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An interpretive inquiry into student teachers' reflections on instruction

Spooner, Melba McCall, Ed.D.

The University of North Carolina at Greensboro, 1991

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AN INTERPRETIVE INQUIRY INTO STUDENT TEACHERS' REFLECTIONS ON INSTRUCTION

by

Melba McCall Spooner

A Dissertation Submitted to
the Faculty of the Graduate School at
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Approved by

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APPROVAL PAGE

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Abstract

SPOONER, MELBA McCALL, Ed.D. An Interpretive Inquiry into Student Teachers' Reflections on Instruction. (1991) Directed by Dr. David Strahan. 232 pp.

The purpose of the study was to examine how preservice teachers' expressed their perspectives on teaching and how those perspectives changed during student teaching. The focus was primarily on how they expressed these perspectives through their reflections in and on actions.

The investigation was a case study with four student teachers who were elementary education majors. Four cooperating teachers were paired with the student teachers to assist with support, observations, and evaluations. One university supervisor supervised all four student teachers.

Four methods were employed to determine the trustworthiness of the study. They included triangulation, prolonged engagement, member checks, and negative case analysis. Five data sources were utilized. They included non-participant observation, relevant documents (student teacher journals, observation feedback,

and lesson plans and critiques), author's journal, and simulated recall sessions.

The cases were analyzed by individual case and across cases. Each case was analyzed by the three theoretical propositions which guided the study, and the across case analysis was also accomplished by utilizing the three propositions to determine patterns and distinctions between and among cases.

Implications for teacher education are discussed which indicate that preservice teachers need many opportunities to give direction to their own experiences both before and during the student teaching semester, programs must take a "reflexive" rather than "received" stance toward program content, and that preservice teachers are more apt to clarify their perspectives toward teaching when they are nurtured in the inquiry-oriented, reflective approach to teaching.

Implications for future research which are discussed include additional study in the areas of: linkages between specific dimensions of programs and contextual factors to preservice teachers' reflective, factors which foster reflective thinking, and examination of major teacher education models which are currently used at the preservice level.

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CHAPTER I

AN OVERVIEW OF THE STUDY

Introduction

This study examined how preservice teachers' expressed their perspectives on teaching and how those perspectives changed during student teaching. It extends the work of Strahan (1990) who examined the same phenomenon with experienced teachers. Central to this dissertation was the assumption that within the framework of an inquiry oriented program, through the process of reflection, the student teachers would increase their effectiveness as a teacher. Within this study teacher effectiveness was determined to consist of two components which were process and product. Process was the method used for becoming an effective teacher, more specifically the process was reflective practice. Product was the level of reflective practice at which the student teachers concluded, with the ultimate goal being to move from the technical to the critical level of reflection, yet at the preservice level this was not expected.

Newell Elementary School, in the Charlotte-Mecklenburg School System was the location of the study in which four student teachers, four cooperating teachers, and one university supervisor were interviewed and observed to gather data regarding the student teachers' orientations, decision-making processes, and abilities to reflect upon those decisions. The investigator spent a great deal of time engaged in the school performing the observations, reading student teachers' journals, and conducting interviews. The study was guided by questions which were initially identified to assist in understanding how student teachers perceived good teaching, and to identify patterns and distinctions among the perceptions of all the participants. The investigation resulted in an in-depth case study which analyzed individual cases and also analyzed across cases to determine both uniquenesses and patterns.

How teachers learn to teach, the nature of that learning, and how it is developed are important questions to investigate. However, until the early part of the last decade, little had been known about process of learning to teach (Feiman-Nemser, 1983) or the thinking and actions of novice teachers (Tabachnick & Zeichner, 1984). A growing body of research in teacher cognition has begun to describe what teachers know that enables them to teach

successfully and how they acquire and extend this knowledge (Strahan, 1990).

The focus of this study was primarily on how preservice teachers think about instruction. The emphasis was to study preservice teachers' orientations toward themselves, teaching, and subject matter by utilizing an interpretive framework for analyzing the underlying structures of their reflections which was developed by Strahan (1990) in his study which examined and interpreted the reflection processes of experienced teachers. The questions which guided this study addressed the way student teachers express their reflections on instruction, what the underlying structures of their reflections are, and how they linked their reflections to instructional decisions.

If teachers are to improve their instruction they need to understand why they are doing what they are doing. Introspection is important if we are concerned about assisting teachers to be good students of the teaching process. Shulman (1987) concluded that teacher education programs cannot expect to be effective until they work with the beliefs that guide teacher actions and examine the principles underlying the choices teachers make. The most meaningful programs endeavor to help prospective teachers connect theory with practice through reflective

teaching (Lanier & Little, 1986; Ross & Hannay, 1986; Adler & Goodman, 1986; Zeichner & Liston, 1987).

Schon's (1987) studies on the role of reflecting (in-action and on-action) on professional practice indicated that through this process (of reflecting) teachers are better equipped to understand and express their frames of references. The ability to reflect on action may increase teacher effectiveness due to their understandings of classroom related problems and concerns and their ability to generate more effective strategies for dealing with these concerns. It is imperative that we become (as teacher educators) more concerned about the ways teachers learn to teach.

The examination of reflection in preservice teacher education programs is important as it relates to teacher's orientations (views of self and teaching) and how they guide instructional decisions. Bolster (1983) advocates the view of teachers as "situational decision-makers." Reflection gives teachers an increased sense of awareness regarding their actions in the decision-making process as they relate to instruction. Shulman, Schon, Bolster, and Strahan all address the issue of reflection as a critical dimension of expertise as it affects teachers' decision-making both before and after instruction. In this study, student teachers had the opportunity to reflect upon the

decisions they made regarding classroom instruction through the use of simulated recall and through an interactive process (interviews) where they "reflected on action" and reflected upon their views of teaching and of themselves as teachers. A major interest and concern of this study was to engage in a detailed case study which revealed specific insights into the ways that evolving frames of reference focus student teachers' perceptions of events and shape the principles of practice that guided their decisions regarding instruction.

Significance of the Study

The purpose of the study was to examine how preservice teachers' expressed their perspectives on teaching and how those perspectives changed during student teaching. The focus was primarily on how they expressed these perspectives through their reflections in and on actions within the framework of an inquiry-oriented program. Through interactions with the student teachers via classroom observations and interview sessions, the purpose was to determine the processes that influenced the development of these perspectives and why the student teachers made the decisions they made in regards to teaching.

Zeichner (1980), indicates that there is a great deal of debate in the literature over the role that the student teaching experience plays in the development of teachers. Previous studies have indicated that many times student teachers are often passively controlled by their situations rather than "in control." There is a need for the study of teacher development during the student teaching experience as it relates to preservice teachers' ability to link their decisions regarding their classroom practice with their orientations toward teaching. Tabachnick & Zeichner (1984), have suggested that teacher educators must examine specific dimensions of programs and attempt to link those and contextual factors to student teachers' orientations toward teaching in regards to their decision-making processes and their capabilities in reflecting-in and -on action.

This qualitative study was conducted to benefit the preservice teachers and cooperating teachers as it provides insight into self awareness and evaluation with the intent and opportunity to grow and become more effective. It can also provide insight into program development as teacher educators can better structure the preservice teachers' course of study to make allowances for their views of teaching and the guiding forces of each individual entering the profession to assist them with

becoming the best teacher they can be and to continue searching for personal strengths, challenges, and goals. Teacher educators must encourage active growth, and thought on the part of the preservice teacher, and a positive strategy for achieving this is to explore the ground of practice that lies "beneath deliberate, routine, and intuitive teaching acts" (Oberg, 1987). It is important to link each teacher's principles of practice with their actions.

Context of the Study

The study was conducted at Newell Elementary School, located in a rural community in Northeast Charlotte. The school has an approximately enrollment of 840 student in the kindergarten through sixth grade program. The entire school maintains 32 self-contained classrooms with ten resource teachers (physical education, dance, special education, academically talented, music, art, and a speech clinician). There is also an after school enrichment program which operates after school hours for working parents until 6:00 p.m.

Statement of the Problem

The purpose of the study was to examine how preservice teachers' expressed their perspectives on

teaching and how those perspectives changed during student teaching. The focus was primarily on how they expressed these perspectives through their reflections in and on actions within the framework of an inquiry-oriented program.

Orienting Questions

The orienting questions which partially emerged from Strahan's (1990) case study on the analysis of the nature of one teacher's reflections were designed to gain insight into the student teachers' orientations which helped to guide their reflections through the development of an interpretive framework for analyzing the underlying structures of their reflections.

1. What are the student teachers' perceptions of teaching and of themselves as teachers (what is a good teacher)?
2. How do the student teachers express their reflections- on-actions?
3. What are the underlying structures of these reflections?
4. How do the student teachers link their reflections to instructional decisions?

5. What are the university supervisor's perceptions of teaching and the student teachers assigned to work with her?
6. What are the patterns and distinctions among the perceptions of all participants over the term of the study?

Underlying Assumptions

The process of becoming a reflective practitioner requires that a teacher become concerned about what is taught, how it is taught, and the social and ethical aspects of education. Reflective practice requires careful consideration of teaching beliefs and practices and the possible consequences that may result from them. The reflective, inquiry-oriented teacher education program's success in teacher training assumes that:

1. The field experience will occur in a reflective environment;
2. Student teachers are aware of the concept and meaning of reflectivity;
3. Student teachers will be able to recognize the difference between their own and others routine and reflective thoughts in the classroom;
4. The student teacher will be able to communicate reflective thought; and

5. The student teacher will be able and willing to translate reflective thought into classroom practice.

Limitations of the Study

As with many other qualitative studies, this one shared the limitation of a small sample. However small, the sample was considered typical of the larger population of elementary education majors at The University of North Carolina at Charlotte. The sample however, did not reflect a middle or secondary representative population of student teachers. It is also possible that the participants could have been either more or less inhibited during interviews and observations due to the presence and of the investigator. Another potential limitation could be that the student teachers were working under the constraints of being evaluated by a university supervisor and receiving a grade on skills which were not directly related to the practice of reflective teaching, but were also related to observable teaching skills which involved prescribed objective writing and evaluation.

Procedures Used Within This Study

The investigation was a case study which focused on how preservice teachers think about instruction. The

purpose being, to examine how preservice teachers expressed their perspectives on teaching and how those perspectives changed during student teaching. The focus was primarily on how they expressed those perspectives through their reflections in and on actions. Their were four participants who were elementary education majors involved in their student teaching semester. These four participants were representative of the larger population of elementary education majors at the university. They had completed common specialization and professional education courses at the university. Four cooperating teachers also participated as they were paired with the student teachers to assist with support, observation, and evaluation. One university supervisor supervised all four student teachers. She had prior experience in teaching elementary school, and has had four years experience at the university supervising student teachers.

Several methods were employed to determine the trustworthiness of the study. They included triangulation which combined multiple data sources; prolonged engagement to build trust and deal with potential misinformation; member checks to assist with correcting errors and misunderstandings; and negative case analysis to refine theoretical propositions.

Five data sources were utilized to collect data. They included interviews with all participants; non-participant observation of classroom observations and conferences; relevant documents such as lessons, lesson critiques, and lesson evaluations; author's journal which recoded relevant contextual information; and simulated recall to view and discuss video taped lessons.

Data analysis involved utilizing the theoretical propositions as a basis by which to analyze individual cases and across cases. The data analysis and coding occurred simultaneously throughout the investigation.

The investigation resulted in an in-depth case study which examined and analyzed the data by individual case and also examined and analyzed the data across cases. These analyses helped to determine both the unique characteristics of each case and also patterns which developed among cases.

Definition of Terms

Student Teacher: A preservice teacher enrolled in a teacher education program, involved in the culminating clinical experience (student teaching) of their preservice program, who is seeking certification in a specified area (content or grade level).

Cooperating Teacher: An inservice teacher who provides daily support and supervision to the student teacher by allowing the student teacher to teach in his/her classroom during the student teaching phase of their teacher education program.

University Supervisor: A university faculty member who coordinates resources of the university and cooperating public school, and conducts observations and seminars to assist in the evaluation and support of the student teacher.

Reflection: A way of thinking about educational matters that involves the ability to make rational choices and to assure responsibility for those choices (Goodman, 1984; Ross, 1987a: Zeichner & Liston, 1987). Reflection enables student teachers to evaluate the influence of personal concerns on the way they function in the classroom as a teacher.

Orientations: implicit views of self and teaching that determine frames of reference, underlie of 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).

Effective Instruction: consist of two components which are process and product. Process is the method used for becoming an effective teacher (reflective practice), and product is the level of reflectivity at which the teacher concludes, with the goal being to achieve critical reflection.

CHAPTER II

LITERATURE REVIEW

Research on Student Teaching and Reflective Practice

Introduction

The student teaching semester has long been considered a critical component of the teacher education program of preservice teachers. While this is the posture taken by most teacher educators, there remains much debate in the literature over the role that the student teaching experience plays in the development of teachers and over the relative contribution of various individual and institutional factors to the socialization process (Zeichner, 1980; cited in Tabachnick & Zeichner, 1984). Lortie (1975) maintains that socialization occurs extensively through the observation of teacher models that the preservice teachers experienced during their days as students in classrooms. Tabachnick & Zeichner (1984), examined the role of student teaching in the development of perspectives toward teaching and tend to support Lortie's perspective, yet they also challenge this perspective. They suggested a view of student teacher

socialization that is more negotiated and interactive. In their study on the development of teacher perspectives, Tabachnick & Zeichner also suggested that what student teachers bring to the experience gives direction, but it does not totally determine the outcome of the socialization process. With the renewed attention to the value of reflection on the part of preservice and inservice teachers, and the emphasis on the movement of the preservice teacher from student teacher to a professional teacher, this study extends the notion that the student teaching semester is one where student teachers interact within the context of the situation and their development and socialization is negotiated by their implicit frames of reference which guide their principles of practice.

The literature reviewed provided a spectrum of information on developmental perspectives on student teaching experiences. The first phase of this review was an examination of student teachers' phases of concern and the stages through which student teachers progress during the course of the student teaching experience. The second body of literature reviewed explored reflective perspectives on teacher development. This was accomplished through reviewing and discussing the various levels of reflectivity and focusing on characteristics and

basic tenets of the inquiry-oriented approach to teacher education. The review concluded by examining a framework for analyzing student teachers' perspectives and was examined by investigating literature which explored learning orientations in student teachers, and how those orientations affected their developmental perspectives through a focus on reflection as a method of examining instructional decisions and practices.

This study explored theoretical propositions as they related to the student teachers' implicit (orientations and frames of reference) and explicit (principles of practice and instructional decisions) levels of reflection as they progressively developed through the student teaching experience. The theoretical propositions included: (a) perceptions of self as teacher; (b) perceptions of students; and (c) perceptions of the curriculum. The literature which was reviewed included research on the impact of the actual student teaching experience, phases of and stages in student teaching, reflective practice and teacher development, and inquiry oriented teacher education programs which support the exploration of both implicit and explicit reflective practice, as a necessary skill in order for the student to participate as an `active agent' in their education as a preservice teacher.

Developmental Perspectives On Student Teaching Experiences

The concluding experience for undergraduate education majors is most generally the student teaching experience. As such, student teaching has long been the mainstay of teacher education programs, and has been designed to provide the future teacher with the opportunity to apply the theoretical knowledge acquired through coursework in a practicum.

According to Johnson (1984), all field based experiences are one of the most important aspects of teacher education. Many teacher educators point to the field based experience as the time when students have a chance to crystallize what they have learned in the classroom (Becker & Ade, 1982; Karmos & Jacko, 1977; Warger & Aldinger, 1984; Zeichner, 1980). Karmos and Jacko (1977), in particular, note that student teaching is the major unifying experience of most teacher training programs. It is a time for the student teacher to explore, experiment, and `put it all together' before becoming a professional (p. 51).

Over the past decade, there has been a good deal of controversy in the literature over the role that the student teaching experience plays as it relates to the

development of teachers and over the numerous individual and institutional factors to the socialization process (Zeichner, 1980). Some view the socialization process which occurs during the student teaching experience from the perspective that student teaching does have a significant impact on the development of teachers. They also contend that this effect which evolves during student teaching is strengthened during the early years of the teacher's career. Within this viewpoint though, there is much diversity regarding the strength of impact, and there is also argument about the particular nature of the impact and the contextual and individual factors that are associated with the development of student teachers.

The other perspective regarding the impact of the student teaching semester on teacher development asserts that the individual's life events, as opposed to formal training or the actual teaching experience, are the chief factors in teacher socialization, and that student teaching is not a major factor in changing the views or perspectives that student teachers carry with them at the onset of the experience. Lortie (1975), for example, contends that the socialization of teachers occurs largely through the internalization of teaching models which the student teachers experienced as pupils in close contact with teachers. From this perspective, the student

teachers' personal school experiences, as pupils, form their conceptions of what the teaching role should look like.

