such impact upon her. She seemed to value firsthand experience much more highly than what she might learn in her university classes.

My 250 class was just a bunch of . . . I was just really upset with that class. Well, really I enjoyed the class, I did well, but they really have you write so much about everything, and I think if you just experience it, you learn more. I think this going to schools is going to be really good for us because we get to experience it for ourselves, instead of just hypothetically speaking, this might happen, and this might happen. You get to see it. If we're actually there, and we see it happen, then I think I'll be a better teacher myself. We're going to learn about different ways to teach (interview, 9/5/91).

At the beginning of the semester, Suzanne had few ideas about how she would go about teaching reading in the middle grades. Her implicit notion of reading was that reading is a set of discrete skills, and that poor readers need work on the "elementary stuff."

With a nonreader, I'd probably start with the alphabet; break it down to very, very small things. Most kids know the alphabet, I guess, but I'd break it down, start with small words - dog, cat - start with elementary stuff. Let them have that, and go on to bigger and bigger things (interview, 9/5/91).

On the Teacher Beliefs Inventory (Konopak, Readence, & Wilson, 1991), Suzanne's beliefs and choices of preferred reading lessons were somewhat inconsistent. On the section related to beliefs regarding how one reads, Suzanne indicated agreement with the following statements:

If students are weak in one component important to the comprehension process, it is still possible for them to read and comprehend text material. (interactive)

Teachers should normally expect and encourage students to have different interpretations of text materials. (reader-based)

Teachers should normally provide instruction aimed at developing all components of the reading process. (interactive)

Teachers should normally discuss with students what they know about a topic before they begin reading the text. (reader-based)

Readers use a variety of strategies as they read the text - from sounding out unfamiliar words to guessing familiar words in rich context. (interactive)

On the section of the inventory indicating beliefs regarding how reading ability develops, Suzanne agreed with the following statements:

Students should receive many opportunities to read materials other than the textbook in the content areas (i.e., newspapers, literature, magazines, etc.) (holistic)

In deciding how to teach a text topic, teachers should consider the varying abilities of the students. (differential)

It is important to consider students' differing reading abilities when selecting and using text materials. (differential)

Opportunities should be created in the content areas to encourage students to read. (holistic)

Teachers should model how to learn from text material so that students gradually acquire their own independent reading strategies. (holistic)

Suzanne favored an interactive explanation of how reading takes place and a holistic explanation of how reading ability develops. For vocabulary and comprehension lessons, Suzanne chose reader-based explanations; she chose a text-based explanation for the decoding lesson. Clearly, Suzanne expressed conflicting views regarding reading and reading instruction at the beginning of the semester.

#### Suzanne's Initial Orientations

Using Strahan's Model for Analyzing Reflections on Instruction (1990), Suzanne's initial orientations can be described. Suzanne's orientations, primary and secondary frames of reference, and principles are listed in Table 2.

The data showed that Suzanne's image of herself as a teacher and her conceptualization of what she considered to be "a good teacher" shaped her expectations for her early field experience. Her frame of reference was that she considered herself a "natural" teacher who would listen to students, provide a support system, give advice and guidance, and explain content successfully. She felt that she would successfully use the same helping skills that she used in her personal relationships and her work as an RA to interact with her students.

Suzanne's orientation toward her students reflected her belief that being friends with her students was important. She felt that middle grades students were

Table 2

## Suzanne's Orientations and Frames of Reference

Beginning of Semester	End of Semester
Orientations toward Teaching	
(primary frame) A "good teacher" uses helping skills to develop friendships with students. 1. Listen to students. 2. Laugh and joke with students. 3. Provide a support system. 4. Be lenient.	(primary frame) A "good teacher" manages the classroom. 1. Establish authority. 2. Be firm, consistent.  (secondary frame) Good teachers get results. 1. Help students be successful. 2. Meet individual needs.
Orientations toward Middle School Students	
(primary frame) Students respond best to friendship from teachers. 1. Be their friend. 2. Teach them about adolescence. 3. Laugh and joke with kids.	(primary frame) Students need to be controlled. 1. Be authoritative. 2. Take charge.  (secondary frame) Students need guidance. 1. Help them cope with changes. 2. Be caring, compassionate.
Orientations toward Reading/Language Arts	
(primary frame) Learning should be fun. 1. Teach "fun" lessons. 2. Use "fun" activities.	(primary frame) Learning should be fun. 1. Teach "fun" lessons. 2. Use "fun" activities.
(secondary frame) Reading is a set of discrete skills. 1. Teach the basics.	(secondary frames) Reading should be integrated. 1. Teach skills in all classes.  Reading is an interactive process. 1. Call up students' experiences. 2. Make reading relevant.

particularly troubled because of the changes they undergo; therefore, she planned to make her classroom atmosphere easy-going and non-stressful. She realized that discipline problems might occur, and she planned to deal with them by "laughing and joking along" with the students. She seemed to be reluctant to identify herself in a traditional way, and she clearly wanted to be seen as someone who was open, lenient, and funloving.

Suzanne's views about reading instruction were inconsistent at the beginning of the semester. She expressed conflicting views on how reading develops, how reading takes place, and how to best teach reading. Her major concern was that the activities she chose would be fun for students, and she assumed that her students would be motivated to participate in lessons that facilitated their personal involvement.

As the semester progressed, Suzanne reevaluated some of her ideas about what constituted good teaching for the middle grades. Her assignments helped her to think about her work. Suzanne's reflections-on-action prompted her to alter somewhat her orientations toward herself as a teacher, toward her students, and toward teaching reading and language arts.

#### Suzanne's Orientations Toward Teaching

At the beginning of the semester, Suzanne felt very optimistic about her abilities as a teacher. She was

confident in her ability to develop good relationships with students and felt that this ability and willingness to be a friend to her students would facilitate her teaching. The early field experience in which Suzanne participated provided an arena for her to test some of her assumptions about teaching.

Suzanne was placed in an eighth grade language arts class with Mrs. B., a veteran teacher who had worked with student teachers and interns from UNCG on a number of occasions before. Mrs. B. was adamant in expressing her belief that preservice teachers learn best by spending time in middle grades classrooms. She indicated that the preservice teachers learn far more from the internship experiences than they do from university classes.

Interviewer: What do preservice teachers need to know about middle school students?

Mrs. B.: They need hands-on experiences in the classroom. They can sit in classrooms and get theory on top of theory, but they really don't know what it's like until they see what happens in the classroom. It's the best thing that could happen to any future teacher. They should come during their junior or sophomore year - even their freshman year. Because if you don't want to do this, you only have to stay in the classroom for a day or two to find it out. You only have to stay a while.

Interviewer: What can the university do to help prepare interns to be good teachers?

Mrs. B.: I feel that they, I know they have to have certain classes, but I feel that they will get more experience coming here than sitting through hours of

classes. Theory, to me, is good to know, but you really don't get the whole picture. So anything the university can do to give them more hands-on experience is good (interview, 12/9/91).

Consistent with her belief that experience is the best teacher, Mrs. B. gave Suzanne many opportunities to interact with the students. Although Suzanne's first teaching assignment, a writing process lesson for her language arts methods class, only required her to work with a small group, Mrs. B. had Suzanne to teach the whole class instead. Suzanne found this experience to be helpful.

When I told Mrs. B. that I had to teach a writing lesson to a few students for a few minutes each day spanning three weeks, I never imagined she would suggest that I teach the whole class. The thought had crossed my mind, but I didn't know if I was ready for that or not. Mrs. B. seemed confident in me, which made me feel more at ease about it, so I agreed. I believe that with fewer students this lesson may have gone a little faster, but I feel fortunate to have had the chance to see a variety of papers and realize the fact that there are many differences among seventh graders. I have taught for a total of three days and I have learned so much.  
(portfolio entry, 10/16/91).

Her previous experience as a high school student serving as a teacher assistant in an eighth grade classroom had lead Suzanne to think of herself as a "natural" teacher. The reality of working with middle grades students in a different setting caused her to question this orientation. As she gained some classroom experience in her internship setting, Suzanne faced difficulty maintaining order when she was in charge. She began to

believe that she must separate herself from the students in some way in order to maintain control. After teaching the writing process lesson, she reflected on this concern.

The only thing that really bothers me about this lesson is the fact that I don't feel like I have total control of the class. I try to ask them to be quiet, then I tell them to be quiet, but it's not very successful for long. My problem is that I don't know what I can and can't do or say. I believe noise is healthy and good when students are in a group environment and relevant issues are being discussed, so I can tolerate most noise - BUT there is a line and they have crossed it many times. Mrs. B. has to interrupt and ask them to get quiet a lot of the time. My methods of Mrs. NiceGuy don't work. Maybe saying, "If you want to act like second graders, I can treat you like one. I'll just have to take names." Then, if noise persists, I will write "NAMES" on the board, and if needed, a name will be added. My biggest problem is actually following through on a "threat." I will follow through from now on. Mrs. B. has agreed to help me (portfolio entry, 10/16/91).

After Suzanne had been an intern for a few weeks, she began to grow more comfortable with the role of being the teacher, and she began to see a need to redefine her relationship with her students and assume a more authoritative stance.

I feel more comfortable now when I teach. It took me a while to accept the fact that I was "teacher" and had to take control of the class (portfolio entry, 10/30/91).

At the midpoint in the semester, Suzanne credited the early field experience with teaching her how to teach. She



seemed to be developing a more realistic image of herself as a teacher. She recognized at this time that teaching was more complex than she had originally thought. When she was asked what she had learned about teaching during her internship, she replied,

It helps a lot because I would never be ready for this if I was thrown into it without having this experience first. It's great to be here and to know the problems. And you find out that you're not going to like it every minute (interview, 11/6/91).

Still, it was difficult for Suzanne to take responsibility for classroom management. She tended to attribute her management difficulties to the fact that the students did not accept her authority, but she was beginning to make a connection between her hesitancy to be authoritative and the students' reactions. Interestingly, Suzanne responded with a concern about discipline in nearly every question that was asked in her second formal interview on November 6, 1991. It was clear that she was reevaluating her notions about teaching.

Interviewer: How has your internship experience reminded you of your own experiences in middle school?

Suzanne: I guess I had forgotten how bad we were when substitute teachers came in. We would be so bad and so terrible. I think that's why I'm having trouble in controlling the class. My teacher is great; she's going to help me keep everybody quiet, because she knows I have a problem with that. I think it's because I'm not the teacher, and they know it. I didn't set the rules, and I don't know what I can say and what I can't say. But I guess anything goes when

you're trying to keep everybody quiet.

Interviewer: Would it be different if you were the regular teacher?

Suzanne: I used to think, oh, I'm going to be so much fun. I'm going to be so laid back. But I don't think that's going to work, at least not at first. Both of my aunts are teachers, and they told me that at first, you cannot let them get away with anything. You have to be real strict at first, and then you can let up. I think I'll have to be like that, because I couldn't stand it if they didn't listen. I'll be kind of strict at first, and then I'll get easier. Right now, they know they can get away with stuff, so they do (interview, 11/6/91).

By the middle of the semester, Suzanne's frame of reference in regard to herself as a teacher revolved around her need to have affirmation in this role. She wanted to be considered a "real teacher" by the students and by her cooperating teacher. When a student suggested that Suzanne might need to "yell at us to make us be quiet," Suzanne responded,

I shouldn't have to do that; I'm a teacher, you should listen to me (portfolio entry, 11/25/91).

It seemed to be very important to Suzanne that she receive affirmation from the students in the class. She clearly wanted them to consider her as the teacher. Rather than focusing on herself, as she had done at the first of the semester, Suzanne began to look to others -her students - for affirmation in her role as a teacher. Consequently, her orientation toward herself as a teacher shifted somewhat, and a primary frame of reference came to

involve getting results from her students. Since Suzanne tended to see the teacher as the "person with all the answers," her notion of good teaching became more focused on the successful transmission of knowledge. This frame of reference - a good teacher gets results - was implicit in the principles of practice Suzanne espoused during the second half of the semester.

Suzanne expressed surprise when the students quickly learned what she had taught, perhaps because she still had trouble seeing herself as a "real teacher," but she clearly felt that getting good results from the students was important. When they were successful with a task or a skill she had taught, she felt more like a "real teacher."

The greatest part about my grammar lesson is that when the students had their unit test, they got almost all of the questions in the context clues section right. Mrs. B. told them that she was very proud of them and of Ms. J. (Suzanne), and I was there! It was great because they clapped for me. I love teaching! (portfolio entry, 12/4/91).

When Suzanne completed the Teacher Efficacy Scale for as a posttest measure at the end of the semester, the impact of her early field experience was clear. There were some important changes evident in her responses. Although there was not a dramatic change in her score on teaching efficacy (from 23 to 27 out of 40) or personal efficacy (from 43 to 39 out of 60), the individual items on the scale reveal some important changes in Suzanne's beliefs.

For example, Suzanne's responses on the following items changed from a positive efficacy response at the beginning of the semester to a negative efficacy response ("Disagree somewhat") at the end of the semester:

When a student does better than usually, many times it is because I exert a little extra effort.

If parents would do more for their children, I could do more.

If a student masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept.

If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.

If a student in my class becomes disruptive and noisy I feel assured that I know some techniques to redirect him/her quickly.

If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.

Clearly, Suzanne felt some tension between her initial optimism about her abilities and the experiences she had during her early field experience when she realized how difficult it was to teach successfully. Yet, Suzanne still maintained at the end of the semester that she could "make it" in the classroom, and she still indicated that she could teach well and get positive results from her students with little further training. Suzanne indicated that a necessary part of getting results involved accommodating

students' individual needs. She recognized the need to plan for different learning styles and learning preferences among her students. She expressed the desire to meet as many individual needs as possible, although she felt unprepared to do that at this point in her training. She had trouble visualizing exactly how to manage differentiating instruction in a middle grades class. In her reading methods class, she learned about Gardner's Frames of Mind theory, and she suggested that knowing about this theory would be helpful to her in meeting individual needs. This information helped her reflect upon the need for accommodation of individual needs; still, she had not yet developed any clear notion of how to put the theory into practice.

I think that knowing and understanding the different frames of mind will help me so much as a teacher. By observing how a student learns and acts and works, I can help him/her learn easier. It's so scary knowing there will be so many different students in my class looking for me to guide them, but it's not going to be boring or monotonous because they will have individual differences (portfolio entry, 12/16/91).

In the lessons she taught during her internship, Suzanne did not make any special provisions for individual students although she expressed that doing so was an important thing for teachers to do (researcher's journal, 12/6/91). She tended to follow the example of her cooperating teacher, Mrs. B., who explained her practices

of meeting the individual needs of poor readers in the following way:

Interviewer: What can be done for poor readers in the middle grades?

Mrs. B.: Well, that's very hard; it depends on the individual because you do one thing for one student, and another thing for another student. My primary duty is, first of all, to make sure that they are comfortable with where they are. I try to give them as much individual attention as possible, and I use people coming in, like interns, to help with that. I do as much group work as possible because it's easier for them to respond in a small group. I also try to gear the exercises to the masses, because I have all levels in there. I try to make it something that all of them can feel successful with (interview, 12/9/91).

Interestingly enough, on a survey Suzanne completed to list some of the tasks in which she had participated during her internship, she checked "not at all" on the question, "Have you had a chance to teach lessons to individual students?" Suzanne also indicated that she "hardly ever" worked with small groups. There is little indication that she worked with individual students at all, although she had a great deal of whole-class experience. The classes in the school where Suzanne interned were homogeneously grouped; perhaps Mrs. B. did not feel there were enough variances among the students to differentiate instruction.

The crucial shift in Suzanne's orientations toward herself as a teacher seemed to be directly related to her early field experience. She viewed the internship as a very helpful learning experience, even though it was a

difficult time for her as well. When asked what the university could do to further prepare her for teaching, she replied,

The internship. That's great to prepare you. Especially starting earlier like we did; that's a great idea. It's better than taking all your other requirements and then doing student teaching (interview, 12/9/91).

Suzanne consistently praised her cooperating teacher, and she never expressed any criticism of Mrs. B.'s teaching strategies or personal interaction with the students. On the contrary, she described everything that Mrs. B. did in positive terms. She noted that Mrs. B. was very helpful to her, giving her ideas about how to teach certain lessons, helping her maintain classroom control, and giving her constructive criticism.

I've learned so much about teaching and the kind of teacher I want to be this semester. I feel very lucky to have been able to teach and have a role model (Mrs. B.), whom I respect so much, to teach me more than I could ever learn anywhere else outside of her classroom (portfolio entry, 11/27/91).

Mrs. B. was also complimentary of Suzanne's performance. Suzanne received a great deal of feedback and assistance from Mrs. B., and their relationship was a positive one throughout the semester. Suzanne requested to stay with Mrs. B. for the second semester internship, and Mrs. B. agreed that she could stay unless Mrs. B. was

assigned a student teacher. While Suzanne became more positive about her work in the internship, as the semester progressed she became more negative about her methods classes. She had expected to "learn different ways to teach" in her classes (interview, 9/5/91), but she did not feel that her classes had met her expectations. When she was asked how she had applied in her teaching what she had learned in her methods classes, her response was the following:

None really. I guess I have more than I realize. But I don't really understand what I've learned in there. Some of it, I had to learn it first, like the decision-making process, then I could use it in my class. But most of it, I don't really know. What I've learned is them teaching me first, telling me what to teach, and then me teaching it to my class. That's what I've learned (interview, 12/9/91).

It is interesting to note that, while Suzanne felt successful in teaching the lessons that were modelled for her, she did not credit her instructors for their examples. She failed to understand how to apply the principles from these lessons to other content, and seemed to view each lesson as a separate component rather than a part of a whole. She still had something of a "cookbook" approach to teaching.

Perhaps because Suzanne was so willing to accept without question whatever her cooperating teacher said or did, she was negatively influenced by her regarding the classes she was taking. It is also possible that Suzanne



was unable to make the connections between what she learned in class and what she did in her internship; if so, this may indicate that she required more concrete instruction than she received. For instance, once Suzanne began to struggle with classroom management, she wanted more concrete instruction from her university professors in classroom management. Since this was such a difficult part of the internship for her, she wanted help in dealing with it. Her instructors, addressing the students' needs, planned seminar sessions on classroom management. However, Suzanne felt that the strategies that were offered were inappropriate because they were geared more to elementary students than middle grades students.

I'd like more classes about how to control behavior; I know certain things don't work with every student, but there are certain things that are likely to work. Even going to classes and looking at classrooms through mirrors - or videos. I would like to have our classes separated from elementary people. When we watch videos, we watch elementary videos, and I just don't feel like everything that's right for elementary is right for middle school. Elementary students are different. Like Dr. M. told us, tell them what they're doing and they'll stop. But middle school student would just say, "Yeah, I'm taking. So what?" And they'd get louder. And they're so much bigger and they know much more about the world. They're going through so much (interview, 12/9/91).

Suzanne clung to the belief that there were answers to her problems with classroom management, if she could just get someone to tell her how to do it. She seemed frustrated that she was not given any failsafe approaches to classroom

management.

The practical classroom experience she received during the internship and the lessons that she was required by her instructors to teach provided the impetus for Suzanne's orientations toward teaching to evolve. She enjoyed the early field experience so much that she felt ready to cope with teaching on her own at the end of the semester. The experience with students reinforced her belief that teaching middle grades students would be an exciting and rewarding career.

I'm ready. It's great! I'm excited about teaching. This (early field experience) is going to make me a great teacher, and having Mrs. B. is just the greatest thing that could ever happen. They're (the students) just great, and I can see something in every one of them. They're just so special, and that multiculturalism is great. I love it! (interview, 12/9/91).

#### Suzanne's Orientations Toward Middle Grades Students

As the semester progressed, Suzanne's frames of reference regarding middle grades students evolved (see Table 2). She maintained the belief that middle grades students are in a period of transition, changing in physical, intellectual, emotional, and social ways. She continued to believe that a teacher's caring and listening were important to help middle grades students deal with their transitions. The significant change was that she no longer believed that she could or should be "friends" with

her students.

Interviewer: What are the most important things to know about middle grades students?

Suzanne: They're changing. They have a lot of things on their mind, and it's not really their fault. Their bodies are changing, and everything is changing. That's the most important thing (interview, 11/6/91).

Being with students on a regular basis reminded Suzanne of her own experiences as an early adolescent.

I love middle school. It reminds me of how we were. They've got boyfriends and girlfriends. Now they've got picture, and they want each other's pictures. It's so cute. It reminds me of me. It's really interesting to me to see how they act. I remember being real concerned with what other people thought; I didn't see it at the time, but I do now. Peer pressure was so important (interview, 11/6/91).

Recalling her own experiences seemed to help Suzanne in her progress toward accepting her role as a "real teacher."

Suzanne began to identify more with the cooperating teacher and thought of herself more as the teacher. She began to separate herself from the students and attempt to take control of classroom when she was teaching. She realized that she could not be the friend to her students that she had anticipated she could be at the first of the semester.

Nowadays, they don't listen. If my teachers had said to shut up, we shut up. But they don't. Now, if it's really important to them, they just keep on going. They don't really care what you say. I guess it depends on the teacher, too. They listen to my teacher; she turns the lights on and off, and they pay attention. But I have to raise my voice with them. I guess if you just get real loud and tell them to be

quiet, that's what it takes. It worked for me (interview, 11/6/91).

Once Suzanne determined that she needed to draw a line between herself and her students, she struggled with where the line should be. She wanted to be liked and accepted by her students, yet she realized that she could not be "one of them" either. When asked what she would need to change about herself in order to become a successful middle grades teacher, she replied,

Being strict! I just have a lot of trouble keeping them quiet. My teacher left class today, and she said she had to go get some more forms and told me to keep the noise down. I had to write a paper on this writing lesson for my midterm exam, and what I said in there was noise control, and what I need to do was set some rules and tell them I'm going to do it, and then really follow through and do it. That's my problem - I don't really follow through with it, and they pick up on that fast. When my teacher read it, she laughed, and said how good it was. She said that it was good that I realized that I did have a problem in that area and that I was working on it. So when she left the room, they started getting loud, and I said, "Be quiet," but they didn't listen, so I said, "I said BE QUIET!" really loud. I sounded just like my mother. All these kids were looking at me, and their eyes were real big. They didn't know what to think. But they got quiet for a while. Until next time (interview, 11/6/91).

An especially important incident occurred in early November while Suzanne was teaching a writing lesson.

They're presenting their papers in groups on Friday, and I told them they could be as creative as they wanted to be. One did "How to Break the Rules and Get Away with It." They wanted me to play the teacher in their presentation. It's about the school that got sucked under. The teacher's chair gets tipped over on

the floor, but I don't know if I should do it or not. I don't want to do their job, and I don't know if I should look like that in front of the class (interview, 11/6/91).

Suzanne struggled with the decision for a few days, and sought advice from her peers and from her team mentor. Her dilemma was a major topic of discussion at a peer group meeting at the school (researcher's journal, 11/8/91). Finally, she decided not to do it because she wanted to maintain her image as the teacher, and she felt that it would be too undignified for a teacher to appear that way in front of the class.

Suzanne continued to gain experience teaching the whole class, and she experimented with some other ways to manage students' behavior. At the end of the semester, Suzanne had reconciled somewhat her need to be liked with her need to be seen as "a real teacher." She still believed that middle grades students needed a caring and compassionate teacher in order to cope with the transitions they undergo.

Interviewer: What have you learned about middle grades students?

Suzanne: They're great. I love them. They've got so much going on, but the more I'm with them, the more I can get to their level, and the more I can communicate with them. You don't really realize how much they like you. Like today, I was leaving, and they acted real hurt. I gave them candy and they all clapped, and they were leaving, and this one guy hugged me, and they all started hugging me then - a chain reaction. They're not bad if you just talk to them, not at them. Let them know you care. That's hard to do at first,

because you've got these defenses built up - you know, I'm the teacher, but you don't really have to do that. You have to have this line where they know you're the teacher and they also know you care about them. You can talk to them and they can talk to you. It's so neat to hear what they have to say (interview, 12/9/91).

Suzanne's early field experience was valuable for her in that it gave her considerable experience working with early adolescents. Since her cooperating teacher valued students and understood their developmental characteristics, Suzanne was able to observe an inviting classroom in which students were respected. Mrs. B. proved to be an excellent role model in interacting with middle grades students. It was evident that she liked early adolescents and got along well with them. In her interview, Mrs. B. reflected upon her experiences with middle school students.

Interviewer: What personal characteristics help you be a successful middle school teacher?

Mrs. B.: I love children; I'm dedicated. I don't give up, not ever. I just keep on until they meet my expectations. I have high expectations, but no higher than I think they can reach. I like order, but not so much that they come in the classroom and never speak - I can't deal with that. But I do want them to think I'm serious when I am serious. As long as they can get down to business when I'm ready for them to do that, I am satisfied. In school, the ultimate concern is for the students. A middle school teacher has to be very flexible. You have to love children and be concerned with what they bring to the classroom (interview, 12/9/91).

Following her cooperating teacher's lead, Suzanne

also expressed a sense of caring and compassion for her students; the significant difference at the end of the semester was that she realized she could be friendly to her students without being their friend.

#### Suzanne's Orientations Toward Reading/Language Arts

Suzanne's orientations toward reading/language arts did change dramatically during the semester. She felt at the beginning and at the end of the semester that "fun" activities were important for middle grades students. Her growing awareness of the characteristics of middle grades students and her increasing knowledge of appropriate instruction fostered a new concern regarding the integration of subject matter.

During her early field experience, Suzanne taught a decision-making lesson that had a reading component, and she taught a lesson on context clues. In the school in which Suzanne taught, the reading classes were separate from language arts classes. The reading classes basically concentrated upon literature, often from a basal reading series. Suzanne's cooperating teacher taught language arts, a class that focused upon the conventions of grammar, writing, and spelling.

At the end of the semester, Suzanne had clarified somewhat her frames of reference regarding reading instruction; this seemed to be largely a result of her

reading methods class. The class was designed to help preservice teachers learn to accommodate the particular needs of early adolescents, and instruction centered on identifying materials and approaches that would be most appropriate for middle grades students. This approach was evident in the language arts methods class as well, yet Suzanne had difficulty applying her instructors' lessons to her own teaching. She seemed unable or unwilling to question any of the practices or procedures she saw occurring in the middle school in which she interned. For example, she expressed frustration that she did not get concrete instruction on how to teach the conventions of grammar (researcher's journal, 12/6/91), yet she never questioned the practice of teaching parts of speech or elements of sentences in an isolated fashion, even though her professors were clearly opposed to this approach. She had not yet begun to consider the cognitive abilities of middle grades students or their intellectual development in planning her lessons or in questioning the appropriateness of the curriculum. In this aspect, the early field experience may have been an influence that was more negative than positive, and the influence of the university classes was not strong enough to counter the impact of the "real-life" classroom.

Suzanne maintained her belief that reading instruction was important in the middle grades. She seemed to be



unclear about how to integrate reading/language arts in her instruction, even though she recognized that it was important to do so. She still viewed reading/language arts in terms of discrete skills rather than tools to facilitate communication in all content areas.

Suzanne: I haven't taught any reading, except at Halloween. They had to read something then. I think it's really important. I probably will put a lot of reading into what I do in the classroom. They need to know about reading.

Interviewer: Is there a place for reading in your other content area, math?

Suzanne: Sure. Becky is doing word problems now, and that takes reading. That's good to help them understand what's going on in their minds.

Interviewer: What have you done to work with poor readers during your internship?

Suzanne: I've worked with somebody who doesn't write very well. I don't know what that has to do with reading, but she has a lot of trouble spelling and stuff. When they were working in groups, she did the writing, and she misspelled a lot of words. She said it wasn't her, but I think it was. It really embarrassed her. She doesn't want to seem like she can't do it in front of them, but she needs help.

Interviewer: How could you help her?

Suzanne: I don't know. If I were the teacher, I'd probably have her to write a lot more, and check her papers, and tell her what's wrong. Maybe give her some lists of words to learn to spell. She just misspells words that are commonly misspelled, and it's not her fault. Lots of people have trouble with them (interview, 11/6/91).

Suzanne's most prevalent frame of reference regarding reading/language arts throughout the semester was that the

activities selected by the teacher should always be relevant and fun for the students.

I really liked this lesson. It was fun to teach something that students - everyone could relate to. The kids really liked the story, which made them even more willing to do the work (portfolio entry, 11/4/91).

I think my lesson went fairly well. They (the students) are so great with answering questions. I feel that we have a "fun" class atmosphere. I try to give them positive reinforcement when they offer me answers. I'm glad I chose the Halloween topic, because the students were interested and excited about my lesson (portfolio entry, 11/27/91).

Suzanne's conviction that interest was so crucial may have been related to her own learning preferences. As a class assignment, she wrote a study profile of her own work habits. She noted that her own success in reading was dependent upon her level of interest in the material.

It's hard for me to take the time to read, especially when what I read is not interesting to me. While I was reading for one of my many classes that require lots of reading, I found myself wanting, so much, to quit - I wanted to put down the book, but I couldn't. This story was BAD, too. I made myself read, though, and tried to make it interesting. I wish everything was interesting to me. I'd probably read a lot more and make better grades if that was so! (portfolio entry, 11/27/91).

Suzanne did begin to clarify her theoretical orientation regarding how one reads and how reading ability develops. In October, Suzanne completed an activity in which she was to decode a passage written in unfamiliar symbols. She reflected upon how she viewed the reading

process:

As I sat in my desk staring at my next assignment, I became confused. All I saw were a few pages of pictures and captions that I couldn't read. It made me think about those students who have a hard time reading. I began to read by using the pictures I saw. Once I associated letters with symbols, any repeated symbols became more and more easy to pick-out. Then, sequences of symbols became easier to read. When I came across "hard" words - ones that weren't very common - I had some trouble. I found myself referring to the pictures, and what was going on in the story, and also the sentence structure. This assignment was great for helping me realize how I read and also how younger students read. It must be so hard for those illiterate people. Everything looks like symbols to them except for those few words they see that they already know (portfolio entry, 10/28/91).

Suzanne thus described an interactive approach as her own reading strategy. This orientation was also evident in her final exam in her reading methods.

For this assignment, Suzanne described how she would teach a passage entitled "Technology Close-Up" in a way that would guide students' comprehension of the key ideas and terms in the passage. She indicated that she would bring relevant materials, examples of the technological advances discussed in the article, to class in order to stimulate the students' interests and prior learning. She suggested that this strategy would help them become interested in "what the real history is."

"Pushing" them to become interested and motivated helps them make predictions and, in turn, makes them want to learn about technology (portfolio entry, 12/16/91).

Suzanne indicated an interactive theoretical orientation toward reading when she noted,

Words are used to communicate ideas. You are only able to follow an idea when you can associate the meaning with the given words. When you read words for which you have meanings, comprehension seems natural and effortless. When you read words for which you lack meanings, your comprehension is impaired. In order to read fluently and understand what has been read, a student must know the definitions to every word - or know how to discover its meaning. If students are taught how to discover the meaning to words, reading will be easier when "hard" words come into view (portfolio entry, 12/16/91).

She went on to describe a lesson that focuses on context clues, followed by having the students read the passage and then answer comprehension questions. The questions she suggested were both text explicit and text implicit. The next step in her lesson was an enrichment activity "to help them use what they learned." The final element of the lesson included review questions and a test.

Since Suzanne's lesson and commentary both indicated an interactive view of reading, it seems that she began to clarify her orientations about the reading process and reading instruction. Quotes from the textbook and her use of ideas discussed in class indicated that the reading methods class played an important role in her thinking about how to teach reading. Several important issues related to this topic remained unclear, however. For example, another question on the exam required Suzanne to

discuss literacy development among diverse learners.

Suzanne's ideas about this topic were limited. Although she recognized the need to vary her instructional practices to accommodate diverse needs, she did not yet have any concrete notions of how to accomplish this difficult task.

### Summary

Suzanne began the semester with great confidence and optimism about her abilities as a teacher. Based on her experience in high school as a teacher assistant, she considered herself to be a "natural teacher" and a "fun person" who could motivate students successfully and build close, personal relationships with them. The tensions she experienced throughout the semester involved classroom management and developing a deeper understanding of the curriculum she taught.

Suzanne fit the profile Calderhead (1988) described as a preservice teacher who believed she needed little formal training to be successful. She looked upon her university classes as an opportunity to learn different methods and strategies, but she expressed no inclination toward questioning the curriculum or its implementation. An important change occurred in Suzanne's orientations toward reading/language arts; by the end of the semester, she began to clarify her theoretical orientations and expressed an interactive view of reading/language arts.

Julia

Julia was a twenty-year old Caucasian from a small North Carolina town. Her work experience included stints as a retail salesperson and a secretary for a landscaping service. She had worked in a day care center for two years, and she was an experienced babysitter.

Julia wanted to teach middle school students because of the needs she identified among early adolescents.

Middle school is a crucial time for most kids. They need positive role models and understanding adults to talk to. I like to feel needed. I love kids so much. I want to help them (Teachers in Training Profile).

She had entered teacher education with some clear goals in mind. One of those was to become a different type of teacher than the kind she remembered from her own experiences in the middle grades. She remembered having "terrible teachers, real bad teachers!" (interview, 9/5/91). Julia wanted to be viewed in a very different light.

I want to be a different teacher than the kind of teacher I always had. Kids need a teacher that they can talk to and trust. I want to be that teacher. I want to be the positive role model that the students look to for guidance (portfolio entry, 9/16/91).

Julia had thought a great deal about what she would do to become her image of an ideal teacher. In order to meet her students' needs, Julia believed that she would have to be understanding.

A "good teacher" must be able to understand that middle grade students have a lot going on in their lives besides school. This teacher must be easily accessible to the students (Teachers in Training Profile).

Based on her own experiences, Julia indicated that good teachers should foster a loose structure in their classrooms. Being relaxed and giving students choices were important to her. She did not plan to be authoritarian in her approach.

I had a good language arts teacher in eighth grade. This was my first guy teacher, and he was good. It was like, "Read it if you want to. If you don't, you'll fail." That was good because I had always been pushed to read, but he gave us choices. That means a lot, especially in eighth grade. We weren't supposed to chew gum, but he let us chew gum. There were a lot of choices (interview, 9/5/91).

Julia felt that she had many of the personal characteristics that would help her create a relaxed atmosphere in her classroom.

Interviewer: What personal characteristics do you have that will help you be a successful middle grades teacher?

Julia: I hope that I'm real open-minded. Sometimes I'm not, but I want to be the kind of person they can come to and talk to. I want to think that I'm interesting, that I could speak well with them and understand. I want to be one of those "fun" teachers that I had. I don't want to be rigid and strict. I don't want to have a real tight classroom. I want them to come to me and talk to me. I want to be like that eighth grade teacher I had. It's important for them to have fun. I want to be real relaxed; I want them to be able to talk and not raise their hands all the time. I want us to be able to have open discussions. I don't know how successful I'll be at that, but I am going to try to have a real open room (interview, 9/5/91).

Julia also believed that it was important for middle grades teachers to listen to their students without giving a great deal of unsolicited advice. She indicated that early adolescents simply refuse to respond if the adult to whom they turn is too opinionated.

You must be understanding - very. And not very opinionated. Be open and willing to talk about anything. You should be somebody they can come to. That's one thing I'll have to change about myself. I am somewhat opinionated at times. I like to preach. I don't want to do that, especially in middle school, because they don't want to hear that, they hear that at home. But I still feel like, sometimes you have to tell them, because if they do something later that I don't like, I'll feel guilty if I don't tell them. Like my little brother - I lecture to him and all his friends, and they get to where they don't listen. I'll have to preach a little less (interview, 9/5/91).

Julia realized that negotiating relationships with early adolescents was often difficult, but she clearly valued building good relationships with her students. One of her prime concerns was that students enjoy being in her class.

I always hated being in real strict classes, and I don't want kids to hate being in my room. I just want them to enjoy themselves (interview, 9/5/91).

This image of Julia's was especially important to her because of her belief that teachers have great impact on their students. This was such a concern of hers that she sometimes feared that doing or saying the wrong thing would irreparably harm one of her students.



I am very excited about meeting and teaching my future students. What I am afraid of is the responsibility I have to those students. I had no idea what an impact a single teacher can have on a student's life. Teachers can damage a student's whole outlook on education for the better or for the worse. I can now see the affects of the good and bad teachers I had in my past (portfolio entry, 9/16/91).

Julia obviously considered teaching to be a complex and difficult task. She was excited about her classes and about her internship, and she felt that all of these experiences would help her become a successful teacher.

Methods classes teach you how to deal with reading and writing, so maybe I'll learn how to teach different than I learned. I'm having a real hard time with that right now, because it's not the way I learned it in school, and I always thought that you just taught the way you were taught, but they're changing so many things now. I'm really interested in this (teacher education) program. It's going to be good for me. Especially with Dr. S. and Dr. M. both. They're both such good speakers that maybe I can learn to be a better speaker, too, and keep the students' interest a little more. The internship will be great because we're going to have to plan our lessons and teach. I'm looking forward to it (interview, 9/5/91).

Julia was careful to note that the reason she wanted her class to be loosely structured was because early adolescents would be more likely to respond in a relaxed setting. She recognized that middle grades students were often preoccupied with their own concerns.

The most important things to know about middle school students are the physical and emotional changes they're going through. They're not thinking about content, they're thinking about the other things that are going on. You have to know how to keep their attention and still teach them. It's hard to do; I haven't figured it out yet! (interview, 9/5/91).

Because of the other things going on in their lives, JuJulia believed that she would have to plan interesting, relevant activities in order to motivate her students. She did not consider them to be intrinsically motivated, and she planned to tailor her instruction to accommodate their interests.

Nothing is very successful if they're not interested. Like in reading - my experience has been that it's not very successful. They give you a stack of books, and they tell you to read them, and kids aren't interested. I think that kids should choose the books they want to read and not have so much instruction. Teachers push them all the time to read, and I just wish they had more choices. In middle school, you can't change them very much, just try to get them interested. It's real important for them to be interested, because they won't read it if it's not. They have ways to get around things in middle school (interview, 9/5/91).

Julia wanted her students to be excited by what she taught, and she wanted them to become personally involved in their learning. In analyzing a videotape of a middle grades writing lesson, Julia noted,

I felt that this lesson was very boring. It reminded me of many lessons I had in elementary and middle schools. I picture a successful lesson as one in which the students are excited about what they are learning and eager to share it. These students looked like they were ready to take a nap (portfolio entry, 9/9/91).

Julia did not want her students to feel disconnected from what they were learning; she felt that personal involvement, not "teacher-pleasing" was important.

I felt like she spoon-fed them. The next day, I bet, she received stories very similar to her own with the same adjectives and main ideas that she used. I would want the students to be more creative. I would try to find a way to get them more involved. The kids looked bored to tears! (portfolio entry, 9/9/91).

Based on her own experience, Julia felt that it would be harder for her to involve culturally different children in their learning. She indicated that her notion that "lower income" children were less likely to be successful readers, and she was eager to learn how to meet their needs.

Interviewer: What do you expect to learn during your internship?

Julia: It's going to teach me how to deal with different kinds of children. Especially in my area, everybody's white, middle class. In the Greensboro area, it's not like that; there are lots of lower income children, and I need that experience. I'm hoping I'll learn how to deal with different kids. Like in my area, I probably wouldn't have to deal with a kid who couldn't read, but I'll probably have that in my class, so I'm hoping I'll find out what to do.

Interviewer: So, in your experience, there were no children in your classes who could not read?

Julia: Not that I know of. Like when we read aloud, no. I was always in academic classes, but when we read aloud you could notice then who could really read and who couldn't. I never knew anybody at school who couldn't read (interview, 9/5/91).

Julia's implication about underprivileged children was not prompted by any negative feelings about students; on the contrary, she was very concerned about the needs of individual students, particularly those who had come from less advantaged situations. In her introductory teacher

education courses, Julia had become aware of some important issues, and she obviously wanted to apply her knowledge to her interactions with her students.

I am also afraid of forgetting what I have learned. My foundations class was a critical class for me. It addressed and dealt with issues that I had no idea would face me as a middle school teacher. I hope I can remember how important issues like tracking, racism, and the hidden curriculum are. I do not want to be in front of my class and realize that I am contributing to this already existing system (portfolio entry, 9/16/91).

Because of her concern for all students, Julia was determined to facilitate their success. She chose language arts as her concentration because she felt she had been successful in writing, and she seemed to feel that she could provide the kinds of interesting, relevant instruction she felt was important in teaching reading/language arts.

I may not speak very well, but I have always been able to write well, grammatically well. It has come easy for me and I would enjoy teaching it to students (Teachers in Training Profile).

She equated writing with correct usage in the conventions of grammar, but she felt that the skills she valued could be taught well in interesting ways.

At the beginning of the semester, Julia's beliefs about reading were relatively well established. On the Teacher Beliefs Inventory (Konopak, Readence, & Wilson, 1991), three of the five statements she chose as being reflective of her beliefs were reader-based; therefore,

according to the inventory score, her theoretical orientation regarding how one reads was reader-based. Julia agreed with the following statements on the inventory:

Before students read the text, it is often useful for them to discuss experiences involving the topic being studied. (reader-based)

If students are weak in one component important to the comprehension process, it is still possible for them to read and comprehend text material. (interactive)

Teachers should normally expect and encourage students to have different interpretations of text material. (reader-based)

Students' background knowledge and experience play a major role in their comprehension of a text. (reader-based)

Readers use a variety of strategies as they read the text - from sounding out unfamiliar words to guessing familiar words in rich context. (interactive)

Her beliefs regarding how reading ability develops differed. She chose two reader-based statements, but the majority of her responses were interactive/differential in theory.

Students should receive many opportunities to read materials other than the textbook in the content areas (i.e., newspapers, literature, magazines, etc.) (reader-based/holistic)

In deciding how to teach a text topic, teachers should consider the varying abilities of the students. (interactive/differential)

It is important to consider students' differing reading abilities when selecting and using text materials. (interactive/differential)

Opportunities should be created in the content areas to encourage students to read. (reader-

based/holistic)

Not all poor readers benefit from more direct and structured learning experiences.  
(interactive/differential)

Julia was very consistent in selecting lesson plans from the three choices provided for each of three areas: vocabulary, decoding, and comprehension. She chose reader-based plans for all three areas. From her inventory responses, it is clear that Julia recognized the importance of students' experiences and interests in planning instruction for them; she also valued accommodating individual needs and abilities.

#### Julia's Initial Orientations

Using the above data and Strahan's Model for Analyzing Reflections on Instruction (1990), Julia's orientations at the beginning of the semester under study were analyzed, as indicated in Table 3. Regarding Julia's initial orientations toward teaching, her primary frame of reference was that good teachers facilitate loosely structured classrooms, and her secondary frame of reference was that good teachers are understanding and open. Julia's primary frame of reference regarding middle grades students was that they need motivation. Regarding reading/language arts instruction, Julia's primary frame of reference was that reading/language arts should be relevant to the students' lives and interests, and her secondary frame of reference was that reading/language arts are reader-based skills.