There has been much support from a number of theoretical perspectives for the viewpoint that education students do not simply react to the people and things around them. On the contrary, what teacher education students bring to the experience and who they are as people interact with contextual constraints and opportunities to affect the course of development (Tabachnick & Zeichner, 1983; Lacey, 1977; Sprinthall & Theis-Sprinthall, 1983). Egan (1982) pointed out that students' perspectives on teaching appear to be clarified by events which occur during the field experience and their interpretation of these events. Therefore, the once universally held beliefs that field experiences shape preservice teachers according to existing institutional norms and impede teacher education programs by negating their influence on future teaching are being challenged as too simplistic (McIntyre, 1983). This research proposed serious doubts about the social-puppet view or teacher socialization and development during the student teaching experience.

Phases of Concern

Keeping the notion of development and socialization in mind during the student teaching experience, it is critical to explore the influence of student teaching on the attitudes, behavior, and performance of the novice teacher as they evolve from student to teacher. An important dimension of this influence is that of examining change in student teacher's concerns as they progress through their training and early experiences. Fuller (1969) identified three phases of concern, which supports a developmental conceptualization of teacher concerns. The three phases of concern which were identified are a preteaching phase, an early teaching phase, and a late teaching phase. The preteaching phase which deals with the time span of the first actual contact with pupils in classrooms (student teaching) and experience on the job is the focus of the preservice experience.

Fuller and Bown (1975) discussed concerns of teachers at the preservice level. They identified three stages. The first stage was considered a survival stage. A second was master, and the third stage was concerned with pupil concerns. During the first stage the student teachers were identified to be concerned about their own adequacy and survival as a teacher. Stage two included concerns regarding time pressures and inflexible situations, and

during stage three preservice teachers were identified to be concerned about social and emotional needs of pupils and about the inappropriateness of some curriculum. Within these concerns, during the preservice experience, Fuller and Bown (1975) described dominant concerns of individuals at various stages in the process of becoming a teacher.

First of all, preteaching concerns, during the time that the student teacher is fresh from the student role, they are concerned about themselves. They identify with their students more closely than with their cooperating teacher or colleagues. The realities of the teaching role have not yet been experienced, and they perceive, at this time, that much of what they received in coursework from the university to be "irrelevant." At this point in time (during observation), they are critical of the cooperating teacher based on the fact that they cannot "put themselves in their shoes" at this point in their career.

Second, the student teacher's concerns regarding survival begin to surface when they have their first contact with actual teaching. They shift their initial concerns about pupils to concerns about their own survival as teachers. They become more concerned about class control, mastery of content, and about observations and evaluations which will take place during the experience.

As Fuller & Bown (1975) indicate, this is a period of great stress for the student teacher.

A third concern of the preservice teacher is the concern regarding the teaching situation. This concern is more about themselves as a teacher, and not about their pupils and their learning. The student teacher is at this point "frantically" trying to implement methods and materials which they have acquired either through methods courses in their preparation program, or they are trying to satisfy the school systems policies for curriculum delivery.

The fourth concern of the preservice teacher is their concern about pupils, their learning, their social and emotional needs as well as their relationship with the students. The tension at this point is that they are flooded by situational demands and conflicts and they may have to lay aside some of their concerns until they have learned to cope with more urgent tasks.

Fuller and Bown (1975) encourage teacher education programs to assist teachers to implement their concerns about pupils rather than about themselves since better is associated with concerns about pupils rather than concerns about self. Teacher education programs should provide opportunities for preservice teachers to personally assess their teaching and classroom management.

Stages of Student Teaching

In addition to Fuller's research on the preservice teacher's stages as they move through the student teaching experience, Caruso (1977) has concluded that student teachers pass through six phases during the experience. Phase one is "Anxiety/Euphoria" which is characterized by the anxiety of leaving the university campus, but the elation of finally reaching the goal of being able to teach children. The second phase he identifies is "Confusion/Clarity" where student teachers began to form cohesive ideas about teaching, but their perceptions about themselves as teachers and the classroom remains limited. Phase three is "Competence/Inadequacy" which involves a very delicate balance between the student teachers feelings of competence and inadequacy. During the fourth phase, "Criticism/Awareness," the student teacher concentrates more on the children in the classroom, and on professional development. The fifth phase is where they begin to lose their initial concerns about survival. This phase is characterized as "More Confidence/Greater Inadequacy" where the student teacher undertakes more responsibility, but is impatient by their lack of skill to meet high personal standards. The concluding phase identified by Caruso is "Loss/Relief" where the student is

both relieved in that they have made it through student teaching, yet regret leaving the students. McIntrye (1983), suggests that a student in a preservice program moves through stages in the same sense that a person matures from infancy to old age.

During the student teaching semester, the preservice teachers experience much stress, and they go through many ups and downs. They encounter, many times, the conflicts and strains of meeting the university's guidelines and the need to conform to the various policies and regulations with the context of their school building. Therefore, it is important to understand how the people involved, such as the cooperating teacher and the university supervisor, and the experience itself affect the preservice teacher's development.

Reflective Perspective On Teacher Development

Considering the various phases of concern at various stages during the student teaching experience and the stages that most student teachers go through, it is important to examine the opportunities which are provided to student teachers during the student teaching experience which allow them to contribute to their own development as opposed to being passive recipients of the process. The

inquiry-oriented, or reflective approach to student teaching and field experiences, has emerged as an approach which permits student teachers to become more thoughtful teachers who can better analyze the decisions which they make during classroom activities and after classroom activities and events have occurred. Providing student teachers with the opportunities to become problem solvers lets them proceed through the experience with more control and consciousness of the stages through which they are progressing. Due to the complexity of the teaching task and inexperience in which student teachers enter the experience, the purpose of student teaching is to provide opportunities, with guidance, for students to develop and evaluate their competencies in the major areas of teaching, but due to the fact that student teaching is the final clinical experience in most teacher preparation programs, there is a tendency to emphasize its gatekeeping function. In other words, according to Lindsey (1978), student teaching is considered a testing or proving ground rather than an opportunity for further learning and development.

The tendency for teacher education programs to view teacher development as "on-the-job" training has been common since the turn of the century. This view is commonly known as the behavioristic orientation toward

teacher education. This has been the most influential of all the approaches to teacher education. Behavioristic teacher education emphasizes the development of specific and behavioral skills of teaching which are assumed to be related to pupil learning, according to Zeichner (1983). Until the decade of the 1970's and even more recently, the student was viewed as a passive recipient of professional knowledge (content and teaching skills) and they played little part in determining the direction and nature of their program. This conceptualization of teacher education practices viewed teaching as a craft and teachers were craftspersons. Through this approach student teaching was viewed as an apprenticeship in which the student teacher worked under the tutelage of the master craftsman, the teacher (Wedman, 1985). According to Wedman, the central problem with this view of teacher development is that it promotes an uncritical acceptance of school practices and views the novice as a passive recipient of the conventional wisdom of schools and the craftspersons who practice within them. If student teaching and prior field experiences are to contribute to the development of thoughtful and reflective teachers, as is the current emphasis, (see Zeichner, 1979), the concentration of teacher educators must begin to view novice teachers as "active agents" in their own

professional development and not as the passive recipients of institutional values.

The adoption of an "inquiry-oriented" or reflective approach to student teaching and field experiences in general, as suggested by Schoenrock (1980) and Zeichner (1981), is a means by which teacher educators can assist student teachers in resisting the undesirable effects of socialization. More specifically, this will help the preservice teacher resist the attitude of being a passive entity who unquestioningly absorbs school attitudes and behaviors. The reflective approach attempts to train students not only to teach, but also to analyze their teaching in relation to the educational and social contexts in which teaching takes place (McIntyre, 1983). Also, as Feiman (1980) points out, this orientation (inquiry-oriented teacher education) views the prospective teacher as an active agent in his or her own preparation for teaching and assumes that the more a teacher is aware of the origins and consequences of his or her actions and of the realities that constrain these actions, the greater is the likelihood that he or she can control and change both the actions and the constraints.

Reflection, at a general level, can be defined as a way of thinking about educational matters that involves the ability to make rational choices and to assume

responsibility for those choices (Goodman, 1984; Ross, 1987a, Zeichner & Liston, 1987). Shulman (1984) has defined reflection as follows:

> 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 that 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)

This current concept of the term "reflection" has grown, to a large degree, from Dewey's studies (1933). In 1933, Dewey offered a significant contrast between reflective action and routine action. Reflective action encompasses 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 (cited in Zeichner & Liston, (1987). Reflective action involves meeting and responding to problems. For example, a reflective teacher would view traditional planning practices as problematic and would seek alternative steps involving teacher-made decisions about general content and teacher and objectives for specific (Wedman & Other, 1985). Routine action is conversely guided by tradition, authority, and situation. For

example, Moore & Moore (1984) state that routine action is a major influence on instructional practices; many of which seem to have not significantly changed in over a century (cited in Wedman, 1985).

Dewey defined three attitudes as being prerequisite to reflective action. They are openmindedness, responsibility, and wholeheartedness. The object of teacher education programs which acknowledge and prepare student teachers toward the reflective end of the spectrum, would focus the program on developing in student teachers those orientations (toward openmindedness, responsibility, and wholeheartedness) and skills (of keen observation and reasoned analysis) which lead to reflective action (Zeichner, 1987).

Openmindedness allows the student teacher to consider more than one perspective, and to explore alternate solutions to existing practices. Existing practices, within schools and classrooms, are often readily accepted by student teachers. Reflective teaching means that teachers hold attitudes about the content, methods and procedures used in the classroom and will critically analyze traditional practices (Apple & King, 1977).

The attitude of responsibility involves thorough study of the consequences to which a particular action might lead. Responsible student teachers would ask

themselves why they are doing what they are doing in light of the educational practices and purposes of which they are informed. Teachers make choices when they make decisions regarding curriculum and content. All decisions result in consequences, therefore decisions must be made with an awareness of long term implications, and not made for reasons of immediate utility. Reflective teaching, according to Dewey, means that teachers hold responsible attitudes, ones that require actions based upon clearly defined and responsibly stated purposes and that teachers are aware of the consequences to which their actions lead (Wedman, 1985).

Wholeheartedness is a trait which permits the student teacher to assume responsibility for the education of their students. Wholeheartedness necessitates commitment and dedication in the endeavor of teaching all students and giving them the maximum educational experiences possible.

In teacher education programs which encourage and implement a "reflexive" rather than "received" stance toward program content (Zeichner, 1983), and where students are involved in "inquiry-oriented" field assignments it has been determined that students demonstrate greater clarity about the substance of teaching perspectives and a reflective or analytic stance

toward teaching practice (Zeichner & Tabachnick, 1984). Zeichner and Tabachnick (1984) suggest that the student teaching semester does have an impact on the student teachers' perspectives regarding teaching. They emphasized the importance of interaction and negotiation within the experience rather than the notion that student teachers are passive receivers of information. The student teachers' active roles in their program of study, and the inquiry-oriented field experiences gave them more involvement and more confidence in their role as a teacher at the student teaching phase. They concluded, through studying the substance and dimensions of the perspectives of 13 student teachers who were enrolled in an elementary student teaching program that what the student teachers brought to the student teaching experience in terms of skills and habits was important in that it gave direction to the socialization process, but did not totally control the outcomes.

Teacher education programs which are structuring programs with an emphasis on reflective teaching will more than likely assist students in developing the pedagogical habits and skills necessary for self-directed growth. Preservice teachers who are becoming reflective professionals are capable of freeing themselves from routine activity and demonstrating intelligent purposeful

action (Posner, 1985). Reflective teacher education enables self-directed growth as a professional. It facilitates the linking of both theory and practice in education. It enables teachers to take a more active role in their own professional accountability (Calderhead, 1988).

Levels of Reflectivity

Reflection in itself is a developmental process, and in addition to the emphasis and dimensions of reflectivity as defined by Dewey, a distinction can be made among different "levels of reflectivity." These levels are based on the work of Van Manen (1977). Three levels of reflectivity are identified by Van Manen. Each level provides the opportunity to choose among alternative courses of action using different criteria to make choices.

The first level, technical rationality has as its dominant concern the efficient and effective application of educational knowledge. At this level, the world of teaching is not viewed as problematic, it is viewed as certain and unchanging. Teachers who function at this level do not usually challenge what they are supposed to teach in terms of objectives for specific grade levels,

instead the teachers question how to implement the objectives.

A second level of reflectivity is practical rationality which is based on the conception of practical action. At this level every action is seen as linked to particular value commitments. The teacher which functions at this level has, and uses the ability to analyze practice. For example, the teacher at this level would tend to question the reasoning behind an established curriculum with set objectives and would investigate alternatives.

The final level of reflection identified by Van Manen is critical reflection. Here both teaching and the surrounding contexts are viewed as problematic. This view of reflection involves constant critiquing of domination and repressive authority while pursuing educational ends on the basis of justice, equality, and freedom (ability to make good, defensible choices with sensitivity and respect for individual differences) (Van Manen, 1977). Critical reflection is contrasted to the technical levels, as described by Van Manen (1977), where the teacher considers the ends, and not just the means for reaching that end. The teacher considers the moral and ethical aspects of the decisions they make. Critical reflection is not a point

of view, but rather a process of validating or invalidating a given point of view (Armaline & Hoover, 1989).

Zeichner's (1983) conceptualization of teacher education is one which prioritizes the development of inquiry about teaching and about the contexts in which teaching is carried out. The emphasis is on fostering the development of orientations and skills of critical inquiry. With critical reflection being the goal in student teaching, Zeichner emphasizes that this goal does not imply that technical skills of teaching are unimportant. Much to the contrary, the assumption which underlies critical reflection is that technical skill in teaching is highly valued, but not as an end in itself. This conceptualization relates quite positively with Van Manen's levels of reflectivity, as he suggests that reflection is developmental, and progresses somewhat sequentially based upon the teachers' level of knowledge, expertise, and experience. Zeichner also expresses the necessity of beginning the critical inquiry approach early in the teacher education program to accommodate and encourage the preservice teachers' individual needs and skills, and to encourage their involvement in their education and development as a teacher.

Fuller and Bown (1975) suggests that the experience of becoming a teacher involves coping with three discrepancies and reducing those discrepancies through assessment (describe and conceptualize experiences), awareness (become aware of his/her experiencing), arousal (identification of discrepancies), and change. The discrepancies involve: internal self evaluation (discrepancy between what they feel they are doing (experiences) and what they want to do (goals)); self-observation (discrepancies between what they are seen to be doing (observations) and what they feel they are doing (experiences)); and external self-evaluation (discrepancies between what they are seen to be doing (observations) and what they want to do (goals)). The goal of teacher education should be to reduce these discrepancies by involving the teacher in their own education. They need to conceptualize, in a meaningful way, their experiences, observations about self, and be capable of verbalizing desirable goals for themselves. The objective of the teacher education program is much more than that of induction, it is to prepare teachers to become practitioners of critical reflection through the process of self-awareness, arousal, assessment, and change.

Inquiry-Oriented Teacher Education Programs

Teacher development can be stifled or it can be encouraged by teacher education programs. If the world (of teaching) is viewed as certain and unchanging, then the preservice teacher gets a distorted view of "the real world." The real world is not certain, it is constantly changing, and teacher development in the sense of looking at orientations and the students' abilities and desires to reflect upon actions and decisions is dependent upon the recognition that teaching and the surrounding contexts are viewed as problematic. Therefore, the goal of teacher education programs in facilitating student teachers with developing the skills to reflect about their teaching and its contexts is conveyed by Zeichner & Liston (1987). First of all, the reflective student teacher would develop technical competence in instruction and classroom management - knowledge concerning the content to be taught and competence in the skills and methods necessary for the realization of their classroom intentions. Secondly, the student teacher would develop the ability to analyze practice - to see how classroom and school behavior (including their own actions) flows from or expresses purposes and goals both anticipated and unanticipated. Third, the student teacher would have an awareness of teaching as an activity that has ethical and moral

consequences, and the ability to make defensible choices regarding their classroom and school behavior, and the fourth quality would be that the student teacher would be sensitive to the needs of students with diverse intellectual, racial, physical, and social characteristics and possess the ability to play an active role in developing a respect for individual differences within their classrooms and schools.

In facilitating the development of the reflective practice (teaching and contexts), Zeichner & Tabachnick (1984) identified 18 dilemmas of teaching which were determined to be relatively common among student teachers. The dilemmas dealt with knowledge and curriculum, teacher-pupil relationships, the teacher role, and student diversity.

The nature of the student teaching program which provides the inquiry-oriented context is going to affect the outcome of the dilemmas and, as with this current investigation, the concerns and expectations are affected by the nature of the program of study. Zeichner and Tabachnick (1984) indicated that when students have the opportunities to give direction to their experiences both before and during student teaching, then the dilemmas, expectations, and concerns surrounding control issues (pupil learning and behavior), pupil/teacher

relationships, administrative (bureaucratic) duties, student diversity or uniqueness, and curriculum development and implementation will be more personalized and realistic.

This suggests that under the conditions of an inquiry-oriented program of study that student teachers produce greater clarity about the substance of their teaching perspectives and a reflective or analytic stance toward teaching practice (Zeichner & Tabachnick, 1984). Berlak and Berlak (1981) succinctly summarize the basic tenets of the inquiry-oriented approach to teacher education:

> The proper role of the formal education of teachers is to help persons develop their capacities to see their classroom behavior in the perspective of culture and time, from the point of view of historical and contemporary others, thereby clarifying for themselves and others the alternatives for action. The structural features of institutions for the education of teachers, including staffing policies, selection of knowledge, arrangement of learning environments and the pedagogical strategies of the instructors, are means toward this end. The entire program, all courses and practical experiences, should provide the aspiring and experienced teacher with access to persons who can help initiate and sustain a process of critical inquiry. (p. 252)

Student teachers involved in the current study were enrolled in a program which possesses qualities of active inquiry on the part of the student teacher. The program

strives to assist student teachers in becoming more mindful of themselves as teachers and the context in which they teach so that they examine these two elements in the light of what is possible, not just what is expected or necessary.

Central to this study was the assumption that within the framework of an inquiry-oriented program, through the process of reflection, the student teachers would increase their effectiveness as a teacher. Teacher effectiveness was determined to consist of two components which were process and product. Process was the emphasis on reflective practice rather than received. The student teachers were encouraged to be mindful students of teaching and to examine their teaching in light of the decisions they made within the teaching context. The product was the level of reflective practice at which the student teachers concluded their experience.

The goal was to encourage student teachers toward critical reflection where they would view teaching and the surrounding context as problematic and where they would possess the ability to make good, defensible choices with sensitivity and respect for individual differences (Van Manen, 1977). Although this was the ultimate goal, the level of critical reflection was not expected at the

preservice level, but the process of moving toward this product of critical reflection was expected. Demonstration of technical competence in knowledge of the content and skills in classroom management was the starting point. Subsequent to technical competence was the motivation, through examining their own actions and orientations toward teaching, to consciously link their actions to their own value commitments (practical rationality). Ultimately they were encouraged to view teaching and the surrounding context as problematic and reflect upon their role and actions in a critical manner in order to make good, defensible choices regarding their teaching and their classroom with sensitivity to and respect of students' needs and diversity.

In their discussion on the critical element of reflection Sparks-Langer and Colton (1991) identified the thinking processes of a critical reflective practitioner. They indicate that as teachers describe, analyze, and make inferences about classroom events, they are creating their own pedagogical principles. They draw from the work of Ross (1990), who extended the ideas of Schon and Van Manen into five components of reflective thinking. These components include: (1) recognizing an educational dilemma, (2) responding to a dilemma by recognizing both the similarities to other situations and the special

qualities of the particular situation, (3) framing and reframing the dilemma, (4) experimenting with the dilemma to discover the consequences and implications of various solutions, (5) examining the intended and unintended consequences of an implemented solution and evaluating the solution by determining whether the consequences are desirable or not (p. 22).

These components resound the process of problem framing as described by Schon, and gives more depth to the substance that drives the thinking processes of teachers. These components of reflective thinking provide teachers with the capacity they need to examine the end results of learning and teaching, as well as the best means to reach that end.

Teacher education programs which have encouraged or addressed the goal of critical reflection have found that encouraging technical and practical is not difficult, but it is more difficult to promote critical reflection. Sparks-Langer and Colton (1991) discussed two programs in which reflection was fostered throughout the preservice preparation program. The two programs were PROTEACH and a program at Catholic University.

Following several evaluation studies of PROTEACH, a five year teacher preparation program, Ross and colleagues (in press) concluded that changes in perspective should be

the focus of preservice programs that promote reflective practice. Their program encouraged preservice teachers to construct their own perspectives based on past and present experiences in school. Assessment of the program's impact through ratings of "Theory-to-Practice" papers indicated that most students demonstrated a low to moderate level of critical reflection. They suggested that this early development may be necessary for more sophisticated critical reflection in the future (Sparks-Langer and Colton, 1991).

Another teacher preparation program designed around the concept of critical reflection, which was discussed by Sparks-Langer and Colton (1991), at Catholic University was designed by Ciriello, Valli, and Taylor (in press) in which professors model their own thinking process. Students are also involved in self-critiques, action projects, and journal writing. The results of student questionnaires indicated that students felt more competent in challenging the taken-for-granted practices during the student teacher experience, and also in realizing their moral responsibility as a teacher.

This study which examines how preservice teachers' understanding of their instructional role changed during student teaching through the process of reflection, extended a previous study which was conducted by Strahan

(1990) where he developed a model for analyzing experienced teachers reflections on instruction. By using Strahan's model for analyzing reflection on instruction, as a general framework, organizers were developed which were labeled "orientations." Orientations are implicit, deep-seated views of self and teaching, in contrast to the more explicitly stated concepts, principles, and goals which are a more conscious understanding or view of teaching. This provided the structure for exploring how preservice teachers' understand, give meaning to, and make decisions regarding their experiences during student teaching.

A Framework for Analyzing Student Teachers' Perspectives

Exploring how teachers' reflections develop over time is a relatively new venture. By structuring programs which emphasize reflective teaching by acknowledging individual learning orientations, openmindedness, and reflexive and inquiry-oriented stances toward teaching practices, student teachers will be allowed to explore certain avenues which have not been open, and still remain relatively closed. In developing programs which allow student teachers to explore, implicit reflections (orientations and frames of references), they will better

understand the explicit reflections (principles of instruction and instructional decisions). The conscious views, actions, and choices that student teachers make will assist them with making more effective decisions regarding classroom interactions as they relate to instruction through a more reflective perspective.

The acknowledgement that learning orientations influence the development of reflective teaching has produced a need for teacher education to search for, and utilize new paradigms of teacher education in which reflective teaching is the basic principle (Korthagen, 1988). Teacher education programs for preservice teachers which promote the ability of the prospective teacher to reflect on their teaching are providing the teacher with a vehicle for directing their own growth and development.

Through the process of reflecting, Schon (1987) indicates that teachers are better equipped to understand and express their frames of reference. The process of reflection is learning more about a person's orientations, which are, as defined by Strahan (1990), implicit views of self and teaching that determine frames of reference, underlie principles of practice, and guide instructional decisions.

Using a model for analyzing reflection on instruction, developed by Strahan (1990), as a general

framework, organizers can be developed which are labeled "orientations." In contrast to the more explicitly stated concepts, principles, and goals, which are a more conscious understanding or view of teaching, orientations are more implicit, deep-seated views of self and teaching.

Research studies in the area of teacher cognition are currently increasing. These studies have begun to describe what teachers know that facilitates successful teaching and how this knowing can be acquired and extended by teachers. Shulman's Model of Pedagogical Reasoning and Action (1987), as cited in Strahan (1990), has synthesized much of that research. By incorporating Shulman's model for successful teaching into teacher education programs, which incorporates the teacher's evaluations and reflections to provide a basis for new comprehensions, reflective, thoughtful practices would be encouraged. The six dimensions are a process which begins with a teacher's `comprehension' of the purposes of teaching and of the subject matter structures (p. 14). These comprehensions or understandings are the foundation for the diverse `transformations' that take place in planning. Teachers prepare the content of lessons, draw from a `representational repertoire' of ways of knowing, select strategies, and adapt the strategies to the students' characteristics prior to the interactions that take place

during the actual `instruction.' Teachers' `evaluations' and `reflections' provide a foundation for `new comprehensions.' These `new comprehensions' enable the teacher to integrate Shulman's six connected dimensions of reasoning at a higher level. The process of thinking about, and the ability to reflect upon the purposes for teaching, subject matter structure, and the selection and adaptation of strategies is essential in the cognitive interactions teachers encounter.

Schon's (1987) studies in looking at a range of professional practices suggested that the ways practitioners select and organize information determines the ways they solve problems. Reflection in action is distinguished by Schon as a practitioner responding "on the spot" to a situation to reframe the event which will ultimately lead to additional reflection in action. Schon refers to reflection on action as the practitioners' ability to think about his/her actions in a reactive manner (thinking about what occurred after it has happened). Most preservice teacher education programs encourage student teachers to reflect, or think about what they did in terms of planning and implementing a lesson, based on evaluations or in retrospect (reflection on action). Student teachers do not consistently integrate reflection into their daily routines (reflection in

action), or deviate from their planned lessons of instruction even though it is sometimes necessary and appropriate. With the essential knowledge of their selection and organization processes, student teachers could develop the skill of exhibiting appropriate "on the spot" decisions regarding critical issues which occur in the classroom.

A case study conducted by Strahan (1990) explored the nature of a middle grades teacher's reflections on instruction during university seminars and in her classroom. An interpretive framework for analyzing the underlying structures of her reflections was developed which generated three major orientations which guided her reflections regarding instructional improvement. This study concluded that by analyzing underlying structures of reflections, frames of reference which shape principles of practice and guide instructional decisions can be determined.

Teacher's orientations come from developmental, interactive, and contextual standpoints, with frames of reference which are 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 (recurring structures) (Strahan, 1990). Orientations tend to guide

an individual's reflections regarding principles of instruction (practical precepts that the teacher uses to explain views and actions), and instructional decisions (choices made during planning or in the flow of classroom events that reflect conscious awareness of principles of instruction.)

As a result of a series of case studies conducted at The University of North Carolina at Greensboro (Strahan, 1990), which focused on preservice mathematics teachers, more insight into the ways in which novice teachers reach new comprehensions of their purposes have emerged. By using the Model for Analyzing Reflections on Instructions (Strahan, 1990), it was determined that the transition from student to teacher, although somewhat different for each individual, was characterized by one essential, all-encompassing orientation which was the need for confirmation as teachers. Given the opportunity to investigate implicit orientations and frames of reference, student teachers' pictures and notions of teaching became much less academic and abstract and much more personalized (Strahan, 1990). Strahan's study suggests that reflection plays a critical role in decision making, and through reflection on classroom events, teachers learn from experience and extend their personal systems of beliefs,

values, and principles that guide many of the decisions they make in the classroom.

As student teachers reflect on themselves as teachers they look at certain things. Common themes and concerns have emerged through the literature and continued to emerge through interactions with, and observations of student teachers in the current study. The case study reported here attempted to present more specific analysis of the nature of four student teachers' reflections, during the preservice experience, both in-action and on-action as they responded through interviews, journals, stimulated recall sessions, and classroom observations. As cited in Strahan (1990), Oberg (1987), explored the ground of practice that lies `beneath deliberate, routine, and intuitive teaching acts' (p. 3). She defined the `ground of practice' as teachers' ideas of `the educational good and how to move toward that good in their present circumstances' (p. 2) that are expressed in their actions.

Oberg (1987) defined a series of personal constructs for teachers in her study, and defined `principles of practice' that connected them to the teachers' actions. These elements were described by Oberg in the following way:

> As professional educators, teachers have certain beliefs about what is real and what is relevant with respect to their learners, learning, their own teaching, the subject matter of the curriculum, and the contexts, both immediate and remote, in which these exist. These beliefs are commonly called teachers' professional knowledge. (cited in Strahan, 1990)

Just as Oberg (1987) defined a series of personal constructs for each teacher and defined `principles of practice' that connected them to actions, the current study has defined three major orientations which are, perception of self as teacher, perceptions of students, and perceptions of curriculum. These orientations have been expressed in their actions.

The orientations which guided the reflections of the four student teachers in this study were somewhat similar to the images of teaching to which Calderhead (1988) referred. He indicated that all students start their preservice training with certain conceptions of teaching and the process of learning and that reflective teacher education enables self-directed growth as a professional. It also facilitates the linking of both theory and practice in education. According to Calderhead it enables teachers to take a more active role in their own professional growth.

Wedman, Martin, and Mahlios (1990), suggested through their study on effect of orientation, pedagogy and time on

student teaching outcomes, that it is possible for student teachers to grow in reflective thinking practices when programs are designed to foster reflective outcomes. They concluded that becoming a reflective practitioner seems to be fourfold. Student teachers must be 1) aware of the concept and meaning of reflectivity; 2) able to recognize the difference between their own and others' routine and reflective thoughts in the classroom setting; 3) able to communicate reflective thoughts; and 4) able to translate reflective thoughts into classroom practice.

In the investigation reported here, ways in which the student teachers articulated principles of practice were explored to determine their awareness and recognition of reflective thoughts, and whether or not they were able to communicate and translate these thoughts into classroom practice. The primary focus of this analysis was the identification of "frames of reference." Based on earlier studies by Schon, Strahan, and Oberg, frames of reference were defined as 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. The framing process provided a focus for organizing perceptions and linking them to decisions. Data from interviews, non-participant observation, student teachers'

journals, and simulated recall sessions, provided a basis for describing how the student teachers' thought processes interacted with classroom contexts and classroom practices. In other words, these data sources have assisted with defining the principles of practice for each student teacher that connect their orientations to actions. The four student teachers, in the study, generated, on the average, 12 principles of practice during interview and observation sessions. Their principles indicated a high level of student centeredness and student involvement in instruction. For example, meeting individual needs by matching instruction through student involvement and integration of relevant material. They indicated that appropriate student/teacher relationships were essential in accommodating students' academic and personal needs to the maximum potential.

Summary

This review of the literature on teacher development and reflective practice during student teaching has suggested that the socialization process of preservice teachers is one of interaction and negotiation. This study extends the notion that the student teaching semester is one where student teachers interact within the context of the situation and their development and

socialization is negotiated by their implicit frames of reference which guide their principles of practice. Conclusions from this review can be stated as a set of theoretical propositions. These propositions are listed in Table 1.

Several studies have suggested first and foremost that, student teachers are concerned about themselves as teachers and have certain ideas as to what a `good teacher' does (Calderhead, 1988 & Oberg, 1987). Student teachers most commonly, in regards to this the first orientation (Perceptions of Self as Teacher), express concerns regarding control issues, for example the student teacher is concerned as to whether or not he/she can "handle" and entire classroom, due to the fact that this is their first real experience in this arena. They are also concerned about pupil/teacher relationships, for example they have come to realize the "fine line" between being the friend and being the teacher, (Strahan, 1990; Zeichner & Tabachnick, 1984; and Zeichner & Liston, 1987). Zeichner & Tabachnick (1984) and Zeichner & Liston (1987), also suggest that student teachers will express concerns regarding administrative duties. An example of this would be the large amount of paperwork which they observe their cooperating teachers completing, or the number of external meetings they are required to attend

Table 1

Theoretical Propositions

Orientation	Propositions
I. Perceptions of Self as Teachers	A. Participants will have expectations regarding the nature of "good teachers," and how they meet or do not meet these expectations (Calderhead, 1988; and Oberg, 1987).
	B. Participants will express concerns regarding control issues (Strahan, 1990; Zeichner & Tabachnick (1984); Zeichner & Liston (1987); and Fuller & Bown (1975).
	C. Participants will express concerns regarding pupil /teacher relationships (Strahan, 1990; Zeichner & Tabachnick (1984); Zeichner & Liston (1987); and Fuller & Bown (1975).
	D. Participants will express concerns regarding administrative duties (Zeichner & Tabachnick (1984); and Zeichner & Liston (1987).
II. Perceptions of Students	A. Participants will express concerns regarding students' range of developmental needs (Strahan, 1990).
	B. Participants will express concerns regarding pupil uniqueness (Zeichner & Tabachnick, 1984).
	C. Participants will express concerns regarding pupil behavior (Zeichner & Tabachnick, 1984).

(Table continues)

Orientation	Propositions
	D. Participants will express concerns regarding pupil motivation (Strahan, 1990).
III. Perceptions of the Curriculum	A. Participants will express concerns regarding the integration of the curriculum (elementary) (Zeichner & Tabachnick, 1984).
	B. Participants will express concerns regarding student involvement in the curriculum (Strahan, 1990; Zeichner & Tabachnick, 1984).

(meaning outside of the classroom). Student teachers very frequently have a view of teaching that places the teacher in the role of only working with children.

A second major orientation is the student teacher's perception of the students they are teaching. Strahan (1990) suggests that student teachers will be concerned about the range of their pupils developmental needs, for example in the realm of planning and making sure that each student is able to complete the task at-hand. They will also be concerned about pupil motivation and facing the reality that some students require external motivation, as opposed to being ready and willing to participate in all of the activities. Concerns regarding pupil uniqueness and pupil control are also emphasized as important by Zeichner & Tabachnick (1984). During the student teaching experience, student teachers realize that much of what they do as a teacher, and the success that they experience, is partially dependent upon their ability to plan for pupil uniqueness (interest, ability, etc.), which in turn can be a method of gaining and maintaining control in the classroom.