Table 3

## Julia's Orientations and Frames of Reference

Beginning of Semester	End of Semester
Orientations toward Teaching	
(primary frame) A "good teacher" has a loosely structured classroom. 1. Be relaxed. 2. Do not stick to rules. 3. Do not be rigid. 4. Do not insist that students raise their hands; have open discussions.	(primary frame) A "good teacher" is an authority figure. 1. Be more reserved. 2. Be the teacher, not just another friend. 3. Draw a line between teacher and students.
(secondary frame) A good teacher is understanding. 1. Be open. 2. Be willing to discuss anything. 3. Listen to students.	(secondary frame) A good teacher is flexible. 1. React well to the unexpected. 2. Assume many roles.
Orientation toward Middle School Students	
(primary frame) Students need motivation. 1. Do not preach too much. 2. Help them though a stressful time. 3. Plan interesting lessons.	(primary frame) Students need motivation. 1. Help them deal with the changes they undergo. 2. Plan interesting work.
Orientation toward Reading/Language Arts	
(primary frame) Make instruction relevant. 1. Relate to students' interests. 2. Encourage personal involvement in learning. 3. Choose "fun" activities.	(primary frame) Make instruction relevant. 1. Relate to students' interests. 2. Facilitate personal involvement in learning. 3. Choose fun activities.
(secondary frame) Reading/language arts is a reader-based skill. 1. Call up prior experiences. 2. Encourage reading across the curriculum.	(secondary frame) Integrate reading/language arts. 1. Integrate to save time. 2. Teach for depth. 3. Avoid superficial skills.

As Julia participated in her early field experience and her initial teacher education courses, her orientations evolved in response to her experiences and to the things she learned. The following section describes some of the changes that occurred in Julia's frames of reference as the semester progressed.

#### Julia's Orientations Toward Teaching

Julia was assigned to an seventh grade language arts teacher in a large middle school in the local city school system. The school had a diverse student population, and the language arts classes were homogeneously grouped. Julia's cooperating teacher, Mrs. S., had taught middle grades language arts for several years. She and Julia were a good match in many respects. They shared many of the same ideas about teaching, especially the importance of caring about students.

Interviewer: What is the most important thing to know about middle school students?

Mrs. S.: You must show these kids you care about them as individuals. Getting involved with the kids, finding out what their needs are and meeting them however you can is important. Getting into the kids' lives, finding out what you can do to help them.

Interviewer: What personal characteristics help you be a successful middle school teacher?

Mrs. S.: I care about the kids. Knowing how the kids feel - that the least little thing upsets them. Having compassion and understanding, having that caring, caring what happens to them. I think back on the things that I did or said to kids, and I can't believe I did that! (interview, 12/5/91).



Julia was excited about beginning her internship in Mrs. S.'s classroom, and she began this early field experience with great anticipation. Early in the semester, on the second day of Julia's internship, an event occurred that had a dramatic impact on Julia's orientations.

As I stood in front of my car looking at this cold brick building, I wondered if I should even go in. The last time I was here something happened that changed my whole perspective on teaching. If I live to teach 30 years, I will never forget the day that I truly realized something new about teaching (portfolio entry, 10/1/91).

The important event that occurred that day was a fight between two students. A substitute teacher was in the classroom on that day, so Julia had assumed the hall duty between classes. Julia had vivid memories of what happened.

A crowd had gathered at my door and I heard loud voices screaming. My first thought was that the substitute had let the kids get a little out of control. As I pushed by some of the students, I could hear the usual foul language and obscenities. A million things raced through my mind in those first few seconds. I knew that if I allowed this to continue, it would be a long year of struggle between the students and I. I had to make an impression on them. I walked right up into the middle of this now huge crowd and announced that this fight was over and that every student needed to report to his or her classroom (portfolio entry, 10/1/91).

Since Julia is smaller in stature than most middle school students, and since the students did not know and probably did not care who she was or why she was there, her orders were completely ignored. In fact, she was pushed by the

students away from the crowd.

"Some impression I made!" I thought. I eased off at the first sign of trouble. It was then and there that I realized my job was much more than teaching language arts and love them through the seventh grade. I have to be the authority figure that they would have listened to. Where is the balance between authority and friendship? Right then, I set about earning these students' respect. I decided that I would never again be put in that position without being confident enough to handle it (portfolio entry, 10/1/91).

This experience seemed to shape Julia's feelings about her students throughout the remainder of the semester. In fact, she mentioned the event several times throughout the semester and discussed it in her second and third formal interviews. She was convinced that she needed assume an authoritative stance among her students, yet she wanted to remain a friend to them as well. This tension was evident throughout the semester.

Interviewer: Do you think the students consider you to be a teacher now?

Julia: Yes and no. I want to be seen as a teacher, but I want to be seen as somebody who's learning instead of an authority figure. I don't want them to be scared of me; I want them to talk, and I want to be their friend, a positive in their life. Because I'm not student teaching yet; I'm just here to learn. I'll just worry about that other stuff later when I have to. Mrs. S. makes it easy for me to do that - come in and be their friend. But then she makes me take a step back and be the authority figure sometimes. She loves for me to get up and teach. And that's kind of hard - moving from that friend role to that teacher role. Sometimes they do or say something funny, and I just want to die laughing, but I can't.

Interviewer: How do you think you will cope with classroom management during student teaching?

Julia: I don't know. I guess I'll have to be different - more reserved and more conservative. I won't be able to laugh so much and talk so much with them, but I don't want to give that up right now. I want to be able to laugh and talk with them and just have fun. Since I'm only here two days a week I can see they take advantage of me, but I'm not the teacher; I'm not with them here all the time. I can see that becoming a problem later (interview, 11/5/91).

Julia was feeling a great deal of tension between her two roles at this time during the semester. She was still unwilling to give up the student role, even though she obviously recognized the need to do so. It was as if she did not understand how to be a friendly teacher instead of being a friend. She had observed some other teachers as they tried to "draw a line" between themselves and their students, and her observations were rather astute.

I know I said before that being their friend was "good teaching" in the middle grades, but I can see now that good teachers are friends with their kids, but there's still this line - just a fine line. And you can't cross it. It's hard to explain the difference in teachers who do it and teachers who don't. Some teachers give a multiple choice test every day and have a lot of interaction, but they still have a distance from their kids. But it's hard to know where to draw that line. It's hard to get their attention when you've been cutting up and talking with them. But Mrs. S. is a really good teacher, and I try to look at her and see the things she does. She comes across as being mean sometimes when she has to, but I know she's really heartbroken over something a kid did. She just can't show it to them - she's got to make them think she's mad at them. I didn't realize it was so much discipline, but it is (interview, 11/5/91).

Julia continued to teach whole-class lessons, even though she was sometimes "terrified" by getting up in front

of the class. She felt as though she made some progress in understanding where to draw the line between her and the students, but even at the end of the semester, she was not fully ready to let go of the student role. She speculated that things might be different, perhaps easier, in the next semester of her internship.

Interviewer: What will you do differently next semester?

Julia: I want to concentrate on the kids more. I want to be introduced and brought in right away. I don't feel like a part of the class; I feel like I'm just a visitor there two days a week. I want to be part of the class.

Interviewer: Which part do you want to be?

Julia: Somewhere between the student and the teacher. I don't want to be the teacher yet, and I don't want to be all the way on their level. I want the kids to feel important, too. I want them to feel that, "She's learning from me," instead of, "What's she going to make me do next?" I've still got a lot of problems with teaching - a lot of discipline problems. I've been saying that same thing all along. I try to be so nice, and it's not working. So I need to be stricter. I'm still going to be a good teacher, I think. I just need more experience. (interview, 12/5/91).

Julia's notions of what constituted "good teaching" had clearly expanded, but she maintained her belief that being open, friendly, and not too rigid was vital. At the end of the semester, she was still trying to determine where she should "draw the line."

Interviewer: How would you define "good teaching" for the middle grades now?

Julia: Flexibility and understanding are so important. You have to have those, but you still have to be stricter than I thought at first. I don't know

what it is, but it's some kind of line that you can't cross, and on the one side, you have to be really, really friendly; on the other side, you have to be really, really strict. There's a balance, and I haven't figured it out yet, but maybe I will. I see a lot of teachers, and they're all the way on one side - all the way friendly and cuddly, and that doesn't work. Then on the other side, some of them are too strict, and that doesn't work either (interview, 12/5/91).

Besides her concerns about classroom management, Julia also found that teaching was a more complex enterprise than she had originally anticipated. She found that things happened on the spur of the moment, and that the way she reacted to these unplanned events was important. She began to expect the unexpected from her students. She began to observe how her cooperating teacher, Mrs. S., handled unpredicted events. Mrs. S. suggested that flexibility was an important characteristic of successful middle school teachers in dealing with the unexpected.

Mrs. S.: A teacher who is understanding, flexible, able to start one thing and turn in midstream and go in another direction, one who is not totally hellbent about getting through a lesson, because there are times when kids have questions, or don't understand, or need clarification (interview, 12/5/91).

As Julia worked with the students, she found that she could not always predict what they would do or say, or how they would react to different situations.

Interviewer: What are the most important things you know now about middle school students?

Julia: They're so unpredictable! There's on kid who, whenever I look at him, will either cuss me out or cry - I never know which, so now I just don't know whether

to ignore him or hit him! (interview, 11/5/91).

Julia began to realize how different her students were. She sometimes felt overwhelmed by all the needs that her students had. She had not expected to have so many roles to fill as a classroom teacher, but she gradually realized that teaching entailed more than just presenting a lesson.

They're going through so much - so many pressures. Some of the things they're dealing with - I had no idea they'd be facing so many things. It's hard to remember that. I guess I went through it, too, but I can't remember. I had one kid last week who lost both his parents in a car wreck. Another one had somebody shot at his home. I just never dreamed about those kinds of things. You just have to be really open, and flexible enough to try to keep their attention. You make them do their work, but you're playing so many different roles (interview, 11/5/91).

As Julia gained more experience in the classroom, she attempted to find ways to deal with their different personalities and reactions. She found that she could not always plan everything in advance, and that sometimes she must react according to the circumstances.

Interviewer: What characteristics helped you be successful during your internship?

Julia: Flexibility - that's real important. When you're dealing with all these personalities in the classroom, you can't be real strict and straightforward; you've got to bend a little. You can't expect them just to bend to your ways all the time. Flexibility and understanding are so important. You have to have those (interview, 12/5/91).

Because Julia wanted to be understanding and kind to each of her students, she was particularly concerned about hurting their feelings. She found that the unpredictability of middle grades students made this a difficult task. She could not always predict how individuals would react to things she said or did, and she came to believe that flexibility was especially necessary in teaching early adolescents.

Interviewer: What have you learned about middle school students?

Julia: One thing I've learned is that you never know what you're going to say; you never know how they're going to take what you say to them. This one kid, he just busted out crying, and one would laugh, and one would just want to hit you. They either cuss you out or they're crying, and you never know. You have to be really careful, and you have to watch kids and see how they react to things. You don't want to hurt their feelings, but they're really unpredictable. There's stuff on my tapes - you never know what they're going to say. I just try to be ready for whatever happens. You just have to be flexible! (interview, 12/5/91).

It was difficult for Julia, as a novice teacher, to be flexible in her teaching. She believed that the early field experience gave her the opportunity to learn and practice some strategies for managing the unexpected in her classroom.

I just want more experience in the classroom. That will help me learn to handle things. I need to teach a lot more (interview, 12/5/91).

By the end of the semester, Julia felt more confident in her teaching ability. This was reflected by her

posttest responses on the Teacher Efficacy Scale. There were some notable differences in Julia's responses compared to the first time she completed the scale prior to her early field experience. For example, on the posttest measure, Julia indicated more positive responses on the following items:

I have enough training to deal with almost any learning problem.

When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level.

When the grades of my students improve, it is usually because I found more effective teaching approaches.

My teacher training program and/or experience has given me the necessary skills to be an effective teacher.

Clearly, Julia felt more comfortable and better prepared in teaching at the end of the semester.

#### Julia's Orientations Toward Middle Grades Students

As Julia began the semester, she indicated her belief that many early adolescents needed extrinsic motivation in order to be successful in school. As she gained more experience working with middle grades students, this belief was reaffirmed. Julia's primary frame of reference continued to be that middle grades students need motivation.

Julia believed that early adolescents found education to be less important than other things. She indicated that unless teachers strive to make their instruction



interesting to the students, early adolescents are not likely to be successful learners.

Adolescence is a time for value formation for the child. These values, unfortunately, do not include a value of education. We must combat this by showing the children that education is very valuable and that it does not have to be boring (portfolio entry, 10/9/91).

Julia suggested that the students' lack of interest in school made teaching the middle grades more difficult than teaching at other levels.

Middle school teachers are faced with a tough struggle. We must be positive role models and counselors for the students. We also have to work extra hard making the curriculum interesting and engaging for them. Most adolescents do not want to read. We have to provide them with materials that they will read and make other texts more engaging (portfolio entry, 10/9/91).

As Julia had the opportunity to work closely with seventh graders, she was surprised to find how difficult it was to involve them in their learning.

I'm finding that the kids aren't as grown up as I expected them to be. I had forgotten what it was like to be in seventh grade! The kids just aren't interested; they're not focused. I had a group of five kids, and I couldn't keep the discussion on task, and I had a big struggle with those kids, just trying to keep them on task and not drifting off on tangents. I just thought they'd be able to handle some things, and they can't. Some of these classes have thirty kids in them. They just can't be controlled that easily. You have to come up with something good to keep their attention (interview, 11/5/91).

One difficulty Julia encountered was reconciling what she was learning at the university and in her internship with some of her preconceived notions left from her own experiences as a student. For example, she was finding that her students did not always respond as readily as she remembered responding as a student.

I have a totally different idea of reading than I used to have. Dr. S. and Dr. M. have made it seem so much more important than I thought it was. I wasn't thinking that it was as important as it is. You can't just go in there and expect them to read a story, like I did in the middle grades, you have to make it more interesting to them. I have seen now how different the kids are and how you have to have so many strategies to reach them. My reading class has really helped me with that (interview, 11/5/91).

Julia decided that she would have to teach differently than she had been taught in school.

I remember sitting down and doing a lot of worksheets and working on my own a lot. But I've found out that's not very effective, so I've had to do things differently. That's a struggle because you try to look at the role models that you had and you try to do what they did, and then you find out that it's wrong. Sometimes I feel like - well, I turned out okay, so why isn't it all right? But I was in AG and gifted classes, and there's a big difference in those kind of classes and these average and below average kids. I've got to remember that I can't just teach wonderful, eager kids. I can't just hand these kids something to do and expect them to do it without arguing. It's hard to look back at my own experience and realize that I can't do it the way I was taught (interview, 11/5/91).

During her internship, Julia found that many of her students seemed bored by their work, particularly in some of the science and social studies classes she observed

(researcher's journal). She was often frustrated by the textbook-centered approach she saw and the lack of emphasis on hands-on learning experiences. She attributed the degree of boredom to the students' preoccupation with their own lives and the unimaginative teaching taking place.

Motivation versus boredom is also an issue that is especially important for me as a middle school teacher. Students at this age are interested in many other things so sometimes, most of the time, they find school boring or routine. I must find ways to make things interesting and engaging for my students (portfolio entry, 11/20/91).

Julia was able to recognize mediocrity in teaching when she saw it. Rather than blindly accepting everything she saw occurring in her internship setting, she was able and willing to speculate on why things were not working and what she would do for improvement. Perhaps her maturity, her self-confidence, and her willingness to be open to new ideas enabled her to successfully test her notions about teaching early adolescents.

#### Julia's Orientations Toward Reading/Language Arts

At the beginning of the semester, Julia indicated that reading/language arts instruction should be relevant and that reading is a reader-based skill. These frames of reference were reaffirmed by her experiences during the internship, and her methods courses helped her apply these notions in her teaching. She came to believe that relevant, interesting, enjoyable materials and positive reinforcement were necessary for the motivation of her

students, and she extended her theoretical orientation of reading as a reader-based skill by building upon her students' interests and their prior experiences and learning. During this semester, Julia struggled with the issue of integration of subject matter, and she began to form and test her opinions about this issue.

Julia's primary frame of reference was that the materials and strategies she chose in reading/language arts should motivate her students. Her theoretical orientation toward reading throughout the semester was reader-based. She indicated that readers bring meaning to the text, that the readers prior knowledge had considerable impact on their comprehension, and that the role of the teacher was to guide the lesson. This notion may have stemmed from her own experience as a student. As part of a class assignment, Julia wrote a self-profile of her own learning strategies. She realized how important her interest level was in reading various materials.

As a child, I really enjoyed reading, and I did it a lot. At some point in my high school years, this changed. No longer could I choose my own books, but some teacher made me read Oliver Twist and "Romeo and Juliet." Not that these two weren't excellent pieces of literature, but I wasn't interested in that "old stuff." Since those days I have become a very reluctant and easily distracted reader. I have been forced to compensate for my lack of interest in reading. I am convinced that my early experiences in reading taught me how to read quickly and effectively. I look forward to the time in my life when I can read a book just because I want to and not be tested on it (portfolio entry, 10/23/91).

After spending a short time in the classroom, Julia recognized the need to make instruction relevant to the students' lives. She suggested that appropriate materials and activities, those that were meaningful to the students, were essential.

We have to provide them with "hooks and handles." An activity or text must "pull" the student in and give s/he something to "hang on to." An effective reading activity would draw on student's interests to make them want to learn more about a topic. They should be able to relate reading materials assigned in class to their immediate lives (portfolio entry, 10/9/91).

As Julia taught her writing process lesson, she observed her students very carefully. When she felt they were beginning to lose interest, she came up with a hook - an idea to inject some fun into the lesson.

Satisfied with the content of their papers, we moved on to the editing of our papers. I thought that I would make it fun by bringing highlighters and colored pens for them to use. I knew the students were getting tired of these papers so maybe a little fun would get them interested again (portfolio entry, 11/11/91).

Julia began to look for materials and texts that would motivate her students to participate and learn. She reviewed a journal article that gave her several ideas she planned to use to make reading an enjoyable activity.

This author understands middle school students. She knows that they are bombarded with many types of literature. In her classroom, she provides magazines, newspapers, charts, recipes, atlases, etc. This gives the student a sense of accomplishment as s/he masters

even just one kind. Also, it provides them with an inner motivation to stay on task because they are enjoying what they are reading. I think this is a great strategy. In my classroom, I intend to have a "book nook" complete with bean bags, carpet and an 18 foot long "book worm"!! After reading this article, I can begin to collect other reading materials, too. I will treat my "book nook" as a reward, a pleasure place. By using these strategies, my class should be one of a positive nature fulfilling adolescent needs for confidence and acceptance (portfolio entry, 11/20/91).

By the end of the semester, Julia was convinced that success in reading was largely dependent upon the interest level of the student. She indicated that reading for pleasure was a valid and useful teaching strategy, and that providing time for pleasure reading in her classroom was a worthy goal. She had read several adolescent novels by this time in the semester, and she was convinced that good and poor readers alike could be motivated to practice their reading - thereby improving their reading skills -by choosing the right text. She had the chance to apply this assumption in teaching a decision-making lesson assigned by the professor in her reading methods class.

Interviewer: What makes middle school students good readers?

Julia: The ones that are good readers seem to practice a lot. They read a lot on their own free time. The other kids don't like to read because they feel frustrated with it, I guess. If they read something they like to read, they read it well.

Interviewer: What can you do to help students be successful readers?

Julia: Allow plenty of free time to read what they want to read. Be very selective in your materials - pick just the right stuff. I think sometimes it's a

matter of how you introduce the material. Even if they didn't read it - and I found that a lot of the kids in my reading lesson had not read the story -but they went back and read it after we went over it. I thought that was pretty neat that they got interested. Maybe if I had done something the day before to get them interested, they would've read it that night. It's how you handle material, how you present it. I'll never go through a basal reader story by story. Some of them are useful, but not all of them. Somebody else just stuck them together. When I was doing my decision-making lesson, I sat down with about ten or twelve books to find the right story. I went through and went through. It was long, but it was perfect. It gives you a sense of satisfaction when you find just the right thing. I'm going to go through lots of things - I'll have a whole big collection, and I'll pick out stuff on my own. That's what I'll do (interview, 12/5/91).

Julia extended this notion as she learned about bibliotherapy. She indicated that this technique of addressing students' needs and concerns through literature was especially useful for a multicultural approach in the middle grades.

Bibliotherapy is a method for students to gain insights into their own personal lives. Kids can identify with other minorities successes and trials. In the middle grades, helping kids understand their cultural differences is extremely important because these kids are forming their own ethnic identity as well as social identity within the culture as a whole. This can be done by carefully choosing reading materials for them (portfolio entry, 12/16/91).

While Julia did not feel that she could actually teach a nonreader to read, she felt that choosing interesting materials for the student would at least be a start. She indicated that when working with poor readers, she would follow the example of her cooperating teacher, Mrs. S., who tried to motivate them by choosing interesting materials.

Even though I've had that reading class, I still don't feel confident enough to teach a child to read. I don't feel like I could start with a total nonreader and teach them to read. I'd just have to sit them down and choose a lot of good materials for them to read. My teacher picks different things for poor readers. She picks something easier or more interesting for them to read. She gives them an assignment to do while the other kids are reading something else. If that's the least you can do - just give them something different to do - it's better than nothing, I guess. Maybe they'll become better readers, but you have to read to become better readers. Maybe if they spend a lot of time in class reading together, then maybe that person will become better (interview, 12/6/91).

As the semester came to a close, Julia remained uncertain about how to deal with remedial readers. She believed that interesting materials used as a motivation tool were essential, but she was not sure if the materials could replace teaching reading skills. She had observed her cooperating teacher, Mrs. S., as she altered her instruction for the different homogeneously grouped classes she taught. Mrs. S. did teach isolated skills, both in reading and in grammar, and she also tried to teach the same information with texts written at different reading levels.

Interviewer: What can be done for poor readers in the middle grades?

Mrs. S.: Well, being an English teacher makes it easier for me because I have so many levels I can work with. Having the students homogeneously grouped makes it easier for me in some ways. Like now, we're doing A Christmas Carol; there are three different places that story is coming from. For my AG kids, we have the book; for the accelerated kids, I have it in a literature book. For my basic and standard kids, I



pulled in a classics-type dramatization so we can do it aloud, read it aloud, work on it together. So when they leave here, they've all done Charles Dickens, they know about him, and they know the story. So I drop everything down; they get the same information, but at the same time, we do a lot of things orally, and I give them a lot of things for them to do independently at home at night - things on their level which are geared to helping them build up the reading skills they're having trouble with. And at least one day a week, I try to just work on reading skills (interview, 12/5/91).

With her university professors advocating an integrated approach to reading and writing, and her cooperating teacher concentrating on reading and grammar skills, Julia had exposure to two different points of view. Julia found this issue to be a difficult one. In her language arts and reading methods classes, she was taught to integrate instruction, and not to isolate skills into low-level objectives. For example, her professor in language arts methods concentrated on the writing process and modelled how to use students' writing to teach and review the conventions of grammar. Julia, who entered the semester with a skills-based orientation, had difficulty fully accepting and applying this notion. While she recognized the value of this approach in theory, she questioned whether it would be enough for students to really learn what they needed to know. The issue of integration was a source of tension for Julia throughout the semester.

Observing in a public school gave Julia the opportunity to see how much instruction is geared toward

raising the standardized test scores that students are required to take. Julia began to question the emphasis placed upon test scores and the amount of classtime that is taken to prepare for the tests.

Some teachers teach skills successfully as isolated things ignoring the concept. As a teacher, this process will get us through the standardized tests. If we teach skills instead of concepts, we are sending students on with skills but no idea what relevance they have to their lives. As a middle school teacher, this particularly touches my style of teaching. Our time constraints play a major role in whether we cover in depth or cover a lot. This made me look at my ideas of teaching and my impressions of my supervisory teacher again. We both feel that it is important for them to be acquainted with skills, but now I know that I have to give kids a conceptual level of understanding, too. I'm just not sure how (portfolio entry, 11/20/91).

Julia speculated that one was to deal with the time factor she faced was to have each lesson teach or reinforce several skills. She suggested that integrating her instruction would be a useful strategy.

As a language arts teacher, I need to know strategies to use my time most effectively. Using one good lesson to teach many things would save me a lot of planning time. Integrating reading and writing would cover many things and address the students' needs. In my reading class, I have learned many ways to integrate reading and writing. How can these two be seperated (sic) anyway? You can't do one without the other! The strategies I have learned will help me do this and it will really help the kids read and write better. Practice makes perfect (or at least better)! (portfolio entry, 11/25/91).

As she observed teachers, planned lessons, and participated in her methods classes, Julia became aware of the need to go beyond superficial, low level skills in

her teaching. She wondered just how far she should go in abandoning the isolated skills approach. She considered how much of the instruction she had received in her methods classes was applicable in the classroom.

As far as language arts goes, some of what Dr. M. said I've been able to apply - like teaching it through their writing and stuff. I will teach it through their writing, but I still want to teach them what an appositive phrase is - that's not going to pop up in their writing. I just don't feel very confident going into a language arts classroom. I wish that he had spent more time on grammar. Maybe that was what the class was about, I don't know. But I understand grammar; I wish he had shown me how to teach it. I wanted to know how to teach a verb, a noun, and an adjective, and specific examples of how to teach it (interview, 12/5/91).

Julia felt tension when she faced giving up something she knew and with which she felt comfortable - grammar skills - in favor of something about which she was not sure - integration. Perhaps this was because she did not see integration happening in the middle school to which she was assigned. Her reluctance may also have stemmed from an inability to forsake too many of her preconceived notions at once. Julia faced such pressure giving up her "friendship" notion; perhaps she just was not able to give up another idea that offered her some measure of comfort in a difficult situation. At any rate, the tension Julia experienced over the skills versus concepts issue caused her to reflect upon her ideas and opinions and may lead her to eventually adopt a more progressive stance.

### Summary

Julia entered the semester with humanistic concerns for her students. She recognized early adolescence as a difficult time, and she wanted to help students deal with the concerns they faced during the middle grades. Her orientations did not change dramatically during the semester; as Table 3 illustrates, most of her original frames of reference were reaffirmed by the events in which she participated during her early field experience and by the instruction of her professors in her methods classes.

Julia found teaching to be more complex and difficult than she had anticipated, yet she enjoyed the semester very much, and she looked forward to learning more about her chosen profession. Julia approached her work seriously, and her workload was heavy, yet she dealt well with the demands of the semester.

Julia was successful in her early field of experience; the students and the cooperating teacher liked her and respected her work. At the end of the semester, Julia was pleased as she reflected upon her work.

Interviewer: As you look back over your early field experience this semester, what stands out in your mind the most?

Julia: How much I enjoyed it, I guess. I wasn't expecting to enjoy it; but Mrs. S. pulled me into the classroom and gave me assignments of her own to do. I love the kids, and I was surprised how much the kids took to me and how much I liked them. I really enjoyed myself - I'm surprised! (interview, 12/5/91).

Possibly because Julia's orientations toward teaching, toward middle grades students, and toward reading/language arts were similar to those of her professors, Julia had a successful semester in her courses as well. For the most part, she was open to the ideas presented in her classes, and she found most of the instruction in her classes to be relevant and useful. At any rate, she remained dedicated to the improvement of her teaching. Julia seemed well on her way to becoming a successful middle grades teacher.

### Bernice

Bernice was a twenty year-old native of Tennessee who had lived and traveled in the South. She had worked in a fast food restaurant, a clothing retail store, and a Christian bookstore. She enjoyed babysitting, and she worked with children in Sunday School and Bible School. Bernice's Christian faith was an important factor in her life and in her career choice. She listed a number of Christian books as being her favorites (Teachers in Training Profile). In her autobiography, Bernice wrote,

I really pray that God will use me to instill in each child a sense of belief in themselves and their potential. I want to try to concentrate and reinforce the positive traits of each student in my class because every child has got these positive talents that make him or her unique. I am surely thankful that God allowed some very special people in my life to teach me the value of all I can be. I feel like doing the same for my students will be my way of saying, "Thank you" (portfolio entry, 9/16/91).

She noted that her parents had stressed the value of education to her throughout her life, and she indicated

that she had a close and loving relationship with them (Self-Perception Profile for College Students).

Bernice had very firm ideas about good teaching in the middle grades and she expressed strong feelings about a middle grades teacher's responsibility to students. She indicated that it was important for teachers to eliminate any stumbling blocks that impeded students from achieving according to their potential. She drew on her own experience growing up to support her notion.

I am learning every day more and more reasons why I want to be a teacher, but the most important reasons are always the same; I really want to encourage kids to feel good about themselves and to do and be the very best they can. This is a lesson that my parents have instilled in me and one that I believe deserves repeating and sharing (portfolio entry, 9/16/91).

It was important to Bernice to try to reach every student, particularly those who might otherwise "slip through the cracks." She was particularly aware of this because of the experience of one of her friends. This friend had never been a high achiever in school and had felt that his teachers did not care about him. Because her friend had not done well in school, he was working for minimum wage at a job that he found unfulfilling. Bernice explained his dilemma.

None of his teachers ever told him how important an education would be to him later in life. None of them seemed to really care what he did. His parents and teachers did not give him the same encouragement and support that mine did. All through school his concentration was on working two jobs so he could pay for a car. He wishes now that his teachers had been

patient and understanding with him (portfolio entry, 9/16/91).

Bernice was determined that she would facilitate her students' success in whatever way she could. She did not want her students to suffer the same fate as her friend.

There will be children in my classes who do not enjoy school for whatever reason, and see no value in education, probably because they see little value in themselves and their own abilities. I am going to have to remember that all of my students will not have come from homes like mine. I want to try to find the stumbling blocks that cause children to doubt their total abilities and teach them that these things can be overcome (portfolio entry, 9/16/91).

On the Teacher Efficacy Scale, Bernice indicated her belief that teachers can have a great impact on their students, in spite of any other difficulties the students might face. She responded "Strongly Agree" or "Agree Somewhat" to statements that questioned the influence of teachers, such as

If I try really hard, I can get through to even the most difficult or unmotivated students.

When a student does better than usually, many times it is because I exert a little extra effort.

When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student.

When I really try, I can get through to most difficult students.

This inventory also reflected Bernice's belief that parents play a vital role in the success or failure of their children. This belief may well have stemmed from her

own experience growing up. Bernice responded "Strongly Agree" to the following statements:

The amount a student can learn is primarily related to family background.

If parents would do more for their children, I could do more.

Yet, Bernice's belief in teacher efficacy was clear from her "Strongly Disagree" response to this statement:

When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.

Clearly, Bernice believed that both parents and teachers have a responsibility to guide and nurture children, and that children respond according to the level of support they receive from both.

In order to facilitate her students' success, Bernice felt that, as a good teacher, she would need to meet her students' individual needs. In order to do this, she identified the need to know students' backgrounds, learning as much as possible about their personal situations and dilemmas.

I think as far as personally goes, it helps to know something about their background. A lot of the time, there are things going on that we just don't know about. They just have a lot of stress on them. We just need to remember that in English class, they may not be thinking about English (interview, 9/6/91).



Bernice also stressed the importance of teachers recognizing and eliminating any personal prejudices in dealing with their students. She noted the necessity of examining her own preconceived notions about students before working with them (Teachers in Training Profile).

Another aspect of meeting students' needs surfaced in Bernice's implicit frames of reference. She indicated that finding and remediating specific weaknesses in her students' work was an important part of being a good teacher.

I think it's going to be hard for me to find the time to work with individuals, and it's hard to pull them off to the side and work with them, but I guess that's what you have to do (interview, 9/6/91).

Bernice clearly saw the need to deal with students as individuals, both personally and in terms of academics.

Bernice indicated that developing positive relationships with students was a very important part of being a good teacher. She noted that having a good attitude was essential to creating the caring and nurturing relationship she wanted to have with her students, and she related an incident that vividly illustrates her feelings about maintaining a positive outlook.

I met one of my friend's former teachers, and my friend proudly introduced me as a future teacher. Her first question to me was, "How far along are you in school?" "A junior," I replied. "Oh, honey, I am so sorry. I guess it is too late for you to change your major," was the comment she made to me. Maybe she was just suffering from teacher burn-out, but I thought to myself, "If she leaves me with such a

negative feeling, I wonder how her kids feel?"  
(portfolio entry, 9/16/91).

In her initial interview, Bernice expressed a similar notion.

I think you should be positive all the time. I know a lot of teacher have real negative feelings about kids and about things in their classrooms sometimes, but I just hope I can be positive all the time. Especially in middle school, it's so important, because you need to reach them (interview, 9/6/91).

Bernice also suggested that being firm and consistent with students would help her develop a positive relationship with them. As she prepared to begin her internship assignment, Bernice was concerned with her ability to manage the students, particularly because she had such concern for them. She anticipated that she would struggle with the balance between being firm and developing a personal, warm relationship with her students. She wanted her students to know that she liked and cared for them, but she recognized the need to manage their behavior as well. When she was asked what personal characteristics she would probably need to change in order to become a successful middle grades teacher, her response reflected her belief that firmness and consistency were essential.

I guess I will need to be more firm. I know it's important to be firm with kids, and that's what I need to work on. I think it would be easier for me to say, "Oh, well, I guess it will be okay to do that this time," and I know I can't do that. I'll have to be firm with them (interview, 9/6/91).

Bernice also identified patience as an important element in developing positive relationships with her students. She considered herself to be a patient person, and she felt that her patience would facilitate her students' success. She was willing to work with students, giving them ample opportunity to understand new concepts.

I think I'm pretty patient. I am going to work with kids if they don't understand something the first time. I'm willing to help them until they finally get it right and I won't get mad at them. Like my brother will say, "You mean you don't mind explaining this to me again?" And I really don't mind. I can be real patient with kids that age. Also, I try to keep a good attitude, and I think that's important (interview, 9/6/91).

Bernice had a very clear image of how she would appear to her students. It was evident that she had thought about the kind of classroom environment she wanted to have, and she had already determined that fostering a happy and inviting atmosphere in her classroom would help her be a good teacher.

When I picture myself as a teacher, the image that first comes to my mind is always the same. I see myself standing in front of a seventh or eighth grade class, answering questions, asking questions, reading aloud a lot and smiling and laughing a lot. My view of myself in the classroom is always a very happy one, which is why I so look forward to being a middle school language arts teacher (portfolio entry, 8/16/91).

Bernice indicated that creating an inviting classroom was particularly important in the middle school. This

belief related to her beliefs about middle grades students, whom she felt needed guidance and support. She viewed early adolescence as a time of change and transition, and she recognized that these changes often entailed stress and pressure for middle grades students. She noted that middle school students are changing in physical, emotional, and social ways, and she indicated that middle grades students are undergoing a stressful time in their lives. She remembered her own experiences as an early adolescent, when she sometimes felt inadequate or left out, and she planned to help students as they faced the same kinds of experiences.

They just have a lot of stress on them. Like, they are under stress to wear the right thing all the time. I know in school I didn't always have just the right clothes to wear, and it was really hard if I didn't have the right name-brand clothes. I guess I can identify with them if that happens. That's a lot of it in school - having the right things (interview, 9/6/91).

In her autobiographical portfolio entry Bernice noted,

I really do think middle school kids are so special. Sixth, 7th, and 8th grade is a very insecure time in a young person's life.

She seemed to feel a great responsibility to work with students to help them cope with the peer pressure and social changes that they undergo during early adolescence.

Bernice also suggested that the dramatic changes occurring during early adolescence often outweigh the importance of school for middle grades students. She felt

that it was important to realize and plan for the fact that school may be of secondary importance to students during the middle grades.

A lot of the time, there are things going on that we just don't know about. It's easy to forget that, for a seventh grader, a boyfriend/girlfriend fight is more important to them than school. . . . As far as the content goes, I don't think that's as big a part of teaching as I used to think. It's almost like that's just a tool to take into class with you, but other things are more important. It's not that I want to leave any of the content out - I don't want to do that because it's important, especially in language arts class (interview, 9/6/91).

Bernice indicated that having students share their own experiences and opinions could foster their interest in the lessons she would teach. She suggested that, because students were often more interested in their problems and concerns than in school, having them share things that were important to them would be a viable strategy. In analyzing a videotape of a middle grades writing lesson, she identified one notable weakness.

The weakness I saw in this lesson . . . is that the students did not say much or appear to become very motivated themselves. Perhaps more sharing (verbally, not written) of past experiences, student brainstorming of favorite things to do . . . would have been beneficial (portfolio entry, 8/27/91).

Bernice suggested that relevant lessons would encourage students to be more involved in school. This seemed to be one way she felt she could nurture their interest in academics.

Bernice felt that she could set a good moral example for her students. She noted that one of the reasons she chose to work with this age group is that they are at a point when they can be guided into different - possibly negative - directions. She indicated that middle grades students are easily influenced, and she wanted to be a positive, moral influence in their lives.

I chose middle school for my career because I really think middle school kids are special. It is such an insecure time, but positive teachers are so valuable. Middle school kids are old enough to understand that they're still young enough to make differences in their own lives (Teacher in Training Profile).

At the beginning of the semester under study, Bernice recognized the importance of reading, but she did not have any firm notions about teaching reading in the middle grades. Her orientation toward reading involved the need to teach reading skills for transfer into all curriculum areas, and she suggested that teaching reading skills was an important task.

Bernice suggested that middle grades students should have learned the "basics" of reading in elementary school. She assumed that nearly all of her students would know the basics, but she realized that a few students may not. She saw the need to provide remedial instruction for middle grades students who were poor readers, but she was not sure how to do so. She suggested that individual help would be important.

I think it's real important to catch problems in reading in middle school, because it's terrible for kids to graduate from high school and not know how to read. I don't really know how to start with a middle school student who can't read. I think I'd probably go to an elementary school teacher and ask for some help. Try to get some materials and learn how to go about teaching a kid to read. I'd concentrate on the basics; I wouldn't ask them to dive into a novel or anything if they couldn't read; that's not fair to them. I'd try to give them something on their level. It'd be hard to find the time to sit with them individually, but I'd need to do that. I'd get some help from an elementary teacher who'd know what to do (interview, 9/6/91).

In evaluating her own reading ability, Bernice admitted that reading was not her favorite activity. She considered this to be a weakness for a potential teacher. She noted that she was a good reader, but that her comprehension was weak. This contradiction suggested that Bernice equated reading with calling words accurately.

The reason I have not always enjoyed reading is because I am a very slow comprehensive reader. What I mean by that is, though I read very well and rarely stumble, understanding what I read is a slow and often frustrating process for me (portfolio entry, 9/16/91).

On the Teacher Beliefs Inventory (Konopak, Readence, & Wilson, 1991), Bernice primarily indicated an interactive theoretical orientation toward how one reads. She agreed with the following interactive statements on the inventory.

The meaning of a text is usually a joint product of reader and text.

Teachers should normally provide instruction aimed at developing all components of the reading process.

Readers use a variety of strategies as they read the text - from sounding out unfamiliar words to guessing familiar words in rich context.

She also selected two reader-based statements as being reflective of her beliefs.

Before students read the text, it is often useful for them to discuss experiences involving the topic being studied.

Teachers should normally expect and encourage students to have different interpretations of text material.

Bernice's analysis of a videotaped middle grades language arts lesson reflected these reader-based beliefs as well. In analyzing the lesson, Bernice suggested that prompting the students' interests would have improved the lesson.

With any lesson calling for creativity and recalling of personal experiences, the more the students talk and share with each other the better. I would like to have the students sit in a circle and talk to each other about their best Thanksgiving and plans, then share my own paper and continue (portfolio entry, 8/27/91).

Bernice believed that, because readers bring meaning to the text, their reading and writing could be facilitated by calling up their own experiences.

On the Teacher Beliefs Inventory (Konopak, Readence, & Wilson, 1991), Bernice's responses indicate primarily a reader-based orientation reflecting her beliefs regarding how reading ability develops:



Students should receive many opportunities to read materials other than the textbook in the content areas (i.e., newspapers, literature, magazines, etc.) (reader-based)

Teachers should generally spend more time working with less proficient readers than with more proficient readers. (interactive)

Reading, writing, speaking, and listening are closely related learning processes. (reader-based)

In deciding how to teach a text topic, teachers should consider the varying abilities of the students. (interactive)

Students can acquire a great deal of knowledge about learning to learn through adult models. (reader-based)

It is interesting to note how these statements support some of Bernice's orientations toward teaching and toward middle school students. Her beliefs in meeting individual needs and facilitating success are reflected in the above choices.

In choosing lesson plans on the inventory, Bernice chose an interactive plan to teach vocabulary, a text-based plan to teach decoding, and a reader-based lesson to teach comprehension. At the beginning of the semester, it was clear that Bernice had not really developed her ideas on how to plan lessons that reflected her beliefs about reading ability and development.

Bernice also indicated that reading should be a focus of instruction across the curriculum. She noted several times that reading was an important skill.

After all, they have to read in all their classes. It's important for all their classes, not just

English. I'll be teaching English, but I know that reading is going to be part of it (interview, 9/6/91).

Bernice indicated that reading was essential, and she believed that she could make it a pleasant and functional endeavor for her students as well. She had chosen language arts/reading as a concentration because of her love for the subject matter and the opportunities the content offered for her to reach her students.

I love to study literature and grammar, and in a language arts class lots of natural student-teacher-class interaction can take place (portfolio entry, 9/11/91).

#### Bernice's Initial Orientations

Using Strahan's Model for Analyzing Orientations (1990), Bernice's frames of reference and principles of practice were analyzed. As shown in Table 4, Bernice's initial primary frame of reference toward herself as a teacher was that good teachers help students reach their potential; her secondary frame of reference was that good teachers create a warm and inviting classroom atmosphere. Regarding middle school students, Bernice's primary frame of reference was that early adolescents usually experience a difficult transitional time. Her secondary frame of reference was that middle grades students are easily influenced. Considering reading/language arts, Bernice's primary frame of reference was that reading is a set of discrete skills; her secondary frames of reference were that readers bring meaning to the text, and that reading is

Table 4

## Bernice's Orientations and Frames of Reference

Beginning of Semester	End of Semester
Orientations toward Teaching	
(primary frames) "Good teachers" help students reach their potential. 1. Try to reach every student. 2. Eliminate stumbling blocks. 3. Meet individual needs.	(primary frames) Good teachers maintain order. 1. Keep them busy. 2. Do not act like kids. 3. Be firm.
(secondary frame) Have a warm, inviting classroom. 1. Be positive with students. 2. Be firm and consistent. 3. Be patient and pleasant.	(secondary frame) Develop a personal relationship with kids. 1. Listen to students. 2. Do not embarrass students. 3. Show a personal interest in students.
Orientations toward Middle School Students	
(primary frame) Young adolescents are in a difficult transitional time. 1. Help them cope. 2. Remember that school is a secondary concern.	(primary frame) Young adolescents are in difficult transition. 1. Use group work. 2. Nurture. 3. Give guidance.
(secondary frame) Young adolescents are easily influenced. 1. Be a good role model. Make lessons relevant.	(secondary frame) Young adolescents are changing cognitively. 1. Guide from concrete to abstract. 2.
Orientations toward Reading/Language Arts	
(primary frame) Reading is a set of skills. 1. Teach the basics. 2. Remediate weaknesses.	(primary frame) Reading is reader-based. 1. Be relevant. 2. Use prereading work.
(secondary frame) Reading is essential. 1. Integrate reading across curriculum.	(secondary frame) Reading/language - tools for communication. 1. Integrate instruction 2. Teach skills through reading and writing. 3. Use varied strategies

an essential skill to teach in all content areas.

As the semester progressed, Bernice's experiences as an intern and the methods classes in which she participated provided an opportunity for her to reflect upon her beliefs. In some ways, her initial frames of reference were reaffirmed by her experiences. In other ways, her frames of reference evolved, becoming clearer or shifting somewhat in focus. The tensions she experienced during the semester and the important incidents that facilitated her reflection are described below.

#### Bernice's Orientations Toward Teaching

Bernice served as an intern in an eighth grade language arts class at a large middle school. She had worked with the same cooperating teacher during her first internship the previous semester when she was enrolled in PSS 250 - Teaching as a Profession, so she was already familiar with the practices and procedures the teacher preferred. Her cooperating teacher, Ms. K., had worked with interns and student teachers from UNCG a number of times before. She was familiar with the expectations of the program, and she was eager to participate in this segment of it.

Bernice entered this early field experience with humanistic concerns, and her altruistic intentions were basically reaffirmed by her work in the classroom setting. At the end of the semester, Bernice's orientation toward teaching had shifted to incorporate a primary frame of

reference involving classroom management. Her primary frame of reference was that good teachers maintain order in their classrooms. Her secondary frame of reference involved developing personal relationships with the students.

Like many novice teachers, Bernice encountered some difficulties in classroom management when she began to teach. During the first lesson she taught, the students were so unruly that her cooperating teacher, Ms. K., had to come into the classroom to "settle them down" (portfolio entry, 9/25/91). Bernice determined from this experience that the students needed to be kept busy and active.

Interviewer: How would you define good teaching in the middle grades?

Bernice: Somebody who stays busy, stays on-task. The first time I taught, I didn't have something for them to do every single minute. And they got loud, started talking. When I watch my teacher, she's just moving - keeping busy all the time. Sometimes I walk by other classes, and the kids are just sort of doing their own thing, instead of working, and I know that they need to be kept busy, kept occupied (interview, 11/6/91).

Bernice decided that she would have to be firm with the students, but she struggled with this decision because she wanted the students to know how much she cared about them. At first she seemed to think that caring and firmness could not go together, but once she experienced losing control of the classroom, she decided that she would have to find a way to demonstrate both.

I have noticed that when I'm trying to be firm, I have a problem with that because I want them to know I care about them. So I'm too easy on them sometimes. I know you need to just cut some of that sometimes and yell - well, not yell, but be firm if you have to. Like if somebody's goofing off, I'll go over and try to talk to them about it, but I think once in a while, of you just say, "Sit down, and get to work," that they respect you more. I'm having to really concentrate of that, too. This one little boy, who cannot sit still, the teacher asked me to go in and talk to him. Now that was the right thing to do then, but in the classroom you can't do that. If he's not going to listen, you should tell him to be quiet, and embarrass him just a little bit, just enough to make him be quiet. That I've got to work on, because I'd much rather be nice than be mean (interview, 11/6/91).

Clearly, Bernice was searching for some techniques to help her in classroom management, but she had already made the important realization that management is situational and varies according to the context. While her strategies were not necessarily on target at this point, she was at least aware of the need to establish an authoritarian presence in the classroom.

As she continued to teach lessons, she gained more experience in classroom management. After the second lesson she taught, she reflected upon how she learned to maintain students' time-on-task.

We did possessives on the overhead, and they paid attention real well because - that's the first thing I learned, don't say, "Who wants to do the next one?" You should just call on somebody - call their name out, and that keeps them paying attention instead of talking. The first time I taught, I didn't know that (interview, 11/6/91).

Bernice also decided that it was important to project a confident image to the students. In the middle of the

semester, she noted that it was difficult to gain students' respect after they had come to view her as a "pushover."

Sometimes I think I might like to change for next semester. Just to get a fresh start and go in brand new. I mean, I like this, but the very first impression is what sticks the whole time. Now that I've learned to go in confident, I almost think I'd like to go in some place new, so I could just go in with confidence and be firm. But I want to stay just to know I can do it here, too. I told my teacher after the first day - they weren't listening very well - so I said, "Make me do this again." The first time I taught was the second week of school and she had to come in and calm them down for me, and I was so upset. So I wanted her to make me do it again so I could get over that. The next time, it was so much better. I think I was so scared the next time that it had to go better (interview, 11/6/91).

This vivid and rather poignant passage illustrates the painful time Bernice experienced as she came to terms with the complexities of teaching in the middle grades. She often wondered during this time if teaching was the right career choice for her. Some days she left her internship "crying and not wanting to go back" (researcher's journal, 10/22/91).

As the semester progressed, Bernice became more comfortable with her skills as a teacher and her ability to manage the classroom. She began to gain the respect of the students with a combination of her caring attitude and her willingness to take charge of the classroom. She learned that embarrassing students was probably not a good strategy.

This one girl said to me the other day, "You know, I usually hate subs, but you're my favorite one!" That made me feel real good. She said it was because I didn't fuss at them. If somebody says something wrong or does something wrong in class, I just listen to them and say, "Well, that's a really good idea," or "Let's talk about that," and I don't try to embarrass them. I think after that happened a few times, and after I got embarrassed a few times when I'd say things wrong, they were more comfortable. When I'd do something wrong, I'd just say, "Well, I'm going to make mistakes just like anybody else." (interview, 12/12/91).

Bernice also concluded that she could not act the same as the students, and that she must assume the role of the teacher if she wanted them to respond to her as such.

Interviewer: How would you define good teaching in the middle grades?

Bernice: I think that somebody who tries to get along good with the kids, but doesn't try to act like a kid all the time. When they want you to kick around with them, they still want to know there's a difference, too. I think sometimes if I tried to joke around too much or just talk to them too much, they wouldn't listen very well (interview, 12/12/91).

As Bernice developed her management skills, she felt more positive about teaching. By the end of the semester she felt confident that she wanted to teach in the middle grades, and that she could be a successful teacher.

Interviewer: What have been your biggest challenges this semester?

Bernice: Keeping my confidence up. I never had a problem with that before until I actually got in there. I wanted to do it so bad, and I was find in the lunchroom or in the hall, or anywhere else. But getting in front of the class was so hard. I felt like they were thinking that I was so stupid - that I couldn't do anything right. After we watched the video it was better because I found I wasn't as bad as



I thought. Classroom management was hard, because the first time I ever had to do it, they were haywire, but the second time it was better. My confidence in managing the classroom was hard to keep. The first time I ever had to raise my voice it was hard for me, because I didn't want to do that. But I had good kids, so they didn't need a lot of bad discipline. I love teaching. I really do. I'm looking forward to next semester so I can get back to it (interview, 12/12/91).

This early field experience gave Bernice the opportunity to develop her management skills in a protected environment. Her cooperating teacher was supportive and available to assist Bernice, and she insisted that Bernice keep trying when her first efforts were not as successful as Bernice would have liked.

At the beginning of the semester, Bernice indicated that developing personal relationships with her students would be the most important task she would face in teaching. While classroom management became her primary concern, she remained very determined to provide a support system for her students. The biggest surprise for her seemed to be that she found some students harder to like than others. One class in particular seemed to be troublesome for her. She had to learn to adjust her expectations about student response; she found that reaching out did not necessarily mean that the students would always respond warmly.

Once in a while I teach in the morning, and if that goes bad, you can forget it for the next class. But I try to remember that each class is different. Luckily the classes get better as the day goes. I have my worst class first. They don't respond to me very

much; they're a hard group to reach. I go in real excited. If it doesn't go well, then I have to keep reminding myself that the third period will be better. Third and fifth period are so much better. They raise their hands and ask me questions. When the teacher's out of the room, we're always talking. But first period, it's just different. It's a harder class for me. I like them all, I really do, but I always dread that class, and I'm glad when it's over (interview, 11/6/91).

A very significant event occurred during the semester that reinforced Bernice's view that personal relationships were important. She was asked by her cooperating teacher to work with Jason, a 15 year-old eighth grader who had been identified as a Willie M. child. Bernice worked closely with him, and she felt as if their relationship was beneficial to both of them.

He's supposed to be dangerous; I would have never known that if the teacher hadn't told me. He stands out a lot because the first day I was there she sent me to the library with him to work on his spelling words. He was so nice, and after that day, he's say, "Are you going to work with me today?" every single day. The teacher told me about his home life. He lived across the street from me before I moved, and when I mentioned that I was going to move he asked if he could come over and help me. I said sure, but he said his aunt wanted to meet me before he could come, so I went over to his house. He lived in a housing project. It was so tiny, and I thought, "I'm only 21 years old, and I have this big apartment, and here they have so little." And I know that in school, what he's thinking about every day isn't spelling and language, but he'd never been a behavior problem. Seeing that makes me understand him a little bit better. I know that doesn't really have anything to do with teaching. But listening to his aunt, she was saying terrible things about him - that he would chase them around the house every night with a butcher knife and all this. That really sort of scared me, so I know you have to be careful, but you have to trust them, too. I talked to him a lot, and he's so mature in the way he thinks. He talked about how he couldn't understand why his aunt would buy a new car when she

didn't feed her kids right - things like that, things than an older person should be thinking of. His level of learning in school is so low, even though he's 15. But just taking some time with him made him try. Even taking the time to work with him after school whenever he could be there. That was the highlight of my year - getting to know him (interview, 12/12/91).

Clearly, Bernice felt reinforced by Jason's response to her attention. Although she did not comment upon it, she probably also learned an important lesson about labels and about teacher expectations.

Bernice's posttest scores on the Teacher Efficacy Scale were very similar to her initial scores. Her teaching efficacy scores were: pretest - 24, posttest -21 out of a possible 40; personal efficacy scores were: pretest -48, posttest - 47 out of a possible 60. The most significant change involved Bernice's new awareness of the importance of home environment upon the students. At the beginning of the semester, Bernice had indicated that teachers could overcome a poor parental influence; by the end of the semester, she disagreed with the following statements:

The amount a student can learn is primarily related to family background.

If students aren't disciplined at home, they aren't likely to accept any discipline.

A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.

Bernice's Orientation toward Early Adolescents

During her early field experience, Bernice's contact with middle grades students gave her the opportunity to test her notions about their characteristics. Her orientation toward students did not change dramatically as a result of her interaction with them; it was, in fact, reaffirmed. Bernice maintained her belief that early adolescents struggle with physical, social, and emotional changes, and that teachers in the middle grades must provide support and guidance for their students.

One important thing Bernice learned about her students involved their social transitions. She became aware of the importance of peers.

They're all concerned about how they look. The mirror stays crowded. They're always worried about what the others think of them. There's this one little boy who always tries to tell jokes at lunch, and nobody ever gets it. Bless his heart, he's always crushed! He tries so hard. They make fun of each other all the time. They're much more concerned about what their friends think than about whether they're doing something right. They're real concerned about what other people think of them. In their journals, that's what they're always talking about - what somebody said to somebody. This person's not my friend, but the next day, now we're friends again. A lot of them write about their moms and dads and problems with their parents. I think it weighs heavy on them. Their first priority can't always be spelling - they've got other things they're worried about. It makes spelling seem pretty insignificant (portfolio entry, 10/16/91).

Bernice also determined that peer influence was not necessarily a negative thing. She found that her students liked working in peer groups, and that this strategy was

often very successful. One experience that seemed to reinforce this belief took place in Bernice's reading methods class, where she was able to be part of a peer group. Students in the class participated in a writers' workshop lesson where they shared their writing with other students and learned to ask questions designed to help writers evaluate their work. Participating in this activity reinforced Bernice's notion that peers can help each other.

Today in class I feel like I really, really learned by doing. Asking Jennifer questions about what she had written made me ask myself, "Well, Bernice, what would you ask a child if you were the teacher? How would you respond?" When Robin questioned me, I loved the opportunity to talk about my paper. I loved her questions because I was able to share verbally the things that just could not be fit into my paper. I hope my students will feel this way as well (portfolio entry, 10/16/91).

Once she had this experience, Bernice began to observe group dynamics when she saw students working together. She was able to apply what she referred to as her "UNCG knowledge" as she analyzed a videotaped lesson.

The UNCG knowledge that I recall as I observe the high level of student involvement in this lesson is what I have learned of personal expectations vs. societal goals and students' role/teacher's role. We talk about the goals given to us by curriculum guides and what we want the kids to learn, but it is so easy to forget our purposes when we plan our lessons and actually perform them. By allowing the kids to talk and work together, maybe the teacher did not make as many comments as she had intended, but the goal was achieved - kids worked together and learned and were self-peer-motivated. The teacher's role in this lesson was one as guide, not dictator - very much desired quality (portfolio entry, 11/25/91).

Bernice was also surprised to find how important the students' parents were to them. As she read their journals, she was impressed by the number of references they made to their parents.

They are always writing about their parents, too. They say things like, "I hope my mom's home," or "I hope my mom's not in a bad mood when I get home." That surprised me. One girl writes all the time about how her mom blames everything on her. A lot of them write about their moms and dads and problems with their parents. I think that weighs heavy on them. Their first priority can't always be spelling -they've got other things they're worried about. (interview, 11/5/91).

Bernice also discovered that middle grades students may feel more confident in their ability to handle things than their actions indicate. She suggested that they need guidance even though they may not be fully aware of their need.

I have learned that they need a whole lot more guidance than they think they do. They also appreciate structure, even though they don't say that. They say they want to do their own thing, but in school, I think they appreciate the discipline. I don't know if that's the right way to say it. I know some teachers just let them go wild, and I think that some of them are really scared when they're in a place like that. They really appreciate the guidance and structure (interview, 12/12/91).

Bernice's notions about early adolescents needing structure fit well with her changing beliefs about classroom management. She seemed to understand their need for structure and discipline, and she responded to it by becoming more authoritative. She seemed to have the

ability to take cues from the students and incorporate them into her teaching style. This ultimately made her experience a positive one.

As a result of what she learned in her university classes, Bernice formed a secondary frame of reference regarding middle grades students' cognitive development that had an impact on her teaching. She noted that the shift from concrete to abstract thinking often occurs during early adolescence. She suggested that this shift had ramifications both for planning appropriate lessons and for building students' self-esteem.

When reading, students who do not think abstractly may have a difficult time grasping the concepts of theme and symbolism, understanding metaphors and following some main ideas. These topics are important not only to literature reading, however, but to other content area reading success as well. Students have to see "how" we think. Also, early adolescents are very aware of "not understanding." When presented with mental tasks that are too difficult, they often dwell on their inability to perform them. Middle school is the opportune time to set positive or negative self-esteem, and even the lessons we teach can have an impact on building up or destroying a child's feeling of self-worth (portfolio entry, 10/11/91).

Bernice determined that this cognitive transition could also be related to the cultural diversity of the students she taught. She suggested that their emerging cognitive abilities would make middle grades students more aware of their differences and therefore, more needful of special attention from their teachers.

Diversity is always present in our schools, but I think middle grades is really the first time it begins to be

an issue for children. This is because of all the "natural" adolescent changes; children just begin to become more aware during this time of the differences among themselves and how these differences can open or close doors, build or tear down walls, depending on a number of factors (interview, 12/16/91).

Bernice read articles and discussed this issue in class, and as her beliefs developed and became more established, she began to observe how her cooperating teacher dealt with diversity in the classroom.

Since we talked about this in class, I saw a perfect example of dealing with and teaching to diversity in my 8th grade classroom just this semester, and I thought Ms. K. handled it beautifully. Research papers were assigned and the kids were given several days to decide on their topic. The choice was theirs but they were required to choose a person to write about that would fall under either a historian, a writer, a scientist, or a mathematician. Several black children wanted to research Malcolm X and not because of his color, but because of the negative influence he gave, Ms. K. was really reluctant about approving this one. A black student asked, "Why can't I do Malcolm X? Because he's black? Well, immediately I noticed all of the black students sit up and listen. As I listened myself, all of the black kids in that class chose black people to write about. Ms. K. tried to explain that her reasoning had nothing to do with color, but the discussion was clearly very touchy. We finally suggested Rosa Parks and talked highly of her positive influence on society (portfolio entry, 12/16/91).

Bernice agreed with her cooperating teacher's decision in this situation, and she reflected upon how she would cope with diversity in her own classroom.

When I teach I want to really purposely try to find stories, articles that are about several different types of people - multicultural. I want each student to feel special. If there is a student in my class from a different than the majority background I'd love for them to share their uniqueness so it can be



appreciated. Especially in a language arts class, I plan to have everyone share during the year - write something about themselves, read a poem or song that they strongly identify with and/or bring something from home that best summarizes their culture. We all have our differences - even the majority and we all should be appreciated (portfolio entry, 12/16/91).

This notion became clearer as she gained experience in the classroom and as she observed her cooperating teacher's interactions with students.

As her concern for their diverse needs indicated, Bernice liked and respected early adolescents in spite of any difficulties she had with classroom management. She became more aware of the complexities involved in teaching middle grades students, but she still expressed her affection for them.

Bernice: I like them so much; they're so easy to get along with. I eat lunch with them, and that helps so much. I sit at the table with them. I don't see any problem with them - everybody is always talking about how difficult they are, but I think they're great. They like to talk to you and they want to do things with you. I haven't had any kid just be cold. You just have to show an interest in them. They like to talk about things they're interested in. My teacher is always coming in, saying personal stuff to them, like, "Dione, you did great in that ballgame," or "How's your mom?" They like that, and it lets them know she cares about them. I've noticed that every day I'm here - she says something personal to a kid, and I don't think she really has to plan that, I think it's just natural. My teacher last year never did that - ever (interview, 11/6/91).

Clearly, Bernice's cooperating teacher's influence was important to the reaffirmation of Bernice's positive feelings about middle grades students. Ms. K. set a good example for Bernice when it came to caring for the

students. Ms. K. reflected upon her relationships with her students in the following way:

What makes me successful? I really care about the kids. I think a lot of it is after school and weekends. It's important for them to know how much I care about them. I won't give up on a kid. I can be more persistent than they can. Do it to the best of your ability. I'll do anything - whatever it takes. If I have to put you in my car and take you home and knock on the door to get that form signed, I will. I think the kids can pick up on that - whatever it takes. And the word passes: she won't give up (interview, 12/16/91).

Ms. K. also facilitated Bernice's persistence throughout the semester. When Bernice became discouraged, she could count on Ms. K. to comfort her and provide support. In her last interview, Bernice related one incident that illustrated their relationship.

I asked her to tell me when I did something wrong. And the more I did, I would ask her between classes how it went. She would give me little hints, and when I told her how much I appreciated that, she started doing it more. So I think it took some giving on both our parts. I remember the first day I taught, it was terrible. I was trying to teach appositives and it was just going in circles. I looked at her and made this face and she just started laughing. Then she gave me some hints before the next class and it really helped. She would say, "It's going well, Bernice, don't worry. Stay with it." That helped me so much! (interview, 12/12/91)

The early field experience seemed to be positive for Bernice in that it provided her a forum to test her notions regarding early adolescents. She did not become more negative or custodial toward her students as some of the literature suggests might occur during early field

experiences; on the contrary, she maintained her feelings of affection for the age group, and she enriched her views by beginning to consider cultural diversity and developmental appropriateness of curriculum and instruction in the middle grades. Her university classes and her on-site experiences worked cooperatively and successfully for her.

#### Bernice's Orientations Toward Reading/Language Arts

At the beginning of the semester, Bernice's notions about reading development and teaching reading were inconsistent and unclear. As the semester progressed, she seemed to clarify her orientation toward reading/language arts, largely as a result of her reading and language arts methods classes. By the end of the semester, her primary frame of reference was that reading is a reader-based skill, and that success in reading is related to the relevance of the material and the teaching strategies used by the teacher. Her secondary frame of reference was that reading/language arts are tools for communication and should be integrated across the curriculum.

As the semester progressed, Bernice determined that diversity was a key consideration in successfully teaching reading/language arts in the middle grades. She recognized that her students were not only culturally and ethnically diverse, but also diverse in their needs, learning styles, and interests. Her primary frame of reference toward teaching reading/language arts was making

her instruction relevant to all of her students' lives.

My philosophy about education is that kids need to be given reasons for why they are learning. I remember as a student that very often I felt like I was not an active part of my education. Kids are just given the curriculum to master, take in, process and spit back. I want to tell my students, verbally, everyday why what we are doing is important. No matter what the subject, a good teacher can show the relation to life (portfolio entry, 10/23/91).

As the semester progressed, Bernice's notion about relevancy of her instruction was reinforced.

I see this philosophy lived out in many ways at my internship, particularly in the team-planning where the teachers are given the freedom to plan extra - in and out of class activities for their students. ex. ropes course - working together, leadership, problem-solving - theme-day, Raleigh trip, where all classes focus on one theme that is being taught at that time - it relates school to real life. I want to relate what I'm teaching to life (portfolio entry, 11/20/91).

Bernice indicated that making instruction relevant for students would require her to be flexible, creative, and willing to take cues from her students. She came to see flexibility as a positive characteristic for a middle grades teacher. She wanted to be able to respond to the students' cues and change techniques accordingly. In analyzing a videotaped lesson, she commented on the teacher's flexibility.

I saw the teacher in this video as a very wise lady because she was flexible in her classroom and was willing to let the kids help her decide what will be taught and what is important to them. The point of her lesson changed when the kids became interested in

another issue. This teacher's flexibility was very important to me because I really believe teachers themselves are happier when they can bend and pull value out of unplanned lessons rather than experiencing frustration because their 6-step lesson was disrupted. I also stress flexibility because here again, the teacher responds to the children, they work together, and once again the teacher is not an uninvolved lecturer. Flexibility showed this teacher's mastery of a good understanding of mastering effective teaching. Teaching in this aspect is an art - the teacher must be very quick on her feet (portfolio entry, 11/25/91).

Bernice realized that being flexible entailed having a rather extensive repertoire of strategies. Throughout the semester, using varied teaching strategies was a concern of Bernice's. She suggested that teachers should know their material well and vary their instruction to interest and motivate their students.

In my classroom I plan to use a wide variety of teaching strategies, and not only because of their functional use but to give variety to my classroom. I remember how monotonous days could be when my teachers got into a rut of teaching the same way everyday. Kids don't learn everything the same way and need changes to sharpen different skills. For instance, reading a textbook teaches about ten percent of all that is worth knowing. I want to use newspapers and magazines, travel brochures, pamphlets, National Geographic, supplementary texts, overheads, videos, television shows, and best of all, field trips to encourage functional literacy in my classroom (portfolio entry, 10/11/91).

She noted the importance of recording the useful strategies and ideas she encountered in her classes and in her internship setting.

I want to keep and use the ideas of a variety of ways to teach, combined with conveying a message of you are able. Different strategies for teaching are important

because all kids learn so differently.  
(portfolio entry, 10/23/91).

Bernice wanted help with compiling a list of strategies; this is what she wanted and expected from her classes. She seemed to understand and appreciate the more theoretical approach of her methods classes, but what she wanted was good activities to use in the classroom.

Interviewer: How have you applied what you've learned in your methods classes?

Bernice: I've been able to do that just a little bit. The grammar part just this last two weeks, really. Where he talked about teaching grammar through writing. I think that's a good idea; I think it would have worked, but my time ran out before I could use it. The only thing we did in methods class was the writing process, and when I taught that, I used it. But most of my ideas came from my teacher. She's in there every day, and when we did the writing process, she's the one who gave me the idea I used.

Interviewer: What kinds of things would you still like to learn about teaching language arts and reading?

Bernice: I'd love to have a big list of activities to do. They have to do these grammar skills, and I would just like to have the ideas. Last week my teacher was teaching collective nouns, which is a hard concept. And just out of the blue, she said for them to take out a sheet of paper and put A-Z on it, and then write a collective noun for each letter. Even stuff like that - as simple as that was, I wondered if I would've thought of that, or would I just stand there and explain it over and over. I'd like to have a lot of things like that to do (interview, 12/12/91).

An issue of great concern for Bernice emerged during the semester. She noted the importance of integrating reading/language arts skills across the curriculum; she saw the language arts as tools for communication, and she

planned to teach accordingly.

When I teach middle school we won't be using basals and we will not be learning reading skills, but we will be learning how to polish and perfect the skills they learned in elementary school. We will be learning to study comprehensively, how to write to be understood and how to read for facts and meaning (portfolio entry, 10/30/91).

During her internship, Bernice saw grammar skills taught in isolation, a great deal of spelling book work, and only a little writing/reading instruction. This was the opposite of what was being taught in her methods classes, where an integrated approach was clearly advocated. Even though she liked and respected her cooperating teacher a great deal, she questioned the appropriateness of Ms. K.'s approach to teaching language arts.

They don't do any reading in language arts at all. They do spelling and English. A lot of spelling, A,B,C,D in the book. I asked her this morning if she ever taught grammar through reading, and she said no. I said that when I was in school we didn't do as much grammar, we read. I think that's better because you can do exercises, but if you're not actually using it, then it doesn't make sense to you. Like in class yesterday, Dr. M. had three paragraphs up on the board written by a fifth grader, and he pulled 12 grammar lessons out of that. You could do that over a three day period - you could even give a test at the end of the week. Right now, it's like commercials -flash this, flash that. The book has reading passages, but they never use them (interview, 11/5/91).

While Bernice recognized the need for an integrated approach to language arts instruction, she still seemed unclear as to how she would manage to do it. At the end of the semester, it was clear that her notions about

integration were still evolving.

Interviewer: Do you think it's easy for the students to make the connection between the grammar skills they practice in these exercises and their own writing?

Bernice: I almost think - it's a good idea for them to apply it in their writing, but unless you explain it to them first, then they don't know it. I'd like to have them write a lot, but I think it would be better to teach the skill first. Like every other day - one day, teach the skill, and the next day, have them write a paragraph using the skill, and then hopefully, that would come back to them in their own writing since they had used it in a paragraph. But if you talk about appositives or nouns or verbs, or anything, you need those skills, and I hope that's how I'll be able to do it. Skills into writing, and that way you don't get tired of either one (interview, 12/12/91).

When Bernice actually planned and taught a lesson, she found that her students enjoyed a different approach than the textbook-centered one to which they were accustomed.

I really enjoyed teaching this decision-making lesson and hope for lots more practice in the future. This was a change of pace for the kids - they are used to spelling words and grammar exercises. I really liked incorporating reading into their curriculum. I think reading strengthens all skills as well as self-confidence when reading aloud. I plan to do lots of reading in my classroom. I'll use reading and writing to teach vocabulary, comprehension, decision-making, grammar, spelling, etc., etc., etc. There is nothing reading and writing cannot teach! (portfolio entry 12/16/91).

In this case, the assignment Bernice was given to complete in her internship setting provided her with a very different view than what she saw every day in her internship setting. She seemed to benefit from these structured assignments that showed her exactly how to



integrate her instruction.

### Summary

Although it was not an easy semester for her, Bernice seemed to learn a great deal about herself as a teacher, about middle grades students, and about teaching reading/language arts in the middle grades. For her, the internship and teacher education courses provided the support and knowledge she needed to feel successful.

The tension that Bernice experienced during the semester was primarily related to her struggle to balance her deeply-felt affective concerns with her newly discovered need to manage the classroom. She recognized that teaching was complex and demanding, but she ended the semester with very positive feelings about her career choice.

Bernice experienced growth in her skills and in her orientations during her early field experience. Her reflections on her work became more student-centered, and she began to question the curriculum and practices she saw in the classroom. Bernice was willing and able to apply much of what she learned to her experience in the classroom. She seemed to have great potential for becoming a skilled reflective teacher.

Barbara

Barbara, a Caucasian female, is twenty years old. She was born in Virginia and had lived since the age of eight in a small town in North Carolina. Barbara enjoyed reading; among her favorite books were The Vampire Chronicles by Anne Rice and A Swiftly Tilting Planet by Madeline L'Engle. She also enjoyed the Narnid books by C. S. Lewis and Sherlock Holmes stories (Teacher in Training Profile).

Barbara had done a great deal of babysitting and some "boring factory stuff," and she indicated that she loved children; she hoped to eventually teach English, a subject she enjoyed, at a college (Teachers in Training Profile).

Barbara had decided as a middle grades student that she wanted to be a teacher. She was greatly influenced by two teachers she had in the middle grades.

The best teacher I ever had was my health/PE teacher. I'm not very athletic, and I hated PE, but she was one of those teachers who really gets involved in her students. She knows about you, and she had us write "Thought sheets" that were kind of like journals. She would respond to every one of them, and she was just such a kind and caring person. That's the first thing I think of when I think of middle school (interview, 9/3/91).

The middle grades were an important time for Barbara. She became a successful student and began to consider teaching as a career.

Before junior high I felt stupid. It did not matter how hard I worked - I never made above a C. I

couldn't get what the teachers were saying. I guess a big chunk of my brain came to life during the summer between sixth and seventh grades, because seventh grade was easy for me. Seventh grade was a turning point in my life. I began to think of teaching that year. I hadn't really thought about it much. I just liked my math teacher, Miss Lowe. She had us play games and she made us think. I wanted to teach math just like Miss Lowe (portfolio entry, 9/12/91).

Barbara was especially influenced by her teachers who had cared about students. She indicated that it was important for teachers to listen to their students' problems and concerns. She had already begun to do this herself in the internship she completed in PSS 250, the introductory course in education at UNCG.

I was at Jackson Middle. The main thing they wanted us to do was observe, but I hope I got more involved than the rest of the kids because I would walk around, and if they had a problem, I would talk to them. I tried to learn all their names and a little bit about them. You have to care about the kids (interview, 9/3/91).

Barbara wanted to get to know her students personally. She felt that teachers should take the time to find out about their students' family situations and about their students' interests in order to provide the best learning environment.

Teachers should know all their names as soon as possible, and about their home lives, and about them. I think you have to get to know them so you can reach them. If you're trying to explain something to them, and you know something about them, that will help. And also, if they're acting kind of strange, if they're in trouble or something, you can help them better if you get more involved with them

(interview, 9/3/91).

Barbara saw teaching as a helping profession. She indicated that teachers can have dramatic impact on students' lives, particularly in middle school. She had chosen to teach so that she could help her students through their difficulties.

I considered other careers - politics, nursing, journalism - but before the end of high school I was sure I wanted to teach. I wanted a job where I could help people. Where I could turn someone's life around the way mine was (portfolio entry, 9/12/91).

Barbara had thought a good deal about how she viewed the role of a "good teacher." She viewed her responsibility more as a guide for students than as the person with all the answers in the classroom. She indicated that students should be encouraged and expected to think for themselves.

I'm too opinionated sometimes, and you know those teachers who would get up in front of the class and start with their opinions, and go on and on. I hate that. I don't think a teacher should let students know what they think about things - like what Bush is doing in the Middle East - because you have too much influence, and I don't think that's fair. I hate when teachers do that. I think the students should have their own opinions instead of adopting their teachers' (interview, 9/ /91).

Barbara was especially convinced that students wrote better when they were given the freedom to select their own topics and styles for their writing. She indicated that having them think for themselves was crucial for them to be successful writers. One of her first assignments for the

semester was to analyze a videotaped middle grades writing lesson. She reflected upon the teacher's structured approach to writing instruction.

I didn't like the way she gave them the title and a topic. To me, the most important thing about writing is coming up with something to write about. I would not give them a title, and I probably would not give them a topic. I wouldn't give them so many ideas as she did - when she read her ideas to the class and them asked them to share theirs they just threw her ideas back at her. I wouldn't tell them to think of three reasons, and I wouldn't give them a title. They need to think for themselves (portfolio entry, 8/27/91).

Thinking for herself was important to Barbara as well. She was concerned about being expected to follow any set patterns in her teaching, and she was not sure that she would be content to do what she was told if she could not make her own decisions.

I think the professors are going to have us apply the things in the book and teach lessons, and that sounds interesting to me, but sometimes I don't like to do things exactly like it says in the book. Sometimes I have trouble forcing myself to do things if I don't believe in them, especially if it's important to me, and teaching is important to me. I would have trouble doing things in a lesson they said they wanted us to teach if I didn't like it. One of them said they were going to teach a lesson, and then we were going to teach it to the class, and that just doesn't sound right - I don't want to teach someone else's lesson (interview, 9/ /91).

Barbara was confident that she would be able to teach without too much guidance from others because she was creative. She felt that her creativity and her determination to be a "good teacher" would help her to

achieve her goals in teaching.

Interviewer: What personal characteristics will help you be a successful teacher?

Barbara: I'm creative, people tell me that I am. I think that's very important, and another thing is that I think you have to be determined to do your best. Motivated to be a good teacher. I'm very determined and excited. I think I'm going to be a very good teacher. Just be determined and be excited, and you will be a good teacher. Motivation and determination are really important. I don't like it when teachers don't try their hardest or when they give up so easy. I think that you should try to do your best, and if it doesn't work, say, "Oh, well, I did my best" (interview, 9/ /91).

It was important to Barbara to be a "good teacher." She felt that doing less than excellent work would be unacceptable. She had very high expectations for herself.

Barbara had chosen to teach middle grades students because she wanted to help them through a difficult and important time in their lives.

I chose middle school because I thought that was the most crucial time in peoples' lives. I still think a lot of decisions that effect (sic) a person's whole life are made in middle school. I also chose middle school because middle school students are interesting. They are going through a lot of changes, and change is always interesting (portfolio entry, 9/12/91).

She was eager to assist early adolescents as they made the important decisions that would have impact on the rest of their lives.

I think middle schools are fun and also I think that is the age when kids (and often whoever decides who goes in which track) make a lot of decisions that will affect the rest of their lives. I want people to live up to their full potential (Teachers in Training

Profile).

On the Teacher Efficacy Scale (Woolfolk & Hoy, 1991),

Barbara responded "Strongly Agree" to the question: "When I really try, I can get through to most difficult students." She clearly felt that her dedication and concern would help her influence her students in a positive and dramatic way.

Barbara had some strong feelings about teaching in her content areas. She had chosen math because of the influence of her middle school math teacher, but in recent years, she had come to enjoy literature and writing as well.

I'd still like to teach math, but I'd like to teach English even more. For the past few years, reading and writing have become increasingly fun for me. Also, it was through writing that I discovered I had the ability to teach. I had never thought of myself as creative until I took a creative writing class in eleventh grade and people started telling me I was. I would love to teach a Creative Writing class. Now I can't wait to teach (portfolio entry, 9/12/91).

Barbara wanted her teaching to be creative and empowering for her students. She did not want them to spend time in rote memorization; rather, she valued doing over showing. She wanted students to participate in and take responsibility for their own learning.

You want to get them to think instead of just memorizing, because if they don't discover it on their own, they're just going to forget it. That's what makes me so mad - another thing I learned last semester - is that you teach them the same thing year after year. It makes me so mad, I mean why can't these kids remember how to add fractions? And in tutoring for Teaching Fellows, I remember this one kid

had to memorize the Dewey Decimal System, and I had to help him. I didn't want to help him learn something so stupid and useless, but I had to because he was going to have a test on it. I just think that's ridiculous because he's going to forget it. I've never memorized it, or I probably did and forgot it. You can make learning about a library fun - you can put popsicles sticks in a book and have a scavenger hunt. You can make it fun instead of boring. That's how kids learn. The teachers that I remember made it fun; that's important for the middle grades. I remember what I learned from those teachers, but not from the others (interview, 9/ /91).

Barbara was determined that she would not require her students to learn useless things. She wanted to teach meaningful content in ways that would excite and motivate her students. She recalled being bored by many of the things she was expected to learn in the middle grades, and she had begun to question the separate subjects approach to teaching reading/language arts.

The thing I remember doing in English class in middle school was diagramming sentences and grammar and stuff - that's all I remember. I remember at my middle school, we had an English class and a reading class separate. In English class, all we would do is grammar, and in reading class they gave you a reading book with poems and short stories. I thought they were stupid. I hate that, because I think you should read more than what's in that book. I think you should get your kids involved in reading a lot more stuff, and I think they should write a lot more, too. They hardly ever write (interview, 9/ /91).

Because writing was important to Barbara, she had thought a good deal about the best way to teach writing.

Barbara: I think just any kind of writing is important. Creative writing - that's my favorite thing, and persuasive writing is important. Just all kinds of writing. I think you should get them to be



self-motivated in writing by letting them write about things they're interested in instead of just assigning it and making them write. If you think of yourself as a writer and if you try to write something for a purpose as a writer and you're not just writing it because a teacher told you to and writing it for a grade - that makes all the difference in what you write. If you have an audience in mind and a purpose in mind. I took this creative writing class, and that was the first time I ever thought about myself as a writer, and it just makes such a difference in what you write. I guess you pay more attention to it, and you're more careful with the words you choose if you think of yourself as a writer and not just a student trying to get a grade.

Interviewer: How are you going to make your students think of themselves as writers?

Barbara: That's the hard part. I think if they can write about things they're interested in. Like if you assign a term paper, let them choose the topic, like their favorite rock group, because that's something they're interested in and they would care more about it and want to present it in a better way.

Barbara clearly felt that students learned best when their ideas and opinions were valued by the teacher. She indicated that the students' experiences and interests were an important consideration in their learning and in developing their communication skills. Accordingly, her theoretical orientations toward reading were reader-based/holistic. On the Teacher Beliefs Inventory (Konopak, Readence, & Wilson, 1991), Barbara's responses were remarkably consistent for a novice teacher. She selected the following statements reflecting her beliefs regarding how one reads:

Teachers should normally expect and encourage students to have different interpretations of text material.  
(reader-based)

Teachers should normally discuss with students what they know about a topic before they begin reading the text. (reader-based)

Students' background knowledge and experience play a major role in their comprehension of a text. (reader-based)

Teachers should normally provide instruction aimed at developing all components of the reading process. (interactive)

Readers use a variety of strategies as they read the text - from sounding out unfamiliar words to guessing familiar words in rich context. (interactive)

Barbara chose the following statements reflecting her beliefs regarding how reading ability develops.

Students should receive many opportunities to read materials other than the textbook in the content areas (i.e. newspapers, literature, magazines, etc.) (reader-based/holistic)

Reading, writing, speaking, and listening are closely related learning processes. (reader-based/holistic)

Opportunities should be created in the content areas to encourage students to read. (reader-based/holistic)

Teachers should model how to learn from text material so that students gradually acquire their own independent reading strategies. (reader-based/holistic)

Not all poor readers benefit from more direct and structured learning experiences. (interactive)

Since the majority of Barbara's responses on both of these sections were reader-based/holistic, her theoretical orientation toward reading was reader-based/holistic, according to the inventory. In selecting lesson plans from the inventory to teach vocabulary, decoding, and comprehension, Barbara consistently chose the reader-

based/holistic plans for each one. Clearly, Barbara valued the readers' background experiences, prior learning, and interests, and felt that these had important influence upon successful reading.

As enthusiastic as she was about teaching middle school reading/language arts, Barbara was struggling with entering this new phase in her life. One reason she understood so well the stress that accompanied the changes inherent to early adolescence was that she felt the same kind of stress at this point in her life. She found change to be a difficult aspect of life, both during early adolescence and during early adulthood.

I remember my own middle school years, and it was just a really happy time. I was very energetic, and kind of hyper and involved in lots of stuff. It was a tough time, too, because things were always changing. Just like now, things are changing, and it's kind of hard to get used to the way your life -you're used to being a child, and now you have to be an adult, and now I have to be an adult even more (interview, 9/ /91).

Barbara sometimes found it painful to give up the pleasures and rewards of childhood, especially when she found the lives of many adults to be dreadful and boring.

I've just started my internship in a middle school. It's fun, but sometimes it feels weird. The kids call me Ms. Horn, and they think I'm an adult. Sometimes, I too think I'm an adult. It's a scary thought. Sometimes it's intimidating to think about graduating and going out into the real world, and I'm not sure why. A friend once told me the only difference between childhood and adulthood was responsibility. It is dizzying to think about what you are taking on when you graduate, get a job, and start a family. But

I don't think the responsibilities are what is really bothering me. I'm worried about what I might lose when I take on those responsibilities. I don't want to lose my dreams. So many adults start living a wake up, go to work, come home, holler at the kids, go to sleep life. I don't want to fall out of wonder with life. I fear losing the vision of childhood, of forgetting flowers, and raindrops, and unicorns. I'm afraid that being an adult means that you have to forget you were ever a child. I guess I have to find a balance before I feel comfortable calling myself an adult (portfolio entry, 9/16/91).

Barbara clearly wanted more from her life and from her teaching than she believed many people had. She had high hopes and high expectations for herself, and she seemed to view teaching as an outlet for her creativity and her sensitivity. As she began her early field experience, she was not willing to let go of her idealism or her humanistic concerns for students.

#### Barbara's Initial Orientations

At the beginning of the semester, Barbara had some rather firm notions about her role as a teacher of middle grades reading/language arts (see Table 5). Her initial primary frame of reference regarding "good teaching" was that good teachers develop relationships with their students. Her secondary frames of reference were that good teachers are determined and creative. As she reflected upon her beliefs about middle grades students, Barbara's primary frame of reference was that they need motivation in order to be successful learners. Regarding reading/language arts, Barbara's primary frame of reference was that her instruction should prompt students to think

Table 5

## Barbara's Orientations and Frames of Reference

Beginning of Semester	End of Semester
Orientations toward Teaching	
(primary frame)	(primary frame)
A "good teacher" develops relationships with students.	A "good teacher" empowers students to learn.
1. Talk to students about their problems.	1. Guide students.
2. Learn about students'	2. Give students choices.
	(secondary frames)
	"Good teachers" care about students.
	1. Focus on individuals.
	2. Put students first.
	"Good teachers" manage the classroom.
	1. Control noise level.
	2. Create a positive learning atmosphere.
Orientation toward Middle School Students	
(primary frame)	(primary frame)
Students need motivation.	Students need motivation.
1. Make learning fun.	1. Make learning fun.
2. Appeal to students' interests, experiences.	2. Appeal to students' interests, experiences.
	(secondary frame)
	Students undergo cognitive changes.
	1. Do not be too abstract.
	2. Prompt students to move from concrete to abstract.
Orientation toward Reading/Language Arts	
(primary frame)	(primary frame)
Encourage students to think for themselves.	Encourage students to think for themselves.
1. Provide choices.	1. Provide choices.
2. Guide learning.	2. Guide learning.
(secondary frame)	(secondary frame)
Reading is a reader-based skill.	Reading is a reader-based skill.
1. Call up students' experiences and interests to help them be successful.	1. Build on students' experiences and interests.
2. Expose students to a variety of literature.	2. Use a wide variety of literature.
	Integrate reading/writing.
	1. Teach grammar through writing.
	2. Read in all classes.

for themselves. Her secondary frame of reference was that reading is a reader-based skill.

As the semester passed, Barbara's early field experience and her methods classes gave her the opportunity to develop some new notions about teaching and to reaffirm some of the ideas she already had. She had already thought a great deal about the nature and the complexities of teaching, and her first professional semester provided a number of opportunities for her to reflect upon her preexisting orientations. The following section describes the tensions that Barbara faced and attempted to resolve as she progressed through the semester.

#### Barbara's Orientations Toward Teaching

Barbara's orientations toward teaching did not change dramatically during the semester under study. She began the semester with humanistic concerns, and she maintained these concerns throughout the early field experience. She became even more convinced that the teacher's role was one of guidance; her primary frame of reference was that good teachers empower students to learn by providing them with choices and encouraging them to think for themselves and learn independently.. Because she still found caring and compassion to be necessary in dealing with students, one secondary frame of reference was that good teachers care about their students. In response to the difficulties she encountered, another secondary frame of reference was that good teachers manage their classrooms successfully.

Barbara was assigned to an eighth grade math teacher for her early field experience. Her cooperating teacher, Mrs. H., was a veteran middle grades teacher who taught math and one reading class. Mrs. H. had a great deal of expertise in her content area, and she valued a structured, content-oriented approach. She strongly felt that interns should be thoroughly prepared in the subject matter they would teach.

I think it's really important for middle school teachers to know their subject area. It's a real mistake to have teachers who don't know their subject area teaching certain subjects. It would be helpful if the teachers coming out knew their subjects; I'm not sure they do (interview, 12/16/91).

Mrs. H.'s emphasis on content was strong, but she also indicated that caring about students was essential for successful teaching in the middle grades. She suggested that early adolescents might be a more difficult group to teach than other students because of their unpredictability.

Good teaching in the middle grades is a teacher who cares about the kids and is willing to do whatever it takes to make the difference for kids - from talking to them, to studying the material, to being willing to call parents. Middle school students are different; they come in different shapes and sizes. They're very moody. I think it's probably one of the most difficult ages to teach, just because you can't take the things personally that they do. Even if it's directed to you, you can't take it personally. You've got to have a game plan to fall back on and also be able to handle kids who start crying, or who hurt because they're growing, or have something happen at home. There are days the kids act very elementary, and days they are ready for high school

(interview, 12/16/91).