Thirdly, in regards to teachers' perceptions about curriculum, teachers do hold certain beliefs as to what is relevant and important in terms of the curriculum they teach. Two concerns which are commonly seen as being

important to student teachers. One is the concern with curriculum integration (Zeichner & Tabachnick, 1984). For example, integrating, rather than segmenting the day with the various content areas provides a more realistic, natural environment for learning. They are also concerned about student involvement in the curriculum, as it relates to decision making, planning, and implementation (Strahan, 1990; and Zeichner & Tabachnick, 1984).

As only a few studies have actually explored how teachers' reflections develop over time, this study extends case literature with its emphasis on how student teachers' orientations evolve over the course of the student teaching semester. This case study reveals, as Strahan (1990) indicates a need for such, more specific insights into the ways that evolving frames of reference focus student teachers' perceptions of events and shape the principles of practice that guide their instructional decisions. This study contributes new insights into the linkages of student teachers' deep-seeded, indirect "ways of knowing," and how these implicit reflections come to bear upon the conscious understanding of teaching in terms of instructional principles and decisions.

Student teachers' attitudes are influenced in many complex ways. No doubt, diverse perspectives emerge from student teaching, but the student teachers' perspectives

on teaching tend to be clarified through the student teaching experience, especially with the focus on reflective practice. Zeichner (1980) argued that if research on teacher socialization is to illuminate the process (of student teaching), it must capture the complicated nuances involved in the process of becoming a teacher.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to examine student teacher reflections both in and on their actions in the classroom. This involved looking at their implicit orientations and how those evolved and influenced their instructional decision making. Interactions, via observations, interviews, and simulated recall sessions, between the investigator and student teachers were necessary to determine the processes that influence these actions and decisions. In this study the investigator was studying not only individuals, but also the environment, attitudes and perceptions, and interactions among the various people and activities in the setting. To get at peoples' orientations, it was necessary to employ the naturalistic approach to extrapolate meaning as well as behavior.

Selection of the Naturalistic Paradigm (Case Study Method)

The case study approach has been utilized, for the current study, because of the interest in and the necessity of understanding how teachers learn to teach. Naturalistic inquiry focuses on the understanding of particular events or cases (Guba & Lincoln, 1981). Wolf and Tymitz (1976-77) suggest that naturalistic inquiry attempts to present "slice of life" episodes documented through natural language and representing as closely as possible how people feel, what they know, and what their concerns, beliefs, perceptions, and understandings are" (p. 6). In order to understand the student teachers concerns, beliefs, perceptions, and understandings, it is necessary for the investigator to be present both while the events are happening (classroom teaching/interaction) and it is necessary to actively engage in conversation to analyze these events. Naturalistic inquiry encourages the gathering of data while people engage in natural behavior.

Studies which incorporate the naturalistic inquiry approach are interested in the ways different people make sense out of their lives (Bogdan & Bicklen, 1982). The case study approach, when utilized by researchers, is concerned with what are called participant perspectives. This is the nature of this study, as the material

generated has been used to develop an interpretive framework for analyzing the underlying structures of the student teachers' reflections (Strahan, 1990).

The theory which emerges in the case study approach is bottom-up. The disparate pieces of collected evidence, which are interconnected is called grounded theory (Glaser & Strauss, 1967). The direction or interpretation comes mainly after the actual data collection. This study, however was guided by three major theoretical proposition (perceptions of themselves as teachers, perceptions of students, and perceptions of the curriculum), which were supported by previous research to be eminent concerns of student teachers and beginning teachers.

Due to the fact that the concept of reflection has as one premise the interaction with a specific context as one dimension, the naturalistic inquiry approach to research was selected because this study is concerned with the interpretive understanding of human interaction (what things mean to people being studied) (Bogdan & Biklen, 1982). The investigator has gained entry in the conceptual world of the subjects (student teachers) (Geertz, 1973) in order to understand their orientations toward themselves and teaching in the ways that they construct meaning of the events which occur on a daily basis in their lives as teachers.

Trustworthiness of the Study

Due to the nature of naturalistic inquiry studies (openness and the emergent nature of research design) it sometimes gives rise to the charge that what is included or excluded is a matter of the investigator's subjective choices (Guba & Lincoln, 1985). Case studies also depend heavily on the interpretations of the writer and on his or her selection of the information presented.

In order for naturalist researchers to establish credibility (in place of internal validity), transferability (in place of external validity), dependability (in place of reliability), and confirmability (in place of objectivity) Guba, 1981a, certain operational techniques must be utilized. With this study, the following operational techniques were utilized.

Triangulation: Triangulation forces the observer to combine multiple data sources, research methods and theoretical schemes in the inspection and analysis of behavioral specimens (Denzin, 1971). It directs the investigator to compare patterns and themes for the purpose of establishing credibility of findings and interpretations. Triangulation included triangulating data sources of interviews, observations, author's

journal, and relevant documents. Multiple interviews were conducted to validate each other. The same occurred with observations. Student teachers' written comments (journals, critiques) were also used to validate interview and observation sessions.

Prolonged Engagement: Along with triangulation, prolonged engagement made it more likely that credible findings and interpretations were produced. The intention of prolonged engagement is to build trust and to deal with potential distortions or misinformation. "Going native" is a potential concern with prolonged engagement (the field worker may lose his research perspective and over identify with the informant (Gold, 1969). Knowing the risks involved, such as overidentification or the student teachers' possible concerns regarding evaluation due to the investigators position in the student teaching program, meetings took place prior to the actual observations and interviews to discuss concerns and to build trust and awareness of the study's intents and goals. Classroom observations, conference observations, and interviews (formal and informal) provided the opportunity for the investigator to spend a lot of time in the classrooms and with the participants to build the needed trust which is necessary for accuracy in reporting the data.

Member Checks: Member checks occurred both formally and informally to receive, from the participants, their reactions and comments to safeguard against errors of fact or wrong interpretations. It also provided summation which lead to data analysis. This was a crucial step for establishing credibility. Informal checks took place during preliminary data analysis, and a formal check was carried out following all phases of data collection. It assisted with correcting errors, misunderstandings, or wrong interpretations. It also provided the opportunity to summarize (the first step along the way to data analysis).

Negative Case Analysis: As more and more information became available through interviews and observations, negative case analysis aided in analyzing and reviewing data to generate evidence which refined the theoretical propositions. This technique aided in dealing with data which occurred that did not support the established theoretical propositions for the study. Such data which provided negative examples assisted with refinement of the established propositions. Preliminary data analysis concluded each phase during data collection.

Selection of the Setting

Newell Elementary School, in the Charlotte-Mecklenburg school system, was selected as the setting. Four preservice teachers student taught at Newell Elementary during the fall semester of 1990. The setting was selected due to the UNC Charlotte and Newell response to the statewide effort to develop a Local Education Agency/Institution of Higher Education (LEA/IHE) collaborative program to strengthen teacher education. UNC Charlotte and Newell Elementary have put together many experiences, for example, a model summer enrichment program in which opportunities for practicing teachers, student teachers, and other preservice teachers can be provided.

UNC Charlotte faculty and students alike are very much involved in the elementary school in a number of ways. The emphasis on the collaborative efforts is to enable prospective teachers to successfully relate and practice their skills in an exemplary, community-based school site as Goodlad (1984) suggests.

This site was chosen on the basis of the school program and their efforts to provide a site for preservice practicum students, as well as the elementary school teachers working with university faculty in the capacity of faculty exchange and workshops to enhance instruction.

Actual field experience is the component of the teacher education program which is considered necessary for bridging the gap between being a student and being a professional, and collaborative programs (university and school districts) which exemplify interest and dedication to preparing the best teachers is essential. The Holmes Group Report (1986) suggested that universities and colleges expand their teacher education programs to include cooperation with school districts to provide demonstration sites for practicum experiences, as well as bring exemplary teachers from the school to the universities and colleges. The faculty and administration of Newell Elementary School exemplify a high degree of dedication to assisting the university in preparing well-rounded, effective teachers for "tomorrow's classrooms." The rapport and familiarity that the College of Education has established was critical in the willingness on the part of the cooperating teachers to engage in interviews and reflection regarding the student teachers' development and orientations toward teaching, and also their orientations toward teaching.

Context of the Setting

Newell Elementary is a Kindergarten through sixth grade school (K-6) located approximately 2 miles from UNC

Charlotte, with a total enrollment of approximately 840 students. There are 32 classroom teachers and 10 resource teachers (physical education, dance, special education (3), academically gifted, music, art, and speech clinician). The school also has an after school enrichment program which runs after school hours until 6:00 p.m. for working parents. Newell Elementary School was selected as the setting for this study, involving student teachers, due to the past and current collaborative efforts among the UNC Charlotte College of Education faculty and the Newell Elementary School faculty.

Based on the vision statement from their Individual School Annual Improvement Report (Mid-year Assessment, 1990-91), Newell's notion regarding good schooling encompasses the concept of P.R.I.D.E. (Positive, Respect, Involvement, Dedication, Excellence in Academics).

> Newell Elementary School takes P.R.I.D.E. in providing each student with a challenging curriculum which will help her/him grow academically, socially, emotionally, aesthetically and physically. We gladly accept the responsibility to establish high expectations for our students and take additional P.R.I.D.E. as the students more fully develop qualities of self-esteem, self-discipline and self-confidence.

As evidenced through this school-wide vision statement, the faculty and administration view teaching as a

challenge and responsibility, not only to teach academic skills, but also to provide the children with a curriculum to embellish their entire life.

The university teacher education program at UNC Charlotte, including student teaching, is designed to promote the continued development and improvement of teachers. Student teaching is recognized as a significant part of the total preparation for teaching. Actual field experience is the component of the total program necessary for bridging the gap between being a student and a professional. Such experiences have been designed to contribute to the understanding of competencies needed to perform and function in the classroom as a full-time teacher.

The goals which are set to be achieved through student teaching include:

1. giving meaning to theory and ideas learned in the preparation program;
2. providing opportunity for the student to test his/her ability to act in keeping with his/her beliefs;
3. developing the initial security that creates enthusiasm for teaching;
4. helping the student develop the ability to reflect, to judge, and to reason as he/she confronts each new situation.

The joint emphasis from the cooperating public school and the university teacher education program to initiate the inquiry-oriented approach rejected the notion that students become good teachers merely by teaching. This joint endeavor attempted to provide preservice teachers with opportunities to develop personal perspectives on teaching, schooling, children, and themselves as teachers, concurrently with encouraging the acquisition of teaching skills.

The teacher education program in which the student teachers were participating emphasized, and encouraged within the student teaching component, the practice of reflection on the part of the student teacher. That is to say, they were encouraged to take an active role in their own professional accountability to enable self-directed growth.

Selection of the Participants

The four preservice (student teachers) who participated in this study were elementary education majors, with three having concentrations in kindergarten through fourth grade (K-4) and one in fourth through sixth grade (4-6). These four students were representative of the larger population of elementary education majors at the university. Three of them were females and one was a

male; all were white; and all were in their early 20's. All of the student teachers had completed common specialization and professional education courses in their undergraduate program. Each of the student teachers were enrolled in student teaching during Fall Semester, 1990, and were assigned to four different cooperating teachers at one site. The students were informed verbally of the purposes of the study, the methodologies that were to be used, and the nature and extent of their participation. Explanation of the procedures which were to be used occurred prior to any data collection to assure the students of their rights to review the data and the researcher's interpretations. A written consent form which included this information was given to each participant for review and signature.

The four cooperating teachers were selected by the school's principal to work with the student teachers during the 15 week student teaching semester. The cooperating teachers were selected on the basis of their expertise in classroom, their ability to work with preservice and beginning teachers, and their willingness to work with student teachers. The cooperating teachers had teaching experience ranging from 12 to 20 years. All of the cooperating teachers were females (three Caucasian and one African-American). Each of the cooperating

teachers has spent all of their teaching career at the elementary level. During the course of the study, they were teaching in Kindergarten, first grade, second grade, and sixth grade.

One university supervisor supervised all four student teachers. The university supervisor was a female, and she has supervised full time at the university since Spring Semester, 1987. She holds an elementary certificate, and taught at the elementary level for eight years on a full time basis, and two years in an after-school program prior to her university experience in student teaching supervision. She has been involved with collaboration efforts in terms of assisting with the implementation of a summer enrichment program which was jointly sponsored by UNC Charlotte and Newell Elementary School. She also supervised six student teachers in the summer setting during the summer of 1990. The university supervisor, in addition to supervising the four student teachers in this study, supervised 12 other student teachers for UNC Charlotte during the 15 week semester.

Design of the Study

Central to the development of an interpretive framework for analyzing the underlying structures of student teacher reflections, a design which was partially

emergent due to the nature of naturalistic inquiry was implemented. Some theory however (theoretical propositions), was grounded in earlier investigations (Strahan, 1990; Zeichner & Tabachnick, 1984; and Zeichner & Liston, 1987). The partial emergent nature of the design was necessary because, meaning was determined by context to a great extent; because the existence of multiple realities constrains the development of a design based on only one (the investigator's) construction; because what is to be learned at a site is always dependent on the interaction between investigator and context, and the interaction is also not fully predictable; and because the nature of mutual shaping cannot be known until they are witnessed (Guba & Lincoln, 1985). Guba and Lincoln (1985) suggest that within interpretive studies, design decisions continue to emerge throughout the study, and as the inquiry proceeds, it becomes more and more focused; salient elements begin to emerge, insights grow, and theory begins to be grounded in the data obtained. The current study proceeded in this manner, along with utilizing the theoretical propositions which were established prior to the study based on earlier investigations regarding student teachers' perceptions and concerns.

The current study proceeded based on theoretical assumptions (that meaning and process are crucial in understanding human behavior, that descriptive data is what is important to collect, and that analysis is best done inductively) and on data collection traditions (like participant observation, interviewing, and document analysis). These assumptions and data collection techniques provided the parameters, the tools, and the general guide of how to proceed (Bogdan & Biklen, 1982).

The emergent nature of the naturalistic paradigm design is indicative of flexibility. All aspects of the research process (questions, participants, data gathering and analysis) must remain flexible based on the interactions between the investigator and the context which as Guba & Lincoln (1985) indicate is unpredictable.

Data Sources

Five sources of data were selected to assist with providing insight into the development of an interpretive framework for analyzing underlying structures of structures of student teachers' reflections.

Interviews: Each student teacher, cooperating teacher, and university supervisor were formally interviewed during the semester. Each student teacher was interviewed during the first three weeks of the semester

(Appendix A) and also intermittently throughout the semester (every other week) (Appendix D). The student teachers were also interviewed during the final week of the student teaching semester after all classroom teaching was completed (Appendix E). Each interview was conducted individually, rather than in a group. Each cooperating teacher was interviewed at the beginning of the semester (Appendix B), and at the end of the semester. (Appendix F). The same procedure as with the cooperating teacher occurred with the university supervisor at the beginning of the semester (Appendix C), and at the end of the semester (Appendix F). Each interview was audiotaped with the consent of the participant. Field notes were also collected when informal interviews and discussions occurred during the course of the semester.

The appendices served as guiding questions. After the initial interviews were transcribed and preliminary data analysis had taken place, the intermittent interviews began. The analysis of the initial information provided some background information to guide the remaining interviews as the investigator explored, with the student teachers, their perceptions of self as teacher, of their students, and of the curriculum they taught, keeping in mind the study's theoretical propositions.

Non-participant Observation: Each student teacher was observed a total of eight times by the university supervisor and the cooperating teacher (four times each). The investigator also observed classroom teaching during the semester. The investigator also observed the student teacher/university conference to record interactions. These data provided insights into the student teachers' reflection on the concrete events which were occurring in the classroom.

Relevant Documents: Another source of data which provided relevant data on student teachers' reflections were the written journals (student teacher), lesson plans, and lesson evaluations (critiques). Narrative/descriptive information (feedback) and field notes from the university supervisor and cooperating teachers also provided relevant data regarding the student teachers' reflective practices.

Author's Journal: The investigator kept a journal throughout the experience. This journal reflected decisions regarding data analysis which was "on-going" as a result of the partially emergent research design. The theoretical propositions also guided the author's focus in reflecting upon the interviews and observations regarding the student teachers' orientations to determine whether or not the propositions which were predicted were actually concerns of these participants. The journal was also used

to record relevant contextual information and initial interpretations following interviews and observations.

Video tapes of participants' teaching (Simulated Recall): Videotaping of the participants' teaching was gathered two times during the semester, once at the beginning and once during the last three weeks of classroom teaching. The tapes served to enhance the participants' reflections as they were viewed by both the student teacher and the investigator with the focus being to link decisions that the student teaching makes during classroom events to the perceptions the student teacher had regarding teaching. This provided an excellent opportunity for the student teachers to express concerns regarding all three orientations as they related to their actual classroom teaching (reflection-on action). The investigator and student teacher viewed the tape together, and at appropriate times (i.e. decisions regarding control issues arise) the tape was paused and a discussion took place to allow the student teacher the opportunity to reflect upon a decision he or she had made in a particular situation.