Mrs. H. ran an efficient, orderly classroom. Her students knew her expectations, and they responded accordingly. It appeared to Barbara that Mrs. H. had few management problems, perhaps because she affected such an authoritative stance in the classroom (researcher's journal), and she felt that the students respected Mrs. H. The only management strategy she observed Mrs. H. use was blinking the lights when students got loud.

Barbara's first teaching during her early field experience was a writing process lesson that she taught to a small group of five students. Mrs. H.'s team chose the five students "because they are such good students and because they could get to the school at 8:00 A.M.," which is when Barbara worked with them (portfolio entry, 10/16/91). Barbara began by discussing the writing process with the group. Rather than following the step-by-step process that was modelled by her professor, she immediately began to notice the cues the students were giving her, and she changed her plans accordingly.

I started the discussion and I was getting the answers I wanted, but I could tell they were bored. They had been talkative and inactive before but now they were just sitting there. It was making me bored. I asked what was wrong. They said they were bored. I asked them to tell me how I could make it fun for them. They told me they wanted to be able to write about whatever they wanted and wanted to write in groups. I said both were good ideas (portfolio entry, 10/16/91).

Throughout this lesson, her first one in this early field



experience, Barbara was able and willing to adjust her plans and her expectations to the students' needs and preferences. She seemed remarkably attuned to their responses, and her observations were insightful.

I think one of the strengths of having them write in groups was that they were in essence, conferencing constantly. If they ran into a problem, they talked, sometimes argued, about it and solved it within the group. I guess talking is easier for eighth graders than writing. I also think hearing each other's ideas inspired them (portfolio entry, 10/16/91).

Barbara had indicated at the beginning of the semester that she believed students learned better when they were having fun and when they had choices and freedom in their work. This writing process lesson and the feedback she got from the students who participated confirmed these beliefs.

They said the best thing about the lesson was that they chose their own topics. They advised me that if I ever did assign topics to make them interesting. They also said they liked the discussions and that it made the writing a lot easier. Overall, I had fun, and I think the lesson went well. I think all of us learned from it. Next time I won't rush my students. I'll do my best to keep it fun (portfolio entry, 10/16/91).

Barbara continued to seek ways to motivate her students as the semester passed. She read and responded to a series of articles about motivation as a class assignment.

Reading these articles made me realize motivation is much more complex than I first imagined. I learned that intrinsic motivation is when a student is self-driven to learn. It is better than external

motivation because once the external motivator is removed, students usually no longer care about learning. I had never before thought about the danger of using extrinsic rewards to motivate. I was planning on putting stickers on papers I was proud of and having little parties when the whole class did really well. But I don't want my students to think they are doing work to get stickers and have parties, not to learn. I'm not sure yet what I think about all of this (portfolio entry, 10/30/91).

Barbara wanted her students to learn for the joy of learning, and she felt that she could prompt them to do so by providing choices and interesting topics and materials.

Giving students choice in the classroom enhances intrinsic motivation because it makes students feel more in control of their own learning and more independant (sic). Teachers must not overhelp. They must help the student to succeed on his/her own. I want to learn more about how to make tasks that are challenging but not impossible, for all students in a class. I imagine this is very hard since students are on so many different levels. I imagine it's also hard to make tasks interesting for all students. I guess allowing more room for student choice is part of allowing for individual differences when trying to motivate a class, but I need to know more about it (portfolio entry, 10/30/91).

Barbara wanted to reward effort in her classes. She indicated that individual effort was probably more important than the end product a student produces. She felt that meeting individual needs and empowering students to learn entailed recognizing good efforts from her students.

I think it's very important for students to see that effort pays and that they can see their own progress. To do this, I'll keep a folder for each student with a record of their successes in the class. I'll have at least four folder conferences a year with each student. We'll talk about their progress and when

they felt they were putting the most effort in. It would be cool to take an essay they wrote and put it in an envelope with instructions not to open it for two years. They could see their progress that way (portfolio entry, 11/4/91).

Barbara wanted to give students some measure of control over their learning. She felt that many teachers exerted too much control over their students, and that this tendency was destructive to the students. Barbara trusted her students to manage their learning.

My favorite thing about the integrated approach we are studying in the methods classes is that students have more control over their writing. I think it's silly to always assign a topic for students to write about. Thinking of something to write about is the most important part of writing to me. If your goal is to effectively communicate a message, shouldn't you be able to come up with your own message? (portfolio entry, 11/6/91).

Barbara clearly believed that choices and freedom were important in teaching. Her cooperating teacher, Mrs. H., took a very different approach. Mrs. H. was adamant that the teacher should set the standards and expectations for the students, and that teachers should make most of the decisions. Their different viewpoints caused some tension for Barbara. She felt that she was expected to teach in a manner in which she did not believe, and this was a difficult thing for her to do. For example, as an assignment in her reading methods class, Barbara planned and taught a decision-making lesson. Since she was in a math class, she used word problems for the lesson. Mrs. H. gave her feedback about the lesson.

Mrs. H.'s advice was that I needed to give more explicite (sic) directions. She said if you don't do that, you let chaos happen. She also says I give them too many choices in my lessons. At the beginning of the lesson I asked them if they wanted to read the story silently or go around the room reading it aloud. Mrs. H. motioned for me to go around, so that's what I did. She said I shouldn't give choices like that, that I should decide what I want to happen and make it happen. I'm not sure I agree with that. I think students have to have some choice - it shows you care what they think and allows for individual differences so I don't know how I feel about that last piece of advice (portfolio entry, 12/4/91).

Barbara continued to clarify this notion of the teacher being a guide for students, rather than the controlling force in the classroom, in spite of the example set for her by her cooperating teacher. When she taught her second writing process lesson, she was even more comfortable in giving students choices and encouraging them to "own" their work.

I interviewed them to get feedback. They said that writing was fun. I asked them why writing this was easier than other writing they had done. They said it was because they got to chose (sic) their own topic, and they advise me not to assign topics to my students because it took the fun out and made it harder. I think choosing a topic is so important because it is necessary to a student's sense of ownership of the work. They care more about it if they feel they own it. Also they were in control of the process and their papers. It's hard to write about something you don't care about or ideas that aren't yours (portfolio entry, 12/13/91).

Barbara was convinced by the end of the semester that the teacher's job was to identify and remediate problems and free the students to proceed. She was especially

opposed to imposing any kind of artificial structure that would interfere with students' natural learning. She trusted them to learn on their own if they were encouraged to do so.

When students care about what they are writing - when they own it - they go through the process almost naturally. I think it's the teacher's job to figure out what parts of the process are hard for the group and scaffold and model these parts and let the students do what they can on their own. If you try to show them steps to do something they already know how to do, you take it away from them and make it artificial. Everyone thinks in their own way, and hardly anyone thinks iBarbara ms of steps once they know how to do something. Breaking writing down into little steps and making your students go through these steps each time they write is as silly as doing nothing but worksheets all year. Showing students the steps that go into a process does help them learn it, but teachers should encourage students to think in their own way and come up with their own understanding of the process. Breaking everything down into little steps or denying students ownership of their work by chosing (sic) their topics for them hinders the development of this understanding (portfolio entry, 12/13/91).

Barbara had begun the semester noting that good teachers should care for their students, and she continued to express this belief throughout the semester. This notion of caring became very real to her as a result of her relationship with one student in particular.

Interviewer: How would you define good teaching, now that you have been in the classroom for a while?

Barbara: You have to care about the students a whole bunch. There's this one student in Mrs. H.'s class, Shon, and at the beginning of the year, he didn't want to do anything, but now he's been more active. I try to call on him in class, but I don't know if that's the right thing to do, because I don't want to embarrass him. So I try to call on him when I think he knows the answer. He's got the "dummy" reputation, and I want to help him get over that. He's changed so

much; a lot of times now, he'll volunteer answers. The last time I called on him, he didn't know the answer, so I broke it down and started asking easier questions to help him get the right answer (interview, 11/8/91).

Barbara was gratified by the progress she saw Shon make, and she continued to focus upon what she could do to help him. She noted that he seemed to learn best from hands-on lessons, and she planned strategies to help him with a particular math skill. She suggested other ways to help him be successful.

Shon has a very short attention span. He also has low self esteem. He's been working hard lately to pay attention in class, but if his friends notice this, he has to goof off and act like he doesn't care about school. Mrs. H. and I both give him a lot of one-on-one attention, because it is so easy for him to fall behind. You also have to monitor (sic) him closely during class to see if he is paying attention. He also needs one-on-one tutoring - it is easier for him to pay attention if you are talking directly to him. He also needs a lot of encouragement so he doesn't get frustrated. He gets frustrated often and just fades out (portfolio entry, 12/9/91).

Barbara found it important to care about individual students, and she demonstrated her caring by giving Shon special attention and help. At the end of the semester, she indicated that caring about students should be more important than some of the other issues that sometimes take priority.

Interviewer: How would you define good teaching for the middle grades?

Barbara: I think you have to care about the kids, and I think you have to put them first - not the test scores or something. I think you have to think about

what they need a lot (interview, 12/9/91).

Because she wanted students to know that she cared about them, and because she wanted students to take responsibility for their own learning, Barbara was distressed to find that classroom management was a problem for her. She had thought that making her classes interesting and demonstrating a caring and trusting attitude would eliminate any discipline problems that might otherwise occur. This discovery was a source of tension for Barbara from the time she began to teach whole-class lessons.

The stuff that I thought was going to be hard hasn't really been hard at all. There's stuff that I thought wouldn't be hard, like management, that are. I thought if you were a fair teacher, it wouldn't be hard to manage kids, but it always is. They'll try you (interview, 11/8/91).

Since this was a common concern among the interns, their professors planned seminar sessions on classroom management in order to provide them with some strategies for maintaining order. Barbara noted that what she learned about classroom management in her university classes was not the same as what she observed happening in her early field experience.

When we talk about discipline, I feel like what they're saying is not practical enough. Like Dr. M. said, "Just tell the student that they're talking," but I think they already know that. I think that they're doing that because they want to talk. Most teachers in my internship use Assertive Discipline, but Dr. M. was saying that isn't a good idea - at

least that's the impression that I got. But it seems to work for a lot of people. I don't know about it, though. I don't like plans that much. If it's too organized, I don't like it; that sounds terrible for a teacher, but it's true. I think there are exceptions; sometimes maybe somebody has had a really bad day or something, so I don't know that it's always fair. Then again, it's hard to not have a system, too. So I don't know what the answer is right now (interview, 11/9/91).

Barbara found it hard to identify the strategies Mrs. H. used for classroom management because Mrs. H.'s classes were so well-disciplined that she rarely had to use any of the consequences her discipline plan outlined (researcher's journal). She also struggled with assuming the "adult" role in the classroom, and she felt bad when she was forced to correct the students' behavior.

Classroom management has been really hard. You're an intern, and you're not the teacher, and they don't really want to listen to you. I feel bad telling them to be quiet. I feel like I'm being mean, but you have to do that. It's not fair to let them go wild and not learn anything. The only thing my cooperating teacher does is turn off the lights, so that's what I tried to do. They already know what that means. I've moved students when they were talking. One time I told students that I was teaching, and what I was teaching was important, so they needed to listen to me. I guess I wanted them to see that it was important to me. That helps, too (interview, 12/9/91).

Because Barbara had such high expectations for herself, it was particularly hard for her when things were not as perfect as she had envisioned. She found it to be a tremendous challenge to accept a less-than-perfect performance, and this was a great source of tension for her throughout the semester.



Interviewer: What has been your biggest challenge this semester?

Barbara: Admitting to myself when I've done something wrong, because it's so important to me to be so good. Trying to learn from my mistakes is hard, but I'm pushing myself to do that. I'm such a perfectionist in my work. I've been successful as a student, and it's hard for me not to be very successful in teaching. I don't have as much control over my teaching as I do in my work (interview, 11/8/91).

A particular lesson stood out in Barbara's mind. She had tried to go beyond the scope of the students' knowledge, and her lesson did not work. Even though it was a very painful experience for her, Barbara examined what caused it to occur, and she recognized what she needed to do to prevent a reoccurrence.

Interviewer: What are the most important things to know about middle grades students?

Barbara: What their limitations are. That's the hardest thing for me to know. That's the worst mistake I've made so far. I was teaching this word problem, and you could solve it using trial and error, or you could solve it using algebra. I decided to show them the algebra method, even though they hadn't been taught that yet. That was really bad, because I don't give up, and I just kept on even though the whole class was completely lost. So now they kind of expect, when I get up there, that it will be too hard for them. I'm trying to get over that now. And I'm also trying to figure out what they know and what they don't know so I can teach them better (interview, 11/8/91).

Barbara found that it was important to persevere in her early field experience. She really wanted to be great teacher, and it was a bit of a shock for her to discover that it was harder to be great than she had anticipated.

She was discouraged when lessons did not measure up to her ideal image, but by the end of the semester she concluded that she could learn from her mistakes and make gradual progress.

I think I'm pretty persistent now. Actually, I do get very discouraged when I mess up on a lesson, because it's really important to me. But I just tell myself that I'll do better next time. And I keep working at it (interview, 12/9/91).

When Barbara completed the Teacher Efficacy Scale at the end of the semester, her responses indicated that she felt more personal efficacy after her early field experience than she had felt at the beginning of the semester. On teaching efficacy, her scores were consistent - 26 on the pretest and 27 out of a possible 40 on the posttest; however, there was a considerable change on personal efficacy - from 36 on the pretest to 47 out of a possible 60 on the posttest score. Based on her responses, Barbara seemed to have developed a much more positive view of her ability to influence students. Barbara gave positive responses - a change from the pretest -to these statements at the end of the semester:

When a student does better than usually, many times it is because I exert a little extra effort.

When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student.

When the grades of my students improve, it is usually because I found more effective teaching approaches.

If a student did not remember information I gave in a previous lesson, I would know how to increase his/her

retention in the next lesson.

If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.

Clearly, the first professional semester influenced Barbara's orientations toward teaching in some important ways. She gained more confidence in her abilities and in her personal efficacy, and she developed a better understanding of the complexities involved in teaching.

#### Barbara's Orientations Toward Students

At the beginning of the semester, Barbara indicated that middle school students needed motivation in order to be successful. She found this to be true as she worked with them during her early field experience, and this remained her primary frame of reference. In her classes and in her observations of her students, she became aware of the developmental nature of adolescents' cognitive abilities, and she recognized the need to plan her instruction accordingly. Her secondary frame of reference was that middle grades students are at different points in the transition from concrete to formal thinking.

Barbara indicated that middle school was a time when many students were not interested in academic pursuits. She suggested that keeping them motivated was a difficult but necessary task.

You have to make learning fun for them. I think you have to keep your students motivated, and that's the hardest thing to do (interview, 11/8/91).

While teaching her small group lessons, Barbara tried to make sure the students were having fun, and if she detected that they were bored, she shifted to another activity. She felt that putting too many constraints on the students took the fun out of their work, and made it less valuable to them.

I realized that I should have asked the boys about their characters sooner, but they were having fun doing it, so I didn't worry about them. Then I started worrying about the time, so I set a time when the drafts had to be done. This was a mistake. Whereas before they had been having fun and had been writing to entertain themselves and others, they were now writing to tie up loose (sic) ends before the time was up. They got frustrated. They just took the shortest way out and didn't really get to finish their story. This was my biggest mistake. I did not want to take the fun out of writing for them (portfolio entry, 10/16/91).

Barbara wanted to do whatever she could to prevent students from feeling disconnected from school and from learning. She felt that middle school students were especially prone to losing interest in school, and that functional lessons would help to motivate them to learn.

A lot of students are "lost" in middle school. Students get frustrated with school or lose interest in it. Teaching in a functional way makes it less frustrating and more interesting. It helps to motivate students (portfolio entry, 10/18/91).

Barbara suggested that functional lessons gave students skills they needed to be successful, and that success could breed success for students. She indicated that students are often motivated to achieve when they believe they are

learning successfully. Barbara also found that active, hands-on strategies, which were fun for students, were good motivators. These beliefs were reflected in her analysis of a videotaped lesson that she watched after she had some classroom experience.

Kids learn better when they are active, and they learn more when they are having fun and know they are learning. Kids are motivated to learn; they just have to believe they are learning. Lots of talking and sharing between the kids was evidence of their motivation. Kids were talking about literature and getting involved in literature; they were motivated (portfolio entry, 11/20/91).

By the end of the semester, Barbara was convinced that students needed to be involved and have fun in order to be motivated to learn. She suggested that young adolescents' responses to their academic work would be less than enthusiastic if they did not find their lessons to be fun and interesting.

Interviewer: How would you define good teaching for the middle grades?

Barbara: You have to make it interesting for them. They're not just going to sit still and listen to you talk, so if you're going to get through to them, you have to make it interesting. High school and college students can listen easier, so you have to try to get around that by making it fun for them. It probably won't work all the time - I think they put up with a little bit of boring stuff (interview, 12/9/91).

Besides making instruction interesting, Barbara also recognized the importance of tailoring her lessons to the appropriate developmental levels of her students. Her

first whole-class lesson had been unsuccessful because she expected too much from the students. She had tried to show them an algebra concept that was too abstract for them, and because this was a difficult situation for her, she seemed particularly receptive to learning about the concrete to formal operations transition in her methods classes. She began to apply this knowledge to her teaching.

In early adolescence students are supposed to move from concrete to formal operations. Some people never do, but teachers can help foster the development of abstract reasoning by modeling abstract reasoning processes and prodding students with questions that involve concrete reasoning. For example, functional reading lessons fit into this process because you prod students with concrete focus questions and have them make predictions to bridge information they are already comfortable with with concepts you are trying to teach them. In a functional reading lesson students should move from the concrete and familiar to new concepts. This is also what students do when they use abstract reasoning (portfolio entry, 10/18/91).

As she gained more experience, Barbara practiced helping her students move from the concrete level toward more abstract thinking processes. On her final exam in reading methods, she planned a lesson around a text passage, and she noted that her questioning strategy would accommodate the students' cognitive progression.

In my questioning strategy, I would want to start with concrete facts right out of the passage and move to more abstract ideas and higher levels of thinking. This is important with middle schoolers because they are just making the transition to formal operations. I would begin with text explicit questions and move to text implicit questions (portfolio entry, 12/16/91).

In her final formal interview, Barbara noted that an

especially important thing she had learned about students was that their thinking was different from hers, and that she would need to plan lessons with this in mind.

Interviewer: Are there are any incidents that seem to stand out to you now - seem especially important?

Barbara: I guess my writing lessons were really good, because I got to work with a small group, and I got to know them really well. It was encouraging because I think the writing lessons worked, and they were asking if we could have another class, and that made me feel really good. That was important to me because this one lesson I taught I really messed up - I got really upset after I taught it, like I told you before. They ended up so lost, and they were so confused, and I felt terrible about that. That was one thing that made me know you have to really think before you get up there. You have to plan it out carefully and think about where they are. They don't think the same way I do. They have trouble with the abstract ideas - so algebra is nothing for me, but they have trouble with it. They can't do it yet (interview, 12/9/91).

Barbara ended the semester with positive feelings about middle school students. She had learned that her notions about motivation were on target, and she wanted to continue to motivate her students with interesting and relevant instruction. She had also learned that it was essential to consider the cognitive abilities of her students in planning her instruction because abstract lessons proved to be inappropriate for many of her students. Barbara liked young adolescents before and after her early field experience, but she was more knowledgeable about them and had clearer ideas about how to teach them successfully after gaining firsthand experience with them

during her internship.

Barbara's Orientations Toward Reading/Language Arts

Barbara had entered her early field experience with very consistent, well defined notions about teaching reading/language arts. Her theoretical orientation toward reading development and instruction was reader-based/holistic, and she did not vary from this orientation during the semester.

Barbara had begun the semester with some rather vague ideas about an integrated approach to teaching reading/language arts, her experiences during the semester helped her to clarify these notions. By the end of the semester, she was convinced that reading and writing were closely connected, and that teaching grammar through writing was far more effective than an isolated skills approach.

In her first lesson during her early field experience, the writing process lesson she conducted with four students, Barbara found that her students considered grammar to be easy, but they were not able to make the connection between the grammar skills they knew and their own writing. Barbara had an idea about how she would handle this the next time she taught.

We talked about editing. I asked them if there were any grammar mistakes they made often or didn't understand, so we could talk about them. They said grammar was very easy and they had no problems. Of course, their papers are full of mistakes. I told them to read their papers looking for grammar errors and correct them. Next time I'll do more with



editing. I'll assign each student a specific rule to study and present to the group. Then each student will proofread each paper looking especially for errors involving their rule. Then they can explain errors to each other. I'll bring editing materials - highlighters, dictionaries, thesauruses, and grammar handbooks (portfolio entry, 10/16/91).

At this time during the semester, Barbara was beginning to understand the process of using students' writing for grammar instruction. This was the same approach she was being taught in her language arts methods class, and Barbara was very receptive to what she was learning.

I like the way we are being taught to teach writing. It makes a lot more sense than the way it was taught to me. In fact, one of the reasons I hesitated from changing my second major from math to English was that I didn't want to teach grammar rules. My favorite thing about this approach is that students have more control over their writing (portfolio entry, 11/6/91).

This approach was complimentary to Barbara's belief that students should be in control of their learning.

When Barbara taught her second writing process lesson, she did not follow this procedure exactly as she had planned, but she did have an opportunity to practice using students' writing as the text for teaching a grammar skill.

In my last paper, I made up this nice, elaborate plan of what I would do in my editing this time. It didn't happen. I was short on time again and used the time allotted for editing to teach grammar. I chose quotations because there were a lot of quotations in their stories, but none of them were punctuated. I explained to them what a direct quote was and had them find direct quotes in their papers. I wish I could go back to see how much they remember now to see how well it really worked. One thing about teaching grammar through writing is that it is more meaningful. They understand why they are learning it, and that makes it seem important and worth their time. Also, they still

seemed to be having fun with the lesson. They would exclaim, "I found one!" every time they found a quote in their papers. Usually students are bored with grammar lessons (portfolio entry, 12/13/91).

Barbara had the chance to compare the integrated approach with the isolated skills approach when she was asked to teach a textbook-centered grammar lesson. She decided that the integrated approach was better.

The lessons that I taught as far as English goes were the writing lessons, and they went really good, so I can see that's good. And then I taught a lesson in grammar, which was not like what we'd learned in methods class. The teacher told me to teach a lesson in direct objects, straight from the book. So that's what I did. They way that they teach us to teach grammar in methods is to teach through the students' writing, and I think that would work much better. That's how I would approach it (interview, 12/9/91).

Barbara's early field experience gave her the opportunity to test her notions about integration of subject matter, and she was able to clarify her beliefs. In spite of the fact that the instruction she observed was the separate subjects/isolated skills approach, her classes gave her the background she needed to develop a different, more progressive stance.

#### Summary

Barbara entered her early field experience with strong notions about what she wanted to accomplish as a teacher. Her humanistic concerns were important to her throughout the semester and sustained her when her enthusiasm waned or her confidence lagged.

Barbara had great faith in the ability of middle school students to take charge of their learning. She wanted to empower them, not control them. She was somewhat surprised to find that she must balance this empowerment with management, but she came to recognize the need to develop and use strategies to maintain control in the classroom.

Barbara liked young adolescents, and she wanted to motivate them to succeed in school so that their futures would be more secure and happy. She suggested that success would breed success for her students, and she recognized the need to tailor her instruction to the appropriate cognitive levels of her students so that they could learn successfully.

Barbara taught more math lessons than reading/language arts lessons during her early field experience, but she came to recognize the need to integrate communications skills in every subject area. She found the integrated approach to be more successful and more motivating to middle grades students than the isolated skills approach.

Even though her philosophy of teaching differed from that of her cooperating teacher, Barbara seemed to benefit from her early field experience. The time she spent with the students helped her to understand and accommodate the

unique needs of young adolescents. Most importantly, she learned that, even when her work was less than perfect, she could persevere and learn from her mistakes as she negotiated the complexities of teaching in the middle grades. Barbara seemed to be well on her way to developing the kind of reflective, progressive skills that her teacher education program was designed to foster.

### Helen

Helen is the mother of three, and she had been a homemaker for several years before returning to school a year before the study began. Helen was always impeccably dressed, and she took great care to present herself well. She worked very hard at her assignments and made good grades, but she was hard on herself. She worked so hard sometimes that she became physically ill.

I'm afraid I will have trouble balancing everything. Last semester, I got so worked up, my hernia was killing me; my ulcer was acting up. One night, my husband had to take me to the emergency room. He said to me the other day, "Are you going to get sick again now that you're back in the swing of things?" I want everything to be perfect. I am too particular. My professor this summer told me, "Helen, draw back. You're going to kill yourself." But I just can't stop. I'm not that kind of person. But I'm going to try to survive.

Helen sometimes seemed somewhat intimidated by her classmates, all of whom were younger than she, but she was determined to do well in her studies, and she was enthusiastic about becoming a teacher.

Helen lived in a small community adjacent to Greensboro and commuted about forty-five minutes each way to attend the university. She enjoyed water sports and reading, especially books by Tory Hayden, who has written of her experiences as a teacher. Helen took her decision to become a teacher very seriously, and she described her long-term career aspiration in the following manner:

I want desperately to be a successful teacher that has the ability and most of all the concern that all children get the quality of education they are capable of obtaining even if it should mean wavering from the "norm" of a everyday classroom and instruction (Teachers in Training Profile).

Helen had decided she wanted to teach middle grades language arts. She explained why she had chosen language arts as a concentration.

I chose language arts as a concentration because I think if a child masters the proper use of language, they has (sic) won a major battle on the road to success and also through literature these children can experience places and events they might not otherwise (Teachers in Training Profile).

Helen's experience with early adolescents was limited to her own children, two of whom were in their early twenties; her youngest child was 11 years old. She expressed the belief that children in this age group are often "misunderstood," and that she expected working with them to be "a challenge." She had taken the introductory course in teacher education, PSS 250 - Teaching as a Profession, during the summer session just prior to the

semester this case study was conducted, and she had completed her internship in a middle grades summer school science class. This experience was still very real for Helen, and it seemed to have quite an impact on her thinking as the semester began. In her first journal entry of the semester, she wrote,

Doing an internship this past summer at M. Middle School has reinforced my desire to teach. I see all kids as beautiful roses in the early stage of a bud, with the potential of becoming in the final stage a gorgeous completely opened blossom. All children have the potential of being this completed blossom, but not all have nurturing (sic) and caring parents to help them make the transition from a bud to a complete blossom. The kids I worked with this summer had past (sic) the budding stage and were at a stalemate; due in part to the lack of concern and care from the parents, but also the show of defeat from the teachers they had had in the past. The teachers had all but wrote (sic) them off as a lost cause. I believe if these children had had consistencey (sic) in positive reinforcement from their earlier teachers, they might possibly be at the open bloom stage of a rose (portfolio entry, 9/16/91).

Helen was adamant in her belief that caring about students was an essential part of being a good teacher, particularly in the middle grades. She felt that many of the students she had encountered during her internship had experienced too much failure and defeat in school, and that it was a teacher's responsibility to continually work with students, rather than giving up on them.

These kids were shocked when they got something right; evidently, some teachers had just written them off. It broke my heart to think that these children had been in school for eight years, and they were so defeated. Half of them couldn't read; most couldn't add and subtract. A lot of these kids had had several

negative experiences; the whole school environment was negative for them. They were afraid to give answers out loud; they'd answer under their breaths. I'd say, "Go ahead and tell it outloud." They'd say, "No." They were afraid I'd get after them, but I never would, I would help them (interview, 9/3/91).

Recalling one of the students with whom she had worked during her summer internship, Helen noted,

We saw him thrive and blossom in the few weeks we had him. Chris made great advancements in his school work and most of all his self-esteem. It is amazing how much affect a teacher can have in a child's desire for an education. Because we showed we cared whether he passed or failed and that we liked him for the person he was; Chris showed that if all teachers from the beginning of his education experience would have encouraged, instead of constantly putting him down, his education experience and his self-esteem might be of a different caliber (portfolio entry, 9/16/91).

Clearly, Helen considered caring and compassion to be important attributes of a good teacher. She assumed that, despite the challenge of teaching in the middle grades, she would be a successful teacher because of her compassion for kids. She considered herself to be a caring person who would be sensitive to her students' needs.

Interviewer: What personal characteristics will be assets to you in teaching?

Helen: My kids tell me I'm a pushover. I guess my sentiment, or my love of kids, will be a big asset to me. Seeing those kids as individuals, not a blob of kids, seeing their own special needs. I want every child to succeed; I know there'll be some who can't make it, no matter what I do. I guess that would be the hardest thing to work with (interview, 9/3/91).

Helen had high expectations for herself as a teacher and also for her students. She was determined to help every

child succeed, but she also expected them to put forth their best efforts, just as she required of her own children.

One of the students asked me one day what I expected from them. I said, "Well, I have three children, and I expect no more from you than I expect from them, and I expect them to do their best at all times. If I see that you're making an honest effort, then I will help you. But if you come to school nonchalantly, you don't want to do, then you and I will tangle sooner or later." I believe that would be my philosophy in the classroom - I expect no more than I expect from my own children, and that's 100% effort. If they give it 100% and still don't make it, then we'll deal with it. I think that's what's wrong; teachers are too willing to back down, but you've just got to find what works with a child, what will turn him on (interview, 9/3/91).

Helen's own children were successful students, and she attributed their success largely to having caring, concerned parents to support them and teach them the value of education. Helen believed that parents played an important role in their children's success or failure. On the Teacher Efficacy Scale (Woolfolk & Hoy, 1991), she responded "Strongly Agree" or "Agree Somewhat" to the following statements:

If parents would do more for their children, I could do more.

When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.

A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.



The amount a student can learn is primarily related to family background.

Helen also responded "Strongly Agree" or "Agree Somewhat" to these statements indicating teacher efficacy:

When a student does better than usually, many times it is because I exert a little extra effort.

When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student.

When I really try, I can get through to most difficult students.

My teacher training program and/or experience has given me the necessary skills to be an effective teacher.

These responses illustrate the contradictions that were often present in Helen's responses and statements at the beginning of the semester. It was evident that Helen's ideas about teaching were still in transition. For instance, as the above statements indicate, she was adamant in her view that teachers often give up on students too easily without trying every possible strategy to facilitate their success; but, at the same time, she was equally convinced that when parents do not care enough to support their children's efforts, there is little that a teacher can do.

Nevertheless, Helen believed that being a good teacher meant doing whatever it took for a student to be successful, and that students would respond accordingly if they were given the opportunity. She recalled how her

students had responded during her internship.

I watched some of these kids after receiving praise for their success on an assignment, really strive to improve and witness success again and receive that pat of assurance and acknowledgment of their success from their teacher. If these children had received the nurturing (sic) and caring guidance; if not from a parent, from a teacher who really showed they cared, then maybe these kids could have witnessed success earlier, thus raising their self esteem and their drive to succeed. The desire would then have been planted; causing the child to work even harder for the knowledge that will one day help make them productive members of society. I have witnessed first hand what an influence a teacher has on their students. She can make or break the student's will to succeed (portfolio entry, 9/16/91).

In addition to caring and compassion, Helen indicated that good teachers should be authoritative, not authoritarian. This was a distinction she mentioned often. She seemed to define an authoritative teacher as one who got results from the students without intimidation and made the classroom a pleasant place to be. She remembered one of her own teachers whom she described as being an authoritative teacher.

I remember my civics teacher in high school. He made it fun for us. He was not an authoritarian, but an authoritative teacher. We did what he asked, and most of the class succeeded; most of us passed (interview, 9/3/91).

An important incident had occurred during Helen's summer internship had given Helen her first experience with managing students' behavior. A negative experience with the students had caused Helen great pain, but she considered it to be a learning experience.

I lost my temper in there one day; I'm so ashamed. I'll never forget this. They had tried me to the limit, and I wasn't accustomed to that. I slammed the chalk down on the desk, and I said, "I've had it. You evidently don't care whether you pass or fail. I said, "I don't have time to waste, and if you want to learn this, let's get down to it." From that day on, I had no trouble with them. I guess they had been so accustomed to getting what they wanted by misbehavior that they were surprised when it didn't work with me. The teacher had them write what part they had each played in causing me to blow up. Well, one boy wrote that Ms. M. did lose her temper, and that Ms. M. needed to learn to be a teacher, and that Ms. M. shouldn't have given up on the class like she did. Which I did give up on them. I had to turn it back over to the classroom teacher. Really, I should not have given up; I should've pursued it, but I had reached the point that it was no turning back. I had to turn it over (interview, 9/3/91).

In spite of this experience, Helen did not seem very concerned about classroom management as she began her early field experience in the Fall semester. She suggested that an authoritative pose would be sufficient to handle any difficulties she might encounter.

Helen: Never will I step into a classroom and be an authoritarian person. That's not my nature; I'll be more authoritative. I'll state what I'll take that first day of class, and then I don't expect I'll have to go back to it. My classroom environment would be coordinated so that I won't have the problems that an authoritarian person would have.

Interviewer: How will you coordinate your classroom environment?

Helen: I'll let them know that we're there for the same reason: to get an education, and they can always call on me for help if they need it, not ever to be afraid to come to me and say, "I cannot do this, or I don't know how." I don't want them to be afraid of me. I had teachers sometimes who I was afraid of. But I don't want my students to be afraid of me. That's not what I'm there for (interview, 9/3/91).

Helen seemed to assume that managing her middle grades classroom would not be difficult task if she simply stated her expectations and did not lose her temper. She noted that her temper could cause a problem and that she would have to control it.

Interviewer: What will you have to change about yourself in order to be a successful middle grades teacher?

Helen: To control my temper! I can take a whole lot, but when I get mad, I cry. When I get that mad, that's bad because I lose it. I just lose control, and I don't mean to. My husband says that the reason I get so mad is because I want to change something, and when I find I can't change it, it frustrates me so bad - it blows me wide open (interview, 9/3/91).

Helen's dedication to teaching was evident; she wanted to foster a pleasant and productive atmosphere in her classroom, and she was willing to do whatever she could to facilitate that.

Helen's views about early adolescents were shaped by her experiences with her own children and by the things she had learned in her classes at the university. When asked the most important things to know about middle school students, she responded,

In the adolescent period, their hormones are going haywire; they will act accordingly, and you have to adjust how you deal with them, I guess, to how they'll react. My teacher education courses have taught me about psychology and teaching. I wish I had've had these classes before I had my own children. I've learned that, even though they might be the same age, children are not the same. They may be different mentally or at a different level. I had always

thought when a child reached 12, they did certain things. I had never thought about environment or cultural background. These things had never crossed my mind. I don't know if it was being naive or stupid, or whatever, but I just didn't think of it before. It amazes me how much all this works together, and how it influences how a child learns (interview, 9/3/91).

She remembered one important thing related to instruction in the middle grades that she had observed during her internship.

They still like that hands-on experience. That reinforces what you teach, so I plan to incorporate a lot of hands-on activities to back up the book (interview, 9/3/91).

Teaching the book was a notion that surfaced several times in Helen's early work during the semester. She seemed very content-oriented, and she valued mastery of the subject matter for teachers and students alike. For example, one of her first assignments was to complete a videotaped lesson analysis form, critiquing a writing lesson taught by a middle grades teacher. Helen wrote a great deal about how she would have taught the lesson; all of her comments were related to her concept of the proper way to write an essay. She suggested delivering a rather complicated lecture about the steps in writing essays. Her notions about reading instruction in the middle grades were somewhat inconsistent at the beginning of the semester. She was still forming her ideas about how and what to teach in reading/language arts. When asked what she thought should be taught in middle school reading, she

replied,

Helen: I don't like this business of going around the room and everybody reading a paragraph. Reading, to me, would be incorporating it into the content of the material I would be teaching. I would have them, like for language, I would have them read a play or a short story, and then write me something about what they've read; or maybe we'd pick parts and do a little play about what they've read. I don't like the regimented stuff -everybody reading a paragraph - because everybody can't read, and it embarrasses them. It puts them on the spot, and why do that?

Interviewer: What would you do if your cooperating teacher asked you to work with a poor reader or a nonreader in your internship setting? What would you do for the student?

Helen: I'd have to think about that. It's a real tall order. I just don't know yet (interview, 9/3/91).

On the Teacher Beliefs Inventory (Konopak, Readence, & Wilson, 1991), Helen chose the following statements to indicate her beliefs regarding how one reads:

Before students read the text, it is often useful for them to discuss experiences involving the topic being studied. (reader-based)

Teachers should normally expect and encourage students to have different interpretations of text material. (reader-based)

Teachers should normally provide instruction aimed at developing all components of the reading process. (interactive)

Students' background knowledge and experience play a major role in their comprehension of a text. (reader-based)

Readers use a variety of strategies as they read the text - from sounding out unfamiliar words to guessing the familiar words in rich context. (interactive)

These responses reflect a reader-based orientation regarding how one reads; however, on the section of the inventory about beliefs regarding how reading ability develops, Helen's theoretical orientation could not be readily identified because her responses were inconsistent. Helen selected the following statements to represent her beliefs.

Students should receive many opportunities to read materials other than the textbook in the content areas (i.e., newspapers, literature, magazines, etc.) (holistic)

Teacher should generally spend more time working with less proficient readers than with more proficient readers. (differential)

In deciding how to teach a text topic, teachers should consider the varying abilities of the students. (differential)

Opportunities should be created in the content areas to encourage students to read. (holistic)

Students should be tested frequently to determine if they have mastered what was taught. (text-based/skills)

The remaining section of the inventory gave Helen choices among three types of lesson plans for teaching comprehension, decoding, and vocabulary. Helen chose the text-based plans for comprehension and decoding, and the reader-based plan for vocabulary.

Clearly, like many novice teachers, Helen's perspectives about reading development and instruction were inconsistent at the beginning of the semester. She expressed the desire to integrate reading/language arts

with content, but she seemed unclear as to how to execute that approach. Her major concern seemed to be learning how to use textbooks effectively, and she expected to learn how to do this in her teacher education classes and in her internship.

It (the internship) will give me an idea about what's really expected of me as a role model in that classroom. It'll also give me ideas about teaching that I can use, and I hope that I'll learn how to make it so that the book isn't boring. I want my class to be fun (interview, 9/3/91).

#### Helen's Initial Orientations

Drawing on the data described above, Helen's frames of reference can be identified and analyzed using Strahan's Framework for Analyzing Orientations (1990) (see Table 6). At the beginning of the semester, Helen's primary frame of reference regarding her orientation toward teaching was that a good teacher cares about students. Her secondary frame of reference was that a good teacher is authoritative. Considering middle grades students, Helen's primary frame of reference was that all middle grades students are capable of being successful. Helen's primary frame of reference toward reading/language arts was that it is important to use textbooks effectively.

As the semester passed, Helen's frames of reference changed somewhat due to the experiences she had in her classes and in her internship setting. The following section describes the evolutions that occurred in her



Table 6

## Helen's Orientations and Frames of Reference

Beginning of Semester	End of Semester
Orientation toward teaching	
(primary frames) A "good teacher cares about students.	(primary frames) A "good teacher" manages the classroom.
1. Be caring. 2. Be sensitive. 3. Do not give up on kids.	1. Be authoritative. 2. Be confident. 3. Use strategies for management.
(secondary frames) A "good teacher" is authoritative.	(secondary frames) A "good teacher" cares about students.
1. State what is expected. 2. Do not back down.	1. Be caring. 2. Build self-esteem. 3. Give positive reinforcement.
Orientation toward Middle School Students	
(primary frames) All kids can be successful.	(primary frames) All kids have potential.
1. Have high expectations. 2. Do whatever it takes to assignments.	1. Meet individual needs. 2. Give all the same help.
	(secondary frame) Adolescents are moody. 1. Be a mother to them.
Orientation toward Reading/Language Arts	
(primary frames) Use textbooks effectively.	(primary frames) Reading/language arts are sets of discrete skills.
1. Use activities to "back up the book."	1. Teach needed skills. 2. Teach skills in a "fun" and challenging manner.

orientations during the semester.

### Helen's Orientations Toward Teaching

As the semester progressed, Helen's orientation toward teaching changed somewhat. The early field experience was an important, if difficult time for her, as the following data will show. As illustrated in Table 7, Helen emerged from the early field experience with a different primary frame of reference: a good teacher has manages the classroom successfully. Her secondary frame remained that good teachers care about their students.

Helen's cooperating teacher taught sixth grade language arts at a large middle school in Guilford County, and her team teacher worked with another intern from Helen's inquiry team. Helen and the other intern, Andy, worked together often and became close friends during the semester (researcher's journal). The internship seemed to get off to a slow start, perhaps because the cooperating teachers were unsure about their duties and responsibilities to the interns (researcher's journal). In fact, Helen did not do much in her internship for the first few weeks besides observing the teacher. She felt frustrated by the lack of activity.

I think my teacher misinterpreted the whole thing. I felt that she was intimidated by the whole thing; she thought I was going to come in and take over the whole class, but that's not possible. I can't do that! I don't know, maybe I just expect too much from myself (researcher's journal, 10/30/91).

The difficulty may have also stemmed from Helen's

feelings about being with this particular teacher.

When I was in the sixth grade, I had a teacher I was horrified of. I was so scared of her that my mom went to the principal and asked to have me removed from her classroom. The principal asked her to let me stay in there, that it would pay off in the end. It was one of the most rewarding years I ever had, and I learned more from that teacher than I've ever learned from anybody. And my cooperating teacher is that kind of teacher (interview, 11/8/91).

Helen seemed to be a bit intimidated by her cooperating teacher. Helen's cooperating teacher, Mrs. S., was an experienced teacher who expressed many child-centered ideas and beliefs in her interviews. She exuded confidence and energy; her students seemed to feel secure in her classroom, and they seemed to like and respect her as a teacher. When she was asked to define good teaching in the middle grades, she responded,

You have to have a love for the kids - empathy for where they are. I think that's why I really enjoy teaching middle school, especially sixth grade. I remember exactly what it was like for me, every detail just like it was yesterday. I really think you have to love them. I know there are some people who are kind of biding their time, ready to move on to other things, but this is exactly where I want to be. This is right for me. I think you have to want to do it to do it well (Interview, 12/9/91).

Mrs. S. made teaching seem easy, and to a novice teacher like Helen, it was hard to take.

My teacher doesn't have any problems controlling the class; they know. Evidently what she did was state her expectations the first day of class, and they know that, and now, all she has to do is look up and scan her eyes, and they hush. She's not a light on and

offer. She has control, plus they seem to enjoy working with her. I don't think I portray that. I think I give off a more general type of air - and I don't mean to. I think I'm afraid I'm going to say or do something wrong. But I like her classroom. I've learned a lot from her (interview, 11/8/91).

Helen blamed herself for her difficulties, wondering if she was good enough, smart enough, and tough enough to become a good middle grades teacher. With some intervention from the inquiry team mentor, Helen did begin to get some teaching experience. She started with the writing process lesson with a small group that was a requirement in her language arts methods class. She also taught a few whole-class lessons. Although she was still very nervous and uncomfortable about her abilities, she continued working very hard (researcher's journal). At times she questioned whether she wanted to continue.

I went home and asked my husband, "Do I really want this? I know I want it, but do I want it enough to put myself through this? I want to teach, but I felt like other people felt like I couldn't teach. That's what came across to me (interview, 11/8/91).

With intervention and assistance from one of Helen's professors and with more experience, things did get much better for Helen during the second half of her internship. One of her professors met with Mrs. S. and her team teacher, and both Helen and Andy attended the meeting. The meeting gave Helen and Andy an opportunity to express their concerns that they were not having enough time to teach and enough guidance regarding their teaching. Mrs. S. and

Mrs. L. indicated they were waiting on clarification of assignments. Participants were able to discuss the difficulties that had surfaced over the past several weeks in a cordial, collegial manner. Once assignments were clarified, Helen and Andy got some helpful feedback from both teachers. All of the parties clarified their expectations for the early field experience and expressed their willingness to work together for the benefit of the students and the interns.

After the meeting, Helen began to feel better about her work; she realized that neither her professors nor her cooperating teacher had expected her to be a perfect teacher during this early field experience. She realized that it was acceptable, even expected, that she was still learning how to negotiate the complexities of teaching. After this meeting, Helen's cooperating teacher was careful to give feedback on both the positive and negative aspects of the lessons Helen taught. For instance, her feedback on a lesson Helen taught in early November consisted of a list that included praise as well as things to be improved.

- Need to be more aware of what all students are doing - Chris M. was not on task. AG students are extremely bad for doing their own thing.
- There were so many vocabulary words - could have reviewed first.
- Good variety of activities.
- Good to throw in personal experiences - they love it, helps it to seem more real.
- Need to be more confident!

Helen began to teach the lessons that she was required

to teach by her university professors, and like many novice teachers, she struggled with classroom management. After she taught her second whole-group lesson in Mrs. S.'s class, she reflected on the difficulties she was facing.

Trying to learn how to discipline - that's my biggest problem now. They think they can try anything with me and get by with it. I have a hard time controlling them. Keeping them quiet - I just don't know how to do it. I've tried different things. I've tried asking them to be quiet. I even tried Mrs. S.'s method of just looking around, and it worked a little bit this morning. Today they kind of got the hint. But, they will push me until they think that's it. That's the biggest thing I've had to deal with. I want to be the perfect teacher, and I know I can't be. I know I'll never be perfect. But I want to be great right now, and I know I can't be (interview, 11/8/91).

Helen felt that her university classes were not helping her with classroom management. She was angry that she was not getting the kind of assistance she thought she should get from her professors. For example, in response to the classroom management problems experienced by many of the interns, the professors planned several seminar sessions focusing on positive discipline techniques. They discussed teacher behaviors which convey the purposefulness and meaningfulness of academic activities and how planning and feedback were related to management. The interns were encouraged to examine how their behaviors instructed students in the skills of good behavior so that their students would know what was expected of them. They reviewed the limits of students' attentional focus and discussed how to manage the classroom accordingly. A key

concept in these sessions was viewing classroom time as a resource rather than a gap to be filled. They did not teach specific discipline plans; rather, their focus was on teaching the students the principles related to classroom management so that they could draw their own conclusions about how to proceed in managing the classroom themselves. They stressed that teachers should not create an "enemy" relationship with students, but should facilitate a positive, inviting atmosphere in the classroom. Helen did not seem to consider these sessions helpful. She felt that her experience as a mother was better preparation in dealing with young adolescents.

Interviewer: How have you applied what you've learned in your classes at the university?

Helen: I haven't learned anything from my classes.

Interviewer: But what about the seminar sessions? Have you been able to apply any of those management techniques?

Helen: No. Nothing. You know what I rely on instead? What I do with my own kids. I don't have to discipline them very much, but what I can pull out of that, I try to apply in the classroom. My kids listen to me the first time, but here it doesn't work that way, it's constant. You have to do it over and over to the point that it's aggravating. I have one little boy who just came in the class out of a special program. They let us have him. Just before I came over here, I reached out and touched him. He bolted up out of that chair and said, "Don't touch me!" I said, "Christopher, you need to get your work done." He said, "No, I'm not going to ." Now I know what I would do if he was one of mine, but to deal with a child like that - I just don't know how. I said, "Christopher, you need to get this done. I'd hate for you to get a zero." He said, "I'm not going to do it." I said, "Well, suit yourself, sit down at your desk, then. Put your head down." He said, "I'm not." I said, "Do you want to go to ISS?" He said, "You

can't make me." I said, "Don't try me, Christopher." He looked at me real funny, and the little boy beside him said, "She can make you go to ISS." And Christopher sat down. But I don't know that I could have made him go (interview, 11/8/91).

Helen was struggling with controlling the class through confrontational means. This difficulty with management was a great source of tension for her. She tried to process and negotiate all of the varied influences on her notions about management - her experience as a mother, the direction from her professors and her cooperating teacher, and the feedback she was getting from the students, but it was a difficult task. She was still hesitant to take the authoritative stance, and the students seemed to be fully aware of this. As much as she wanted to be seen as the teacher, she felt that there were too many barriers in her way.

It's just too hard to figure out where you stand. My teacher doesn't give me that respect either. That's the reason I go back to comparing the two internships. My first teacher - she was excellent - she treated me just like any other teacher. She let those kids know from day one that I was just like she was; they had to listen to me. She let them know that, even though I was still training to be a teacher, I was in charge. She told them they had to listen to me. I could discipline those kids just like she could (interview, 11/8/91).

When Helen's fellow intern, Andy, taught the class, Helen noted,

They're more comfortable with Andy. I could see the biggest difference when I taught and when Darrin taught. It was like day and night. But the material had a lot to do with it, plus the fact that he's a male. That



had a lot to do with it. He didn't have as much discipline problem as I have, and they were so relaxed. You could tell he was having fun with it. But I'm scared if I let go, I'll lose it all. I'm scared that they won't listen at all, but I guess it will come. It will come with time (interview, 11/8/91).

Helen also began to assume more responsibility for classroom management. Rather than relying upon her cooperating teacher or threat of ISS, she began to experiment with some strategies on her own. As she started to enforce rules by setting consequences, the students began to respond in a more positive fashion. She credited the change to some helpful advice she had gotten from her husband.

I have learned a great deal about classroom management, and the one person helped me solve that problem was my husband. I had a time with classroom management for some reason. I think it was because of my personality maybe, how they feel comfortable with me. Therefore, they feel like they can push me - which is customary for a new teacher, but I think they feel like they can push me a little bit further and I will take it. So that lead them to getting out of control, and I couldn't get them back. So I discussed this with my husband because it was getting to be a real problem. He said that the next time I was up there teaching and they started getting out of hand, I should just turn around and write their names on the board. Then just turn back around and continue to teach. Don't let on what it's about. Then when it's over, you deliver whatever punishment you see fit. So, the next time I taught, here we go, it started all over again. So I just turned around and put the names on the board - it was two little boys talking - and I could see that they were really wondering what was going on. When the lesson was over, I told the two boys that I expected to see them during breaktime to make up the time they had wasted while I was teaching. So they came in. It worked, and I have used it maybe one other time. But the next time, I didn't do a

thing. They came up and they were surprised when I said they didn't have to come in at break. I told them that I would remember the names I put up, and I told them that the next punishment might not be as easy as giving up break. So then I didn't have any problem with them, or if I did, I could just turn the lights off like Mrs. S. does. I found the name writing on the board to be very effective (interview, 12/12/91).

Perhaps Helen had also become more observant of her cooperating teacher by the end of the semester; earlier she had noted that Mrs. S. was not a "light on and offer" and suggested that she never had to use any discipline strategies. In this interview, she contradicted both of those points. Seemingly, Helen had become more astute about watching the students and the teacher as the semester passed.

Once classroom management became easier for her, Helen began to concentrate more on the kind of emotions she had brought to the internship - a sense of caring and compassion for the students. It was evident that she cared deeply about the students, and she wanted them to succeed. One of the students with whom she worked in her internship setting, Luke, had a great impact on Helen's thinking about teaching. She mentioned him several times during her reading methods class, during the peer group meetings at her school, and during her interviews.

Luke was a student who needed special help. He had been classified as BEH, and he had been diagnosed with Attention Deficit Disorder. He often called out whatever was on his mind during class. On a profile Helen and Andy

wrote of Luke, they noted,

Silence seems to be his enemy so he often seeks to create havoc. If he is given a leadership role, which is rare, he appears to be subdued. Luke is a kinesthetic and visual learner. He needs examples and illustrations to perform any task. Luke shows signs of being on task when any visual aid is used and he is able to see the materials that are being discussed (portfolio entry, 11/20/91).

Helen came to care deeply about Luke, and she often worked with him to try to keep him involved in his work. She expressed dismay that some of his teachers did not seem to care enough about him to work with him individually.

With Luke, I have to say it over and over and over, and sometimes he still can't get it. I break it down to the tiniest, minutest details, and he still can't get it. That concerns me. I wonder if it's something that I'm not doing. But my teacher said, "You're doing as much or more than I do with him. Don't worry about it. He gets part on some things, and on some things he doesn't get much of anything. You just have to keep working with him." She can't spend as much time with him as I can. In middle school, you have such a short period of time to deliver that lesson. It's hard, but you have to show every student that you care (interview, 11/8/91).

Luke spent a good deal of time in ISS (In-School Suspension), and he was finally placed in a residential care facility before the semester ended. Helen was not glad to see him go, and she felt that he could have been helped in the regular classroom if the teachers had worked with him enough. She was determined that, when she became a teacher, she would help students like Luke (researcher's journal).

One of the emphases in her teacher education courses was multiculturalism, and this helped Helen become aware of the need to accommodate cultural differences in her classroom. At the beginning of the semester, she had commented that the concept of multiculturalism was new to her, but by the end of the semester, she felt more comfortable with the topic. The classes Helen taught had several Afro-American students and a few Asian-Americans, but the majority of the students were Caucasians. Helen mentioned the importance of a multicultural approach in a peer-group meeting.

I think it's important to try to include things about all the races and ethnic groups that are in your class. They need to have some role models to look up to (researcher's journal, 11/8/91).

She learned a great deal about the topic of multiculturalism in her classes, and on her final exam in her reading methods class, she was able to make a case for this approach.

We as teachers must respond to the individual and cultural characteristics of all our students in a broad scope. We must learn to recognize personal and/or cultural characteristics that conflicts (sic) with what predominates in our school or classroom, so as not to impede achieving in any way of all students. We must be open to all world views of all cultures and allow certain study habits, ways of communication listening relationships, written vs. oral tradition, to be acceptable and understood by all in the classroom (portfolio entry, 12/16/91).

Helen considered this issue to be a "real" aspect of education, one that was a practical concern. She wanted to

learn more about how to cope with it in her teaching.

Interviewer: What can the university do to help you prepare for teaching?

Helen: I think they need to focus on problems and areas that they know are going to confront us in a school system. By doing this, they would make us more aware and more prepared when we step into a school environment. I'm looking forward to the multicultural course this Spring semester. I think they need to focus on the real aspects of education -not what they want it to be. Tell us how to teach different kids with different cultures and different needs. Tell us how we can show them that we care about them (interview, 12/12/91).

To Helen, caring about students was synonymous with respect. She mentioned respect a number of times throughout the semester. Helen wanted respect from her students, and she believed that she could earn it by demonstrating respect for them as individuals.

Interviewer: What does respect mean to you?

Helen: Respect means treating me like I treat you. That stands out with me because of a professor I had this summer. He made the statement that if we go into a classroom and introduce ourselves and tell kids what we expect from them, if we make it known that we are going to respect them and we expect the same in return, the classroom should be calm. By raising three kids, I have seen it work. So therefore I know it can work in a big environment like a classroom. That's all a kid wants, that you think whatever they have to say is worth listening to. I am going to do that in my classroom. There's going to be mutual respect. Those kids will know that I care (interview, 12/12/91).

Helen ended the internship on a positive note. She had worked very hard, and she felt successful in teaching at last. In spite of their earlier difficulties, by the

end of the semester, Helen was pleased to have had the chance to work with Mrs. S.

I have learned a lot from Mrs. S. that I didn't think I would. She has shown to me what a middle school teacher is all about. She has total control of those children. They respect her, and they give her what she gives to them (interview, 12/12/91).

At the end of the semester, Helen had come to value both control and compassion in teaching. The greatest source of tension she faced was in striking a balance these two.

#### Helen's Orientation Toward Middle Grades Students

The students that Helen taught most often were for Academically Gifted (AG) students, so Helen had a good deal of experience working with them. She also taught a class that had several less successful students in it. This set the stage for Helen to compare the two groups, and she did this often throughout the semester.

Helen's first lesson was a writing process lesson that she conducted with four students; three of the four students had been labeled AG. During this lesson, which took several days, Helen reached some conclusions about AG students.

They lack the independence that comes to a student after continuous reassurance from their teacher that what they have to say is worth hearing and reading about. I ask (sic) them how they felt as they decided their topics. They all answered the same response, "That was hard to do, because we have never been given the choice of choosing a topic; we have always been told what to write about" (portfolio entry, 11/4/91).

Helen also found the AG students to be very grade conscious.

They have worked pretty good on their papers, but I believe they would have been a little more conscientious if I had not made the bad mistake of telling them they would not be graded (portfolio entry, 11/4/91).

Helen considered the AG classes to be easier to teach than the other language arts class. She noted that they seemed eager to learn, and she seemed to feel gratified by their interest and high level of motivation.

Those AG classes are easy to work with. They are entirely different from the others. They're all business, and it's a lot of fun to work with them. I know Dr. M. doesn't agree with all the AG stuff, but they're so different - it's like another world. They're just grasping the knowledge, and it's amazing to watch them. The only time I work with kids who are not in the AG group, I can see the difference. You have to repeat things and model. When it's hard for them, I just keep modeling and baiting and baiting until all of a sudden, you just kind of see a little light come on in their eyes, and you know they've got it. I didn't realize how much repetition helped the others. The AG kids don't usually need that (interview, 11/8/91).

By the end of the semester, Helen had identified one aspect of the AG students that she did not find so positive.

I've worked mostly with the AG kids, but I have to say that those slow readers try; they give it all they've got. They may not know the words, but they try, whereas I've seen AG readers just stop and wait for somebody to give it to them (interview, 12/12/91).

Overall, Helen indicated that AG students were fun but

challenging to teach. She was not sure that she wanted to teach AG students on her own, perhaps because she felt a bit intimidated by their knowledge base.

The most important thing about teaching that AG class was being assured of what I was talking about - that I knew what I was talking about when I stood up there. I'm the type of person, I don't want to make a big boo-boo in front of those children. I don't ever want to stand up there and tell them something wrong that I don't catch. I won't always have Mrs. S. in there to pull me back and tell me when I've done something wrong. Once I had taught myself what I was going to teach them, I could feel my confidence building, but they will know it when you make a mistake (interview, 12/12/91).

Another characteristic of middle grades students that Helen identified was their tendency to have strong and sudden ups and downs. She referred to it as their being "moody."

Interviewer: What have you learned about middle grades students this semester?

Helen: I have a middle school student at home, a sixth grader, and I didn't realize, until I went into this classroom, how moody these children are. I guess since I live with it day-in and day-out, I don't see it as being moody. But I have watched kids come in and be so happy, and then, five minutes later, they're crying at me and wanting me to hold them. It amazed me. And they're so full of energy. Some of them remind me of little toys plugged into the wall. Of course this is the time that all those hormones are going bananas. But I enjoy it; they're starting to mature. I just don't think I could handle K - 4, when they're still pulling, and you still have to be the mother hen. Of course, you have to mother here, too, sort of, but it's a different kind - on a higher plane (interview, 12/12/91).

Helen seemed to enjoy working with young adolescents, and she was willing to demonstrate the kind of caring and



compassion she felt they needed. Helen was eager to extend her knowledge about middle grades students and about teaching, and she believed that her early field experiences would give her the opportunity to do so.

It's very rewarding to be here, and I wouldn't take anything for it. It's an experience that you'll learn and grow from; it will make you love teaching even more or let you see that you don't belong in teaching. To me, it's a real eye opener. I have learned so much, and I hope to keep learning. I know I will. In middle school, every day it's something different (interview, 12/12/91).

#### Helen's Orientation Toward Reading/Language Arts

As the semester progressed, Helen gained some experience teaching reading and language arts classes. In the middle school to which she was assigned, reading and language arts were taught as separate subjects with an emphasis on skills. As a result, Helen's orientation toward reading/language arts became focused on the discrete skills that she believed should be taught.

Helen's cooperating teacher, Mrs. S., was concerned about accountability for the standardized test scores of her students, but she was equally concerned about the kind of teaching she saw taking place.

We have got to address the issue of test scores as far as reading comprehension. We've got to work more on that aspect - the skills needed. It seems that through the years, reading has just been reading - a superficial type thing, and I think we've got to address it on all levels. It's not just reading or vocabulary. A lot of times, teaching a reading class is just an extra, just an added-on responsibility for teachers to have. I think it's being taught badly;

they'll read, and they'll do vocabulary words, and they'll answer questions, and that's it. They don't really focus on the important aspects of reading. They don't apply what they learn or think on higher levels (interview, 12/9/91).

Mrs. S. felt caught between two important concerns - the achievement of her students, and the reality of teachers' accountability for test scores. In teaching reading, she felt that it was important to facilitate a personal involvement among her students.

I'm very much in favor of active participation, getting kids involved in what they're doing. Reading is a love of mine, and I think that it shows up, not just in reading, but across the curriculum in every subject. So, we need a greater stress on the program, reading anything and everything (interview, 12/9/91).

In this middle school, the classes were homogeneously grouped, and Mrs. S. taught different levels of reading and language arts. She believed that all students should have basically the same requirements, and she used the same materials in all levels of her classes.

Interviewer: What can be done for poor readers and writers in the middle school?

Mrs. S.: Many of them need individual help, but the constraints of the classroom don't allow it. I think you have to modify assignments sometimes, but having high expectations and exposing them to the same kinds of learning is important as well. Usually, I treat them the same as the AG kids, and they seem to respond well (interview, 12/9/91).

Mrs. S.'s opinions and instructional habits impressed Helen greatly. She noted that she would follow Mrs. S.'s example in her own classroom.

That's what I'd do with them, too. It works for Mrs. S. Giving them the same treatment works because it doesn't label them. They're treated just the same, and eventually, if they have enough praise and practice, they'll come on up, too (interview, 12/12/91).

Helen had several lessons to teach to fulfill the requirements of her methods classes at the university; her professors modelled integrated lessons, and Helen would teach the lessons in the same fashion to her classes. She felt successful in teaching these lessons, and she found them to be valuable for her students.

I think the writing process lesson and the D-E-C-I-D-E decision-making lesson were both good, but you can't do that kind of stuff all the time. Kids need to learn their skills, too. That's just as important (researcher's journal, 12/9/91).

Because Helen bought into the skills approach, she became very frustrated that her professors did not teach her how to teach isolated skills more effectively. What she saw in the classroom was instruction in isolated skills, and except for her required lessons, that is what she taught. She felt successful when she could teach a textbook-related lesson and have evidence that the students had "learned a skill."

I taught a class in present, future, and past tense verbs. They were very attentive to what I said, and I thought they were playing with me. Then at the end, I made them close their books, and they could tell me verbatim what I had said. I was really impressed. I thought it was either because it was new, or because the lesson was that entertaining (interview, 12/12/91).

Helen wanted concrete instruction in how to teach language arts skills. She was frustrated when she did not get that in her university classes.

Interviewer: What would you like to have learned?

Helen: Well, I would like to have learned grammar and the proper ways to teach grammar. More about spelling, how to make it more challenging and fun. I'm sure there's more that I need to know that I didn't learn. I feel cheated by that language arts class; I feel that I missed out somewhere, I just can't put my finger on where. The writing process is the only thing we did, and it's important, but other things are just as important that need to be implemented (interview, 12/12/91).

In spite of the fact that her instructor modelled how to teach the conventions of grammar through writing, Helen did not see this as a viable alternative. Her feelings were complicated by the fact that she lacked a strong foundation in the conventions of grammar herself, and after having made some errors in teaching, she was very concerned about her own knowledge base.

Being out of school for twenty-some odd years, I had to teach myself a lot of language arts, and that's what I was looking for in my language arts methods class. I thought more time would be spent on the different areas we each had to teach. I realize that he couldn't teach everything in language arts, but I also expected to get a refresher with, "This is the way it's taught now. This is what you do" (interview, 12/12/91).

Helen did not agree with the theoretical orientation of her professors. While they clearly advocated an integrated approach based on developmental needs and characteristics,

Helen stuck steadfastly to her belief that a skills approach was best. This may have been due to the influence of her cooperating teacher or to Helen's own concrete approach to learning. At any rate, she ended the semester believing that her classes needed to teach her the skills she was going to teach her students and provide her with exciting strategies to use.

Interviewer: What can the university do to help you prepare for teaching?

Helen: I think they need to focus on the real aspects of education - not what they want it to be. I feel like this semester, it's been focused on a dream of what education might be like. But in all the time I have been in school myself, I have never seen education make any great change; it's basically the same. They can teach us all these school things they want us to try, and granted, some of them might work. But, not all of them, because you're constantly faced with different needs and personalities. Some of these things, you'd have to start with them in elementary. It would have to be consistent until they got to us in middle school. You're not going to find consistency down in elementary - or any level. So, I want more concrete, real-life things that help me in my classroom (interview, 12/12/91).

Interestingly enough, Helen and two classmates had argued the opposite approach in a review of a case study written as a class assignment. It was evident that Helen was struggling between what she considered to be the practical concern - teaching skills efficiently - and what she had learned about making instruction meaningful and purposeful.

Were it up to us, most certainly, we would choose understanding over "rote" learning, potential genius

over an "A" on an exam, for not only are we to perpetuate "good teaching," we are ourselves victims of it. The classic approach to teaching is that teachers have a planned curriculum that allows for little variance with a stated number of topics to cover in an allotted time. A low level objective is pursued for anything greater would require additional time in an attempt to achieve understanding. They are there to teach the class as a whole, this in itself does not accomodate (sic) students on different levels of understanding. Since the objective is the standardize (sic) testing, the teachers feel compelled to fill the student with as much structured information as possible. Of course burnout of both teacher and student will follow as the teachers (sic) function is the recitation of the subject matter not the rewards of understanding (portfolio entry, 11/20/91).

It may be that Helen was not prepared to comprehend a more theoretical approach to teaching, particularly in language arts. She seemed to better understand the principles of integrated reading instruction, and the lessons she prepared on her own for the reading methods class were generally developmentally appropriate and reader-based. She was able to successfully apply a strategy that was taught in class to different subject matter. For instance, the D-E-C-I-D-E decision-making model designed for adolescents was modelled by her reading methods professor, and Helen successfully planned lessons on her own, applying this same strategy. She showed students how to follow a step-by-step process to consider the merits and consequences of various alternatives. Her decision-making lessons also provided students the opportunity to apply this process to their own lives, relating to their own interests and experiences.

### Summary

Throughout the semester, Helen had humanistic orientations toward students. She wanted to be a positive force in the lives of her students as they negotiated the difficulties inherent to adolescence. As she began to teach, she experienced a tension that she had not anticipated - balancing these humanistic concerns with her need to be in control of her classroom. When she found that her students did not respond in the same way as her own children, she was forced to find some new ways of interacting with young adolescents.

Another source of tension for Helen became evident as she began to plan and teach reading/language arts lessons in her internship setting. While she wanted her classes to be enjoyable and relevant to her students, she had difficulty originating appealing lessons to teach the skills she felt were necessary. At this point in her training, she wanted to develop the ability to teach in the way she saw her cooperating teacher conduct her class. She wanted concrete instruction, a "cookbook" approach, and direct answers to her questions. It was frustrating to her that her classes did not provide what she wanted from them, and in front of her peers, she was willing to question her professors' approach.

I felt like the seminar was a total waste of my time. We constantly asked for more help on classroom management, but we never got any straightforward answers. Well, I called him on it the other day after class. I said, "Look, I have sat in here all semester

and asked you questions, and every time you asked questions back. I'm not here to play 20 Questions. I want you to give me a direct answer. I feel like I have been playing Jeopardy back and forth, and I'm not ready for Jeopardy; I need some more input. He was just totally confusing to me (interview, 12/12/91).

Vickie's dedication to teaching was evident throughout the semester. At the end of her early field experience, she was actively engaged in developing her teaching and management skills, and she expressed an eagerness to continue learning.

#### Andy

Andy, a 20 year-old male Caucasian, was a personable young man who was eager to become a middle school teacher. He had done factory work for three summers at Black & Decker before college. Since becoming a student at UNCG, he had worked in the Registrar's Office and continued working with the youth group at his church. Andy was an active member of the Belk Yate's Teen Board, an advisory group for a department store.

Andy had wanted to teach since his childhood. He spent hours as a child playing school, pretending to be a teacher and copying the things he had seen his own teachers do.

Ever since I was little, I have always wanted to be a teacher. I can remember getting my old yearbooks out and choosing names of students who were to be in my class. I would then take old textbooks and choose the assignments for that day. A long piece of paper, taped across the wall, served as my chalkboard. I would teach reading, spelling, and math. I based my teaching style upon the methods of teachers I



previously had. Even then I was privy to the fact that you teach like you were taught. I would pace up and down the aisles, like Mrs. Pierce, fervently checking each student's homework assignments. I shouted orders to the students while they were at the board such as, "Point to the right of the decimal!" or "Underline the subject once and the predicate twice!" Anyone listening to me would have sworn that Ms. Vick was in the room because not only did I act like her, I also tried to copy her voice. After lunch, I read two chapters from a book I had selected. Ms. Culverhouse used to do this after we returned from lunch, so I just continued the tradition. I was a teacher in every right, or so I thought (portfolio entry, 9/4/91).

After deciding that teaching was the right career choice for him, Andy had chosen to become a middle school language arts teacher because of his feelings about early adolescence and his belief that he could make the content interesting.

I want to be a middle school teacher because I feel that this age group is the most important age any human will ever go through. Also, I feel that these students are the most often overlooked or shoved aside. I chose language arts because of my love for the English language. Also, language arts is often the hardest subject to get students interested in (Teachers in Training Profile).

Andy, who was quite expressive in his verbal and written communication, had very fond memories of his own experiences in the middle grades. He had gone to a rural school that housed nine grades. The students, having been together for these years, were close-knit.

We were not just students. We were family. It was next to impossible to not be that close after we had spent nine years of our lives together. Everyone knew each other. Even though we were divided each year as we advanced to the next grade, the spirit of our

family stood strong. A few of the students were of different ethnic backgrounds while others were just good ole country folks like us. Their race, however, didn't stop us from liking them. We accepted them as a part of our family and gladly welcomed their presence (portfolio entry, 9/8/91).

Andy felt fortunate to have been part of such a close school family. He remembered the middle grades as being happy and fulfilling, and he wanted to provide the same sense of security and caring for his students that he remembered.

Andy appreciated the efforts his teachers had extended on his behalf.

The teachers were perhaps the biggest reason behind our bonding together and forming a family group. They genuinely cared about us and how we felt. I truly think that is why we learned as well as we did. My own thought was that if Mrs. Pierce cared enough about me to give me extra reading assignments to help me become a better reader, then the least I could do was to become the best reader I could possibly be. Only years later would I learn that in my quest to please Mrs. Pierce that I was the one who gained the most - a lesson Mrs. Pierce had been privy to much longer than I had (portfolio entry, 9/8/91).

Andy drew on his experiences with these teachers and determined that caring was an essential part of being a successful teacher, particularly in the middle grades.

A good teacher in middle school must be caring above all. Obviously, being intelligent is a given. You should work hard on the material and feel comfortable teaching it, but caring is so important. You need to be aware of things - like the new Nintendo - you can't cross over the fine line. Don't make a kid feel bad because he can't afford something, think about it before you talk about it (interview, 9/3/91).

Andy considered himself to be a caring and compassionate person. In fact, he worried that he might be too compassionate; he thought he might be taken advantage of at times.

I'm compassionate, and I'm trying not to be a sucker. You have to discern when a student is trying to get out of something, and when they're just pulling your leg, but I'm a caring person, and that's why I want to be a middle school teacher (interview, 9/3/91).

Andy recognized that he would need to be patient in working with early adolescents. He noted that being more patient was one area in which he would probably need to improve.

I tell people that I'm going to teach middle school, and they all go, "Don't you know those kids need to be locked up in cages?" and I say, "No, I can handle it," and I tell people that I'd never teach elementary students because it takes too much patience. But I'm beginning to realize that it probably takes more patience in middle school. I'm trying to work on my patience, because I don't have nearly enough! That's something that you have to have, because you can lose a student from day one. If you snap at a kid, you can lose him for the rest of the year, and that's why I need patience. The patience is a big thing, but I think everything else is okay (interview, 9/3/91).

Andy had high expectations for himself as a teacher. He believed that teachers could reach most, if not all of their students, if they tried hard enough and were dedicated to their work. He placed the responsibility on the teacher, indicating that a good teacher would be successful in reaching students.

There will be some kids - just a few - maybe - you can't reach, but I think the numbers they talk about are unrealistic; they're written off. I think other students can be reached if you're caring and understanding with them. It bothers me that students get to the 8th grade and cannot read on grade level. I want to go to the elementary school and say, "What did you do? How could you let this kid get to middle school without being able to read?" I think teaching is a full-time career, and it takes a lot of work. Only dedicated people should get into it. You've got to work hard and at the end of the year you can say, "I feel good. All of my students can read. You can't just say, "Well, maybe they'll get it next year." What if they don't? What if they get to middle school and they still can't read? There's only so much you can do, but there's not enough time to squeeze five years of no one teaching them into one year of you trying. I really hate that students get out of classrooms not knowing how to read and write (interview, 9/3/91).

Andy was determined to work hard, and he believed that his efforts would pay off for his students. On the Teacher Efficacy Scale, he expressed agreement with the following statements:

When a student does better than usually, many times it is because I exert a little extra effort.

When I really try, I can get through to most difficult students.

If I really try hard, I can get through to even the most difficult or unmotivated students.

My teacher training program and/or experience has given me the necessary skills to be an effective teacher.

Andy clearly believed that he could have a positive impact on his students by trying hard to do what was right for individual students and by caring about their needs.

There will be some kids you can't reach, but I think the numbers they talk about are unrealistic; they're written off. I think other students can be reached if you're caring and understanding with them. You've got to deal with them individually (interview, 9/3/91).

Andy believed that caring, compassion, and dedication were especially important in the middle grades. He had strong feelings about early adolescence and the pain and stress many individuals face during this time in their lives. Andy believed that he could make this difficult time easier for his students.

I have strong feelings about middle school, because they are shoved aside. They're too old to be babied, but they're not old enough to accept a lot of responsibility and freedom; they're stuck in the middle. It's a shame, a horrible sin. We all need positive reinforcement; we need our teachers to say, "You can do this, try harder," not "I don't want to be here. You're driving me crazy, sit down!" I think that's an age where you can affect someone for the rest of their lives; they're still searching. They're out from under their mothers' wings, and I want to be there. I won't have all the right answers, and I won't go in there and be teacher of the year, but I want to affect as many students as possible, so they can look back and say, "I really liked middle school, and I like the person that I've become" (interview, 9/3/91).

Andy suggested that most middle school students were not very interested in school. He indicated that the changes common to early adolescence were of greater concern to them.

Interviewer: What is the most important thing to know about middle grades students?

Andy: School is the last thing on their minds. They couldn't care less when Columbus discovered America or what a preposition is. You have to write correctly,

but they don't care. They are becoming adolescents, and they're more concerned about how they feel and what's happening to them. School is where their friends are, where they define themselves and gain their identity. They depend upon other students and teachers, although they would swear up and down that they don't care. They want to look good. They're going through physical and mental changes, and when they come in with an attitude, you can't jump on them and say, "You're going to learn, and you're going to like it!" You have to say, "Well, what's wrong?" You can't waste time and say, "I don't care if you've got a big zit on your face and you're worried about it!" You've got to deal with them individually. Middle school students are becoming adolescents, and they're trying to find themselves. That's the key to working with them  
(interview, 9/3/91).

Andy suggested that helping early adolescents cope with the changes they undergo during this stressful time was an important task for middle school teachers. Andy realized that the common view of early adolescents is often negative. He encountered those who expressed views such as, "Don't you know that age group needs to be locked up and gased?" (portfolio entry, 9/4/91), but he still felt that teaching this age group was exciting and challenging.

I truly feel that middle grades students are often shoved aside and finally given the chance they so richly deserve only when they reach high school. This is totally unfair and unjustified. I think these students are wonderful. As a teacher, I want to give them a chance. I want to let them know that they are indeed a special group and that they can succeed. I also want them to know that I care a great deal for them and that I will be there for them no matter what. I truly feel that I'm not being too idealistic, but rather I'm setting goals for myself that I feel I can achieve (portfolio entry, 9/4/91).

Andy indicated that the way he presented the content in his class would be important to facilitate his

students' success. One of his first assignments during the semester was an analysis of a videotaped middle grades writing lesson. Andy focused on what the teacher did and said, and he rated the lesson highly because of the teacher's actions.

This lesson was a success because of the teacher. I thought she did an excellent job in conveying to the students what she wanted. I particularly liked her use of the web idea. I think it helped clarify what exactly she was looking for. Another plus was of her reading her own story. I feel that this gave the students the encouragement that they needed (portfolio entry, 8/27/91).

Andy wanted to do the right thing for his students, and he indicated that being enthusiastic in his approach would be very important. He felt that his enthusiasm would help to motivate his students; he also recognized the need to consider his students' needs and interests above his own in planning his instruction.

I'm so excited about being a teacher; I've got lots of dreams. I remember last semester, when my cooperating teacher was teaching mythology to the class, and she was excited about teaching it. Then in another class, she was teaching legends because that class couldn't do mythology. I know that I've got all these dreams, but I have to consider the students. I won't go, "Well, I want to read Harper Lee, but they can't do that; they can't even read. I would just hope that I could incorporate it another time. My enthusiasm is great, and I'm looking forward to it (interview, 9/3/91).

Andy indicated that there was a clear connection between a student's achievement and his self-esteem. Andy wanted his students to feel good about themselves, and he

felt that helping them be successful in their academic studies would facilitate their having high self-esteem. He had learned from his own experience that compliments and positive reinforcement were good motivators for students.

My freshman English teacher always covered my papers in green ink, but it was compliments. Of course, she'd give me ideas about things that needed to be improved, but the compliments stood out. I've learned to always, always start out with the positive, then make comments about the other things (interview, 9/3/91).

Andy indicated that reading and writing were essential skills, and he planned to help each student be successful by teaching "the basics."

I don't want any of my students getting out without knowing the basics - I want them to have a strong footing in the basics. Each year builds on the previous year, and it's important to have the foundation. When students do well, it helps their self-esteem. They've got enough to worry about without thinking, "I don't know how to read and write!" (interview, 9/3/91).

Exactly how he would go about teaching the basics was a question he was not entirely prepared to answer. When asked how he would work with poor readers in his classes, Andy replied,

That would be difficult. I would start with the basics. I'd find out where they're at, then I'd sit down with the student and have a heart-to-heart talk and find out why they don't like to read. Sometimes they can't or they feel very self-conscious about it. Then we'd start at the basic level and progress from there (interview, 9/3/91).



Andy was not sure exactly what "the basics" entailed; his notions of how reading ability develops and how one reads were inconsistent at the beginning of the semester. On the Teacher Beliefs Inventory (Konopak, Readence, & Wilson, 1991), Andy agreed with one text-based statement and four interactive statements regarding how one reads:

Students who are weak at word recognition skills usually cannot compensate for this weakness with other components of the reading process. (text-based)

If students are weak in one component important to the comprehension process, it is still possible for them to read and comprehend text material. (interactive)

The meaning of a text is usually a joint product of reader and text. (interactive)

Teachers should normally provide instruction aimed at developing all components of the reading process. (interactive)

Readers use a variety of strategies as they read the text - from sounding out unfamiliar words to guessing familiar words in rich context. (interactive)

Since four of his responses were interactive, Andy's theoretical orientation regarding how one reads was interactive, according to the inventory. In selecting statements reflecting his beliefs regarding how reading ability develops, Andy chose the following:

Students should receive many opportunities to read materials other than the textbook in the content areas (i.e., newspapers, literature, magazines, etc.) (reader-based)

Reading, writing, speaking, and listening are closely related learning processes. (reader-based)

It is important to consider students' differing reading abilities when selecting and using text

materials. (interactive)

Opportunities should be created in the content areas to encourage students to read. (reader-based)

Some students learn best by reading widely and often; others learn best through direct instruction.  
(interactive)

Andy's responses on this section of the inventory indicated that his theoretical orientation regarding the development of reading ability was reader-based.

In selecting lesson plans, Andy chose an interactive plan to teach vocabulary, a text-based plan to teach decoding, and a reader-based plan to teach comprehension. Clearly, Andy's notions regarding reading were inconsistent as the semester began.

Andy was not sure how or where to begin in teaching the basics to his students, but he hoped that his classes and his early field experience would help him learn. He was eager to begin the internship, and he felt that it would provide him with invaluable experience.

I'll learn what teaching is about and how to deal with students. I'll learn how to overcome these stereotypical views of middle school students and help the students to overcome those. I'm excited on one hand, but I'm also scared to death! Okay, this is it - this is my classroom - that's scary! I hope I'll get the tools and the knowledge I need to become an effective teacher (interview, 9/3/91).

#### Andy's Initial Orientations

As the semester began, Andy already had several orientations toward teaching middle grades language arts/reading based on his own notions and his prior

experiences as a student (Table 7). Regarding his initial orientations toward "good teaching," Andy's primary frame of reference was that a good teacher is caring and compassionate. His secondary frame of reference was that a good teacher facilitates success for all students.

Andy's initial primary frame of reference regarding middle grades students was that early adolescents are not interested in school and need motivation to be successful. His secondary frame of reference was that middle grades students are in the midst of change in their lives.

Regarding reading/language arts, Andy's initial primary frame of reference was that teaching "the basics" was essential.

As he participated in his early field experience and gained experience in planning and presenting different kinds of lessons, Andy's initial orientations evolved somewhat. In some cases, other issues became important to Andy as he negotiated the complexities of teaching. The next section describes some of the important change agents that influenced Andy's thinking throughout the semester.

#### Andy's Orientations Toward Teaching

Andy was assigned to a sixth grade language arts teacher, Mrs. L., for his internship. Mrs. L. had been a computer lab teacher and a special education teacher before being assigned to her current classroom position. Mrs. L. worked closely with Mrs. S., who was the cooperating teacher for another intern, Vickie. Andy and Vickie worked

Table 7

## Andy's Orientations and Frames of Reference

Beginning of Semester	End of Semester
Orientations toward Teaching	
(primary frame) A "good teacher" is compassionate. 1. Give positive reinforcement. 2. Be patient; understand. 3. Be aware of kids' lives.	(primary frame) A "good teacher combines discipline with caring. 1. Be patient; understand. 2. Be tough, consistent. 4. Be friendly, open. 5. Establish authority.
(secondary frame) A "good teacher" facilitates success for all students. 1. Meet individual needs. 2. Encourage constantly. 3. Build self-esteem.	(secondary frame) "Good teachers" motivate students to learn. 1. Use a functional approach. 2. Make lessons fun. 3. Reach as many students as possible.
Orientation toward Middle School Students	
(primary frame) Students are not interested in school. 1. Keep their attention. 2. Make them successful. 3. Build self-esteem.	(primary frame) Students are not interested in school. 1. Keep their attention. 2. Make them successful. 3. Build self-esteem.
(secondary frame) Students are changing. 1. Help them cope. 2. Give positive reinforcement. 3. Understand their concerns.	(secondary frame) Students are changing. 1. Understand they are irresponsible, mature. 2. Monitor their work. 3. Note insecurity.
Orientation toward Reading/Language Arts	
(primary frame) Teach "the basics." 1. Teach discrete skills.	(primary frame) Balance integration with skills. 1. Make skills lessons fun 2. Read and write often. 3. Build on experiences. 4. Help them find the message from the text.

together and separately with these two teachers throughout the semester.

Andy spent the first weeks of his internship observing Mrs. L. and Mrs. S. teach. One of his earliest impressions of sixth graders was the difference in the way the students behaved in each class. Mrs. L's class was less structured in her approach than was Mrs. S., and Mrs. S. seemed stricter in enforcing rules for the students to follow. Andy seemed to prefer the more structured approach in Mrs. S.'s class, although he liked and respected both teachers (researcher's journal).

Since Andy had a chance to see the same group of students in two different classroom environments, he quickly came to the conclusion that middle school students need teachers who provide discipline. This became his primary frame of reference regarding teaching. For the first entry in his professional learning log, a requirement for his university classes, Andy found an article about creating and enforcing a discipline plan in a middle grades classroom. He seemed to find the suggestions in the article helpful, and he indicated that the ideas presented were good ones.

Perhaps the best advice they give is to introduce and stress the importance of the class rules. This gives the teacher a basis from which to establish the consequences of each broken rule and a chance for the student to become familiar with the rules. Having identified consequences for particular rules, the teacher must follow through consistently when the rule is violated. If teachers do not follow through

consistently, the students will have no respect at all for the rules or for their teachers. To not follow through also leads to higher incidences of inappropriate behavior. I especially like the ideas of consistently following through with one's set consequences for rules being broken. I truly feel that this is the best way for students to learn that there (sic) misconduct will not be tolerated (portfolio entry, 10/16/91).

Andy had become immediately aware of the need for discipline in teaching, and he began to rethink his ideas about teaching, largely because he felt that his cooperating teacher lost some instructional time because her management style (researcher's journal). Andy's first teaching assignment was with a small group of four students, and he experienced no discipline problems with the small group. As he assumed more duties with the whole class, however, he encountered some difficulties for which he felt unprepared.

There are just so many other things you have to do besides teach, and I don't know how to do some of those things. Like taking the kids to the library, they talk too much, and I don't know what to do. At first, I'd say, "Shut up! Shut up!" I just didn't understand why they had to do that. I've tried, and I think the students know it, but sometimes I just feel lost. I think maybe it will be different when I have my own class. But the other day, I told them to be quiet, and they wouldn't do it, and I screamed at them, and they got quiet. But, like all middle schoolers do, they got loud again after two seconds. I just didn't know what to do. It's strange to try to figure out how to be a teacher as a professional aside from the books and grading and everything. I'm not as apprehensive about teaching as some of my friends are; I'm not trying to be cocky or anything, but it doesn't bother me like it bothers some of the other people. But it bothers me trying to keep them quiet (interview, 11/6/91).

Andy quickly concluded that teaching entailed more than caring and planning good lessons. He suggested that he would need to learn some strategies for managing the classroom and for controlling his temper when the students did not respond the way he liked.

Interviewer: What will you have to change about yourself to be a successful middle grades teacher?

Andy: When they're loud, I have a tendency - I want to just grab them and say, "Why don't you just shut up? Why are you doing that?" I have to remember that walking somewhere is like a playground for them. I have to realize that I have to control them better. Just like when they're loud, I need to say, "Okay, guys, be quiet, be quiet." My approach will be, at the first of school, to close the door, and let them talk. But when it's time to start, that's my time, and I expect them to be quiet. That's my biggest problem right now - not letting them run over me and not being an ogre. It's hard to draw that line (interview, 11/6/91).

Andy found this issue to be very troublesome, and he was frustrated by his perception that he was not getting enough guidance in classroom management. He indicated that he believed there were solutions to his problems, but that he was unable to solve them on his own. He wanted concrete guidance from his cooperating teachers and his professors.

Andy: There are so many things that you (the university) don't teach us. Thirty students and a blackboard -what do we do now? It frightens me, because I want to know what to do. All of you are going, "We can't tell you what to do," but that scares me, because I want to know what to do. I need to make decisions on my own about these things, but it's hard.

Interviewer: Do you find that being in the classroom helps you make those decisions?

Andy: Yes, I know "Shut up" doesn't work now. But I'm sure that, when I'm a teacher, I'll probably follow through with that. But it can be detrimental, especially if you say it and catch the eye of one of your students, and they might think it's for them. It could crush them. They're like flowers, and you have to nourish them, not destroy them. They're so fragile, and you have to keep them living all year (interview, 11/6/91).