Data Gathering and Analysis

In order to facilitate the study's design, it was important to acknowledge that data analysis was not an

inclusive phase. In this case study, as with most, the theoretical propositions, along with the emerging themes guided data collection. Final analysis and complete theory development could not occur until after the data collection was near completion (Bogdan & Biklen, 1982).

As data was collected, analysis occurred. This began early in the study. The constant comparative method was utilized to guide the process. This method is a research design for multi-data sources. The steps in this method of developing theory are:

1. Begin collecting data.
2. Look for key issues, recurrent events, or 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 you are exploring, attempting to describe and account for all the incidents you have in your 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. (Glaser, 1978)

The data analysis, collection, and coding was cyclical. The above described steps occurred

simultaneously and the analysis continued to cycle through to more data collection and coding (Bogdan & Biklen, 1982).

Preliminary data analysis occurred following each round of data collection. Data analysis involved utilizing the three major theoretical propositions as a basis by which to analyze each individual case and link actual practices and implicit frames of references to the established propositions, and also to expand and revise the propositions when necessary to incorporate the findings of this study with the current literature in field of student teaching and reflective perspectives. Primary and secondary frames of reference were established for each student teacher, for example John had as his primary frame of reference regarding the nature of good teaching, that a good teacher is organized. His secondary frames of reference were that good teachers take a positive approach toward discipline and they develop relationships. The primary frame of reference was the one which had the basic sense of influence on decision-making.

The analysis framework for organizational purposes during data collection involved the color coding of interviews, journal entries, and observations. The next step was to create subfiles on the computer for each case

and each proposition. Finally patterns were identified within each case and across cases. Following each round of data collection, the data were analyzed across cases to examine distinctions and patterns among the participants. The resulting sequence of analyses was as follows: 1) within cases, each case was analyzed by propositions; 2) across cases, the cases were analyzed by propositions to determine patterns and distinctions; and 3) evolution of developmental patterns and orientations.

The student teachers were interviewed throughout the semester in order to keep consistent documentation on development and concerns. The cooperating teachers and university supervisor were interviewed at the beginning and at the end of the semester. Following all data collection, and preliminary analyses, a member check provided a verification for accuracy in reporting the data. The university supervisor and the investigator also met for a validation interview. Prior to the validation interview, the university supervisor examined all results and recorded comments regarding her reactions, and checked for accuracy. The university supervisor was the key informant in determining discrepancies and accuracies.

CHAPTER IV

RESULTS

Introduction

Data for this investigation were acquired from sources such as interviews, observations, student teacher journals, and simulated recall sessions to synthesize both patterns and unique features of responses from individual case studies and across case studies. Information from the interviews, journals, classroom observations, and simulated recall sessions provided a basis for inferences regarding the student teachers' underlying orientations toward teaching and how those orientations evolved throughout the experience.

The results of this investigation were obtained through the analysis of the student teachers' reflections by case, and through the analysis of those same reflections across cases. Within each individual case, the data were analyzed by the theoretical propositions which guided the investigation, as to the type of concerns that preservice teachers expressed throughout the student teaching experience. Following the individual case

analysis, reflections were analyzed across cases using the same theoretical propositions.

In the third phase of analysis, the development of orientations during the student teaching semester were analyzed. This was accomplished by examining critical experiences in developing orientations throughout the semester and by exploring the dilemmas and conflicts among each student teacher's orientations.

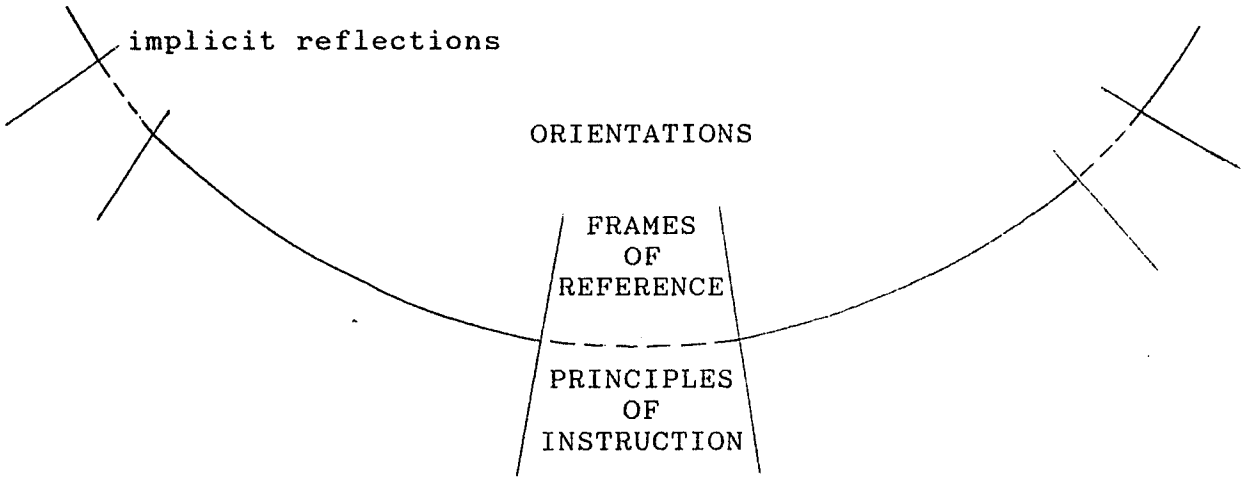
Based on individual case study analysis, principles of practice and primary and secondary frames of reference were identified. These principles and frames were compared across case studies. Three developmental patterns were identified which characterized much of the student teachers' transitions from student teacher to teacher even though their primary and secondary frames of reference were varied. The patterns were: confirmation of themselves as teachers, the need to balance structure and consistency with individualization and motivation for elementary school children, and affirmation of their success in teaching relevant information (curriculum) for students' progress at their particular grade level.

The first pattern stemmed from the proposition that the student would have certain expectations regarding the nature of a "good teacher." The second pattern stemmed from the proposition that student teachers would have

certain expectations regarding their students' individual needs and behavior, and the third pattern stemmed from the proposition that student teachers would have concerns and expectations regarding curriculum implementation.

Interviews, journal entries, classroom observations, and simulated recall (videotaped sessions) provided underlying "organizers" that connected the student teachers' reflections regarding themselves and their teaching. These organizers were labeled "orientations" and defined as "implicit views of self and teaching that determine frames of reference, underlie principles of practice, and guide instructional decisions." These orientations were implicit views of self and teaching, in contrast to the explicitly stated concepts, principles, and goals.

From these interviews, observations, and analysis of journal entries, the investigator used the Model for Analyzing Reflections on Instruction, generated by Strahan (1989), as a conceptual framework to synthesize patterns of responses from the individual case studies (Figure 1). This framework allowed the researcher to integrate some of the ways the student teachers saw themselves as teachers and reflected upon their teaching.



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

Figure 1. A model for analyzing reflections on instruction (Strahan, 1990)

Analysis of Reflections by Orientation

As indicated above, the student teachers' reflections regarding themselves as teachers, their students, and the teaching of the curriculum at their grade level during student teaching became patterns in their expressions regarding teaching. These reflections helped to shape their principles of practice which they expressed explicitly. As these "frames of reference" were labeled, they were organizers for the analysis of each student teacher's reflections. The section that follows provides illustrations of these frames and principles by orientations for each case.

Student teachers' views of themselves as teacher, their students, and concerns regarding curriculum at their particular grade level became recurring themes in their reflections. Implicit patterns among reflections shaped the principles which were explicitly expressed. The organization by case and orientation provided a means to analyze the interweaving among the frames of references in a manner that maintained as many of the student teachers' own words as possible.

John

John is the first case reported. His reflections as a sixth grade student teacher are reported below.

By using the analysis framework diagramed in Figure 1, a total of seven frames of reference and 11 principles of practice were identified. John's orientations, primary and secondary frames of reference, and principles are listed in Table 2.

Orientation I. Orientation Toward Self as Teacher

During interviews and through analyzing journal entries, John's comments provided patterns for forming his decisions making processes. Three frames of references defined John's orientations toward himself as a teacher and his conceptualization of what he considered `a good teacher.' John viewed a good teacher as one who is organized, approaches discipline from a positive perspective, and one who develops relationships.

John's decision to become a teacher was not fully realized until he was in college. After initially entering college as an engineering major, he was a camp counselor during a summer term.

> I went to camp one summer, worked with kids and fell in love with working with kids at camp, and was unsure about my major, so I decided to try education and enrolled in the education department and stuck with it ever since. (Interview, 10/2/90, 1c)

He indicated that during his early schooling there was much comparison done between him and an older brother. He did not do well in reading, which his brother did, and

Table 2

John's Orientations and Frames of Reference

	Primary Frames	Secondary Frames
Orientation toward self as teacher		
	A 'good teacher' is organized	A good teacher takes a positive approach toward discipline
principles:	1. Know in advance what to give to the children (be prepared). 2. Keep children on-task	1. Use checks for rewards as opposed to punishment.
		A 'good teacher' develops relationships
principles:		1. Try to be compassionate. 2. Try to spend time talking with students regarding personal interests
Orientation toward students		
	All students are unique with a range of needs (personal & academic)	Majority of students need motivation
principles:	1. Match instruction with students' needs, interests, & abilities 2. Try to use different approaches and material with different students	1. Give students relevant material 2. Be a role model and facilitator of fun/learning activities
Orientation toward curriculum		
	Curriculum should be relevant to students' needs and experiences	Curriculum taught must satisfy the Basic Education Plan
principles:	1. Integrate as much as possible 2. Plan for the students to be involved in the lesson	1. Try to assist students with meeting basic objectives

it took until the sixth grade for teachers to realize he needed help as an individual.

> As I went on, I got to about the sixth grade, I guess, and the teachers finally realized that I needed some help, and that's when I really fell in love with my teachers because they really cared about me and wanted me to do well. (Interview 10/2/90, 1b)

Several male professors in particular encouraged John's entry into elementary education.

> I had some really neat professors that motivated me. Dr. P. was one. Dr. G. was another. These men, I guess because they were men in education, had a big influence on my decision to go into elementary school education. (Interview 10/2/90, 1c)

When John began his student teaching, he used organization as his basis for determining good teaching, and his final interview also indicated that being prepared and organized is the key to "getting the job done in an effective manner."

> I'd say organization. Going into the classroom and knowing in advance what you need to give to the children is a very vital part of good teaching. If you go in there and you're not prepared, then the kids are going to know it and your lesson will fall apart. (Interview 10/2/90, 1d)

John's student teaching experience helped him to further conceptualize what he considers to be a `good teacher.'

> I saw K. P. teaching and she was outstanding the way she was able to keep the children motivated and on-task most of the time was amazing, and I realized that it was her preparedness. I think that she was prepared two weeks in advance so she knew where she wanted them to be and had a goal, and I think that was her key. In addition she took a positive approach toward behavior instead of being so negative. With the assertive discipline plan she reversed it and used checks for rewards, and I thought that was neat. Other good teaching skills are learning how to relax and enjoy it without getting bogged down with thinking about all there is to do and being willing to make some mistakes and let the kids know you made some mistakes and that you are human and you are not this textbook that has all of this knowledge in it, and that you are going to learn with them as you teach them. (Interview 12/4/90, 1d)

John was concerned with control, but in a positive manner. He observed other teachers for clues on better techniques prior to teaching full time as a student teacher, and concluded (see above quote from interview) that the positive approach to discipline definitely provided the teacher with the appropriate outcome. He indicated that his college courses lacked the "meat" they needed in the area of preparing him for how to handle discipline concerns.

> Interviewer: What should you have gotten out of it that you didn't (analysis of teaching course)?
>
> John: A lot of discipline ideas that could have helped me a little more. I think I'm not quite as strong in that area as I'd like to be. Sometimes I feel like I'm running into situations that I'm not sure how to handle them as far as discipline is concerned and I wish I'd had something to give me a

> stronger backbone as far as that's concerned. Knowing what works with kids and what doesn't work. (10/2/90, 3b)

John's practice of developing relationships was very prevalent. In his experience as a student, as mentioned earlier, it was the compassion that his sixth grade teacher had that turned the table for him as a student. He gained more confidence in himself as a student and individual because someone cared. Talking with students and being willing to spend time talking about their personal needs and interests was important to John. This excerpt from John's journal provides an example of how John saw this as an important aspect of his role as a teacher.

> As I was getting ready to leave I realized Derrik was having to stay after. I decided to talk with him while he was waiting for the APA to come get him. While we were talking he began to open up to me. I asked him some questions about his personal interests. We had a great time discussing this notebook of pictures he had cut out from magazines. I felt so good after spending some time with Derrik. He can learn as much as any other student when he puts his mind to it. I like motivating him. (8a)

John seemed very tuned in to the students who needed that extra touch of compassion. He found it is necessary for all students to know that the teacher is there for them, "they need to know that there is a teacher there to instruct, them but when something is going wrong in their

lives that this person has some compassion and is going to understand them and their behavior."

John expressed other elements of good teaching, but went back to organization as being the key to good teaching. Being organized provided the space and time to create positive relationships with the students. Organization was the vehicle for mapping out the positive outcomes for the teacher and students.

> Going into the classroom knowing in advance what you need to give to the children is a very vital part. If you go in there and you're not prepared, then the kids are going to know it and your lesson will fall apart. I think you have to have a basic understanding of the material and being able to follow a basic plan. I think that helps as far as concerns of being able to monitor the children and motivate the children in addition to evaluate how well they are progressing . . . Knowing when to back off or when to go on. I think those are good characteristics of good teaching. (Interview, 10/2/90, 1d)

Orientation II. Orientation Toward Students

Implicit in this orientation were John's views of students as being unique with a range of personal and academic needs, and that the majority of students needed motivation in the classroom. An important aspect in applying these perceptions to practice was his concern and need to provide students the instruction and opportunities to learn which best match their needs, abilities, and interests.

> The thing I would do was I would teach the same material, but give it to them at a different level, or give them a different approach. A lot of times I felt like the students who couldn't read quite as well were able to understand something if they drew it or if they listened to someone and then drew it, so I would try and have opportunities where we had group activities where the students who were slower could gain from the higher ability kids. (Interview, 12/4/90, 3b)

Matching the instruction to the students' needs and abilities naturally created a classroom with students who were more interested in learning. The motivation level went up.

> Students are motivated when the teacher shows enthusiasm toward their (students) performance and enthusiasm toward the subject. Providing examples of where they are going to use the material they are learning is very important. (1st simulated recall session, 1c)

In John's final interview he talked about the importance of helping each child and using different materials until he found the one that worked. Relating back to orientation one, John did not specifically indicate that good teachers try to meet students' needs, but this aspect of his teaching became very prevalent when talking about his students.

> Every child has a different style of learning. When you isolate a certain task and you say this is the only way that I am going to evaluate, you are really isolating only those students who can perform that

> task, and you are not giving those other students who are auditory learners or hands-on type learners the opportunity to perform and show you that, yes, they do know the material. (Interview, 12/4/90, 3d)

John seemed to be particularly concerned with "weaker" students, or students who were not performing well.

> Interviewer: How do you deal with individual needs that students have in your classroom, the uniqueness of those?
>
> John: Right off the bat, the weaker students come to mind . . . . (Interview, 12/4/90, 3b)

Early in John's journal entries he referred to the uniqueness of the way each student learns.

> 9-7-90 . . . research says that more is learned from hands-on situations. Each student is different and learns in a different way. If I have learned anything these last few days it is that. This past week has been fun. I've gotten to know the students even more. They are becoming a part of me. I want them to succeed at anything they try. (9c)

Very much related to John's emphasis on meeting each student's uniqueness with the proper instruction was the frame that the majority of students needed motivation. Relevancy of material and modeling and facilitating interesting activities was the key to motivation and success.

Wanting children to succeed, and being the facilitator of that learning and success was very

important to John, and he seemed very concerned that the children were not getting that facilitation and modeling at home from parents to carry over the motivation and interest he tried to provide in the classroom.

> I think pupils aren't as motivated to do academic things as we used to be. They're more interested in Nintendo and TV and all these other things that have reversed their priorities, I think. I do think it's difficult to motivate the students to want to learn. Some of them are naturally (motivated) because of their environment. Their parents are concerned about their educations, and I think they become that way. I think there are a lot of situations where the students are not motivated because they don't have any role models or people in their families or anybody who has shown them that education is important. (Interview, 11/9/90, 4b)

John tried to provide his students with motivational activities with an emphasis on hands-on, relevant, educational experiences. His frame of reference toward individualization and each child's individual needs was primary. He viewed motivation as an important aspect of his teaching in meeting each child's needs.