Clearly, Andy was struggling with his attempt to maintain discipline, yet balance it with a caring stance for his students. He did not want to give up the notion that he must be caring and compassionate toward his students, even though he found it difficult to control their behavior.

In response to the concerns of the interns, the professors directing the inquiry team planned seminar sessions on classroom management. This seemed helpful to Andy, and as he gained more experience teaching whole-class lessons, he began to use some management strategies to maintain order in the classroom.

I'm trying to write their names on the board, and that works good; it draws their attention to the board. I've had to threaten them, "Okay, guys, if you're loud, we're going to write the spelling words three times each." They don't want to do that, so they keep quiet. I did that because I wanted them to pay attention to what I was doing (interview, 12/9/91).

While his strategies were probably not what his professors would have recommended, Andy did follow their advice in communicating his expectations to the students, and he began to accept responsibility for assuming an authoritative role in the classroom.



Andy, like many novice teachers, struggled with the balance between being a friend to his students and being the authority figure in the classroom. Even though he did not see this as a problem at first (researcher's journal), by the end of the semester, Andy concluded that he must establish himself as a teacher in the eyes of the students. He no longer wanted to be seen as "one of them," but as a teacher.

Interviewer: What have been your biggest challenges this semester?

Andy: Trying to establish myself so that the students know that I am a teacher, although I'm just learning. Like when Mrs. L. isn't in the room, that doesn't mean that they can be loud. Feeling like a teacher is a big challenge.

Interviewer: Do you feel like a teacher now?

Andy: Yeah, more and more I do.

Interviewer: What helped you feel that way?

Andy: Time, working with the kids. Going back and seeing what I've done wrong and not doing it again.

Interviewer: How did you figure out what you did wrong?

Andy: I think what I tried to do was go in and try to be their friend. I probably stressed that too much, and then it was hard for me to be the teacher at the same time. It was like, "I'm the teacher, and I'll be glad to talk with you at any time, but I'm the teacher."

Interviewer: What will you do differently when you begin a new internship?

Andy: I will try to establish myself more as a teacher. I want to move forward in the progression toward becoming a teacher. I will try to go in with an attitude of less "I'm going to be your friend." I want to learn how to manage the classroom better and

how to become a better disciplinarian. You need to be tough, to establish yourself in that manner (12/9/91).

Andy concluded that "good teaching" required a combination of caring and discipline. He found that his personality was a plus for him, and that his ability to talk and laugh easily with others was important. He still wanted his students to know he cared for them and about them, yet he came to feel that good classroom management was vital for his success.

Interviewer: What characteristics have helped you be successful during your internship?

Andy: The biggest one is that I'm a people person. I love to be around people and talk to them and know what makes them tick. A sense of humor is a big key - realizing that something that you've done was wrong, and laughing and thinking, "Well, I'll do it differently next time." Not just going crazy when I mess up.

Interviewer: Now that you've had some classroom experience, how would you define "good teaching" for the middle school?

Andy: Good teaching is caring for your students and being attentive to their needs, and making sure they're okay. Discipline is a big thing, and you've got to combine that with caring. There's a fine line between caring for your students and discipline, and you can never cross that line, because once you do, you can never go back. Why they didn't do their homework - is there a family problem at home that prevents them from doing their homework? Why they're saying the things they do, doing the things they do. It's a big key, that you care about them (interview, 12/9/91).

Andy felt that his willingness and ability to laugh and talk with his students were important elements in demonstrating the caring he thought was essential in

teaching. He was still searching for the appropriate balance between his humanistic concerns and his need for structure and discipline in the classroom, but he suggested that time and experience would help him negotiate that balance.

As Andy began to plan and teach lessons, he became aware of the need to make his lessons interesting to his students. He indicated that instruction in the middle grades must encourage students to participate and learn. His secondary frame of reference, that "good teachers" motivate their students to learn, developed as a result of his experience and what he learned in his methods classes at the university.

In his reading methods class, Andy learned about pursuing a functional approach to teaching reading. As he understood it, a functional approach was student-centered, based on the interests and needs of the students. Andy found this approach to be appropriate because he indicated that it may encourage students to read. Andy was convinced that early adolescents do not generally enjoy reading, often because of what their teachers do or do not do.

"I don't want to read." "I can't read this book; it's too long." "But Dr. Strahan, reading is so boring!" These previous statements are heard by teachers and professors everyday. In general, most students do not like to read. It seems that they have been conditioned, much like Pavlov's dogs, to complain whenever they are asked to read. Their dislike of reading is not completely their fault. Their teachers shape them as perhaps no one else does

and are capable of either turning them "on" or "off" to reading. As a teacher begins to teach reading, he must first strive to keep the assignment from becoming "busy-work." By making an activity interesting, a teacher can be assured that most students will indeed pay attention. It is our goal as teachers to spark the everlasting flame and instill in our students the beauty of reading (portfolio entry, 10/9/91).

Andy suggested that much of the instruction that occurred in classrooms was without merit. He referred to this as the "Busy-Work Model of Learning."

Teachers simply ask them to read a story and then there is a brief discussion of it and then they move right along to another story or a Language Arts activity. There is no interaction between the students concerning the story, no introduction before reading the story, and no real monitoring to assure that the students are indeed reading and understanding what they read. "Busy-work" no longer has a place in the classroom. The knowledge that one gains in middle school must be functional (portfolio entry, 10/9/91).

As he observed lessons in his internship setting throughout the semester, Andy tried to identify the elements of lessons that seemed to be interesting to the students. He was interested in the approach his cooperating teacher planned to teach the novel, Where the Lilies Bloom. He found it to be especially good because the activities seemed to be interesting and fun for the students (researcher's journal).

Andy also indicated that the teacher's attitude was important in motivating students to learn. He suggested that if he were excited and enthusiastic, his students would also be. Andy and two of his classmates reflected on

this notion.

Perhaps the "hottest" issue prevalent in middle schools today is student motivation vs. boredom. We feel that by a teacher modeling excitement and interest in the material being taught, his or her students will in turn become more motivated to learn. Each of us has witnessed this direct correlation in our internships this semester. Throughout our weeks of internship, we have seen a variety of classes consisting of functional activities and unfortunately those lacking "life." Without these functional activities classroom environments begin to die (portfolio entry, 11/18/91).

On his final exam in his reading methods class, Andy reiterated his belief in a functional approach and demonstrated his ability to plan a functional lesson. His task was to plan an integrated unit on technology using a reading passage entitled, "Technology Close-Up."

Being privy to the fact that science is not an average middle school student's favorite subject only emphasizes the fact even more than my activities in science must be functional. If they are not, I could lose these students forever. In order to grab my students' attention from the very beginning I would relate technology to their own lives. Besides the new products mentioned in the text, we would talk about other spinoffs from technology. I would then discuss with them how different their lives would be without these spinoffs. We would talk about the use of the computer and how its many uses are felt everywhere. I feel that by doing this type of activity my students would be motivated. When something is fun and exciting to do, students generally love to participate. Their participation is what I'm after! (portfolio entry, 12/16/91).

An important change that occurred during the semester was that Andy began to question the likelihood that he could reach every student in his classes. Working with students in the classroom showed him how difficult it was

to positively influence every student in his class. At the midpoint of the semester, he noted the importance of trying to reach every student.

Andy: I think good teaching is the type of teaching that seeks to reach each student - makes sure each one knows what's going on. I think that one-to-one contact is important. It's important to try to reach each student.

Interviewer: Can you reach every student?

Andy: I don't know. I know there are several studies about it, but I know now that I can stand on my head, and some students won't pay attention (interview, 11/6/91).

By the end of the semester, Andy indicated that reaching every student was probably not possible, but that it was still important to try.

Reaching all the students has been a big challenge. I don't think I've reached them all, but reaching as many as possible has been a big challenge. It's just hard, no matter how hard you try (interview, 12/9/91).

When Andy completed the posttest Teacher Efficacy Scale, some interesting changes were apparent in his feelings of efficacy as a teacher. Andy's initial teaching efficacy score was 28 out of a possible 40; this score dropped to 21 at the end of the semester. His initial personal efficacy score was 39 out of a possible 60; his posttest score was 35. Andy, who had begun the semester with great optimism and a belief that teaching was a relatively easy task, began to understand how complex and demanding teaching could be. He realized that he had much

left to learn. The following statements are examples of items to which he responded "Somewhat disagree" or

"Strongly disagree:"

When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level.

I have enough training to deal with almost any learning problem.

If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.

If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.

Andy clearly felt that he had plenty of room for improvement in his instructional and management skills. He no longer seemed to feel that teaching would be easy and undemanding.

Andy ended the semester with a strong desire to teach interesting, functional lessons in order to reach as many students as possible. He was eager to continue to improve his ability to motivate his students as he gained more experience and expertise.

#### Andy's Orientations Toward Middle School Students

Andy's orientations toward middle school students did not change dramatically during the semester under study. At the end of the semester, he still believed that the early adolescents he taught were in the midst of change and that they required special attention and care for their particular needs. The important difference that was

evident in his orientation toward students as the semester passed was that he identified more negative characteristics of early adolescents; however, Andy did not become disillusioned with middle grades students. His experience with them helped him be more objective, perhaps more realistic about the complexities of teaching early adolescents.

Andy had high expectations for his students when he began the semester. He soon found that students did not respond as readily as he had imagined they would. Andy found that he could not always predict what his students would do or say. He speculated that the reason he could not always understand why the students did certain things was because he was at a different cognitive level than they were.

I just don't understand why they do some things. I think it has something to do with what we discussed in class - that once you pass the level that the kids are on, you can't really understand why they're doing things. You can never go back to their level; you don't understand why they have this urge to get with their friends and talk in the hall. That leaves me feeling lost sometimes (interview, 11/6/91).

Andy found some of the students' characteristics to be quite annoying and difficult to understand. For example, during his second formal interview, Andy indicated that the sixth grade students with whom he worked were not as respectful of adults as he had been at their age. He found that this was a difficult thing for him to manage as he



taught.

It's weird; I think that times have changed, because discipline seems to be a big problem in terms of respect. When we were in school, the teacher said something, and we listened. We knew that it was time to take notes; now I have to say, "I wrote these notes for you to take" (interview, 11/6/91).

Andy remembered being very obedient to his teachers (portfolio entry, 9/8/91), and he was troubled by his students questioning his directions and resisting his attempts to discipline them.

Like the other day, a student was shooting rubber bands, and I said to him, "You've got two choices, you can give me the rubber bands, or you can go to ISS." And he said, "You can't make me go to ISS." And I said, "Oh, yes, I can." And I was flying by the seat of my pants, because I didn't know if I could send him or not. But I had to make him think that I could. I couldn't believe he talked to me like that. I never would have said that to a teacher when I was in school (interview, 11/6/91).

Andy's cooperating teacher, Mrs. L., also expressed the belief that young adolescents' experiences and behavior had changed over the last several years.

Interviewer: Do you find m.s. to be different now than when you were that age?

Mrs. L.: In one way, you want to say they're much more mature, but in another way, you want to say they're much more immature. Actually, they're much more immature but they're dealing with mature situations. I'm not sure that we were more mature than they are, but they are dealing with more adult situations, and it makes them seem much more childish and foolish. Even with home situations in general, there's much more turbulence for these kids than there would be now. And peer things - we all had some peer pressure, but I don't think we had all the kinds of things to deal with. We didn't even have dating when

I was in m.s., and we certainly didn't have smoking or drinking or drugs when I was that age. I actually think that their maturity level appears to be more than ours was, but I believe that it's a function of the things they have to deal with - a reflection of the problems of society (interview, 12/17/91).

Andy began to realize that his students were encountering more social problems than he had experienced in the sheltered setting from which he came. Still, he found some of the behaviors of his students to be annoying. For instance, he noted that they tended to be irresponsible.

My teacher does spelling only on Monday and Friday - they only need their spelling books on those days. She writes the books they need on the board every day, but they're real irresponsible with that. They have to look or ask every single day. I think they should be able to do that on their own. That part of it really annoys me. I just want to say, "Bring your books every day." I'm trying to teach responsibility, so I think they should handle things. They're not as responsible as I was (interview, 11/6/91).

Andy found this to be a difficult issue. He expected the students to be mature enough to monitor their own work habits more successfully. As he continued to work with the students, he found that he needed to do more for them than he had planned. This required him to be patient with the students.

Interviewer: What have you learned about yourself as a teacher?

Andy: The biggest thing I've learned is that I've got to have patience to cope with these kids. I've gained a lot that I thought I never had, but I still have times when I want to say, "I'm the teacher, so do it, and shut up!" But I've gotten along better than I thought I would. And I've learned a lot about myself and how I've matured, and about how immature they are.

I find myself wanting to laugh at them, because they are so funny, but I can't laugh because that would just completely blow my guard away (interview, 12/9/91).

Andy discovered that sixth graders could seem very young at times. He was surprised to hear them discuss doing things that he considered to be childish.

Sometimes I just want to laugh at something the students say or do. They're so funny, and I think it helps to have a good sense of humor. You just have to think that they still like certain things, and sixth graders are still so much of a child. One guy was talking about watching cartoons today. He had the boldness to say that, and none of the others laughed or anything. They are still such children. I guess it's the last time in their lives that they get to be children (interview, 11/6/91).

Andy also found that many of his students wanted attention - from him and from the other students. He concluded that this need for attention stemmed from the students' insecurity.

I've learned so much about how insecure they are. They would never admit it, of course. I felt so sorry for them. We have one girl who is an attention-seeker. She aggravates the heck out of everybody, even me. She drives everybody crazy, and they are terrible to her, but she doesn't take it personally because she has in her mind that some attention is better than no attention. She seems to think that doing all the stuff she does is good because it gets her a lot of attention. They're very mean to her = school is the cruelest place on earth. I felt sorry for her, and I've had to step back and think, "Okay, she does drive me crazy, but she does it to get attention." Otherwise, I'd probably go crazy just being around her (interview, 12/9/91).

By the end of the semester, Andy felt that he had a better understanding of middle grades students. In spite

of the difficulties he identified in working with this age group, he had decided that working with middle school students was an exciting and exhilarating task. He had developed some close relationships with the students, and he was looking forward to continuing his internship.

I've really enjoyed my time in the classroom this semester. I go in and have so much on my mind and not want to be there; but about twenty minutes later, something happens, and I know that's exactly where I want to be. You just want to hug them and let them know they're not bad persons - they'll be fine. The big events that stick out all involve the students. They're great when you get to know them (interview, 12/9/91).

#### Andy's Orientations Toward Reading/Language Arts

At the beginning of the semester, Andy's orientation toward reading revolved around his notion that teaching "the basics" was essential. While participating in the methods classes, observing his cooperating teacher, and planning and teaching lessons of his own, Andy began to clarify his frames of reference about reading development and instruction. His primary frame of reference regarding teaching language arts involved striking a balance between integration and skills. His notions about reading remained inconsistent at the end of the semester; at times he suggested that reading was a text-based skill, and at other times he indicated that reading was a reader-based process.

The cooperating teachers with whom Andy worked during his early field experience used a separate subjects approach to teaching reading/language arts. Spelling was

taught from spelling books, and the grammar text was used to teach the conventions of grammar. Several of the lessons Andy taught during the semester were grammar lessons on isolated skills, such as transitive and intransitive verbs. Andy was expected to use the grammar book as the guide for teaching skills, and he gained a good deal of practice in this method. He found this to be a good strategy, as long as the students were involved in the lesson.

You need to teach the lesson, and you need to allow time for them to do the worksheets, and you need to monitor what's going on. You need to let them come to the board and write; they love that! Once they do that, I call on them and have them explain it to the class. If it's wrong, I ask the class why it's wrong. They don't like worksheets, and I don't either, because they need hands-on practice, but I try to keep the worksheets and work in other things as well. If they are involved, and they get to participate, they like that, even though they wouldn't admit it. If they've done a good job, they feel good in front of the class, and if they don't you still say, "That's a good job," and you help them (interview, 11/6/91).

Andy enjoyed this type of lesson so much that he "would prefer to teach language and spelling all the time" (interview, 11/6/91). He found this approach to be very successful, both for him and for the students. The only real problem he identified was when he misunderstood the skill he was to teach. This happened when he taught his first lesson on transitive and intransitive verbs.

Interviewer: Tell me about the most important experiences you've had during your internship.

Andy: One of the most important things happened just today, in fact. I taught intransitive and transitive verbs, and I thought I understood it. When I looked at the book, I thought I knew what I was doing. Well, I gave them a quiz today, and I said, "Okay, guys, you're having trouble with this, so let me help you. And I went on, but I was wrong. I had egg on my face. Mrs. S. came up to me and explained what was wrong, and I went back to the kids, and I said that I was wrong. We went over it again. Then they finished the quiz, and I think they did pretty good on it. I felt bad about it; I started sweating and everything. I goofed! Mrs. S. said, "It happens all the time," and that she admires me for correcting my mistake. I'll just have to be sure that I know what I'm talking about from now on (interview, 11/6/91).

The issue of depth versus coverage was a topic in Andy's methods classes; his professors clearly advocated depth over coverage, and they encouraged the interns to integrate reading/language arts instruction in their teaching as much as possible. At the midpoint of the early field experience, Andy was not ready to give up the notion of coverage. He and three classmates wrote a reaction paper which suggested that a balance between coverage and depth was preferable.

Coverage and depth are two distinct entities. As a group, we believe that coverage is mandated by the Basic Education Plan (BEP), society, and the general rules governing education as a whole. Even though we agree that depth is in fact important, due to the brevity of time, we feel that, in reality, depth is often impractical. The art of becoming a good teacher encompasses both depth and coverage and finding a balance between each idea (portfolio entry, 11/18/91).

Andy's professor in language arts methods spent several class periods detailing the writing process for students. He modelled how to use students' writing to

identify and teach grammatical conventions. He encouraged students to use an integrated approach to language arts and reading, viewing these subjects as tools for communication. A major requirement for his class was for the interns to teach the writing process to a small group of students. Andy found this to be a valuable exercise, but he did not see that it could or should replace the skills approach to reading/language arts.

Interviewer: How have your university classes helped you teach successfully?

Andy: As far as teaching, I learned a lot about the writing process. I took everything he did and just gave it to the students. I feel I haven't learned anything else. I've picked up some ideas but not anything hardcore that I can use in the classroom. I have not picked up anything that I can really use as a teacher (interview, 11/6/91).

At the end of the semester, Andy again reflected upon how his classes could prepare him to teach reading/language arts. He wanted concrete instruction in how to teach skills well.

Interviewer: What can the university do to help you be a successful teacher?

Andy: Focus more on what should be taught. For example, in language arts methods, focus on what should be taught. We should discuss things, and part of the basis could have been a middle school language arts book. Just useful things, things that you will take with you and really use.

Interviewer: What kinds of things would you like to have learned in language arts?

Andy: I would like to have learned about language arts in terms of skills that I had forgotten. Like I had completely forgotten transitive and intransitive

verbs, and I wish some other issues had been brought up. We talked about spelling a couple of times, but that was all. I would like to have talked about issues that are important, things that we could actually use in teaching (interview, 12/9/91).

Still, there was some evidence that Andy was beginning to question the isolated skills approach. At the very end of the semester, he wrote a summary/reaction paper on the transitive and intransitive verbs lesson that he taught. He detailed the steps he followed in teaching the lesson and noted that the students had a great deal of trouble with the concept. He reflected upon the success of his lesson.

Thinking back upon my lesson, I realize the advantages of teaching grammar through their writing. I don't ever remember learning transitive and intransitive verbs. I almost believe we never covered them when I was in middle school. I can understand why! I realize that it is nice to have more than just a basic knowledge of Language Arts, but when the students are not even the basics then it is time to go back and make sure that they do! (portfolio entry, 12/17/91).

Andy was clearly questioning his preconceived notions about instruction at this time in the semester. Perhaps with more experience and with the opportunity to see and practice a different approach, Andy may continue to shift away from the isolated skills approach to teaching reading/language arts.

Andy did not have much experience in teaching reading lessons during his early field experience. He based his ideas on how to teach reading on what he learned in his reading methods class and what he observed in his



internship. He liked the procedure that his cooperating teachers used in teaching a unit on Where the Lilies Bloom.

We gave out a vocabulary sheet and a character analysis and a sheet of two wildflowers for them to color. That would be a big thing; that's what I would do. I would pick things to discuss. I would ask them about things as we read because I bet I was in chapter four before I realized who Roy Luther was. It said that he was her paternal parent, but I didn't pick up on it, and I know if I didn't, they didn't either. We go over vocabulary, and that's good. I would do that (interview, 12/9/91).

Andy's cooperating teachers drew on their students' experiences and prior learning as they discussed the novel, and they shared their different interpretations of what they read. They, in effect, modelled a reader-based theoretical orientation for Andy, and he liked their approach.

Andy wanted to find more adolescent novels that would be appropriate for him to use with his students, and he planned to use a procedure similar to what his cooperating teachers had used to teach the novel.

Interviewer: What are you going to do now to prepare yourself for teaching?

Andy: Read more books for their age group. I want my students to read so many pages every nine weeks, and there will be required books as well. I want to read lots of books and find out which ones are appropriate for this age group (interview, 12/9/91).

Andy indicated a text-based theoretical orientation toward reading when he noted,

One of my students was reading Lord of the Flies this year; I read that when I was a senior in high school, and I thought he probably did not get the hidden message that was in that book. I probably missed some of the message in Where the Lilies Bloom. I'll choose books in terms of what they say, like touching stories like Where the Lilies Bloom or Where the Red Fern Grows. You teach that, but you don't teach something like SuperFudge, because that's funny. But it's not - it doesn't really have anything to say (interview, 12/9/91).

He assumed that the message in the text was more important than any message the reader might bring to the text.

Clearly, Andy's notions about reading development and instruction were inconsistent at the end of the semester, just as they had been at the beginning of the semester. Since Andy has two more semesters of class work before he becomes a student teacher, he has the time to clarify some of the important issues before he assumes responsibility for teaching a class on a full-time basis.

#### Summary

Andy had a successful early field experience. He gained some valuable experience teaching both small groups and whole-class lessons. He recognized the need to assume an authoritative stance in the classroom and began to use strategies that enabled him to do so. Andy identified some positive and negative personal characteristics that facilitated or inhibited his success, and he made attempts to change the things he considered to be negative. He determined that his instruction should be relevant and meaningful to his students, and he made progress in that

direction.

Andy developed relationships with his students, and he was able to view early adolescence in a more realistic way. Even though he found many of their characteristics annoying and troublesome, he found that he liked middle school students, and that working with them was a pleasure.

Andy began to clarify some of his ideas about reading instruction and development. While he was still struggling with his theoretical orientations, he did recognize the importance of reading in the middle grades. Andy also began to understand the benefits of integrated instruction and depth over coverage. He seemed to be moving toward a more progressive stance on these issues.

Andy's enthusiasm and his outgoing personality may facilitate his success in teaching. Having the opportunity to observe and work with additional middle grades may benefit him greatly, as he seemed very open to what he observed in the classroom. Since he made progress in classroom management, he may be able to focus more directly upon his teaching in his subsequent field experiences. In this way at least, the early field experience in which he participated during the semester under study was beneficial to him.

### Analysis Across Cases

In analysis of the six case studies, commonalties as well as unique characteristics among the subjects surfaced. Each of the interns faced different challenges and situations during the semester under study, and they each had their own ways of coping with these; yet, as the data revealed, they shared some common concerns. Often, their experiences or the information they learned in their classes clashed with the preconceived notions they brought into the semester. When this occurred, tension surfaced, and the subjects' reactions took one of two forms: (a) after considering the new ideas or situations with which they were presented, their orientations changed in some fashion in order to help alleviate the tension between their pre-existing orientations and the new input, or (b) after considering the new ideas or situations, they clung to their previous beliefs, deciding that the new input was mistaken or unimportant. As the semester passed, the tensions experienced by the six subjects in their early field experiences and in their university classes influenced their thinking in some important ways, which resulted in the evolution of some of their orientations.

Webster's (1969) definition of the term "evolve" includes the following: "to unfold; open out; develop gradually; to set free; to become developed" (p. 261). This is an apt description of the process that occurred during the semester under study as the subjects clarified

their thinking about teaching, about students, and about reading/language arts. Some of the subjects' initial orientations were affirmed by their experiences during the semester; other orientations were changed or modified in important ways. The following section describes the evolution of the preservice teachers' orientations toward teaching, toward middle school students, and toward reading/language arts.

#### Orientations Toward Teaching

The greatest source of tension for the subjects of this study seemed to emerge as they dealt with their own feelings about what constituted "good teaching" in the middle school classroom. As they gained classroom experience and were exposed to new information in their classes, they began to question their original orientations about what it meant to be a good teacher. Each of the subjects found teaching to be more difficult than she/he had anticipated, and they each became absorbed by questions related to their own abilities and performance in the teacher role. They came to see teaching as a demanding task, and their survival in the classroom setting became their utmost concern. This emphasis on self and on their own survival in the classroom was a bigger concern for them than any other.

At the beginning of the semester, the six subjects expressed humanistic views of teaching; they were very concerned with the affective side of learning, and they

often mentioned the establishment of a warm, positive classroom atmosphere. The subjects tended to see "good teaching" as synonymous with friendship. They wanted to develop close, personal relationships with their students, and they seemed to view themselves more as peers to the students than as authority figures in the classroom.

Julia: I want to be the kind of person they can come to and talk to. I want to be one of those "fun" teachers I had. I don't want to be rigid and strict. I don't want to have a real tight classroom. I want them to come to me and talk to me (interview, 11/5/91).

Suzanne: I'm a good listener, and I care about people. I think I can communicate with them on their level, and also let them talk to me and be on my level; I think that's one thing I have to do (interview, 9/5/91).

They indicated that listening to students and helping them with their problems was an important task for middle school teachers, and they wanted to develop their helping skills in order to facilitate the bonding between themselves and their students.

Initially, the subjects expressed a desire to make their classrooms happy, inviting places where students were free to express their opinions in an open atmosphere. None of the subjects said that they wanted to be strict disciplinarians. Instead, they valued loose structure and a lenient approach. They seemed to view classroom management as a product more than a process; that is, they indicated that facilitating personal relationships and

friendship between themselves and the students would prevent them from having to rely upon daily strategies.

Andy: They're going through physical and mental changes, and when they come in with an attitude, you can't jump on them and say, "You're going to learn, and you're going to like it!" You have to say, "Well, what's wrong?" You can't waste time and say, "I don't care if you've got a big zit on your face and you're worried about it." You've got to deal with them individually (interview, 5/3/91).

Bernice: When I picture myself as a teacher, the image that first comes to my mind is always the same. I see myself standing in front of a seventh or eighth grade class, answering questions, asking questions, reading aloud a lot and smiling and laughing a lot. My view of myself in the classroom is always a very happy one (portfolio entry, 9/16/91).

Helen: Never will I step into a classroom and be an authoritarian person. That's not my nature; I'll be more authoritative. I'll state what I'll take that first day of class, and then I don't expect I'll have to go back to it. My classroom environment would be coordinated so that I won't have the problems that an authoritarian person would have (interview, 9/3/91).

None of the subjects indicated in their first formal interviews that classroom management would be a problem; on the contrary, they assumed that a friendly, open approach would prevent any discipline problems from occurring.

The subjects drew upon their own memories of teachers in forming their images of the "ideal" teacher. All of them mentioned good teachers they had in school, and they tended to remember these teachers as being warm and friendly. Suzanne noted that her experiences as a student were what had shaped her ideas about teaching.

It's really a personal thing, teaching. It's really what you like and what you wanted and what you would have changed if you had been the teacher. I think that's what I'll do - do the things I wanted teachers to do when I was in the classroom (interview, 9/5/91).

Two of the subjects also mentioned their memories of poor teachers - those who had frightened or intimidated their students; they definitely wanted to be different in the classroom than these teachers had been.

Helen: I had teachers sometimes who I was afraid of. I don't want my students to be afraid of me. That's not what I'm there for. I want them to know they can always count on me for help if they need it, not ever to be afraid to come to me and say, "I cannot do this," or "I don't know how." (interview, 9/3/91).

Bernice: I remember my seventh grade social studies class most. I absolutely hated it! It's a shame because I loved history, and I really considered teaching that for a while. It was a real big class, and it was chaotic. The teacher was awful, and I was scared in there. It was a horrible experience (interview, 9/6/91).

Initially, the interns had very high expectations for themselves as teachers. They wanted to be liked, admired, and respected, and they wanted to know about their students' lives, interests, and needs.

Barbara: You should know all their names as soon as possible, and about their home lives, and about them. If you're trying to explain something to them, and you know something about them, that will help. And also, if they're acting kind of strange, if they're in trouble or something, you can help them better if you get more involved with them (interview, 9/3/91).



They planned for their students to enjoy their classes. They all noted that middle school students were reputed to be difficult to handle because of the changes they undergo during adolescence, but the subjects felt confident that they would have such good relationships with their students that the students would not want to misbehave in their classes. For example, Andy recalled that his own middle grades teachers had few discipline problems because they cared so deeply for their students.

Andy: Because the teachers cared so much about our welfare, there were few discipline problems. I would be lying if I said there were none, but in general, there were not that many (portfolio entry, 9/8/91).

Suzanne felt that providing the support and comfort students needed was the most important thing about teaching the middle grades.

Suzanne: I just think the middle grades - they're kind of in the process of changing, and they're learning more about themselves. They have a lot of problems, and I think I could listen to them. You can really be a support system. The most rewarding thing for me, I think, is when I can touch somebody, and I think I can do that in middle school. I think it should always be fun in middle school (interview, 9/5/91).

Implicitly, the interns seemed to expect the same thing from their students that they expected from their own friends - a reciprocal, considerate relationship based on mutual trust and admiration. As a mother, Helen's expectations were even higher; she wanted her students to respond to her the same way her children did.

The day before my microteaching in PSS 250, I talked to the class. I told them that I was not accustomed to children who were just blatantly disrespectful to me. I don't tolerate that with my own children. Never have they acted like you have. I realize that you thought that you could put me up against the wall and keep me there. But it doesn't work that way. You hurt my feelings, plus, you made me so mad that I didn't know how to deal with it (interview, 9/3/91).

The interns' first assignment was to teach a small group writing process lesson, and they found it pleasant and relatively easy to work with four or five students at a time. During this lesson, they focused almost entirely on the content of what they were teaching and on the students' reactions to it. They were very concerned about making the lesson meaningful and interesting to their students. When they moved beyond working with small groups and began to teach whole group lessons, things changed rather dramatically. Each of the subjects found classroom management to be much more difficult than they had anticipated. They quickly began to question their original orientations, and they began to express concerns about controlling the class and dealing with misbehavior in effective ways.

Each of the subjects was placed with an experienced middle school teacher for this early field experience. The teachers used varied approaches and strategies, but each of them had established discipline plans with rules for students to follow and consequences for broken rules. By the time the early field experiences began, the teachers

had established routines in their classrooms, and they had developed ways of dealing with the difficulties that would arise periodically. The interns sometimes found it difficult to discern how the teachers were maintaining control in the classroom; they often assumed that management was easy and effortless for the teachers because they did not see the process the teachers went through in establishing their routines.

Their struggles with classroom management were complicated by their inexperience in planning and teaching lessons for middle school students. They began to feel as though they were caught in a no-win situation. Their lack of experience in teaching lessons meant that they sometimes planned too much or too little for the students to do, which in turn lead to more discipline problems. Since they had little expertise in coping with discipline problems, they often erred in judgment in dealing with students when difficulties arose. For example, during the seminar at the early part of the semester, Suzanne related to one of her professors how proud she felt after having "disciplined" a student in her class.

I backed him up in the corner, and I told him off good! I let him know right in front of everybody that I wasn't going to put up with any more junk from him. He couldn't believe how I was talking to him, and he started crying right in front of the class. You would've been proud of me, Dr. M.! (researcher's journal).

Andy and Helen sometimes relied upon a confrontational style to deal with their students, and they threatened students with consequences that they were not sure they could enforce. For instance, Andy noted how frustrating it was for him when the students were too loud.

When they're loud, I have a tendency - I want to just grab them and say, "Why don't you just shut up? Why are you doing that?" I have to realize that I have to control them better. I know "Shut up" doesn't work, but I'm sure that, when I'm a teacher, I'll probably do that. But it can be detrimental. It just bothers me how to establish myself as a teacher. Like the other day, this student was shooting rubber bands, and I said to him, "You've got two choices: you can give me the rubber bands, or you can go to ISS" And he said, "You can't make me go to ISS." And I said, "Oh, yes, I can." And I was flying by the seat of my pants, because I didn't know if I could send him or not. But I had to make him think that I could (interview, 11/6/91).

Helen, too, threatened students with ISS, but she was unsure that she had the authority to follow through with her threat. She sometimes found herself arguing with students.

I have one little boy who just came in the class out of a special program. They let us have him. I reached out and touched him. He bolted up out of that chair and said, "Don't touch me! I said, "Christopher, you need to get your work done." He said, "No, I'm not going to." I said, "Christopher, you need to get this done. I'd hate for you to get a zero." He said, "I'm not going to do it." I said, "Well, suit yourself; sit down at your desk then. Put your head down." He said, "I'm not." I said, "Do you want to go to ISS?" He said, "You can't make me." I said, "Don't try me, Christopher." He looked at me real funny, and the boy next to him said, "I don't think I would try her, Christopher, she can make you go to ISS." And Christopher sat down. But, I don't know that I could have made him go. I don't know if my teacher would've let me send him to ISS (interview,

11/8/91).

The interns often felt frustrated because it seemed so hard to deal with everything - the content, the group dynamics, the management - all at once. As Julia noted,

There's a lot more involved in teaching than I thought there was. There's a lot more getting involved with the kids' lives, keeping them quiet, planning lessons. You're playing so many different roles all at one time. It's a lot harder than I thought (interview, 11/5/91).

Barbara also felt overwhelmed at times by the complexities of teaching.

Teaching is harder than I expected; there's just so much going on at once. That's the real trick - to keep everything going at once. Everybody has to understand you, and then at the same time, while you're thinking about those things, you have to make sure that you're making sense in what you say. It's harder in that way than I thought (interview, 11/8/91).

By the time the second formal interviews took place, during the first two weeks of November, 1991, the majority of the discussions in each interview centered around classroom management. No matter what the question was, nearly all the answers the subjects gave were somehow related to management issues. This was true for all of the six subjects; it was obviously the major concern of the interns at that time, and they were searching for answers. In each case, this caused the interns to focus much more closely on what their cooperating teachers did to manage their classrooms.

Two of the interns, Helen and Andy, worked with two teachers, so they had the opportunity to observe two different approaches to classroom management at the same time. They compared the two, and found one approach to be much more successful and appropriate. They praised one of the teachers for being authoritative and firm. They indicated that the other teacher was less successful in classroom management because she was not firm enough with the students. They indicated that, as a former resource teacher, she was not experienced enough in dealing with a whole class to have strong management skills. In comparing her classroom with their other cooperating teacher's, they concluded that more learning was taking place and that the students seemed more content in the classroom that was more orderly and structured. They also seemed a bit surprised at how quickly the students became unruly when the teacher was less strict in classroom management.

When the interns began struggling with management during whole-class lessons, they experienced a range of emotions, including anger, confusion, hurt, and fear. For example, Andy was sometimes surprised at how angry he could become at the students, especially when he felt that the students were taking advantage of his efforts to be friendly and open. Julia, Helen, and Bernice expressed feelings of hurt when students misbehaved; they felt as though the students were reacting to them personally in a negative way. For example, one of Julia's first

experiences in the school involved a fight between students that she tried to stop. The students paid her little attention.

The substitute teacher finally stood up and screamed, and the students just left. Everybody sat down and got quiet; I couldn't believe it. I was amazed, and I thought, "What did I do wrong?" I was crushed for a long time because the kids didn't listen to me. Those kids didn't listen to me; they didn't respect me at all (interview, 11/5/91).

Bernice indicated that the students did not listen to her at the beginning of the semester because they did not know her, and this was a painful experience; after she developed personal relationships with them, their behavior improved.

The first time I taught was the second week of school, and my teacher had to come in and calm them down for me, and I was so upset. I felt like they thought that I was so stupid. I was hurt by that. So I wanted her to make me do it again so I could get over that. The next time, it was so much better. I eat lunch with them now, and that helps so much. I sit at the table with them. They like to talk to you and they want to do things with you. You just have to show an interest in you. The more I work with the kids, the easier it gets (interview, 11/5/91).

For Helen, who based so much of what she did on her interactions with her own children, learning to manage the classroom was particularly painful; she likened the reactions of the students to a parent being rebuffed by a child.

You know what I rely on for classroom management? What I do with my own kids. I don't have to discipline them very much, but what I can pull out of that, I try to apply in the classroom. My kids listen

to me the first time, but here it doesn't work that way; it's constant. You have to do it over and over to the point that it's aggravating. Take Christopher, for instance. Now, I know what I would do if he was one of mine, but to deal with a child like that - I just don't know how. Trying to learn to discipline is my biggest problem right now. They think they can try anything with me and get by with it. I have a hard time controlling them and keeping them quiet. I don't know how to do it. They will push me until they think that's it. It's so hard, because I want to be the perfect teacher, and I know I can't be. I know I'll never be perfect. But I want to be great right now, and I know I can't be  
(interview, 11/8/91).

As they gained more experience in teaching whole class lessons, the interns began to test some strategies for classroom management. They were tentative and unsure about what to do or say, and they often decided after the fact that what they had chosen to do had not been the right thing. For instance, Andy learned that saying, "Shut up!" to the students was generally unproductive. As the interns began to test some strategies for classroom management, they generally did not try to use the same strategies they saw their cooperating teachers use. Although they indicated that their cooperating teachers were successful in classroom management (with the exception of one of Andy and Helen's cooperating teachers), the interns were all very hesitant to try the same techniques they saw being used. They gave various explanations as to why this was true. Their hesitancy seemed to be related to two main factors: (a) they did not believe the strategies would work for them the way it worked for the teachers, or (b) they thought the strategies were inappropriate for middle school



students. The first factor was mentioned most often; the interns did not believe that the students considered them to be "real" teachers, and therefore, they did not expect to get the same results that the teachers got from the students.

This need for affirmation as a "real teacher" was another commonality among the six subjects of the study, and it was inextricably related to classroom management. The interns seemed to view their management difficulties as evidence that the students did not see them as "real teachers." This tension was evident throughout the semester, although it eased considerably toward the end for most of the subjects. The interns gave a variety of explanations as to why the students did not affirm their status as teachers. Andy, Helen, and Bernice indicated their cooperating teachers' actions, or lack of actions, were part of the reason this was true. For example, Helen compared her cooperating teacher with the teacher with whom she had worked in her first internship, in PSS 250. The first teacher had introduced Helen to the class and made it clear that she was to be respected and treated like any other teacher; Helen's cooperating teacher during the semester under study had not done this, and Helen clearly felt that this was part of the reason she was struggling with classroom management.

Bernice noted that her cooperating teacher had introduced her as "Bernice" to the students, and that they

continued to call her by her first name throughout the semester; Bernice felt that this was a sign that the teacher did not consider her to be a "real teacher," and that the students followed the teacher's lead. Bernice noted that in her next internship, she wanted to be introduced as a teacher, and that she wanted to be treated as such by the teacher and by the students. She indicated that one of the reasons she had to struggle with classroom management is that she had not received affirmation from either the teacher or the students.

Julia's only complaint about her cooperating teacher was that she had not introduced Julia to the class and had not made it clear that Julia was to be respected like other teachers. However, Julia had ambivalent feelings about this; she was not at all sure that she wanted to be thought of as a real teacher. She really wanted to be considered as "somewhere between a student and a teacher," because she did not yet feel ready to assume the role of being the real teacher. Although she wanted to be treated like a teacher by the students, she wanted their forgiveness and their understanding whenever she was not successful. She credited the students with having the capacity to accept her on both levels.

Suzanne's situation was somewhat different. She, too, struggled with having affirmation from her students, but she did not think her cooperating teacher had fostered this in any way. She felt that her cooperating teacher was

helping her learn to manage the students, and Suzanne was glad that her cooperating teacher was insisting that she take control of the students. She commented that she liked to be made to do the things she needed to do.

Barbara, too, struggled with her need for affirmation as a teacher. Her cooperating teacher was such a strong presence in the classroom that Barbara seemed to find it especially hard to feel like a "real teacher," but Barbara's tensions about what constituted good teaching went beyond the management question. She was also concerned about the kind of instruction she saw in the school to which she was assigned. Barbara's notions about teaching were remarkably sophisticated for a novice teacher; she reflected about the need to empower her students to learn and about the role of the teacher as a guide rather than a controlling agent in the classroom. While caring about students and classroom management were very real concerns for her, Barbara was looking beyond her own survival in the classroom; she indicated that good teaching also entailed facilitating students' independent learning and capitalizing on their natural curiosity.

The common thread among all of the interns' struggles with classroom management was that they found it difficult to balance their humanistic concerns for their students with this newfound need to control their students' behavior. Even though they found their students' actions to be frustrating sometimes, they still cared about the

students' needs and about their success; yet, it was hard for the interns to accept that the students would be willing to respond to them if they attempted to be firm and consistent in following a discipline plan. They seemed to expect their students to react like adults, who would be easily offended by attempts to place restrictions on their behavior. Gradually, they came to believe that their students would respond better if someone did enforce rules and consequences, and as they experienced success in managing their classrooms, their orientations toward "good teaching" shifted accordingly.

By the end of the semester, the subjects' orientations toward teaching centered upon the need to manage their classrooms. They did not lose their humanistic concerns; on the contrary, these concerns became even stronger as the interns developed personal relationships with their students and recognized individual needs among them. While their idealism was not lost as a result of their interaction with students, it was tempered by their experiences. What emerged was practical knowledge - knowledge related to action that helped the interns cope with the real-life classroom. They gained new practical knowledge from their observations and experiences in the classroom settings, and their experiences lead them to alter somewhat their images of what constituted "good teaching" in the middle grades. These images were based on their reformed beliefs and the "right" ways of teaching.

None of the subjects felt that they had all the answers to classroom management at the end of the semester, but they had all recognized a need to develop their management skills and strategies, and they were each searching for ways to balance their humanistic concerns with their management concerns. Where to "draw the line" between being a teacher and being a friend was a source of great tension as these six preservice teachers progressed through their early field experiences.

#### Orientations Toward Middle School Students

Because teaching was a new experience for them, these six subjects seemed to focus more on themselves as teachers than on their students. Still, their early field experience provided them the important opportunity to interact with young adolescents on a regular basis. At the beginning of the semester, the interns based their knowledge of middle grades students on their memories of their own experiences, on the information they had learned in their introductory education classes, and on the rather limited contact they had had with young adolescents. One of the subjects, Helen, also drew on her experiences with her own children. As the semester progressed, their initial orientations were affirmed by their experiences. They did not seem to have any major surprises in dealing with students; rather, what they had already learned about young adolescents became very real to them as they witnessed their students' characteristics firsthand.

At the beginning of the semester, all of the interns indicated that early adolescence was a difficult time for individuals to endure, and that the many changes that occur during puberty are of primary importance to most middle school students. For example, Bernice discussed the changes that middle grades students experience, and Andy, Julia, and Barbara indicated that most young adolescents are so involved in themselves that they are disinterested in school and must be extrinsically motivated to learn. Suzanne seemed convinced that middle school students wanted friendship from their teachers, and Helen indicated that all students had the ability to succeed if their needs were met.

The interns tested these notions in their interactions with their students, and only Suzanne experienced significant change in her orientation toward students. Suzanne initially indicated that students would respond best to a loosely structured, lenient atmosphere in the classroom, and that they wanted friendship from their teachers. She changed her ideas about students rather quickly; her orientations toward middle grades students became that students need guidance and control in order to function in the classroom.

While all of the interns received instruction about the cognitive transitions that often occur among young adolescents, only Barbara and Bernice seemed to apply this knowledge to their teaching. These two subjects noted how

important it was to plan lessons that were developmentally appropriate for the cognitive abilities of their students. Barbara and Bernice discussed the differences between concrete and formal thinking and how they, as teachers, could best accommodate these differences among their students and facilitate the transition from concrete to formal operations.

The six subjects in this study indicated that the changes during early adolescence were an important consideration for teachers of middle grades students. They learned about the physical, emotional, social, and cognitive changes inherent to early adolescence in their classes, but their early field experiences made this academic knowledge much more real to them as they witnessed how unpredictable and emotional their students often were. Overall, there was little evolution in their orientations toward students, but, at the end of the semester, each of the interns offered anecdotal evidence that they understood much more clearly how important the existence of these changes was for teachers of middle grades students.

#### Orientations Toward Reading/Language Arts

At the beginning of the semester, the subjects had varied notions about reading/language arts development and instruction. Since their knowledge about the content areas was limited to their own experiences as students, in most of the cases, their ideas were inconsistent and not firmly established. With the exception of Barbara, all of the

subjects had inconsistent scores on the three different sections of the Teacher Beliefs Inventory (Konopak, Readence, & Wilson, 1991) that they completed at the beginning of the semester.

Initially, none of the interns felt that they knew how to develop reading ability among their students, and while they sometimes mentioned teaching skills or teaching "the basics," they seemed confused as to what constituted basic skills in reading/language arts. At the beginning of the semester, four of the interns, Bernice, Suzanne, Andy, and Helen, were concerned about teaching skills effectively. They wanted their instruction to be interesting and enjoyable, but they felt that it was important to instruct their students in isolated skills in the conventions of grammar and in reading. Their notions about teaching were very textbook centered, and they expected that their methods classes would provide them with interesting strategies to use in teaching the skills they valued. This became a great source of tension throughout the semester, as they became aware of the differences between what they were being taught in their methods classes and what they were seeing in their internship settings.

In the reading and language arts methods classes, instruction was centered on developmentally appropriate instruction and integration of the language arts as communication skills in all content areas. For example, the interns were taught the writing process and instructed



in how to use students' writing to teach grammar. They were encouraged to develop their students' reading skills with functional materials that were high-interest for middle grades students and to integrate reading instruction in all the content areas. They were taught a decision-making model designed to make reading meaningful for young adolescents by relating it to their own concerns. There was a clear difference in the way they were taught to teach reading/language arts and the way they saw it being taught in their internship classrooms. The interns often observed an isolated skills approach being used in their internship settings, and they found this to be a very difficult issue to negotiate throughout the semester. They responded to the discrepancy in very different ways.

Helen became very frustrated with her university classes. She felt that she had learned very little that was useful or appropriate to her in teaching middle grades reading/language arts.

Interviewer: How have you applied what you've learned in your methods classes?

Helen: I haven't - not in any way. The only thing I've applied - the only thing I've learned - is the writing process. I have applied it twice; that's all I've learned. I would like to have learned grammar and the proper ways to teach grammar. More about spelling, and how to make it more challenging and fun. I'm sure there's more I need to know that I didn't learn. I feel cheated. I want more concrete, real-life things (interview, 12/12/91).

She was steadfast in her belief that the skills approach was the better one, and she felt that her experiences in her internship classroom were the best training she could receive. Her goal at the end of the semester was to emulate her cooperating teacher.

I have learned a lot from Mrs. S. that I didn't think I would. She has shown to me what a middle school teacher is all about. She has total control of those children. I believe I will continue to build my confidence, being assured of the material I'll be teaching. I have learned more this semester in this school than I have learned at UNCG. To me, it's a shame we couldn't just stay every day all day long. I think we'd learn ten times more than we'd learn in that (university) classroom. And the chances of us using what we learn in that classroom are nigh on to never compared to what we do here (interview, 12/12/91).

Andy, Suzanne, and Julia responded differently than Helen. While they found the skills approach to be a valuable one, they also gradually began to see the value of an integrated approach as well. While they, too, complained that their methods classes had not been what they expected them to be, by the end of the semester, they began to question their initial orientations toward reading/language arts. There were indications at the end of the semester that these subjects were beginning to value an integrated approach. They dealt with this tension by suggesting that they needed to find a balance between the two approaches, and somehow combine the two in their teaching. For example, after struggling through a lesson on transitive and intransitive verbs, Andy began to

question the isolated skills approach.

Thinking back upon my lesson, I realize the advantages of teaching grammar through their writing. I don't ever remember learning transitive and intransitive verbs. I almost believe we never covered them when I was in middle school. I can understand why! (portfolio entry, 12/17/91).

Suzanne had not yet begun to question the isolated skills approach, but she recognized the need to integrate reading/language arts instruction in other content areas. For instance, she indicated that it would be important for her to provide instruction in reading skills in teaching her other area of concentration, math. She began to see reading/language arts in terms of communication skills.

Julia suggested that she would find a balance between the integrated approach and the isolated skills approach. She concluded that teaching both was desirable.

I will teach language arts through their writing, but I still want to teach them what an appositive phrase it - that's not going to pop up in their writing. There are some things that I feel are important in English that I don't feel are going to come up in their writing. I understand grammar; I wish he had shown me how to teach it. How to teach a verb, a noun, an adjective, and specific examples of how to teach it (interview, 12/5/91).

Bernice's evolution of orientations was unique among these subjects. She began the semester with a skills-based orientation toward teaching reading/language arts, but as she observed her cooperating teacher's instructional habits and learned about the integrated approach in her classes, she began to question the utility of teaching isolated

skills. She was frustrated by the lack of reading and writing practice that she saw students getting in the classroom; she noted that they seemed to spend most of their time completing exercises in their spelling books and their grammar books, but they rarely applied the skills they practiced in their own writing or reading. Bernice found her methods classes to be very helpful; although she liked and respected her cooperating teacher, she was willing to question the teacher's instructional approach when she learned about a different approach in her university classes. By the end of the semester, Bernice came to view reading and writing as tools for communication, and she indicated that an integrated instructional approach was the most appropriate way to develop students' communication abilities.

Barbara's orientations toward reading/language arts were different from the other subjects from the beginning of the semester. She came into her early field experience with remarkably well-developed and consistent beliefs regarding reading development and instruction. For example, on the Teacher Beliefs Inventory (Konopak, Readence, & Wilson, 1991), each of her scores indicated a reader-based orientation toward reading, and she chose the corresponding reader-based/holistic lesson plans to complement her beliefs. Barbara indicated at the beginning of the semester that reading/language arts instruction should be designed to encourage students to think for

themselves, and that the proper role of the teacher was to facilitate the students' own pursuits of learning. As she learned about the integrated approach to reading/language arts instruction, Barbara applied the approach in her lessons with small groups. She found this approach to be more successful and more promising than the isolated skills approach that she used in other lessons. Like Bernice, Barbara found the methods classes to be helpful and appropriate, and she was willing to question the approaches she saw being used in the classroom. While Barbara's orientations did not evolve significantly, the contact she had with students and the practice she gained in planning and teaching lessons provided her with important experiences that enriched and affirmed her orientations with anecdotal evidence that supported her initial notions.

#### Programmatic Influences on Orientations

The six subjects of this study had strong feelings about their experiences in their teacher education courses during the semester. Suzanne, Helen, and Andy were critical of their classes.

Suzanne: I would like to have our classes separated from the elementary people. When we watch videos, we watch elementary videos, and I just don't feel everything that's right for elementary is right for middle school. I wish that we could have separate classes. I haven't really applied what I've learned. I guess I have more than I realize, but I don't really understand what I've learned in there. Some of it, I had to learn it first, like the decision-making process, then I could use it in my class. But most of it, I don't really know. What I've learned is them teaching me first, telling me what to teach, and then

me teaching it to my class (interview, 12/6/91).

Andy: They should focus more on what should be taught. For example, in language arts methods, focus on what should be taught. We should discuss things, and part of the basis could have been a middle school language arts book. In seminar, classroom management skills. What to do, and things like that. Just useful things, things that you will take with you and really use. Skills that I had forgotten. Like I had completely forgotten transitive and intransitive verbs, and I wish some other issues had been brought up. We talked about spelling a couple of times, but that was all. I would like to have talked about issues that are important, like books, and which books are censored, which books you should teach and which you should steer clear of. Why students don't like to read. That kind of thing. Things we could actually use in teaching (interview, 12/9/91).

Helen: Being out of school for twenty-some odd years, I had to teach myself a lot of language arts, and that's what I was looking for in my language arts methods class. I thought more time would be spent on the different areas we each had to teach. I realize that he couldn't teach everything in language arts, but I also expected to get a refresher with "This is the way it's taught now. This is what you do."

These three interns expressed the opinion that their classes were not relevant to the kind of teaching they saw in the classroom. They seemed to accept whatever occurred in their internship classrooms with little question. Their feelings were illustrated in Helen's comments.

I think they need to focus on the real aspects of education - not what they want it to be. I feel like this semester, it's been focused on a dream of what education might be like. But in all the time I have been in school myself, I have never seen education make any great change; it's basically the same. They can teach us all these school things they want us to try, and granted, some of them might work. But, not all of them, because you're constantly faced with different needs and personalities. Some of these things, you'd have to start with them in elementary. It would have to be consistent until they got to us in middle school. You're not going to find consistency

down in elementary - or in any level. So, I want concrete, real-life things from my classes (interview, 12/12/91).

In spite of their complaints, these subjects' last assignments of the semester for their methods classes reflected the knowledge they had gained from their classes. Suzanne planned and taught a decision-making lesson to her students that drew on students' interests and experiences to facilitate their comprehension. Helen demonstrated on her final exam in reading that she was able to plan an integrated unit, drawing upon a functional problem solving approach. Andy's final exam in reading reflected a number of the principles of reading instruction taught in the class, including a functional approach, the use of pattern guides, text implicit and text explicit questions, and a developmental approach to studying. Perhaps their grade consciousness lead these subjects to simply give their professors what they thought they wanted, but it was clear that they had indeed learned how to apply at least some of the information to which they had been exposed.

These three interns' subsequent work in classrooms may lead them to develop a more progressive stance as they observe other teachers and other instructional approaches. These three subjects seemed to be seeking concrete direction in teaching; they wanted their professors to tell them what to teach and how to teach it. Their frustration with their classes stemmed from the fact that they did not get a "cookbook" for teaching reading/language arts. As

they get more experience in classrooms and develop a deeper understanding of the complexities involved in teaching, their opinions of their methods classes and seminar may well change.

Bernice and Barbara entered the semester with orientations that were more similar to those espoused in their classes; therefore, they experienced less tension in regard to their classes. Their greatest tensions were focused more on the classroom and what they observed occurring there. For instance, Bernice noted that she had discussed using a more integrated approach in language arts instruction with her cooperating teacher.

They don't do any reading in language arts at all. They do spelling and English. It's a lot of spelling - A,B,C,D, in the book, and that sort of stuff. I asked her this morning if she ever taught grammar through reading, and she said no. I said that when I was in school we didn't do as much grammar, we read. I think that's better because you can do exercises, but if you're not actually using it, then it doesn't make sense to you. Like in class yesterday, Dr. M. had three paragraphs up on the board written by a fifth grader, and he pulled 12 grammar lessons out of that. I think reading is real important, and I don't see them doing that at all. Right now, everything's like commercials - flash this, and flash that. I'd like to see what they'd think about reading. And when I talked to my teacher about it, she agreed absolutely. She said they should read more, but she does what she has to do. I know she really means that, but I don't see them doing it. They never use the reading passages in the book (interview, 11/5/91).

Barbara agreed that what she learned in her methods classes might be a better approach than what she observed in her internship setting.



I taught the writing lessons, and they were really good, so I can see that's good. And then I taught a lesson in grammar, which was not like what we'd learned in methods class. The teacher told me to teach a lesson in direct objects, straight from the book. So that's what I did. The way that they teach us to teach grammar in methods is to teach through the students' writing, and I think that would work much better. That's how I would approach it. You have to make it interesting, and you have to make them think (interview, 12/9/91).

The integrated approach seemed much more appropriate to Barbara; this was more consistent with her belief that students should be empowered to learn, not tied to boring, repetitive and meaningless skills.

Since Bernice and Barbara's beliefs were already close to what was being taught by their professors, they were naturally more positive and more open to what they learned in their classes. Interestingly, Bernice noted that a source of tension for her emerged in her dealings with other students who were reacting in very negative ways. She found it difficult to be around those who were constantly complaining about their classes, and she decided that it was important for her own well-being to avoid being around those very negative influences as much as possible. The early field experience was valuable for Bernice and Barbara because it gave them a chance to compare approaches and see the effects of them.

It was clear that the early field experiences and the initial teacher education classes in which the subjects were enrolled had positive impact upon their orientations

as the semester progressed. There was ample evidence that the orientations of the preservice teachers in this study were beginning to evolve in a direction similar to that for which the program was designed. Even though different approaches were valued in the different settings, two of the interns in this study were able to negotiate the different influences in a rather sophisticated manner, and the other four subjects were beginning to deal with their perplexities at the end of the semester.

Because these preservice teachers were at a relatively early point in their professional training, it would be expected that much of the impact of their training has yet to surface. Since learning to teach is a developmental, gradual process, these subjects have a good deal of time yet to negotiate the complexities of teaching and to affirm and/or change their orientations toward teaching, toward students, and toward their content areas.

#### Levels of Reflectivity Among the Subjects

Using the Reflective Response Guide (see Appendix F), two sets of video analyses are compared below. Table 8 illustrates the scores for each subject on the first analysis. The first video analysis was completed by the subjects in August as their first assignment of the semester. The subjects watched a videotape of a writing lesson taught by an experienced middle grades teacher. They completed a videotaped lesson analysis form with questions designed to prompt them to think about the

# Scores - Reflective Response Guide

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Second Video Analysis				
raters	Holistic Scores		Number of Level 3 responses	
	M.H.	R.S.	M.H.	R.S.
<hr/>				
subjects				
Suzanne	2	2	2	2
Julia	2	3	2	4
Bernice	3	3	8	8
Barbara	2*	2*	*	*
Helen	3	3	7	5
Andy	3	3	7	5

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\* This particular assignment does not appear to be representative of Barbara's work.

content, rate the success of the lesson, identify instructional practices they would and would not incorporate into their own teaching, and explain what they would do differently.

The lesson in this videotape centered on a writing assignment about Thanksgiving. The teacher read a story she had written about her family's Thanksgiving celebration, and then she directed students to do the same. The students worked individually in a quiet and orderly fashion.

On a rating scale of 1 - 7, five of the interns rated this lesson with a 5 or above. Only Julia and Helen rated the lesson lower. As Table 8 illustrates, all of the subjects except Andy received a holistic score of 2 on their first videotape analysis. This corresponds to the Technical/Theoretical level of reflection. At this level, respondents justify the events they describe either with references to tradition, theory, or personal preference. They not only describe the event, they explain why they believe the event occurred as it did. They may speculate why someone chose to act as he/she did, or they may suggest an alternative strategy. Examples of the subjects' Technical/Theoretical reflection follow:

Julia: I would try to find a way to get them more involved . These kids looked like they were bored to tears.  
I felt this lesson was very boring. It reminded me of many lessons I had in elementary and middle school.

Helen: I would have spent more time explaining how to introduce the paper, how the "meat" or ideas of the paper should be arranged, and then had them to draw the paper to a successful closure. I would not have sent them home to write a paper without further instructions on the 3 parts of a paper and how to organize each.

Barbara: I would go through the prewriting with the students like she did but I wouldn't give kids so many ideas as she did. They probably just threw her ideas back at her.

Suzanne: The teacher opened the lesson really well. She got the students to think about how they felt about Thanksgiving, but she told them what to write about. They didn't have to think for themselves. I would have had them tell me what they like best about Thanksgiving. Talking about and sharing her story about Thanksgiving was an effective beginning because students became personally involved. This made it more interesting to them. That's what I'd like to do - get my students personally involved so they will learn while having fun.

Andy: I think she did an excellent job in conveying to the students what she wanted. I particularly liked her use of the web idea. I think it helped clarify what exactly she was looking for. The teacher's patience is commendable. Although it appeared that many of the students were not paying attention, nonetheless they must have been.

Bernice: The weakness I saw which kept me from giving her a 6 or 7 is that the students did not say much or appear to become very motivated themselves. Perhaps more sharing (verbally, not written) of past experiences, student brainstorming of favorite things to do, or a Thanksgiving story would have been beneficial.

One thing I would change is to add a time of explanation about proper writing form. I think it would be important to model perhaps on the board how an essay is put together.

Barbara's analysis was different from the other subjects in that she tended to reflect not only at the Technical/Theoretical level, but there was also evidence of practical reflection in her work as well. Two of the

raters assigned a holistic rating of 3 to Barbara's paper. Barbara was clearly questioning the appropriateness of the curriculum in this sample:

I would not give them a title and I probably wouldn't give them a topic. I think she gave them a topic, though, because this was the first time they had talked about descriptive essays, and since she was planning on going through each step with them, it would be easier to have the whole class working on one topic. But this assignment seemed too rigid to me. Should we be teaching 7th graders to write five paragraph essays? Should we tell everyone that is THE WAY to write?

As Barbara progressed through the semester, she continued to reflect upon her teaching and upon the utility of what she taught. Much of her work indicates her willingness and ability to reflect upon her purpose and her efficacy.

The second video analysis was rated at the end of November when the semester was nearly over. It was a lesson taught by an Hawaiian. Cultural differences were obvious in the lesson, and students and teachers talked and interacted freely. The lesson was child-centered in that the teacher responded to the students' cues in delivering her instruction. There was a high level of student involvement in this lesson. The subjects did not rate this lesson, but they answered a series of questions about it, including the following:

What did I see?  
What did it mean to me?  
What did it mean to my UNCG knowledge?

On this second set of analyses, there were many more instances of practical reflection evident in the subjects' responses. On the Reflective Response Guide, practical reflection is described as a passage in which the respondent considers the context of the setting as he/she judges the appropriateness of the events. They view actions in terms of values and consider the merit of a variety of strategies and methods. They evaluate the events by how well they match the particular participants' needs, abilities, or preferences.

Drawing on the knowledge and experiences they had during their first professional semester, the subjects were more likely to examine the reasons why things were done as they were, and to evaluate what they saw by the appropriateness of the intention and the implementation they observed. Three of these papers received holistic ratings of 3, and, while the other papers received holistic ratings of 2, each of them contains some instances of the practical level of reflection (see Table 8 for ratings). The following are examples of practical reflection taken from the subjects' analyses.

Barbara (rating - 3): I saw lots of talking and sharing between the kids. The kids were talking about the literature and getting involved in it, and isn't that the purpose of literature anyway? Kids learn much better when they are actively involved in what they are doing. They learn more when they are having fun and know they are learning. I believe that kids are motivated to learn, they just have to believe they are learning, and I think these kids were aware of their learning. This happened, I think, because the literature was functional and

authentic. When kids can relate to what they read, it's so much more successful, and they learn at a much higher rate. I like to see kids developing their own themes in the literature.

Bernice (rating - 3): Watching these kids work reminds me that if I plan wisely and allow for it, kids can motivate themselves just by working with their peers. Enthusiasm is contagious and something I can do more than just hope for or depend on myself for if I allow the kids to work together, think out loud and talk. Involvement can sometimes be loud, but we've got to decide what we want - silence and order or excited kids?! As I observe the high level of student involvement in this lesson, it makes me think of what I have learned about personal expectations vs. societal goals and the students' role/teacher's role. We talk about the goals given to us by curriculum guides and what we want the kids to learn, but it is so easy to forget our purposes when we plan our lessons and actually perform them. By allowing the kids to talk and work together, maybe the teacher did not make as many comments as he had intended, but the goal was achieved - kids worked together and learned and were self-peer-motivated. The teacher's role in this lesson was one as guide, not dictator - very much desired quality.

Julia (rating - 3): In my reading class, I have learned many ways to integrate reading and writing. How can these two be seperated (sic) anyway? You can't do one without the other. The strategies I have learned will help me do this and it will really help the kids read and write better. I saw lots of student involvement in this lesson, and since I have begun studying education, I have wanted a lot of student involvement and interaction in my classroom. This classroom was loud, but it worked for these kids. I realize it can be chaotic at times, but I feel it is well worth it. I also know that I must be flexible because you cannot always predict a child's response.

Suzanne (rating - 2): I saw a lot of student interaction and teacher interaction with students. To me, student and teacher interaction is a very important part of a child's experience at school. A child should be able to express his/her ideas to better ready them for the "real world." These students must have a good relationship with their teacher, because they feel very comfortable speaking up. That's important for kids. Motivation is the key word.



Andy and Helen's cooperative effort (rating - 2):  
We think alot (sic) of teacher/student interaction is good, because it allows the teacher to show her students that she holds their opinions very high and thinks what they have to say about the story is just as important as her opinion. We feel by incorporating student's prior knowledge will emphasize their roll (sic) in the classroom and help them think of their stances on different issues and ideas. This strategy also lets the student know that their thoughts and ideas are valued by the teacher.  
These kids were involved because they felt important.

In comparing the levels of reflective response between these two sets of analyses, it was clear that the subjects were more inclined to reflect at higher levels at the end of the semester as they recalled and applied the knowledge and experience they had gained during their first professional semester.

The consistent emphasis on reflection throughout the semester proved to be an effective strategy for these subjects. By the end of the semester, they were more inclined to consider the merit of the strategies they observed, and to consider the needs of the particular participants involved.

None of the responses were rated at level 4, critical reflection. This is the highest level of reflection, where respondents question which educational goals and experiences facilitate a society marked by justice, equity, and human needs and purposes. Perhaps the experience of reflecting upon their work, particularly using the structured questions and guidelines provided in these two exercises, will facilitate critical reflection among these

subjects in the semesters to come.

## CHAPTER V

### CONCLUSIONS

#### Introduction

The final chapter summarizes the conclusions drawn from this investigation. Limitations of the study are addressed, and some implications for teacher education programs and future research are discussed.

#### Conclusions

This investigation was conducted to (a) describe the orientations of preservice teachers toward teaching, toward middle school students, and toward reading/language arts, (b) document how these orientations evolved during the subjects' early field experiences and initial teacher education courses, (c) describe how their reflections were related to their early field experiences and first professional semester of study, and (d) describe how the interactions among programmatic experiences, individual perspectives, instructional decisions, and reflections on instruction were related to the evolutions of their orientations. The preservice teachers' reflections on their experiences were examined through formal and informal interviews, analysis of portfolio entries, belief inventories, and participant/observer field notes.

### Initial Orientations of the Subjects

At the beginning of the semester, the six preservice middle grades teachers who were the subjects of this study began their early field experiences with very clear images of what constituted good teaching. Initially, these subjects' images of good teaching were humanistic, idealistic, and optimistic. They began their early field experiences with confidence that they could be friends with their students and that they could make their students content and successful. They exhibited great determination to meet the individual needs of their students, and to make their classrooms free, open, and pleasant.

The most important concern that surfaced among the interns prior to their early field experiences was the challenge of presenting "fun" activities on a regular basis. Recalling the classes they had enjoyed, these subjects wanted to teach in an entertaining fashion, presenting enjoyable lessons in an atmosphere of mutual trust and friendship. All of the interns initially expressed the belief that middle grades students' personal concerns were of utmost importance to the students, and that school was generally unimportant to them except as a social forum; therefore, the interns hoped to compensate for this by teaching their subjects in a manner that would be fun and exciting for their students.

At the beginning of the semester, five of the interns

had inconsistent theoretical orientations regarding reading development and instruction. They expressed rather vague notions about teaching discrete skills and making reading relevant to their students' interests, but they did not really have firm ideas of how to go about doing this effectively. The exception to this was Barbara, who had consistent views about reading instruction. Her orientation was consistently reader-based even before her methods classes and early field experiences got underway.

#### Evolution of the Subjects' Orientations

As the semester progressed, the subjects' experiences in the field and in their university classes gave them the opportunity to affirm or change their initial orientations. Significant changes did occur in their orientations between the beginning and the end of the semester. Most significant was the shift regarding their notions about what constituted "good teaching" for the middle grades.

As the interns began to teach whole class lessons, they experienced difficulties in classroom management. Since they had all approached teaching with the idea that it was important to be friends with their students, the reality of dealing with young adolescents caused a great deal of dissonance and tension for these subjects. They began to question their initial orientations, and they concluded that it was necessary to "draw a line" between themselves and their students.

The subjects' difficulties with classroom management

were inextricably related to their need for affirmation as teachers. When students did not respond to them as readily as the interns had expected, they took this as denial of their teacher status. They saw every act of disobedience as proof that the students did not consider them to be "real teachers." Their need to have affirmation as teachers was a source of tension for them, and they attempted to alleviate the difficulties they were experiencing by testing some management strategies and reestablishing their relationships with students.

At the end of the semester, the subjects still recognized and articulated the particular needs and characteristics of young adolescents. The difference seemed to be that this knowledge, which had been largely academic before, became more real to them since they had anecdotal evidence and firsthand experience with students to illustrate what they had learned in an academic fashion.

Some significant change occurred in the subjects' orientations toward teaching reading/language arts as well. At the beginning of the semester, all of the subjects except Barbara had expressed a skills-based orientation toward reading/language arts. They had noted the importance of teaching "the basics" and breaking down reading and writing into sets of discrete skills - a bottom up orientation toward reading development. By the end of semester, three of the subjects, Bernice, Julia, and Andy, had begun to recognize the futility of teaching only

isolated skills in reading and the conventions of grammar. They began to question the practices they saw occurring in their early field experiences, and they began to move toward a more progressive stance in teaching communication skills.

#### The Subjects' First Professional Semester

Both the early field experiences and the university classes in which the subjects were enrolled had noticeable impact on the evolution of the subjects' orientations during the semester. Zeichner (1980) noted that early field experiences normally entail both positive and negative consequences; this was true for these subjects.

The early field experiences in which these subjects participated provided some important learning experiences for them. Their contact with students on a regular basis helped them to develop a better understanding of the needs and characteristics of early adolescents. The experience they gained in teaching lessons was especially important for them, particularly the lessons that were structured by their professors. Their first teaching assignment involved working with small groups to teach the writing process. This enabled the preservice teachers to interact one-on-one with students without the pressure of managing a whole class at once. In this way, they were able to focus on the lesson - what worked, and why it was successful. Their reflections on teaching this lesson revealed that they were considering the students' reactions both to them and to

their work. Because the assignment was very structured, the interns were able to focus their reflections on the students rather than on planning a lesson. As the semester progressed, the professors in the methods classes gradually provided less structure in their assignments, so the interns also gained experience in planning and teaching lessons they conceived on their own. In the classrooms where the textbook-centered approach was common, the interns were impressed to see how differently students responded to lessons that were more relevant and enjoyable than those to which they were accustomed.

All of the interns taught isolated skills lessons as well as the lessons they were assigned by their professors. This was an important experience for Barbara, Bernice, Julia, and Andy, because it gave them a chance to compare this approach with what they were being taught in their methods classes. For Barbara and Bernice, the comparison was a prompt for them to see the value of the integrated approach. For Julia and Andy, the realization came more slowly; they were just beginning to appreciate the difference in the approaches at the end of the semester. Helen and Suzanne had not really reached the point at which they could distinguish the value of an approach different than what they observed in their internship classes. They were far more inclined to accept their cooperating teachers' instructional habits as being correct. They questioned little of what they observed in their internship



settings, and they ended the semester believing that what they experienced as interns was "real teaching," and that it was far more valuable and important than their professional training. While this seemed initially to be a negative aspect of the early field experience, more time and experience in teaching, and especially having the chance to observe other teachers may help them move toward a more progressive stance as they progress through their formal training.

The early field experience also provided a forum for students to test their notions about relating to students. When the interns began to teach, particularly in whole-group lessons, they were shocked to find that their initial intentions were not working. They quickly began to look for strategies to manage their classrooms effectively. This is a common dilemma for novice teachers, but the advantage of the early field experience was that it gave them a more realistic view of classroom management and an opportunity to practice some of the strategies they observed or originated. While some of their early attempts to maintain order in their classrooms were not successful, they each began the very important process of learning to manage. This is experience that cannot be duplicated in a university classroom, and because it came early in their training, they have the added advantage of having the time to further develop their skills before they begin student teaching. Clearly, the early field experiences had great

impact upon the evolution of the subjects' orientations toward this aspect of teaching.

The impact of the methods classes in which the subjects were enrolled was clear by the end of the semester. One source of tension for the subjects was that what they were being taught in their classes was, in many cases, quite different from what they saw occurring in their internship settings. For example, they were taught in language arts methods class to teach grammar through the writing process, yet they saw isolated grammar skills being taught in their internship settings. For all of the interns, this dichotomy caused tension and dissonance; they dealt with this in different ways. Barbara, Bernice, Julia, and to a smaller extent, Andy, expressed a willingness to question the approach they observed and to reflect upon what might be more appropriate for their students. Helen and Suzanne did not react in the same way. Their response was to decide that their professors' approach was unrealistic and unworkable in the "real classroom" setting. They determined that their cooperating teachers were better resources for them, and that what they saw in the classroom was more valuable than what they learned in their university classes.

There was ample evidence in this investigation that the experiences of the semester prompted the subjects to reflect upon their work. Portfolio entries, particularly the video analyses that were coded with the Reflective

Response Scoring Guide, illustrated the emergence of what Van Manen (1977) called "practical" reflection among many of the subjects. Except for Barbara, there was limited evidence of practical reflection among the subjects at the beginning of the semester; by the end of the semester, Julia, Teresa, and to some extent, Andy, were beginning to question the reasoning behind the established curriculum. During the semester, Barbara, Julia, and Bernice were making progress toward analyzing their practice as they gained experience teaching in the classroom, and Andy was exhibiting some indications that he was moving in this direction. In response to the reflective analyses they were required to complete for their methods classes, these subjects began to question and critique their work. Without this direction from their classes, it seems unlikely that any of the subjects, with the possible exception of Barbara, would have begun to develop reflective teaching habits. As a result of their experiences and classes, these subjects had the opportunity to at least begin their progress toward reflective thought and practice.

#### Interactions of Influences Upon the Subjects

One source of tension that the interns dealt with during their early field experiences was the different expectations of the cooperating teachers. For example, two of the interns spent more time observing their teachers because the teachers were unclear about their

responsibilities as cooperating teachers, and they did not understand the scope of the interns' requirements for their methods classes. All of the cooperating teachers noted the need for requirements to be explicitly stated at the beginning of the semester, so that all parties could clarify their expectations from the start.

An interesting situation surfaced in one case, where the cooperating teacher was adamant in expressing her belief that the value of university courses was very limited; she implied throughout the semester that the important learning for preservice teachers took place in the school setting. It was clear that she doubted the merit of professional training apart from field experiences; by the end of the semester, the intern who worked with her expressed the same feelings.

The instructional program at the university provided varied experiences for these subjects during their first professional semester. Students were given the opportunity to attend a workshop on integrating instruction, to watch and analyze videotapes of lessons taught by experienced teachers, to reflect on the impact of their own experiences in classrooms, and to interact with their peers on a regular basis to share their concerns and their ideas. In their methods classes, the professors modeled the planning and executing of different kinds of lessons, provided feedback on the interns' attempts at planning lessons, and provided opportunities for the subjects to work

cooperatively on their assignments. The professors attempted to be flexible with assignments, due dates, and grades; some of the requirements that were outlined at the beginning of the semester were altered or eliminated in an attempt to ease the stressful workload of the interns, and the interns were given the opportunity to rewrite and resubmit nearly all of the assignments if they were displeased with their first grades.

Interestingly enough, some of the interns viewed their professors' attempts to be flexible in a different light. For example, Andy complained that he and his peers were being used as "guinea pigs" for the new teacher education curriculum. He did not like the fact that changes were made during the semester. Julia, who struggled with a very heavy course schedule as well as a demanding job, was frustrated because due dates of assignments or the assignments themselves sometimes changed. She felt that there were too many requirements to be met in the classroom setting, and she wanted things in her life to be very organized and structured. While she praised the classes she took, she found it stressful that things were not as structured as she would like.

Overall, the interns responded to the "growing pains" of the new program in a positive fashion. Except for Suzanne, the subjects found teaching to be more difficult and complex than they had imagined, and they recognized how much they had yet to learn. These five interns were

pleased that they had the opportunity to participate in early field experiences, and they suggested that it would have been harder to be student teachers if they had not had this experience.

All of the cooperating teachers in this study valued the early field experience as a prime training tool for preservice teachers, but they had different notions about what the interns should do during their internships. Two of the cooperating teachers suggested that observing experienced teachers was the most important task for interns; another cooperating teacher wanted her intern to understand the vast amount of paperwork related to teaching, so she gave her intern many clerical jobs to do. All of the cooperating teachers suggested that more classtime at the university should be devoted to teaching classroom management skills. This was a prime concern for them. Four of the cooperating teachers discussed the need for interns to have a thorough knowledge of their content areas, as well as a command of the English language -spoken and written. The cooperating teachers indicated that their interns made progress throughout the semester, largely due to the experiences they had in teaching and managing the students in their classes.

These subjects gained experience in making instructional decisions throughout the semester. While many of the lessons they taught were structured by their professors, the interns still had the opportunity to

respond to their students as they taught. At first, most of the subjects hesitated to veer from their plans; they forged ahead regardless of what occurred or how their students reacted. However, because part of their teaching assignments was a reflective analysis, the interns gradually began to understand the need to take cues from their students and adjust their teaching according to the circumstances. Understanding the need to do this is a first step toward being able to act on the students' cues. Barbara, who demonstrated the ability to reflect at higher levels even at the beginning of the semester, began to adjust her teaching to her students' needs very quickly, even in her first small group lesson. Barbara's reflective analyses about her work were consistently marked by her attention to the context and consideration of the merit of various strategies.

It seems clear that these preservice teachers' orientations evolved in constant interaction among early field experiences and the methods courses offered during the semester. By the end of the semester, at least half of the subjects demonstrated the ability and willingness to develop reflective teaching practices. For the most part, they seemed to understand the concept of reflective practice, and they began to make progress toward becoming reflective teachers. Even though they did not, as a rule, observe the kind of teaching they were learning about in their classes at the university, four of the

interns began to question and critique some of what they saw. At least half of the subjects remained open to the ideas to which they were exposed during their professional training. They all began to realize that teaching was a complex and demanding profession, and that, as teachers, they would have a myriad of responsibilities and a variety of roles to fill.

#### Development of Reflectivity

Like any group of diverse individuals, these subjects demonstrated different attitudes toward teaching during the semester. Dewey (1933), in whose work the concept of reflective teaching is rooted, identified three attitudes as prerequisites for reflective teaching: openmindedness, responsibility, and wholeheartedness. He suggested that an openminded teacher is one who listens and considers various alternatives and is willing to question standard procedures. He explained responsibility as the willingness to ask why certain things are done and to consider the implications of one's professional practice. Wholeheartedness refers to an attitude that gives one the strength to face and cope with his/her fears and insecurities so that he/she can analyze and evaluate educational institutions as well as societal influences. Three of the subjects in this study, Barbara and Bernice, and Julia demonstrated at least some evidence of all of these attitudes, and they showed signs of developing the



kind of reflective practice that Dewey advocated.

Van Manen (1977) described three levels of reflection: technical, practical, and critical. He indicated that the goal of reflective inquiry in education is to prompt teachers to move toward the critical level, which incorporates moral and ethical criteria. This high level of reflection describes one's questioning of societal influence and justice. Critical reflection involves constant critiquing of dominating or repressive authority in the pursuit of the moral good.

For the purpose of this study, a Reflective Response Guide was initiated, based on Van Manen's three levels. The technical level was separated into two categories: technical/descriptive and technical/theoretical. At the beginning of the semester, most of the subjects' reflections fell into one of these two categories, with the exception of Barbara, whose reflections were often at the practical level. By the end of the semester, all of the subjects' reflections showed some progression toward the practical level; none were coded at the critical level.

This progression seemed to be a result of the inquiry-based teacher training program in which these students participated. In their classes, they were encouraged to articulate their own beliefs and apply their evaluative abilities to their work. They were also encouraged to question the curriculum and instructional practices they observed. They were consistently asked to do what Schon

(1983, 1987) called "reflection-on-action," and to consider themselves to be the source of the answers they sought in learning how to negotiate the complexities in teaching. The fact that the experiences offered during the first professional semester provided opportunities for these subjects for reflection-on-action and reflection-in-action seemed to have been a critical factor in helping them reflect at higher levels. It is unlikely that they would have spontaneously integrated reflection into their daily routines without the overt intentions of their university professors. The data from this study support the conclusions of Spooner (1991), who concluded that it is possible for preservice teachers to "grow in reflective thinking processes when the program is designed to cultivate and encourage reflective practice" (p. 194).

Elements of this program that appeared to prompt reflective response among the subjects included the use of journal entries, seminar meetings, and assignments that required reflective analysis. Yinger and Clark (1987) suggested that reflective journals help preservice teachers make connections between theory and practice. The subjects in this study demonstrated reflection-on-action in their journal entries as they considered their instructional decisions, their students' reactions, and their degree of success in teaching. The seminar meetings in which subjects participated were designed to prompt students to reflect upon their work; Koskela (1985) found that seminar

meetings provided an apt forum for this purpose. As a participant/observer in the seminar meetings, the investigator was able to identify evidence of reflective discourse in each of the seminar meetings. The subjects' reflective inquiry during the semester prompted them to alter their orientations toward teaching, toward middle school students, and toward reading/language arts in some important ways. Much of the literature related to preservice teachers' orientations suggests that preservice teachers bring to their training preconceived notions about what constitutes good teaching. Lortie (1975), Silvernail and Costello (1983), Crow (1987), and Ross (1987) are among those who have emphasized the primacy of biography as an influence on preservice teachers' orientations. Calderhead suggested that preservice teachers rely upon their "images," or practical knowledge gained from their own experiences as students. The conclusions of this investigation support these notions.

The six subjects in this study began the semester with vivid "images" of what they considered to be "good teaching." As Calderhead (1988) suggested, these images were based on their previous experiences as students, and they were defined at different levels of abstraction. In recalling their own experiences as students, the subjects described both good and bad teachers, and indicated that they were influenced by both. Five of the subjects had formed very clear images about the kind of teacher they

wanted to be based almost entirely on their compilations of experiences with their different teachers. One of the subjects, Barbara, described images at a higher level of abstraction, with strong affective connotations and powerful beliefs about what she considered to be the "right" ways of teaching. For example, she suggested that caring about the students was important, but she described caring in more than superficial terms; for Barbara, caring involved empowering students, freeing them of constraints that would hinder their learning.

These images of teaching that the preservice teachers expressed surfaced explicitly, when the subjects described their ideas of what constituted good teaching. Their images could also be detected in their implicit frames of reference that provided organizers for the principles of instruction they advocated during the semester. Strahan's Model for Analyzing Reflections on Instruction (1990) provided a framework for the analysis of the preservice teachers' orientations and for the illustration of the evolutions that occurred in their orientations.

All of the interns in this study experienced some important changes during the semester in their images of what constituted good teaching; Helen seemed to experience the fewest changes. These shifts in their orientations occurred as a result of their early field experiences and their initial teacher education courses. They all valued the "on the job training" they received during their early

field experiences, and they indicated that, while they encountered many difficulties during their internships, the experiences they had were invaluable to their professional development.

The interns had very humanistic ideals about the relationships they wanted to develop with their students. As some of the literature suggests, (Zeichner and Liston, 1987; Rathbone & Pierce, 1989) they indicated that compassion, caring, understanding, and openness were important. Developing warm personal relationships with students was highly valued by these subjects, and they seemed to feel that these good relationships could be facilitated best by their becoming friends with their students. Initially, they did not see a need to "draw a line" between themselves and their students. They wanted more of a friendly, reciprocal relationship, much like the relationships they shared with their own peers. For example, Suzanne related teaching middle school students to her work as a residential advisor in her dorm at the university. She indicated that the helping skills she used to assist her peers in the dorm would help her teach more effectively. She assumed that her students would respond to her in the same way her peers in the dorm did -with appreciation for her willingness to listen to them. Julia envisioned a loosely structured, open classroom where rules were unneeded and students were free to speak and move around at will. This image was related to her humanistic

ideals; she indicated that placing restrictions on students was unfair and "mean." She did not want to be that kind of teacher, and she was optimistic that the freedom in her classroom would help her demonstrate to her students the compassion and caring she felt for them.

An important shift occurred in the subjects' orientations toward teaching as they encountered difficulties with classroom management. As they sought affirmation of their status as teachers, they began to recognize the need for assuming an authoritative stance in the classroom. Like the subjects in Tabachnick and Zeichner's study (1984), they expressed concerns involving pupil behavior. They began to see a new dimension of successful teaching, a need to establish themselves as authority figures.

Viewed in a negative light, this shift in orientations could be characterized as an undesirable effect of the early field experience. Other researchers have cast this type of attitude change as a negative; for instance, Weinstock and Peccolo (1970) indicated that preservice teachers exhibited more negative attitudes toward children and teaching after field experiences, and Jacobs (1968) found that preservice teachers became more authoritarian, rigid, and impersonal. In this investigation, the subjects recognized more difficulties in dealing with students than they had before their early field experiences, but their reactions did not necessarily indicate that they harbored

negative feelings about their students. With the exception of Helen, all of the subjects expressed a fondness for their students, and they indicated that they found middle school students to be an exciting age group with whom to work.

Helen was a unique case; in many ways she seemed to fit the "resister" profile described by Bennett and Powell (1990). They identified resisters as those who (a) experienced no notable changes in their preconceived notions about teaching during their professional training, (b) focused on structure, content, and control, (c) were not receptive to the theoretical framework grounding the teacher education program in which they participated, and (d) emphasized management and discipline over other concerns. All of these characteristics describe Helen's first professional semester. Bennett and Powell noted that the resisters in their study often turned in work that would seemingly indicate that they accepted the theoretical orientations of their professors, but that their interaction with peers and with students indicated otherwise. This same characteristic was inherent in Helen's work as well; her assignments were well-received, and she received high grades, but her interview data and her informal interaction indicated a different orientation.

Another unique case was Barbara, who demonstrated higher levels of reflection and readiness for reflective practice even prior to the early field experience in which

she participated during the semester under study. Barbara's views of teaching and learning were different from the beginning of the semester. She may have been what Korthagen (1988) referred to as "predisposed to reflection." For Barbara, reflective analysis and response was a natural habit; she required far less prompting, and she demonstrated the openmindedness, responsibility, and wholeheartedness that Dewey (1933) described as prerequisites for reflection.

The subjects in this study were very concerned about student/teacher relationships. Their responses on the Teacher Efficacy Scale indicated that they, like the subjects in Strahan's (1990) study, expressed the belief that teachers have considerable impact on their students. With the exception of Barbara, the subjects expressed teacher-centered views of instruction; their concerns involved what they would do, how they would cope, and how they would improve their skills. In contrast, Barbara expressed student-centered views even at the beginning of the semester. She wondered, for instance, why so much reteaching occurred in the schools and why students were forced to learn trivial things instead of concentrating on more important concepts. Barbara's idea of teaching was that the teacher should serve as a guide for the students, not as the ultimate director of their learning.

While some studies have identified negative aspects of field experiences (Zeichner, 1980; Hoy & Rees, 1977; Peck &



Tucker, 1973; Roberts & Blankenship, 1970), there is little evidence in this study that the subjects became more custodial, bureaucratic, or less accepting of students' ideas. Interestingly, the opposite was true for Bernice. As the semester progressed, Bernice's orientations shifted, and her image of "good teaching" became more abstract and student-centered. The evolution in her orientations seemed to occur as a result of her growing awareness of students' needs and of the complex curriculum issues to which she was exposed.