Orientation III. Orientation Toward Curriculum

A third orientation for John was his focus on curriculum. His frames of reference tended to demonstrate a bit of tension as he worked to primarily meet the needs of his students through making his teaching and his materials relevant, and by trying to accommodate state

requirements by utilizing the Basic Education Plan to assist students with successfully meeting the basic objectives.

Integration of the curriculum was one way John felt that he brought relevance into his teaching.

> The more we integrate the curriculum the more it shows the student how relevant it is to their education, and it brings things together for them and helps them to be motivated for one, behave for another and to be interested. (Interview, 11/9/90, 5b)

Again, the word motivation was woven back through his concerns regarding curriculum. His principles of practice were closely tied to his orientations toward students.

As the following excerpt from an observation report indicated, John brought in relevant ideas and activities. He used the word "we" as opposed to "you." His level of enthusiasm to participate and model were evident.

> Today we are going to take an adventure. The theme of our adventure is "surviving." As we talked about in science there are basic needs to survive. Those needs are food, water, . . . We're going to take an adventure keeping in mind our theme of surviving. You're going to learn some neat tricks involving measuring and making comparison, like grocery shopping. You will have a limited amount of money to purchase items, so you will have to be a smart shopper. Look at items, compare prices and select the best item for the money you have. Here's how we're going to work in groups today. . . . (11/5/90, 1c)

This excerpt illustrates that "real life" situations and problem solving activities got a positive response, and participation from students.

Student participation in the lessons were also evidenced through discussions with John and by the classroom observations. The following excerpt from a November 5, 1990 observation in a math class gave an indication of how John allowed the students to be very involved in the actual lesson. Group work was evidenced during two of the observations.

> "OK, listen to me. These are the ground rules for working in your groups. Tell your group what you've come up with on your paper. In your groups come up with four additional items. No talking above a whisper, and cooperate. Show each other respect." Students initially wanted or tried to continue to ask questions of the student teacher instead of relying on their groups. The student teacher referred students back to their groups and their group members by using statements such as . . . " Discuss that idea with your group," or "What does your group think about that idea?" (11/5/90, 3c)

John thus encouraged students to rely on each other and on themselves as opposed to asking him for all of the assistance.

Initially John was not as adept at the practice of student involvement, and felt some discomfort with his planning. During an interview he seemed quite pleased that after asking his university supervisor about this concern she gave him some advice which was very helpful.

> I talked with Joyce about it (student involvement) and she said, "what are you doing when you plan the lesson? Are you planning what you are going to say or what the students are going to say?" I said, "I'm planning what I'm going to say," and she to reverse that to see what the students are going to do. Once I did that I noticed much more enthusiasm in the classroom. They were learning more at a much quicker pace, and I think that them being involved in it is very important because that improves it all, the whole education, as far as motivation and behavior and everything." (11/9/90, 5c)

This advice by the university supervisor seemed to be the solution that John had been looking for. The ingredient he had been missing was student involvement, and anticipation.

Although student involvement and integration were important to John as a teacher, he also felt constraints to cover the areas necessary for meeting the basic objectives of the Basic Education Plan. This seemed to be constraining to him because of the lack of creativity he felt he was able to use in some instances.

Journal entries provided some insight into the dissatisfaction with this.

> 10/12/90: I only wish I could use the discovery method of teaching as opposed to sticking strictly to the Basic Education Plan. Some of that material I feel is factual instead of procedural. I want to teach students how to think, not just the facts about science. (19d)

This desire to encourage "each" child to achieve potential was discouraged when he realized the need to accomplish predetermined objectives. In his final interview he continued to have concerns in this area.

> Sometimes I wished that I would have had the opportunity to slow down for some of the slower kids, and I felt like I was trying to keep up with Basic Education Plan and a schedule of having the kids to a certain point by a certain time. I liked the novel approach we took where we were building around a unit. I think that helps the students where they have something to relate things to. It's not so out in the open for them where it is not relevant. I think they can handle a unit more easily than just textbook material, and I like that. (12/4/90, 2d)

Knowing what must be done in order for students to achieve successfully for the end of the year test, etc. was always in the back of John's mind. His principles of practice indicated that he very strongly encouraged student involvement, and provided an integrated approach whenever possible. Realistically, he also saw the need for results, in terms of objectives. This was so that his students would successfully achieve in future years in order to comply with graduation requirements, etc. Determining the best way to accommodate all of these needs was a task John saw as necessary, as to how each student achieved mastery of the objectives, to his or her own potential, utilizing the methods by which they could gain information in the most effective and useful manner.

Kimberley

Kimberley is the second case reported. Her reflections as a first grade student teacher are reported below.

By using the analysis framework diagramed in Figure 1, a total of seven frames of reference and 13 principles of practice were identified. Kimberley's orientations, primary and secondary frames of reference, and principles are listed in Table 3.

Orientation I. Orientation Toward Self as Teacher

A majority of statements provided by Kimberley during the interview sessions and in her journal entries indicated that her picture of a good teacher provided a configuration that formed the decisions she made during student teaching. Three frames of reference defined Kimberley's orientations toward herself as a teacher and her conceptualization of what she considers `a good teacher.' Kimberley viewed a good teacher as one who is focused on the children (making them the number one priority), one who is flexible, and one who is in charge of the classroom.

Kimberley's personal views of herself acknowledged her orientation toward substantiation as a `good teacher.'

Table 3

Kimberley's Orientations and Frames of Reference

	Primary Frames	Secondary Frames
Orientation toward self as teacher		
	A 'good teacher's' main focus is the students (#1 priority)	A 'good teacher' is flexible
principles:	1. Try to reach all students 2. Work together with students (communicate) 3. Plan for "how" children learn	1. Respond to students' needs as they arise (take advantage of a "teachable moment")
		A 'good teacher' is in charge of the classroom
principles:		1. Get respect 2. Keep students on-task by planning appropriate activities
Orientation toward students		
	Students need motivation	Students need to respect teachers and peers
principles:	1. Use activities which excite children	1. Provide activities for students to interact
	2. Match instruction with students' needs and interests	2. Demonstrate respect for students 3. Let students know expectations
Orientation toward Curriculum		
	Curriculum should involve children in the teaching/ learning process	Curriculum should be relevant
principles:	1. Get feedback from students 2. Plan group activities for students	1. Integrate as much as possible

She decided to become an elementary school teacher during her second year in college. She had started out as a nursing major, but soon found out that although she would be taking care of people, and helping people, she really wanted to teach children.

> Interviewer: Why were you first involved in nursing?
>
> Kimberley: I don't know. I like taking care of people. I like helping people. (10/2/90, 1d)
>
> Interviewer: Why are you now pursuing teaching as a career?
>
> Kimberley: It's sort of corny, but it's like you want to make a difference. I like working with kids and they're not like older adults. They take it for what it's worth. They don't read anything into you. I just think they are a lot easier to work with than adults. (10/2/90, 1c)

One major influence on Kimberley's desire to become a teacher dated back to her second grade experience as a student. She could not expand on why the teacher was not a good teacher, only that, "kids should not have to go through what I went through."

> I had an awful second grade teacher, and I never want any kids to have to go through that. She was terrible. (Interview, 10/2/90, 1d)

This negative influence impacted upon her in such a way that she became more sensitive to the needs of children, and the necessity of making them the number one priority.

Her student teaching experience reinforced and even strengthened her concepts of a `good teacher,' but it was also an "awakening" to the realistic world of classroom teaching where teachers must perform other tasks along with teaching children.

> From what I am picking up from everyone else around here, it looks like good teaching involves a lot of things. Being on committees, going to meetings after school, it's not just focused around the students. It's dealing with administration and all that . . . being able to stretch yourself in so many different directions. (Interview, 10/2/90, 2b)

Comments throughout Kimberley's journal echoed her statement about "teaching involves a lot of things."

> 9/14/90 - We have so much to do outside of the classroom. There is so much extra work for teachers to do. I have had to go to two meetings and PTA. (8b)
>
> 9/21/90 - The only problem I am having is with getting all my written work done. It seems like all I'm ever doing is paperwork . . . If the administration would let teachers just teach, our schools would be much better. (9d)
>
> 10/19/90 - I really couldn't tell you how my teaching skills improved, I don't know. I had so much to do every time I turned around, teaching was something I just did between extra work. I guess this is what it's like being a teacher. (following her first week of full time teaching). (16c)

Even though teaching involves more that just staying in a classroom with children all day, Kimberley continued her view of `good teaching' as having a focal point which

revolved around the children and their learning and individual concerns. Communicating with children was very important to her.

> A good teacher gets the point across, and can communicate with the kids. She helps them to learn, I guess would be the best thing to say, a person who actually helps the children and doesn't worry about administration or anything else, a teacher that focuses on the students. (Interview, 10/2/90, 2a)

This except from Kimberley's initial interview showed her focal point. She continued to focus on the students throughout the semester, yet she also indicated that "other" things also required her attention as a teacher.

> Good teaching is being able to be flexible. To be able to drop everything and go somewhere or to be able to teach on a question that a student asked that is sort of not on what you really want to teach, "a teachable moment." It is being able to reach every student in the class. Another thing is when you are not reaching every student and trying to do something about it, just affecting every child when they come in the room . . . (the administrative responsibilities) It has to be done, and it will get done, but I think that you are there for the children. (12/4/90, 1c)

Journal comments also indicated the necessity of flexibility, and again the necessity of reaching the student.

> 11/9/90 - There was time when I didn't think I wanted to teach. This semester has taught me I can think on my feet, I am flexible, and no matter how bad things

> get, a hug from a first grader can heal everything. I'm glad I chose this field, it's so rewarding. (20c)

The student again became the main focal point, the primary reason for teaching.

Teaching "all" students and communicating with them so that everyone can be successful was indicative of Kimberley's comments regarding good teaching. When discussing her preparation for teacher education in an early interview, she indicated that the classes which were most helpful were those which helped her write lesson plans and prepared her for practical, real life issues which occur in the classroom. The classes which were too technical, in her estimation, were not helpful because her main objective was to learn to plan for "how" children learn, not just what the textbook says they ought to know.

> . . . I know you need to be prepared for class and I know you need to know what you're going to teach, but I think it should more of going along the lines (instructional design class) of the text that you need to use. What the kids need is important, but how kids learn is also important. (Interview, 10/2/90, 4a)

The focus on children and the ability to be flexible were important aspects of good teaching which also assisted in framing her conceptualizations of curriculum. She also emphasized the importance of the teacher being in charge of the classroom with mutual respect among the

teacher and students. The principle of planning appropriate tasks allowed the teacher to maintain control. By creating this atmosphere discipline problems are not an issue.

> If you don't plan and you don't know what you are going to do, the kids are not going to listen to you. You have to know exactly what you are going to do, exactly what you want them to do, and you have to give them enough information so that they can do what you want them to do. I guess that all goes back to planning and your actual presentation because if you are good at that and you have their attention, and you're in control, then there is not a problem. (Interview, 11/9/90, 3b)

Orientation II. Orientation Toward Students

Supported by her conceptualization of a `good teacher,' Kimberley's orientation toward students provided principles of practice which guided many of her decisions, on a regular basis, as a classroom teacher. Implicit in this orientation were her views that students need motivation and that students need to respect teachers and peers. An important aspect in applying these frames of reference to practice was her tendency to believe in creating and using activities which excited and matched students' individual needs and interests.

> I like to get the students excited. When they are excited they want to learn. I like to start out my lessons by asking a question or something like that. (Interview, 11/9/90, 5a)

Kimberley indicated that she felt that students do come in (at the first grade) somewhat motivated, but it is the teacher who must continue to prepare exciting lessons so that the children are excited about school and learning.

> A big majority of the class is motivated to learn. They come in everyday and eager, and they are like "Oh WOW!" and they are ready to do it and will volunteer to answer. There are a lot of students that you have to get motivated, and you have to say "I wonder why that does that," and "let's find out . . . !" They have to be motivated if they are going to sit there. I mean, that's what I think. If they don't have any desire to learn or have any idea why this is going to help them, then you've lost them. (Interview, 11/9/90, 5b)

Matching instruction with what the children wanted and needed to know was important, and presenting it in a manner which makes it both exciting and relevant was a task Kimberley found inevitable in motivating children.

Providing activities where the children interacted with one another was a practice which Kimberley saw as accomplishing the task of assisting children with the necessary skill in life of respecting one another, and also the teacher (or person in charge of an activity).

> If the children are working in groups, which I like for them to do, I want everyone to participate. I want them to listen to each other talk and listen to everybody's ideas. Children need many opportunities to participate with each other, to interact so that

> they can learn the responsibility of leading and the responsibility of listening and following. (Interview, 11/9/90, 5c)

Excerpts from one of Kimberley's classroom observations illustrated the practice of group work (partners) to encourage interaction and responsibility.

> Teacher: (giving directions) In this activity you will work together. Each table has two sets. One person will mix up the animals, and one person will put them in order. Sara, What are you going to do? (Sara explains the process) Mondale has his hand raised, and the teacher calls on him. Mondale tells the class that, "everyone must work together." (10/3/90, 3d)

Kimberley encouraged the students to recall the "working together" aspects of the activity, as well as the academics which she was trying to get them to practice and learn.

In Kimberley's first interview where she talked very much about the student being the main focus, she indicated at that point that individual needs and differences must be met. Students' motivation depended on the teacher's skill in matching instruction with the students' needs and interests.

> . . . Making sure that they (students) are learning to their greatest expectations or levels that they can achieve or whatever. (10/2/90, 2c)

Excerpts from Kimberley's second interview indicated her secondary frame of reference which directly related back to a good teacher being in charge. Respect is not just automatic, it must be given if it is expected to be returned. Her expectations of her relationships with her students changed as she began her responsibility of full time teaching.

> When I first got there I wanted to be their friend. I wanted everybody to like me. That's before I started teaching. After you have been in there a while you see that you don't need to be their friend first. You need to be their teacher. You're there for them and I want them to know that, but you can't choose your favorites. You want them to respect you. Your also want them to know that you are in charge. You sort of have to be a little mean sometimes, but I don't think I'm a mean teacher. I think in first grade they still respect you enough as an adult to not talk when you are talking or whatever. I don't think that has been a real problem with me because all of my kids, I think they like me, but if they don't, that's OK as long as they're learning. (11/9/90, 4a)

Orientation III. Orientation Toward Curriculum

Focus on curriculum was the third major orientation for Kimberley. This orientation focused on the need for a curriculum which involves children and is also relevant. As indicated earlier, Kimberley's focus on students was her primary frame of reference for being a `good teacher,' with the principles of practice being to reach all students, work with the students, and plan for "how" they learn. Her orientation toward curriculum hinged heavily on

student involvement in the teaching/learning process, and on the relevance of the curriculum for the children.

Kimberley's need to have children involved in the instructional and learning process was expressed throughout the semester, beginning with interviews, and through classroom observations. Getting feedback from children was important to Kimberley.

> I think students need to be involved. I don't think it should all be teacher input. That's how you can get your feedback. If you are asking questions and the students are responding and are with you, then I think that's how you can tell if they are understanding it. If you don't ask questions and involve them during the lesson, then you can't tell if they are lost . . . You can get feedback and you might need to reteach something, or you might need to explain something better. (Interview, 11/9/90, 5d)

This type of feedback was important for future planning for the students. As Kimberley indicated, "after you have taught for a full day it is difficult to think back on what you did. Getting the feedback from the children while the lesson is going on is very important."

One classroom observation demonstrated how Kimberley involved the children in developing a graph. Each child drew a picture of their shoe and then categorized it according to shoe type (slip-on, low-top, or high-top). Each child participated in placing his/her shoe on a huge graph which was displayed across the chalkboard.

> When I call your group name I want you to come up and put your shoe on the graph. The Apollo table came up. (Children taped their shoe in the appropriate line on the graph.) The Gemini table came up quietly, the Discovery table, Challenger II, Explorer . . . (Each individual participated) Calling children by table was a control measure. (10/24/90, 4b)

The excerpt also illustrated relevance of the instructional material. Each child had a pair of shoes, and they were able to take the shoe off to replicate it on a sheet of paper. They were then able to see that shoe placed in front of the classroom. Kimberley combined art and math in one lesson.

Curriculum integration was acknowledged, by Kimberley, as being a logical and relevant way in which to "make the whole day more sequential and logical, and everything makes sense to the student a whole lot better."

> Life is not a series of "starts" and "stops." Life is integrated, and if we are going to make the classroom relevant, motivating, and interesting to the students, then integration and tying things together is appropriate. (Interview, 11/9/90, 5d)

In a simulated recall session where Kimberley talked about her taped lesson, she again provided an example of her feelings about the importance of integrated, exciting lessons to provide motivation for students.

> Interviewer: How do you feel about Big Books? What are the advantages and disadvantages of using them?