Strahan (1990) suggested that a common concern among preservice teachers was meeting the individual needs of students. Weinstein (1990) noted that preservice teachers often express concern about their abilities to meet diverse needs of their students. The data from this investigation support this notion. These subjects indicated their concern about meeting the individual needs of the students, particularly at the end of the semester when they seemed to feel more comfortable teaching in their internship settings. This, too, was facilitated by their university professors, who focused considerable attention on dealing with student exceptionalities and diverse learning styles.

Initially, the subjects expressed a high level of self-confidence in their abilities to teach successfully. Like the subjects in studies conducted by Weinstein (1990) and Book, Byers, and Freeman (1983), they entered their

early field experiences with "unrealistic optimism." For example, Barbara expressed the belief that being determined and being motivated were the primary requirements for successful teaching, and Suzanne indicated that her experiences in high school as a teacher assistant had proved that she had natural, inborn ability and therefore required little formal training. Andy, recalling his happy and carefree experiences in school, assumed that imitating his teachers would bring him success, and that he would have few problems in relating to his students and meeting their needs. Andy, Bernice, and Helen indicated that they could reach nearly all of their students, in spite of any other problems, if they as teachers worked hard enough. Their experiences in the classroom tempered their optimism somewhat, but not in such a way that they did not believe they could be successful. While they sometimes questioned their abilities, all of the subjects ended the semester believing that they could and would become "good teachers."

One reason for their unrealistic optimism may have been that they lacked a full grasp of the complexities of teaching. With the exception of Barbara, the subjects saw the teacher as the person with the answers and the ultimate authority for learning in the classroom. They indicated that teaching was synonymous with telling, and that evidence of learning was in students reproducing what the teacher says. They seemed to feel that the key to

successful teaching was in finding the right method to "tell" the students what they wanted them to know, so that the students could in turn reproduce their instruction. This supports the findings of Feiman-Nemser, McDiarmid, Melnick, and Parker (1988).

Finding the right method to "tell" their students seemed to be part of the subjects' own agendas. McIntyre (1988) suggested that the agendas of preservice teachers are the major determinants of what they learn, and that they insist on testing for themselves whatever their instructors tell them about teaching. Except for Barbara, an important element of the subjects' agendas was in developing their repertoire of strategies and methods to make their classes enjoyable for their students. This may illuminate the hesitancy some of the subjects expressed in adopting the integrated instructional approach advocated by their professors. Since this did not match their own agendas, they failed to fully understand the relevance or value of a new and different approach. Like the subjects of Ellwein, Graue, and Comfort (1990), these subjects were especially concerned about making their lessons unique and enjoyable for the students. This investigation does not support the findings of Borko, Lalik, & Tomchin (1987), which suggested that preservice teachers rarely mention content as a deciding factor in the success or failure of a lesson. These subjects often regarded content as a crucial factor in their students' responses to their lessons and in

the success or failure of what they taught.

Zeichner and Liston (1987) found that preservice teachers are likely to express concerns regarding the amount of administrative duties that are inherent in teaching. Among these subjects, only Julia noted the amount of paperwork and extra duties that teachers are expected to perform. This may be related to the fact that her teacher considered that to be an important thing for interns to learn. Mrs. S. indicated that it was important for Julia to know how much non-teaching work is required, and Julia did reflect this concern. For example, Julia noted in her journal that she was surprised and dismayed to learn about how much paperwork teachers had to do.

Some studies have suggested that preservice teachers view their cooperating teachers as very significant socializing agents (Karmos & Jacko, 1977), and others show that the teaching behaviors and attitudes of preservice teachers become more like their cooperating teachers after field experiences (Hersh, Hull, & Leighton, 1982; Koehler, 1985). The data from this investigation supports the former notion more than the latter; while the subjects considered their cooperating teachers to be an important influence in showing them what "real teaching" was like, most of the subjects were not inclined to become carbon copies of their cooperating teachers. Except for Helen and Suzanne, the subjects tended to evaluate their cooperating teachers' practices, praising some and

criticizing others. Helen and Suzanne were very accepting of their cooperating teachers' instructional habits, and both of them indicated that their ideal was to become "just like" their cooperating teachers.

Learning to teach is a complex process, and for these subjects, the first professional semester was a busy and demanding time. Their experiences illuminate the difficulties inherent in negotiating the many influences on preservice teachers' professional training.

#### Limitations of the Study

As with many qualitative studies, the number of subjects for this study was small, and no diverse ethnic or cultural differences are represented in the data. As Isaac and Michael (1981) suggested, qualitative studies are often influenced by the researcher's interpretation of the data, which is affected by his/her own unique views and orientations developed over idiosyncratic life histories, and of a tendency to attend to certain details. Another researcher may have attended to different details or categories of influence.

It is possible that the subjects were uncomfortable sharing some of their important thoughts and opinions with the researcher. Because the semester under study was a stressful time for the subjects, they may have spent less time on their written assignments; therefore, the written data studied may not have reflected all of the subjects'

viewpoints or experiences.

### Implications for Teacher Education

A key element for success in preservice teacher education may be identifying the particular programmatic experiences that seem to facilitate growth along the continuum of reflective response among all preservice teachers, but especially among the resisters. Just as preservice teachers are cautioned that their students will respond to varied instructional strategies in different ways, teacher educators must remember that preservice teachers enter their training with varied background experiences, different images of what constitutes good teaching, their own agendas for learning, and different levels of readiness for reflective thought and practice.

The formal training program in which these subjects were enrolled seemed to share some of the same difficulties during this study as those encountered by the teacher educators involved in the C.I.T.E. program at the University of Wisconsin, Madison. Zeichner and Liston (1987) noted that viewing field experience as an exercise in apprenticeship has made it more difficult to establish the legitimacy of inquiry and reflection in the program. This apprenticeship mentality was prevalent among the cooperating teachers in the study, who indicated that their interns could learn to manage, learn to control, and learn

to plan; they did not seem to view field experience as a time for questioning the appropriateness of curriculum, for the development of reflective practice, or for inquiry into the nature of teaching and learning. Another impediment to the success of the C.I.T.E. program has been the inconsistency that exists between the role of teacher as professional decisionmaker, which the C.I.T.E. program encourages, and the dominant role of teacher as technician, a role encouraged by society and its institutions.

Zeichner and Liston (1987) speculated that they may be preparing preservice teachers for a teaching role that does not exist. This study offers some support to this notion, and it may account for some of the dissonance experienced by the subjects. They found a gap existing between the expectations of their professors, who encouraged them to be decisionmakers and to reflect on the goals they set for themselves as professionals, and the expectations of their cooperating teachers, who encouraged them to preserve the status quo. Even though most of the subjects developed an understanding of reflective teaching and began to make some progress toward that end, they clearly experienced tension in trying to negotiate two very different sets of expectations.

This study supports the notion that most preservice teachers can learn to reflect; however, it is clear from the data that different subjects may respond differently than teacher educators intend to techniques and strategies

commonly used in teacher education programs. Since many teacher educators are naturally reflective individuals, it may be necessary for some to attempt to view teaching from a more technical viewpoint in order to understand the mindset of many preservice teachers. Teacher educators must assume the responsibility for knowing their students individually and for providing a wealth of experiences that meet the students' particular needs.

While reflective teaching is, and should be, a worthy goal in teacher education, some preservice teachers may require more concrete instruction and more help with the technical aspects of teaching that they encounter before they are ready for the more abstract process of reflection. Since learning to reflect seems to be a developmental process, preservice teachers may need direct instruction to reflect-on-action; they may need time and experience, as well as a comfort level with the technical aspects of teaching before they begin to reflect-in-action. More individualized ways of instructing and evaluating preservice teachers may be more appropriate than the "on-technique-fits-all" type practice that some programs may offer. Close and careful mentoring with well-trained, reflective role models who consider the individual strengths, needs, and abilities of their students is clearly needed. The development of professional development schools may prove to be a positive step in providing the best setting for the type of "on-the-job"



training that occurs during early field experiences, if these schools provide opportunities for the practicing teachers to work in concert with university personnel in designing and implementing effective training programs. More individualized evaluation strategies, such as portfolio analysis, could provide a better and more effective way of determining the progress of preservice teachers.

Opportunities to encounter the complexities of teaching can occur during early field experiences, as long as these experiences are carefully planned and the placements offer the kind of teaching practice that will benefit preservice teachers. It seems very important that the cooperating teachers and the university personnel should share, at least in general, the same vision of what constitutes good teaching. A spirit of cooperation and collegiality among all the parties involved in the teacher education program, including teacher educators, classroom teachers, preservice teachers, and other university personnel who mentor or supervise, will facilitate the training process and make it a more valuable learning experience for all involved. The early field experiences may provide the opportunity for students to reach a comfort level with the technical complexities of teaching at an earlier point in their preservice training. If so, perhaps their development along the continuum toward becoming a reflective teacher will be facilitated.

Certainly, early field experiences may provide the most important element of all in preservice teacher education - time. The more traditional model of three years of college classes, one semester of methods, and one semester of student teaching does not allow very much time for teacher educators to know their students individually or to plan the most appropriate training experiences for them as individuals. This model also restricts the preservice teacher's change to progress along the continuum at his/her own rate. Early field experiences may, in many cases, allow the preservice teacher time only to learn about the technical concerns in teaching and result in neglect of the very important process of reflection.

#### Implications for Future Research

Following these same subjects as they continue in their professional training would be an ideal method to illustrate the complex negotiations that preservice teachers encounter as they learn to teach. This study focused only on the first professional semester. A follow-up study with these same six subjects as they participated in another series of early field experiences and different courses would help to reveal the nature of change in preservice teachers' orientations over the total training period. This kind of longterm study is needed for teacher educators to understand the developmental nature of

learning to teach and learning to engage in reflective practice.

This study described some of the activities and experiences that prompted reflective thought and practice among the subjects; however, further research is needed in matching varied strategies with particular preservice teachers. It is clear that not all preservice teachers will respond in the same manner to methods used in their training programs; the challenge to find a way to match the strategy with the learner remains.

It is especially important to pursue the notion of resisters in teacher education. It is crucial for teacher educators to know how to effectively work with resisters, and understand the complexities involved in providing their professional training. It would be useful to know if resisters would benefit from more effective mentoring or from an expanded exposure to reflective theory in their classes.

An area that requires closer study is that of building relationships with cooperating teachers in the internship settings where preservice teachers are to be assigned. Finding ways to build a sense of trust and collegiality is important and is crucial for the concept of professional development schools to be successful. Particularly for those preservice teachers who are inclined to accept their cooperating teachers' instructional practices without question, it is important that communication and

cooperation prevail among teacher educators and cooperating teachers. It is essential that researchers investigate how to best facilitate this spirit of collegiality among all parties engaged in the training of teachers.

An important issue that remains unresolved is that of understanding the relative influences of professional and personal influences. This study supports the notion that, while the biography of the preservice teacher is an important influence, professional training can also have an impact upon the orientations of preservice teachers. Thus, the issue may be understanding how to best overcome personal influences when they are negative and counterproductive to preservice teachers' professional development. Further research should focus on identifying, understanding, and changing unproductive images of good teaching that preservice teachers bring to their training. Researchers should continue to identify the most appropriate training experiences for preservice teachers, particularly those whose pre-existing theoretical and philosophical orientations are very different from the teacher educators who mentor their professional development.

Lastly, data from this study raise another important issue regarding the nature of reflectivity. Is reflection a hierarchical, linear process, or is it a developmental process? This study supports the notion that the developmental nature of reflection is important and that it

can therefore be influenced by external factors, including professional training. If learning to reflect is a developmental process, then it is important to know the factors that interact to prompt reflective thought and practice and to understand how these factors can be manipulated in the pursuit of excellence in teaching.

This study extends the notion that the orientations of preservice teachers are an important influence on their professional development. It adds to the body of literature that seeks to explore and understand how certain events and experiences, including formal professional training, shape and alter the orientations of preservice teachers. It also offers some insight into the value of early field experiences in preservice training, and it adds evidence to the argument that preservice teachers do not necessarily become hapless victims of coercion to conformity by the forces they encounter in the field. Most importantly, this study offers support to the notion that professional training can facilitate the development of teachers who are prepared to engage in professional inquiry and reflective practice.

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## APPENDIX A

## PSS 250 TEACHING AS A PROFESSION

SPRING 1990

Dr. David Strahan  
Curry, Room 339  
334-5100

Office Hours: Tues. 8:30-9:30, 11-12  
Thurs. 11-12, 3-4  
and by appointment

**Overview:** This course provides a study of traditional and contemporary perspectives on teaching and learning; analysis of contemporary educational issues from teachers' perspectives; exploration of personal needs and goals in relationship to teaching. This course is required for admission to Elementary and Middle Grades Education. (prerequisite: PSS 202)

Texts:

Chiarelott, L., Davidman, L., & Ryan, K. (1990). Lenses on Teaching. Chicago: Holt, Rinehart, and Winston.

Fenstermacher, G., & Soltis, J. (1986). Approaches to Teaching. New York: Teachers College Press.

PSS 250 Professional Readings - to be available Feb. 1

Course Outline:

## Perspectives on Teaching as a Profession

- Jan. 15 Introduction
- Jan. 17 Approaches to Teaching  
assignment: Approaches to Teaching, Chapter 1, Cases 1&3
- Jan. 22 What is an Educated Person?  
assignment: Approaches to Teaching, Chapter 1, Case 2  
Lenses on Teaching, Chapter 6
- Jan. 24 INTERNSHIP
- Jan. 29 Observing and Interviewing  
assignment: Lenses on Teaching, Chapter 4 & 5
- Jan. 31 INTERNSHIP
- Feb. 5 The Executive Approach  
assignment: Approaches to Teaching, Chapter 2, Cases 4-6
- Feb. 7 INTERNSHIP
- Feb. 12 The Therapist Approach  
assignment: Approaches to Teaching, Chapter 3, Cases 8-13

Feb. 14 INTERNSHIP

Feb. 19 The Liberationist Approach  
assignment: Approaches to Teaching, Chapter 4, Cases 15 & 17

Feb. 21 INTERNSHIP

Feb. 26 "Effective Schools" and "Effective Teaching"  
assignment: Lenses on Teaching, Chapter 3  
PSS 250 Professional Readings, section one

Feb. 28 INTERNSHIP

March 5 Classroom management: comparing approaches to teaching  
assignment: Approaches to Teaching, Chapter 5, Cases 14-21  
PSS 250 Professional Readings, section two

March 7 INTERNSHIP

March 12 Midterm examination

March 14 INTERNSHIP

#### Perspectives on the Learner

March 19 Developmental differences  
assignment: Lenses on Teaching, Chapter 9  
PSS 250 Professional Readings, section three

March 21 INTERNSHIP

March 26 - 29 SPRING BREAK

April 2 Exceptional students  
assignment: PSS 250 Professional Readings, section four

April 4 INTERNSHIP

April 9 Cultural differences  
assignment: PSS 250 Professional Readings, section five

April 11 INTERNSHIP

#### Evaluating Teaching and Learning

April 16 Measurement, Testing, and Evaluation  
assignment: PSS 250 Professional Readings, section six

April 18 INTERNSHIP

April 23 Measurement, Testing, and Evaluation, continued

April 25 Comparing Perspectives on Teaching and Learning

April 30 READING DAY

May 2 Final Examination 8-11 AM

#### COURSE REQUIREMENTS AND EVALUATION

##### A. Class participation and reflective teaching assignments (200 points total)

\*\*\*each absence from class reduces this grade by 10 points

\*\*\*each unexcused absence from the internship reduces this grade by 10 points

##### B. Research Paper - Topic: "Individual Differences"

10 sources minimum (100 points) Due: April 23

##### C. Examinations - 2 exams (100 points each)

GRADING SCALE (500 POINTS POSSIBLE)	460 points and above = A
	425-459 points = B
	375-424 points = C
	325-374 points = D
	324 points and below = F

\*\*\*Please note - Grades on assignments submitted after due dates will be reduced by 10% per class session.

### PSS 335 - Integrated Reading Instruction

Instructor: Dr. David Strahan    Curry 339    telephone: 334-5100

office hours: Mondays 9-11, Wednesdays 3:30-4:30, Thursdays, 2-4

Course Purpose: This course is designed to help middle grades teachers understand reading and writing processes, develop ways to integrate reading and writing instruction in their content areas, and promote higher literacy among all of their students.

Course Objectives: Students will

1. develop a conceptual framework for teaching reading and writing in their content areas
2. describe and demonstrate essential thinking processes in reading and writing
3. evaluate content text structures and readability
4. plan alternative strategies for guided reading and guided writing lessons
5. develop alternative strategies for improving comprehension of content texts
6. develop strategies for guiding discussions of content topics with varying levels of questioning
7. develop strategies for fostering successful studying (metacognitive strategies, summarizing, outlining, notetaking, and time management)
8. develop strategies for guiding the planning, drafting, and revising stages of the writing process
9. develop strategies for extending and reinforcing vocabulary development
10. incorporate selections from literature to enhance and supplement instruction
11. evaluate students' background knowledge, attitudes and interests, and interactions with content texts
12. develop strategies for adjusting assignments to accommodate individual differences
13. identify problematic dilemmas in teaching reading and writing from internship experiences and investigate alternatives for addressing these dilemmas

Required Text:

Moore, D., Moore, S., Cunningham, P., & Cunningham, J. (1986).  
Developing readers and writers in the content areas.  
 White Plains, NY: Longman.



**Course Outline:****Exploring Content Area Reading and Writing Processes**

August 26 Introduction

August 28 - Comprehension processes of middle school students  
September 4 assignment: chapters 1 & 2

September 9 Composition processes of middle school students

September 11 & Vocabulary development in the middle grades  
September 16 assignment: chapter 3

September 18 & Using literature in the middle grades content areas  
September 23 assignment: chapter 4

**Assessing Text Structures and Readability**

September 25 & Strategies for assessing readability in the middle grades  
assignment: chapter 7

September 30 Text organizational patterns

October 2 Exam #1

**Planning and Teaching Content Lessons**

October 7 & Guided reading strategies  
October 9 assignment: chapters 8-11

October 14 FALL BREAK

October 16 - Guided Writing strategies  
October 23 assignment: chapter 5

October 25 & Concept and vocabulary development  
October 30

November 4 & Study skills and research strategies for the middle grades  
November 6 assignment: chapter 6

**Exploring Classroom Complexities**

November 11 & Cultural dimensions of literacy development  
November 13 assignment: case studies

November 18 & November 20 Literary development with exceptional students

assignment: case studies

November 25 & November 27 Observations and dilemmas

assignment: case studies

December 2 - December 9 Developing alternative strategies for teaching

December 13 Final examination

#### COURSE REQUIREMENTS:

1. Study journals - Students will keep a record of their own inquiry in one of their liberal arts courses. They will describe some of the strategies they employ in reading texts and writing compositions for the course. They will then write a summary report in which they describe these strategies and link them to the content learned. (10%)

DUE: SEPTEMBER 11, OCTOBER 9, NOVEMBER 27

2. Peer lessons - Students will teach two different lessons, one in each of their academic concentrations. One of the lessons will emphasize comprehension, the other vocabulary and concept development. Each lesson will integrate reading and writing processes. Students will videotape these lessons and critique them with feedback from their peers, mentor teachers and supervisor. (15%)

\*TO BE COORDINATED BY MENTOR TEACHERS AND SUPERVISORS

3. Professional Learning Record - Students will search the professional literature for strategies for teaching reading and writing in their content areas. They will compile descriptions of ten strategies, critique each strategy, and generate illustrations to share with classmates in their content areas. At least five of these strategies should incorporate educational technology. (20%)

FIRST CHECK: OCTOBER 23 DUE: DECEMBER 2

4. Case study - Students will develop procedures for learning more about a middle grades student's current strategies for reading and writing, develop activities for teaching, record observations and write a summary report. (15%)

DUE: DECEMBER 9

5. Midterm and final examinations (20% each)

**APPENDIX B**

912026

## UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Institutional Review Board  
Notification FormDATE: Aug. 27, 1991PROJECT TITLE: The evolution of American Teacher EducationDuring Early Field Experiences & Initial Teacher Ed. CourseworkPRINCIPAL INVESTIGATOR: Robin L. Smith / David StrahanSCHOOL/COLLEGE: ED DEPARTMENT: PS

## ACTION TAKEN:

- ☐ Exempt  
☒ Expedited Review  
☐ Full IRB Review

## DISPOSITION OF APPLICATION:

- ☒ Approved  
☐ Disapproved

MODIFICATIONS/COMMENTS:

Shirley B. Madley  
IRB Chair/Designee

Approval of research is valid for one year unless otherwise indicated. If your research goes beyond one year, the project must be reviewed prior to continuation.



Attach additional sheets if necessary but do not attach the entire proposal.

## 1. BRIEF STATEMENT OF PROJECT GOALS:

This dissertation will describe the evolution of preservice teachers' orientations toward themselves, toward the content area they teach, and toward their students. These students will be participating in field experiences and initial teacher education coursework.

This study will contribute new insight into the links between the implicit orientations of preservice teachers and their explicitly stated principles of instruction. It will offer teacher educators another view of the events and experiences that shape and alter the orientations of preservice teachers, particularly those experiences which prompt reflective thought and practice among preservice teachers.

## 2. PROTOCOL:

- Procedures
- Name and description of data gathering tool (if not well known, attach a copy)
- Number of subjects
- From where will subjects be obtained?
- How long will procedures take?
- Any special situations (Example: Deception - Full disclosure prior to procedure is not feasible because biased data will result.)
- If data collection is done in class, explain what students who do not participate will be doing.
- Attach letter or form of approval from any agencies that will be involved with data collection.

Data will be collected through qualitative and quantitative measures. Instruments to be used include: 1) Teacher Efficacy Scale (Woolfolk and Hoy, 1990) - 20 minutes administration time; 2) Content Area Reading Beliefs Inventory (Readence, 1989) - 30 minutes administration time; 3) Self-Perception Profile for College Students (Neemmann and Harter, 1986) - 45 minutes administration time. The qualitative methods include three interview sessions of approximately 30 minutes each and portfolio assessment of the portfolio students prepare for their reading methods class. The investigator will also interview faculty members and cooperating teachers who work with the subjects of the study.

There will be six subjects in this study; all of them are training to be middle school language arts teachers. They will be observed in their internship settings on three occasions during the fall semester. All students who are part of this Inquiry Team will take the inventories and prepare portfolios for their methods class; the subjects of this study will be the only students interviewed.

## APPENDIX C

Teacher Efficacy Scale (Woolfolk & Hoy)

Responses are indicated on a five-point Likert scale:

Strongly agree, Agree Somewhat, No Opinion, Disagree

Somewhat, Strongly Disagree

1. When a student does better than usually, many times it is because I exert a little extra effort.
2. The hours in my class have little influence on students compared to the influence of their home environment.
3. The amount a student can learn is primarily related to family background.
4. If students aren't disciplined at home, they aren't likely to accept any discipline.
5. I have enough training to deal with almost any learning problem.
6. When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level.
7. When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student.
8. When I really try, I can get through to most difficult students.
9. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.
10. Teachers are not a very powerful influence on students achievement when all factors are considered.
11. When the grades of my students improve, it is usually because I found more effective teaching approaches.
12. If a student masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept.



13. If parents would do more for their children, I could do more.
14. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.
15. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.
16. Even a teacher with good teaching abilities may not reach many students.
17. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.
18. If I really try hard, I can get through to even the most difficult or unmotivated students.
19. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.
20. My teacher training program and/or experience has given me the necessary skills to be an effective teacher.

## APPENDIX D

Student ID # \_\_\_\_\_

Do you have classroom teaching experience (NOT including undergraduate field experiences or student teaching)?

YES \_\_\_\_\_ NO \_\_\_\_\_

If YES, give total number of years taught \_\_\_\_\_

If YES, list grade level(s) taught (for example, 4th, 8th, 10th) \_\_\_\_\_

Whether you have or do not have teaching experience, list your teaching area(s) (for example, elementary, social studies, math, science) \_\_\_\_\_

DIRECTIONS: This section of the packet contains statements about how one reads and how reading ability develops. In each set of 15 statements, select the 5 statements that best represent your beliefs about reading by circling the number. Make sure you choose only 5 statements in each list.

Beliefs Regarding How One Reads

- TB

1. Before students can comprehend text material, they must be able to recognize all of the words and/or symbols on the textbook page.
- RB

2. Students' background knowledge and experience play a major role in their comprehension of a text.
- TB

3. Students who are weak at word recognition skills usually cannot compensate for this weakness with other components of the reading process.
- RB

4. Before students read the text, it is often useful for them to discuss experiences involving the topic being studied.
- TB

5. There is usually only one acceptable answer to a question from the text.
- I

6. Teachers should normally provide instruction aimed at developing all components of the reading process.
- I

7. If students are weak in one component important to the comprehension process, it is still possible for them to read and comprehend text material.
- I

8. The meaning of a text is usually a joint product of reader and text.
- RB

9. Teachers should normally expect and encourage students to have different interpretations of text material.
- TB

10. If readers do not comprehend a text in the way an author intended, we can usually say they have misunderstood the text.
- RB

11. Teachers should normally discuss with students what they know about a topic before they begin reading the text.
- TB

12. When students summarize text material, they should usually restate what the text says.
- I

13. Expectations about a text topic are often as important as accurate recognition of words during the reading process.
- I

14. Readers use a variety of strategies as they read the text--from sounding out unfamiliar words to guessing familiar words in rich context.
- RB

15. The best readers of text material are those who have learned to predict upcoming text.

Beliefs Regarding How Reading Ability Develops

- TS 1. It is important for content teachers to provide clear, precise presentations during skill instruction.
- RB 2. Students should receive many opportunities to read materials other than the textbook in the content areas (i.e., newspapers, literature, magazines, etc.).
- I 3. In deciding how to teach a text topic, teachers should consider the varying abilities of the students.
- RB 4. Reading, writing, speaking, and listening are closely related learning processes.
- TS 5. Students learn content best when the material is broken down into specific skills to be taught by teachers.
- TS 6. Students should be tested frequently to determine if they have mastered what was taught.
- I 7. Some students learn best by reading widely and often; others learn best through direct instruction.
- RB 8. Teachers should model how to learn from text material so that students gradually acquire their own independent reading strategies.
- RB 9. Opportunities should be created in the content areas to encourage students to read.
- I 10. Not all poor readers benefit from more direct and structured learning experiences.
- TS 11. Teachers should have a list of reading skills appropriate for their content area and make certain that students learn these skills.
- TS 12. Much of what is learned in the content areas can be attributed to what is taught by the teacher.
- I 13. It is important to consider students' differing reading abilities when selecting and using text materials.
- RB 14. Students can acquire a great deal of knowledge about learning to learn through adult models.
- I 15. Teachers should generally spend more time working with less proficient readers than with more proficient readers.

**DIRECTIONS:** This section contains three sets of lesson plans, focusing on decoding, vocabulary, and comprehension. Within each set are three different kinds of lessons. Read each set carefully and then select one lesson per set that you would ideally use for average students in a content area class; circle the lesson number of your choice. Make sure you choose only one lesson in each of the three sets.

## Sample Decoding Lessons

## Lesson 1

AB  
A content area teacher notes that there are a number of words in the upcoming text reading assignment that may pose difficulties for the students. Therefore, the teacher decides to introduce students to a general strategy for decoding unknown words. The teacher uses the following procedure:

1. The teacher tells the students that when they encounter an unknown word they must use what they already know to give meaning to the word.
2. Next, the teacher tells the students to think what word they might expect in the context of the sentence.
3. Then, the teacher has the students think of any similar situations they might have been in, read about, or seen that would help them use their background knowledge to think of the unknown word.
4. The teacher tells them to look at the word order and think of the kind of word it is and its grammatical function.
5. The teacher instructs the students to use this information to predict the meaning of the word. Then they check the word for the graphic representation they expected.
6. Then, the teacher instructs the students to confirm the prediction and continue reading.

## Lesson 2

TB  
A content area teacher notes that there are a number of words in the upcoming text reading assignment that may pose difficulties for students. Therefore, the teacher decides to introduce students to a general strategy for decoding unknown words. The teacher uses the following procedure:

1. The teacher tells the students that when they encounter an unknown word they must translate that word into sounds and look for word parts that will help them come up with the meaning of the word.
2. Next, the teacher instructs the students to look at the beginning and end of the word for any clues that might be provided.
3. Following this activity, the teacher suggests that the students try to break the word up into syllables to help them pronounce the word.

4. The teacher suggests that the students also look for any roots, prefixes, or suffixes available.
5. Then, the teacher has them look at how the word fits into the context of the sentence.
6. For the final step, the teacher instructs them to put all the clues together and check the dictionary to see if they are correct.

### Lesson 3

I The teacher notes that there are a number of words in the upcoming text reading assignment that may pose difficulties for the students. Therefore, the teacher decides to introduce students to a general strategy for decoding words. The teacher uses the following procedure:

1. The teacher tells the students that when they encounter an unknown word they must use all the sources of information at their disposal to decide the meaning of the unknown word.
2. The students are instructed to use their background knowledge if the context is familiar. They might also use clues provided by the pronunciation of the word or use their knowledge of morphemes if they are present.
3. Then, the teacher informs the students that the order in which they use the sources of information is not important. Rather, any knowledge they have about the word in their head interacts simultaneously with the information found on the printed page.
4. Next, the teacher tells the students that knowledge gained from one source of information is used to narrow down predictions about the meaning of the unknown word.
5. Finally, the teacher tells them that students with large amounts of information from one source and little in another source may rely extensively on that one source to arrive at the word's meaning.



## Sample Comprehension Lessons

## Lesson 1

A content area teacher is preparing a lesson for a class of students. The teacher has decided on the following procedure to facilitate the students' comprehension:

- TB
1. The day before starting the new lesson, the teacher makes an assignment: The students are required to read the chapter and answer five comprehension questions listed in the text as homework.
  2. The following day, the teacher begins the lesson by collecting the students' answers to the comprehension questions and asking if there were any problems.
  3. After collecting the homework, the teacher lectures to the students on the text topic, focusing on important facts and ideas highlighted in the text.
  4. Following the lecture, the teacher asks the class questions regarding the text information, listens as students respond, and then clarifies the responses by using the text as an information source.
  5. After the discussion, the teacher makes an in-class assignment: The students are required to outline the chapter, using the chapter headings and subheadings, for later use as a study guide.
  6. The following day, the teacher administers a quiz on the chapter information. The students are required to answer multiple-choice questions on the important facts and ideas discussed during the lecture.

## Lesson 2

I

A content area teacher is preparing a lesson to a class of students. The teacher has decided on the following procedure to facilitate the students' comprehension.

1. The teacher begins the lesson by briefly describing the new topic and asking the students to think of what they already know about it.
2. The teacher assigns the chapter to be read and requires students to answer the comprehension questions listed in the text.
3. The following day, the teacher lectures to the students on the topic, including both text and outside supportive material.

4. After the lecture, the teacher and students discuss the topic, including the comprehension questions/answers and open-ended questions.

5. The following day, the teacher administers a quiz on the topic information. The students are required to answer multiple choice questions on the important facts and ideas and write an essay on the crucial issues dealing with the text material.

### Lesson 3

RB  
A content area teacher is preparing a lesson to a class of students. The teacher has decided on the following procedure to facilitate the students' comprehension:

1. The teacher begins the lesson by writing the new topic on the chalkboard. The teacher then asks the students to think of what they already know about the topic and writes these responses on the board as they are called out. When finished, the teacher asks the students to arrange the items into common categories and suggest how the items are related.

2. Following this activity, the teacher introduces new ideas that are important to learning the new topic and that did not appear in the previous activity. The teacher then provides a meaningful topic context for each idea and encourages the students to relate new ideas with those previously generated.

3. The teacher next assigns the text chapter for reading. The students are asked to read the chapter and take notes on what they consider to be important ideas, as well as on information they did not understand. If the students do not complete the reading, it is assigned as homework.

4. The following day, the teacher reviews the chapter information, including information from other sources. The teacher then asks the students open-ended questions that require interpretation and application of the new topic.

5. Following this activity, the teacher assigns a writing task in which the students are asked to reflect on a crucial issue pertinent to the topic. The teacher reads each piece of writing to determine the students' use of facts, ideas, and their relationship to background knowledge and experiences.

### Sample Vocabulary Lessons

#### Lesson 1

The teacher's guide has listed several terms which may be unfamiliar to the students as they read the text. The teacher has decided to utilize the following procedure:

1. The teacher explains that the students may be unfamiliar with some of the words they encounter in the upcoming reading selection. The teacher writes the words on the board and recites them to the students. The students are asked to provide definitions for the words.
2. The teacher has prepared a transparency with the words used in sentences. Using the context of the sentence, the students are asked to attempt to provide definitions for the words. The teacher provides the correct definitions for any not provided by the students and asks them to use each in a sentence.
3. Before the students begin the reading assignment, the teacher provides a brief overview of the material. With this information, the students are asked to predict the usage of the new vocabulary words in the text.
4. After reading the text selection, the students write the vocabulary words and definitions in their own words in their notebooks.
5. The students are asked to write a passage using the terms. The teacher provides the topics according to the students' abilities.
6. The following day, the students take a quiz that involves matching some definitions with the words. The students use the other words by writing their own sentences.

#### Lesson 2

The teacher's guide has listed several words which may be unfamiliar to the students as they read the text. The teacher has decided to utilize the following procedure:

1. Before the students read the text, the teacher explains that the students may be unfamiliar with some of the words they encounter in the upcoming reading selection.
2. The teacher writes these words on the board and asks the students to use the terms in sentences. If some words are unfamiliar to the students, the teacher uses those words in sentences and asks the students to define them using the context of those sentences.
3. Then the teacher asks the students to describe situations where they may have encountered or read about the terms. The

teacher asks other students how these situations may be familiar to them. Then they are asked to apply the definitions to other possible situations.

4. Following the discussion, the teacher provides a variety of materials which contain the vocabulary words used in a variety of ways. The class works in groups analyzing the material and engaging in discussion about the meanings of the terms.

5. After reading a text selection, the students are asked to discuss their interpretations of the reading and the vocabulary words.

6. The following day, for a quiz grade, the students are asked to convey the meanings of the words in any type of writing passage.

#### Lesson 3

TB The teacher's guide has listed several vocabulary words which may be unfamiliar to the students as they read the text. The teacher has decided to utilize the following procedure:

1. The teacher writes the vocabulary on the board and reads the words aloud. Students are asked to recite the words and provide definitions. The teacher writes the correct student definitions and any that were not provided by the students on the board.

2. Then, the teacher shows the students a transparency with the terms used in sentences. The students are asked to read each sentence aloud and recite the meaning of the new terms.

3. The teacher has prepared another transparency with sentences and words missing. The students are asked to fill in the blanks with the appropriate vocabulary words.

4. After this exercise the students are asked to read a section of the text. On a transparency, the teacher has written the sentences from the text containing the new vocabulary words, leaving a blank where the term belongs. The class is asked to fill in the blanks and provide definitions of the terms.

5. Students are instructed to write the terms and the teacher's definitions in their notebooks.

6. The following day the students are given a multiple-choice quiz--the vocabulary word is provided as well as three possible choices. For each question answered incorrectly the students are required to write each term and its definition five times.

## APPENDIX E

### Initial Preservice Teacher Structured Interview

1. What do you remember most about your middle grades years? High school years?
2. Tell me about some of your experiences with early adolescents.
3. How would you define "good teaching" for the middle grades?
4. What are the most important things to know about middle school students?
5. What personal characteristics will help you be a successful middle school teacher? Are there things about yourself you may need to change in order to be a successful middle school teacher?
6. What are your thoughts about reading instruction in the middle grades?
7. Suppose one of your mentor teachers asks you to help a non-reader. How would you proceed?
8. How do you think your work in classrooms will help you learn more about teaching?
9. How do you think that your university classes will help you learn more about teaching?
10. What do you think will be your biggest challenges this semester?

### Cooperating Teacher Interview

1. What do you remember most about your middle grades years? High school?
2. Tell me about some of your experiences with early adolescents.
3. How would you define "good teaching" for the middle grades?
4. What are the most important things to know about middle school students?
5. What personal characteristics help you be successful in working with middle school students?
6. What are your thoughts about reading instruction in the middle grades?
7. What can be done for non-readers in middle school classrooms?
8. What are the most important things for preservice teachers to know about middle school students?
9. What should an intern do to be successful?

## University Faculty Interview

1. What do you remember most about your middle grades years? High school years?
2. Tell me about some of your experiences with early adolescents.
3. How would you define "good teaching" for the middle grades?
4. What are the most important things to know about middle school students?
5. What personal characteristics are essential for individuals to become effective middle school teachers? Are there personality traits that prevent success?
6. What are your thoughts about reading instruction at the middle level?
7. What makes an intern successful?
8. What do students learn during field experiences?



### Second Preservice Teacher Structured Interview

1. Have your internship experiences reminded you of your own middle grades years?
2. Tell me about some of your internship experiences with early adolescents.
3. How would you define "good teaching" for the middle grades?
4. What are the most important things to know about middle school students?
5. What personal characteristics will help you be a successful middle school teacher? Are there things about yourself you may need to change in order to be successful as a middle school teacher?
6. What are your thoughts about reading instruction in the middle grades?
7. If you were assigned to work with a non-reader during your internship, what steps would you take?
8. What have you learned about teaching during your internship?
9. How have your university classes helped you during your internship?
10. What have you found to be your biggest challenges this semester?

### Final Preservice Teacher Structured Interview

1. What have you learned about yourself as a teacher?
2. What characteristics have helped you be successful during your internship?
3. What have you learned about middle school students?
4. How would you define "good teaching" for the middle grades?
5. Were there any specific incidents that occurred during your internship that stand out or seem especially important to you now?
6. What makes middle school students successful readers?
7. What would you do for a non-reader in your middle school class?
8. Were you able to apply what you learned in your methods classes during your internship?
9. What have been your biggest challenges this semester?
10. What will you do differently in your next internship experience?
11. What are your feelings about becoming a student teacher? What will you do to prepare yourself for that experience?

12. What advice would you give to students who are beginning internships?

## APPENDIX F

### Reflective Response Scoring Guide

Directions: As you read these comments, consider the reflectivity that is exhibited by the respondents. Sentences or groups of sentences about the same idea may be considered together. As you evaluate each comment, please mark it with the appropriate color highlighter according to the key below:

level 1 - Technical-Descriptive	pink
level 2 - Technical-Theoretical	yellow
level 3 - Practical	blue
level 4 - Critical	green

Descriptions and examples of each level are provided below. After marking the comments, determine a holistic score by using the directions at the end of this scoring guide.

#### Level 1 TECHNICAL-DESCRIPTIVE

This is the lowest level of response. Events are described in simple terms. Respondent describes the events without any speculation and makes no attempt to justify or what is being described. Terminology used to describe the events may be correct or incorrect.

Examples: I liked the way she answered individual questions and helped them.  
I also noticed a lot of praise.  
The kids seemed happy to be in this class.  
The students did not follow the directions.  
This was a great lesson. I hope I can teach lessons like this some day.

#### Level 2 TECHNICAL-THEORETICAL

At this level, respondents justify the events they describe either with references to tradition, theory, or personal preference. They not only describe the event, they explain why they believe the event occurred as it did. They may speculate upon why someone chose to act as he/she did, or they suggest an alternative strategy.

She asked them questions about her story to test their listening and comprehension.  
Brainstorming is a good activity to use because it helps kids organize their ideas.  
She should not give directions until the kids are all listening because some of them miss what they are supposed to do.  
Cooperative learning groups are always good because kids can learn from each other.

### Level 3 PRACTICAL

At the third level, respondents analyze the events, considering the context of the setting as they judge the appropriateness of the events. They view actions in terms of values and consider the merit of a variety of strategies and methods. They evaluate the events by how well they match the particular participants' needs, abilities, or preferences.

Examples: The teacher used her own experiences as an example for the students because these students often have trouble getting started on their compositions. Even though their first drafts may sound alike, at least they get the experience of writing about an event they understand. They can begin to see a purpose for their writing.

I think it would be better to give the students a chance to brainstorm some of their own ideas instead of the teacher presenting her story first. These students come from poor backgrounds, and they might not have the same kind of experiences the teacher has had. They should be asked about their own experiences and ideas before they are asked to write. If they cannot relate to the story, I do not think they will have a purpose for writing.

The students did not like this lesson at all because they were bored. They are poor readers, and textbook is much too difficult for them to use. The teacher should think of some more creative ways of presenting the material than just reading the book and answering the questions. They would learn a lot more from hands-on activities, drama, or videos. Learning the material is much more important than just covering the textbook.

### Level 4 CRITICAL

This is the highest level of reflection. At this level, respondents question which educational goals and experiences facilitate a society marked by justice, equity, and human needs and purposes. This view of reflection involves constant critiquing of dominating or repressive authority in the pursuit of the moral good.

Examples: I do not think this was a good writing activity. The teacher failed to consider that many children do not celebrate the same holidays she observes, or that they may celebrate in

different ways. She ignores the multicultural backgrounds of her students, and assumes that her middle-class upbringing is a shared experience. I am not surprised that the outcome was poor. It is unfair to ask students to write about something outside their realm of experience, and it is wrong to imply that one way of celebrating is the correct way.

I like the teacher's emphasis on family togetherness and caring for others. This is a highly appropriate value to foster among our students. The only way we can hope for our society to thrive - or even survive - is for all individuals to begin to think of the needs of others. Even though we may not share the same experiences or beliefs, encouraging our students to care for and consider others is essential. The family is the logical vehicle for fostering this notion. When families fail to do so, schools and teachers must assume this responsibility through all means. Otherwise, there can never be true equality or respect for human life.

#### Holistic Scoring

Once the comments have been scored using the following key, a holistic score can be determined. Note the predominant colors used in marking the comments. If a paper is marked in all one color, the holistic score should be the same level that the color represents. For example, if the entire paper is marked in pink, the holistic score would be level 1 - Technical-Descriptive.

If a paper is marked predominantly in one color, with comments at other levels marked only once for each different color, the predominant color should determine the holistic score. For example, if a paper is marked most often in pink, but one yellow and one green comment are marked, the paper should be scored as level 1 -Technical-Descriptive.

If a paper is marked predominantly in one color, but two or more comments are marked at other levels, the higher level that occurs most often would be indicated. For example, if a paper is marked most often in pink, but two yellow and one blue comment are marked, the paper would be scored as level 2 - Technical-Theoretical.

If a paper is marked with various colors, with no one color predominating, the paper should be scored according to the highest level that occurs. For example, if the paper is marked in pink, yellow, and blue, the paper would be scored holistically at level 3 -Practical.

## APPENDIX G



## TEACHERS IN TRAINING PROFILE

1. Name \_\_\_\_\_

2. ID# \_\_\_\_\_

## A. BIOGRAPHICAL

3. Age \_\_\_\_\_ 4. Gender (circle one) male female

5. Race/ethnic heritage \_\_\_\_\_

6. High school attended

\_\_\_\_\_

name of school

\_\_\_\_\_

city/state

7. Middle school/junior high attended

\_\_\_\_\_

name of school

\_\_\_\_\_

city/state

8. Type of school (circle one) public private parochial

9. Where have you travelled/lived?

inside of U.S.

outside of U.S.

10. Favorite books/authors read within the last year:

11. Other interests:

B. WORK AND OTHER EXPERIENCES

12. Work experience:
13. Experiences with young people other than teaching:
14. Community involvement:
15. Long-term career aspiration:

C. TEACHING

16. In a few sentences, summarize why you want to be a middle school teacher:
17. What is your idea of a "good teacher" for the middle grades?
18. Why did you choose language arts as a concentration?