> Kimberley: I love Big Books. I think they're great. I think they bring in everything. The right Big Book can integrate all subject areas together.
> Interviewer: Was this lesson motivating to your students?
> Kimberley: I think it was motivating because they love the Big Books. The Big Books are exciting themselves as opposed to the basal the kids are used to reading from. (2nd recall session, 1a)

Kimberley seemed to present the ideal classroom situation as one which would provide student involvement through participation in group and individual activities with a relevant curriculum presented in an integrated fashion.

Rhonda

Rhonda is the third case reported. Her reflections as a second grade student teacher are reported below.

By using the analysis framework diagramed in Figure 1, a total of six frames of reference and 11 principles of practice were identified. Rhonda's orientations, primary and secondary frames of reference, and principles are listed in Table 4.

Orientation I. Orientation Toward Self as Teacher

Rhonda's comments from interviews and entries from her journal indicated that her ideas of a `good teacher' provided a framework that helped to mold the decisions she made during her student teaching semester. Two frames

Table 4

Rhonda's Orientations and Frames of Reference

	Primary Frames	Secondary Frames
Orientation toward self as teacher		
	A 'good teacher' guides instruction	A 'good teacher' develops relationships
principles:	1. Present information in an understandable way	1. Be caring and patient
	2. Give hands-on activities	2. Be on personal and professional level
	3. Be able to think on your feet (prepared)	
Orientation toward students		
	Student behavior requires constant monitoring	Students need motivation
principles:	1. Try to give equal attention to all students (good and bad)	1. Try not to let students get behind
	2. Design individual work/behavior plans	
Orientation toward curriculum		
	Curriculum should be relevant	Curriculum is prescribed through the Basic Education Plan
Principles:	1. Try to bring in real life events through integration	1. Give rationale for activities
	2. Plan for students to be involved	

of reference defined Rhonda's orientation toward herself as a teacher and her conceptualization of what she considered a `good teacher.' Rhonda viewed a `good teacher' as one who guides instruction and one who develops relationships with students.

Rhonda's decision to go into teaching came after she was already engaged in a business major. Her decision to change her major was something she had wanted to do all along.

> I was forced into business. It was "you do business or you don't go to college." I finally put my foot down and said, "This is not what I what I want to do," and went into education. (Interview, 10/2/90, 1c)

She had some job experience prior to pursuing her college career which involved working with children, and she felt comfortable in this role. She did not have a role model who encouraged her to go into teaching.

> I can't actually say that any of my teachers led me in this direction. The reason I decided to go into teaching was every job I ever had was working with kids. Unfortunately they were younger kids, kindergarten or younger, which is a big difference from second, third, and fourth grade. (Interview, 10/2/90, 1a)

She did not always want to go into teaching, yet as already indicated, she had prior experience working with children.

> I didn't always want to be a teacher. I like working with kids and I taught 4, 5, and 6 year olds in Saudi Arabia, and I enjoyed that. (Interview, 10/2/90, 1b)

Some of Rhonda's prior experiences, as a student, affected her orientation toward confirmation as a `good teacher.' She did not necessarily have teachers who provided her with the practice she saw as being characteristic of a `good teacher,' but she had some teachers who displayed actions which she deemed not good practice because she had trouble learning the way they gave information to children.

> I know that I had a lot of teachers do that to me (tell students to read the chapter and answer the questions at the end), but I was not the type of learner that I could do that and learn the material, and that is why I don't do that. (Interview, 12/11/90, 2b)

Rhonda's conceptualization of a `good teacher' did not change much from her initial interview to a later interview. Initially, as well as at the end of the semester, she indicated that a good teacher guides instruction.

> 10/2/90 - (A good teacher) Someone who doesn't say "read chapter one and answer the questions at the end." Somebody that actually teaches the information and doesn't expect them to teach themselves, and just read it and pick it up on their own. (1d)
>
> 12/11/90 - (A good teacher) A teacher who teaches the kids information, presents it in a way that they can

> understand it and doesn't say, "read this chapter and answer the questions at the end." Giving them as much concrete stuff as you can, hands-on stuff. (1d)

An excerpt from a classroom observation illustrated Rhonda's instructional guidance where she presented the information, checked for understanding, and proceeded to let the children create (hands-on) a product.

> The teacher passed out the glue. She instructed students on proper use of the glue. Students continued to work. The teacher moved throughout the group. The following comments were made by the teacher to the students as they worked individually. How are you going to create a balanced meal with only one in each square? What is a balanced meal? You'll need more than one dot in each square. There are four food groups. You need one for each group. Do you remember the instructions? (11/15/90, 3a)

According to Rhonda, teachers who are prepared can anticipate students' concerns and questions.

> So many things come up during the day, and I guess you can't, I know you can't prepare for everything, but as much as possible you need to anticipate those things to counter any problems, or to create more learning. (Interview, 11/9/90, 3c)

A secondary frame of reference was her orientation toward developing relationships. Rhonda indicated that teachers, along with guiding instruction, should also be patient. "Everyone is not going to get it the first time it is presented, or there may be varying reasons why a student's behavior requires some attention."

> They (good teachers) all have to be caring and patient and sympathetic sometimes. All the little things that come in during the day need attention. (Interview, 10/2/90, 1d)

Her cooperating teacher has been an influence on her in this direction.

> I'm learning a lot from my cooperating teacher about how to deal with certain types of kids instead of staying on them, you need to just give them more positive reinforcement. That will pull them away from their bad behavior. (Interview, 10/2/90, 3b)

Rhonda indicated that there is a fine line between being the child's friend and being their teacher at the same time, yet she did not want the children to be afraid of her. The relationship was important for the teaching to be effective.

> I think the teacher needs to be on the professional level with kids but also a personal level. If they have problems at home, they are constantly coming up and talking to you about it. I don't think it's right for the kids to be scared to death of you because you are so mean, or whatever that they don't want to have anything to do with you. Right now they come up and hug me in the morning, but when I say it's time to stop, it's time to study, they do. (Interview, 11/9/90, 3b)

Orientation II. Orientation Toward Students

Based on Rhonda's views of a `good teacher,' her need to guide instruction and the need to develop relationships with students provided a practical direction which guided

many of her everyday decisions. Implicit in this orientation were Rhonda's views of students as needing constant monitoring to control behavior, and that students need motivation. An important part in applying these perceptions to practice was her concern that all students should receive equal attention. The children with poor behavior should not take all of the teacher's attention.

> When you have an extreme child who takes away from your classroom and you are spending so much time trying to calm him down so that he doesn't explode, get him back on task and you are not spending any time with anybody else. I don't think that's real fair. I think the "A" students need just as much time as the "D" students and they are not getting it. We just expect them to go on and do it on their own. (Interview, 11/9/90, 5a)

Behavior extremes and problems are not the only concerns that Rhonda had. She also tended to talk a lot about the lower students requiring much more of her time than the students who received high grades.

> I'm finding it hard to deal with the lower learners because I feel that there are about five in here that need to be pulled and given their own little instruction and doing things in a different way than the rest of the class because they can't handle it the way the rest of the class is doing it. (Interview, 11/9/90, 3d)

Her above statement indicated that students have individual needs and that instruction should vary. An

excerpt from one simulated recall session also demonstrated this.

> Interviewer: Could all of the students read the worksheet?
>
> Rhonda: N. Some of them could.
> Interviewer: How did you allow for individual differences?
>
> Rhonda: I had a planned activity for the early finishers. They would have copied sentences from a book. One example of each type of sentence. There are some kids who just won't be able to read anything you put in front of them. For these lower learners I always read everything to them. I could have also had them work in groups on exclamatory sentences and asking and telling. I pull out students at the end of the day for reading. They need all the extra help they can get. (1st session, 1c)

Students do have individual needs as far as work and behavior, so Rhonda emphasized in her journal the necessity of this inclusion. Her entry on September 29, 1990 indicates that her week was really good, and the rationale for that was the beginning of some new individual work plans and behavior plans for certain children.

> Overall, this was a real good week. I started individual work plans this week which have really made a difference. I had seven kids who never finished their work. Now I only have two who don't finish. We started a new behavior program with Tavoris and it has worked wonders. He only started crying one time all week. Tavoris finished both sides of his math worksheet the other day. He got so excited. He stood up and said "Yes, I did it, I did it." I think I got as excited as he did. (17a)

A related frame of reference in Rhonda's view of students was that students need motivation. Rhonda indicated that sometimes it was hard to get students motivated, and in order to accomplish the teaching objectives, students needed to be involved. Her frustration came out in one of her interviews.

> Some of these kids, you could dance and do somersaults up there, and they are not in the least bit interested in looking at you. Some of them are bored. Some of them, by the time you get to a certain lesson, they are too far behind from the lesson that they didn't understand, they give up and just aren't interested in listening. Some just have trouble staying on task. (11/9/90, 4b)

Rhonda indicated that if students are assisted with "keeping up" then there is a better chance that they will be interested and listen, therefore a higher level of motivation will be demonstrated.

Orientation III. Orientation Toward Curriculum

A third orientation for Rhonda was her orientation toward curriculum. Rhonda indicated that she was most pleased with her teaching when she could provide the students with a curriculum that was relevant by bringing in real life events and by involving the students in the lessons. A secondary frame of reference was that the

curriculum was prescribed through the Basic Education Plan.

Integrating the material and making it relevant also made it easier to cover the prescribed objectives.

> I think that curriculum integration is a good idea. I like to try to tie into things they already know from home because it will help them relate better and understand, instead of them going out with the attitude of I'm never going to use that and why should I have to learn that. (Interview, 11/9/90, 5b)

This continued her practice for children who needed motivation. She had already indicated that some children just do not pay attention either because they have fallen behind, or because they are bored. With the emphasis on tying the curriculum to their everyday life, she indicated that there was less chance that they would be bored, and a greater chance that they would participate in the lessons.

> From my point of view, it is extremely important for the students to be involved and do as much hands-on as they can . . . The more they are involved and the more hands-on they do, trying to find answers on their own, the more I think they will remember the information. (Interview, 11/9/90, 3a)

An excerpt from her final observation illustrated how Rhonda put into practice the idea of relevance, integration, and student involvement.

> (Nutrition Lesson) Teacher: If I were to order a hamburger, apples, muffin, and carrots would that be

> a balanced meal? Students respond by giving a thumbs up signal. (1d)

This was the lesson which was referred to earlier that involved students creating their own food groups to develop a balanced meal. The lesson involved paper cutting, categorizing, and developing the food groups.

The Basic Education Plan was a frame of reference which Rhonda implicitly dealt with. She expressed the conflict she had with the rationale behind many of the objectives which are outlined in the Basic Education Plan and her desire to make curriculum relevant and student orientated. She also expressed the awareness of the necessity of teaching the children in accordance with the plan which has been established by the state for each grade level.

> Everything that I taught while I was full time, it was very easy to understand why it was being taught. My personal opinion is that these that make the Basic Education Plan, if we have to write rationales, I think they should have to write rationales telling us why they are making us teach it. Some of that stuff I have no earthly idea why the kids need to learn it . . . Most of what I taught or developed was everyday stuff that they had to deal with anyway, so it was pretty easy to come up with a rationale, like I did the map skills, which they need to know how to get home and be able to tell somebody how to take them home if they would miss the bus or whatever. We did nutrition which is a part of everyday life - we eat three times a day, it just seems like all the subjects I did were relevant, and I didn't have a whole lot of trouble with them. (Interview, 12/11/90, 4b)

Rhonda continued to express a structure of an instructional model, an environment in which she could provide instructional guidance to students, encourage healthy relationships, monitor behavior and work to increase motivation, and provide relevant, student oriented lessons through integrating the curriculum.

Kristen

Kristen is the fourth case reported. Her reflections as a kindergarten student teacher are reported below.

By using the analysis framework diagramed in Figure 1, a total of seven frames of reference and 11 principles of practice were identified. Kristen's orientations, primary and secondary frames of reference, and principles are listed in Table 5.

Orientation I. Orientation Toward Self as Teacher

Comments from Kristen's interviews and journal suggested that her conceptualization of a good teacher, and of herself as a teacher provided a model that determined many of her decisions during student teaching. Two frames of reference seemed to define a good teacher. Kristen viewed a good teacher as one who is consistent and one who interacts with children and respects them by acknowledging their individual needs.

Table 5

Kristen's Orientations and Frames of Reference

	Primary Frames	Secondary Frames
Orientation toward self as teacher		
	A 'good teacher' is consistent	A 'good teacher' interacts with children and respects them (individual needs)
principles:	1. Plan activities that are not confusing 2. Stick to the discipline plan	1. Talk with children about things they are doing
Orientation toward students		
	Students need structure	Students need a positive role model
principles:	1. Keep the schedule consistent as possible 2. Keep students on-task 3. Give varied activities with specified time frames (teach ground rules)	1. Facilitate fun/ learning activities
		Some students need motivation
principles:		1. Give students appropriate tasks so that they can be successful
Orientation toward curriculum		
	Curriculum should be integrated	Curriculum should be child centered
principles:	1. Teach everything in units (when possible) 2. Make activities relevant	1. Plan activities where students are actively involved

Kristen began her college career as a psychology major. She said that she decided to become a teacher when she took her first education course, Introduction to Education.

> I went to school and started as a psychology major, and I took Dr. J's Introduction to Education and his enthusiasm and passion for education sort of turned me around. I love it. (Interview, 10/2/90, 1b)

As she continued her education she realized some additional influences in her life which encouraged her desire to become a teacher.

> I had great teachers going through school. I went to Lansdowne Elementary and to First Ward and had great teachers in both places. I always played teacher with my younger brother when we were growing up. I was always the teacher, and he was always the student. I don't even know why I started in psychology. (Interview, 10/2/90, 1d)

Some of her clinical experiences prior to student teaching helped to confirm her decision to become a teacher.

> I have been at UNC Charlotte all four years and I think that during my clinicals I worked at a lot of schools like Highland Elementary School and I did a few thing at Rama Rd. Elementary. I really enjoyed working at Highland because I felt more like I was making some sort of a difference in those children and their education. (Interview, 10/2/90, 1b)

Many of the teachers she observed helped define her conceptualization of a `good teacher.' She observed some

individuals who did not exhibit what she considered to be a positive influence on children. These observations demonstrated to her some of the things she considered inappropriate for a role model for children.

> A lot of it was going to the clinicals, and I worked with some teachers that, I wouldn't say that they were bad teachers, but they had real negative attitudes. I wanted to get into it and be there and be somebody with a positive attitude and be a positive role model. (Interview, 10/2/90, 2a)

During her initial interview and at the end of the student teaching semester, Kristen's primary frame of reference in determining a `good teacher' was that a teacher should be consistent.

> (A good teacher) is someone who is consistent. One thing I really enjoy about working with Barbara Smith (cooperating teacher) is that she's so consistent with kids, and I've learned a lot about discipline which is what I really thought was my weakest point. (Interview, 10/2/90, 2c)

Her cooperating teacher was a teacher who modeled consistency, therefore her experiences with her cooperating teacher during student teaching helped her define her conceptualization of a `good teacher.'

> I still say that consistency is the number. Consistency in discipline and in the classroom in just a general way especially with the younger ones, because without that they get mixed up and they are just kind of wandering around. I think being fair is important. I think that enthusiasm is a definite

> prerequisite for being a good teacher . . . It has been reinforced to me more as I watch Barbara and I take the things that I think is a good teacher and put them into my own actions. (Interview, 12/10/90, 1c)

Two principles of practice were explicit in Kristen's reference toward the necessity of a good teacher being consistent. Planning and implementing activities, on a consistent basis, which are not confusing is important so that the teacher can communicate what he/she has intended.

> Children need a lot of directions, especially kindergartners, and if you don't give them enough and say the same thing each time you say it, the children will become confused. Stability and consistency helps children not to get upset, and as a result you get better results from children on the task you ask them to perform. (Interview, 10/2/90, 2d)

Kristen also indicated that a discipline plan should be implemented, and the teacher should "stick" to it for each child, except in very extreme circumstances. It helped the children to be less confused, and "they tended to not `try you' if they knew you would not waiver."

A secondary frame of reference for being a `good teacher' was very prevalent in Kristen's practice and orientation toward teaching. She felt very strongly that teachers should interact with students. They should respect the children and talk with them about things that they are doing.

> I think that a teacher has to interact with the kids, not stand up and lecture all the time but interact with them and have respect for them and their individual needs and differences. When I started student teaching I thought that good teaching was just being prepared and having all you materials. It was all the organization and materials and wasn't really the interaction with the children. I've really learned that over the last little while, especially in kindergarten, sit and talk about everything they are doing. (Interview, 10/2/90, 2d)

Kristen also implied through a journal entry that getting to know the parents of the children through parent-teacher conferences is important and helps the teacher to understand the children better.

> 10/25/90 - It really makes a difference in my eyes now when they act up or act in a different way. It is easier now to accept their differences and their little funny ways of doing things. I enjoyed getting to know their parents and learned a lot about explaining things to parents in a really nice way. (25d)

Again Kristen indicated that teachers who are not good teachers tend to degrade students and do not respect them. She evidenced this through some of her observations of other teachers prior to student teaching.

> They degraded the students, and they would yell at them. They're impatient with them, and these were first graders. It was like they really didn't know any better. The students were being yelled at for things that they just didn't understand. They (the teachers) weren't very respectful of them and in turn the students had no respect for their teachers. (Interview, 10/2/90, 5c)

Orientation II. Orientation Toward Students

Kristen's views and concepts of a `good teacher' guided many of her decisions she made in her classroom. Implicit in this orientation were her notions that students need structure and positive role models, and that some students need motivation. A discussion with Kristen indicated that giving children limits on what they should and shouldn't do during specific activities was important. It provided the structure needed for learning to take place.

> We had gone over the rules beforehand and I had explained why we have those rules, and then I think I did it again. This helps with getting the children prepared for the learning activity. There is no question about what they can and cannot do. (Interview, 11/9/90, 2d)

In schools, Kristen indicated, "it is sometimes difficult to keep a schedule which is consistent," but she determined through her weeks in student teaching that children should be provided with a schedule which can be as regular as possible. This provided continuity, especially for the young children in her kindergarten who were just beginning to adjust to school. Within this consistent schedule, activities should be provided which allow the children to perform enough tasks so that they will not become bored, but will remain on task. The

center approach is one which she utilized in her classroom to provide daily structure and variation.

> I liked the fact that we used the Circle of Childhood. Children learn through centers. In our classroom there were eight different centers. Each one provided variation. Some of them were more content like math and writing, but there were also blocks, puzzles, etc . . . The kids would go to four a day and we changed them every two days so they started out in group one, and spent 15 minutes in each one and we would ring a bell. It kind of taught them that they needed to learn where they had to go next. I thought this was just a really great way to do it. (Interview, 12/10/90, 2d)

She perceived a need for teachers to be a positive role model for children by facilitating these activities and by being personally involved in working with the children. Her conceptualization of a `good teacher' continued to guide her practice as she speculated that some children need motivation to learn and be involved in classroom activities. Some discussion during interviews indicated that giving students tasks which are appropriate for the individual child, and those at which he/she can be successful increased the odds that each child will be motivated to participate and learn.

> There are times that I feel like I can't get some of the students motivated no matter how hard I try. I sit down and think about things to get them excited about the lesson I want to teach. Using activities that are appropriate for the children will increase the likelihood that they will be successful, and be more involved. (Interview, 11/9/90, 4b)

An excerpt from a simulated recall session gave a concrete example of Kristen's goal in providing motivating activities.

> Interviewer: What did you feel you used to motivate students in this lesson?
> Kristen: One of things I used was the fact that they were so interested in Indians and because they were going to make a teepee. They were really excited about doing that so I think that helped to motivate them. (2nd session, 2a)

Kristen seemed to believe in capitalizing on student interest to get them excited and motivated. She attempted to provide students with opportunities which supported structure, yet allowed for fun, success, and motivation.

Orientation III. Orientation Toward Curriculum

The third important orientation for Kristen was her perception of the nature of curriculum, and how it should be delivered. Kristen verbalized confidence in her teaching most when the curriculum she utilized could be presented in an integrated fashion with a child centered approach.

Kristen indicated that teaching everything in units, when possible, helped to reinforce all areas of the curriculum. The center approach she implemented in her classroom facilitated this approach toward teaching. This facilitated integration of the curriculum.

A lesson which was observed prior to Halloween illustrated the practice of integrating various areas of the curriculum.

> Teacher: Yesterday this was our pumpkin. Today, what is it?
>
> Class: A Jack-O-Latern!
>
> Teacher: Today we are going to read a story about a pumpkin.
>
> (Teacher reads the story and shows pictures)
>
> Teacher: Remember the film we saw . . . it relates to the story we just read. The reason I read this is because during group time we are going to plant pumpkin seeds. I will go over the directions when you get to your tables. (10/23/90, 1a)

The lesson involved reading, sequencing, and science. This was only a small segment of a larger unit. The class later recorded plant growth by graphing and other activities.

The activities were relevant to the time of the year, and also were relevant in terms of academic content required at the kindergarten level. Units became a way of managing time and making learning applicable for Kristen.

> Whatever we did in a particular day tied into the unit that we were studying. I like the fact that everything that we did was integrated into a unit. While I was student teaching we taught five integrated units. Everything - centers, group time, sometimes even PE was integrated. (Interview, 12/10/90, 3b)

> Interviewer: Why is that better than giving certain time slots for various subjects?
> Kristen: Because in everything that they did, it reinforced what we were trying to get across. In the centers, all of the centers, for example, when we did Pilgrims, everything had to do with Pilgrims and Indians in some way, shape, or form. I think that it is better than having a math only time. We did Pilgrim math and Indian math and we just integrated it all together. (Interview, 12/10/90, 3c)

Along with curriculum integration, and relevance of the curriculum, Kristen seemed to strongly encourage a curriculum which revolved around the student being actively engaged.

> Student participation and involvement can really be helpful in many ways. For example, I think it is good because it encourages children to work together. They work with somebody on their age level who can possibly explain a concept to another child more in their terms than I could. Sometimes I feel like I'm not talking in kindergarten language. Yeah, I think that having them help each other is a wonderful way for them to learn. (Interview, 11/9/90, 6a)

An excerpt from an observation illustrated the high level of student involvement in at least one of the lessons that Kristen taught.

> (Thanksgiving unit)
>
> Teacher: Our Thanksgiving holiday lasts how many days?
>
> Student: One
>
> Teacher: Theirs (Pilgrims) lasted three days. You all know these things very well. You did a nice job going over the things we talked about yesterday.

> Today we're going to pretend or act out the story of the first Pilgrims beginning from when they left England. We're going to pretend we're on the Mayflower. We're going to pretend we're building our houses. We're going to pretend we're planting our crops . . .
>
> Teacher: The first thing we need to do is load our boat.
>
> Students acted out loading things on the boat. They acted out picking things up and handing them to each other.
>
> Teacher: OK we have our boat loaded now . . .
> (The lesson continued as the children went through a whole series of dramatizations.) (11/14/90, 2a)

The children were ultimately involved in this lesson. The lesson was planned so that the children could "live" the life of Pilgrims and "get into the spirit" of knowing, as much as possible, what the concepts were that they had been hearing about.

According to Kristen, planning "for" the children is critical when implementing this type of classroom structure. Interaction between teacher and student is important as well as interaction among students. Kristen concurs that consistently planning and implementing lessons which are child centered, integrated, and relevant to needs and interests is the ideal way to reach each child in the appropriate fashion.

Analysis Across Case

Utilizing the theoretical propositions for the current study, an examination across cases was conducted. Research provided common themes and concerns with regards to the way student teachers see themselves, their students, and the curriculum they teach. The three orientations characterized much of the student teachers' movement from student to teacher.

Each student teacher had a different primary frame of reference, yet each had the need for confirmation as a teacher. Their conceptualization of a `good teacher' was expressed through interviews, and through principles of practice which were observed during actual classroom observations. Their influence for pursuing teaching as a career ranged from wanting to be caring and compassionate like a teacher they had experience as a student or, in contrast, wanting to make a difference in the lives of children and be a very different teacher from one they had experienced as a teacher. During the student teaching experience, their conceptualization of a `good teacher' became clearer and more personalized as they experienced first hand the world of teaching, and put their ideals into perspective. These conceptualizations became the object of their frames of reference that they used to analyze and interpret classroom events.

Early Orientations

Initially, the participants described what their perceptions were of a good teacher, but they did not personalize their descriptions as they did during the latter part of the semester. When they were asked to describe a teacher, each did so as though it were external to themselves.

> John: Organization is first (in being a good teacher). Going into the classroom knowing in advance what you need to give the children is a very vital part. (Interview, 10/2/90, 1d)

> Kim: A good teacher is one that gets the point across, that can communicate with kids, to help them learn. A teacher should focus on the students. You have to focus on the kids. (Interview, 10/2/90, 2a)

> Rhonda: Someone who (a good teacher) doesn't day "Read chapter one and answer the questions at the end." Somebody that actually teaches the information and doesn't expect them to teach themselves and to just read it and pick it up on their own. (Interview, 10/2/90, 1d)

> Kristin: I think that a teacher has to interact with the kids. Not stand up and lecture all the time but interact with them and have respect for them and their individual needs and difference. Some who is consistent. (Interview, 10/2/90, 2b)

During early statements regarding the classroom, students were referred to in general terms only occasionally. Rhonda, for example, entered the following statement in her journal on 8/29/90.

> The kids were great. I did notice two that I will have to keep an eye on. There is a wide range of abilities in the class. (4b)

This response indicated that Rhonda was observing individuals, as opposed to making general decisions about the entire group of 25 children. John also, on 9/7/90, in his journal exhibits recognition of the individual child and individual learning styles.

> 9/7/90: . . . Research says that more is learned from hands-on situations. Each student is different and learns in a different way. If I have learned anything these last few days it is that. (9c)

The curriculum which they taught did not seem to be a major concern early in the student teaching experience, although Rhonda did comment in her journal on 8/21/90 that she was concerned about the integrated unit which she would teach.

> I am scared about the integrated unit I have to do. In my curriculum class we did not do one. I have no idea what to do or where to start. (1b)

The student teachers' journals and interviews indicated most of their concern, early in the experience, was in surviving the initial days by observing their cooperating teacher and "fitting in."

During the observation period (first week of student teaching), John was the only student teacher who observed

in regards to the six step lesson plan. John's journal entry on 8/29/90 provided this information.

> I did my first observation on this day. I observed a math lesson dealing with place value. I was hoping she would follow a six step lesson plan format. Unfortunately she did not. I found it difficult to see a review or focus. In addition, I found her entire lesson to not follow many of the steps in the lesson plan. (6d)

Kim and Rhonda both indicated that they became involved in classroom activities very early. For them this seemed to be a positive experience.

> Kim's Journal (8/31/90): I have gotten actively involved already. I'm helping students do seatwork, working on ABC's with the children who don't know theirs, and I'm helping students with the computer. (6b)

> Rhonda's Journal (8/29/90): I helped her (cooperating teacher) all day by answering questions for the children, staying with them at P. E., and with discipline. (4d)

The early activity, as opposed to just observing the cooperating teacher seemed to serve as a way of making the student teacher feel more in control of the situation earlier in the experience.

During the initial transition from student to teacher, it appeared that the student teachers were concerned about themselves and their roles in the classroom. They were more concerned about "fitting in" as opposed to the curriculum that they were going to teach

during the course of the semester. Their orientations were uncertain and their frames of reference, by which they organized their thoughts and practices were not clearly determined according to comments from their journals and initial interviews.

Analysis by Proposition

Orientations Toward Self as Teacher (Need for Confirmation as Teacher)

As previously presented in Table 1, the study was guided by 11 propositions. All 11 propositions were supported by this group of student teachers. In general, regarding the first orientation (perception of self as teacher), the student teachers had the most concern regarding the nature of good teaching and how they had those needs met, whether through confirmation through colleagues or their students (I.A), and their relationships with students (I.C). They showed less concern regarding teacher control (I.B), and administrative duties (I.D) did not become a concern until the end of the semester.

During the first month of student teaching, the participants began to express views which characterized themselves as being "the teacher," as opposed to being on the outside looking in. Each of the student teachers had

different experiences, both prior to and during student teaching which caused them to hold, in some instances different primary and secondary frames of references. They all favorably progressed through student teaching, moving from the student role to the teacher role. Each experienced the role differently, and their orientations towards students and curriculum were somewhat influenced by their orientations toward themselves as teachers and their perceptions regarding a `good teacher.'

Results of the case by case analysis supported the preposition that the student teachers would have expectations regarding the nature of good teachers, and that they would be concerned about how they met or did not meet those expectations (I.A). A component of the transition from student to teacher was the importance of having colleagues (other teachers in the school) view them as a teacher. The faculty had a retreat in September which seemed to confirm this need. Journal entries were beneficial in making this determination.

> 9/20/90 - Kristen: Thursday we went to Hickory on a retreat. We talked about Bloom's taxonomy until 9:30 pm Thursday night. It was a very valuable experience to get to know not only my cooperating teacher, but a lot of the rest of the staff. (16d).
>
> 9/21/90 - John: I attended the Newell Staff retreat in Hickory. I had a blast. There were so many neat people that I met. Each one seemed to encourage me and showed enthusiasm about me going into education.

> It always helps to have some positive stroking. (13d)
>
> 9/21/90 - Rhonda: On Thursday we left after class and went to Hickory for a retreat. I thought it was a lot of fun. I met a lot of the teachers, because I ate with a different group for every meal. A lot of teachers were asking about Saudi. (15d)

These comments indicated the need for interaction and confirmation from other teachers as a way of making them feel that they were becoming a teacher and a part of the faculty.

Kim, on the other hand, was the only participant which indicated feeling uncomfortable with the experienced staff at the retreat.

> 9/21/90 - Kim: The only thing I didn't like about the retreat was I felt a little uncomfortable. Some of the teachers made me feel a little awkward, like an outsider. (9b)

While the other three student teachers confirmed their notions regarding good teaching from other teachers, Kim's confirmation seemed to come from her students, as she indicated in her final interview session.

> I didn't think that I could do it - I didn't want to do it (teach). I didn't want to be there, and I didn't think that I could be a teacher. I think it all turned around when I helped this little girl. For the first time she read some sentences to me and she hugged me and she said "thank you Ms. Lewis, I can read." That just did it. I felt like, "maybe I can do this." Something just clicked and I started having fun with it and I did lots of fun things, and

> the kids really liked it and I think it was a very successful semester. (12/10/90, 1a)

Each student teacher had a deep-seated desire to see themselves as teachers. Whether they sought this confirmation from other teachers or from their students, or whether they spoke of good teaching in comparison to poor role models or positive role models, they began to convey clearer pictures of themselves as teachers. At the conclusion of the semester, they expressed more self-assurance in their performance as a teacher. Proposition I.B was also supported by the results of this study, yet to a lesser degree. All four participants had concerns regarding control issues. Their level of concern did not indicate any problems within their classrooms; however, this was indicated through their interviews. In her second interview Kim connected control issues with planning. Kristen also indicated that planning for ways to keep children from getting too excited was an effective method for maintaining control.

> Kim: The planning has to be there, you have to have planned. If you don't plan and you don't know what you are going to do, the kids are not going to listen to you. You have to know exactly what you can do, exactly what you want them to do, and you have to give them enough information so that they can do what you want them to do. I guess that all goes back to planning and your actual presentation because if you are good at that and you have their attention, you're in control and there's not a problem. (Interview, 11/9/90, 3b)

> Kristen: Sometimes when I'm doing a lesson I know that they are going to get kind of excited, I get kind of worried about it and I try to think of ways to keep them under control . . . If they get real out of control at one point in the day, then pretty much with kindergarten, you're lost until it's time to go home. (Interview, 11/9/90, 3a)

John and Rhonda expressed the notion that teachers manage the classroom, but students should be able to control themselves.

> John: It's necessary for me to be able to manage what's going on and have them be in control of themselves. (Interview 11/9/90, 3a)

> Rhonda: I think you need enough control that when they need to be quiet and listen to your input that they are quiet and are not talking, not playing, but I don't think the control needs to be so strong that if they are doing a group project they are whispering and they can't even hear each other. (Interview, 11/9/90, 2d)

Control did not appear to be a major concern. All of the student teachers expressed confidence in this area. Observed lessons also illustrated that all student teachers planned group activities which provided much interaction and student management.

Results of the case by case analysis also supported the proposition that the student teachers would express concerns regarding their relationships with students (I.C). The student teachers expressed the need to be "close to some children who really need it."

Rhonda and John indicated that as teachers, they should be caring and compassionate, yet professional.

> Rhonda: I think the teacher needs to be on the professional level with kids but also a personal level if they have problems at home, they are constantly coming up and talking to me about it. I don't think it's right for the kids to be scared to death of you because you are so mean or whatever, that they don't want to have anything to do with you. Right now they come up and hug me in the morning but when I say it's time to stop, it's time to study, they do. (Interview, 11/9/90, 3b)

> John: I think to be able to manage a classroom and manage a lesson it's necessary to set up that relationship that they know first you're the teacher and second you're their friend instead of the reverse. They need to know that there is a teacher there to instruct them but when something is going wrong in their lives, that this person has some compassion and is going to understand me and my behavior. (Interview, 11/9/90, 3b)

John, also along with Kim indicated their initial concern was with being the student's friend, but quickly learned that as the teacher they must maintain respect along with compassion.

> Kim: When I first got there I wanted to be their friend. I wanted everybody to like me. That's before I started teaching . . . You're there for them and I want them to know that, but you can't choose your favorites and you can't be friends like you can sit down and have a conversation during class. (Interview, 11/9/90, 4a)

Although not consistent throughout the semester, the proposition regarding concerns about administrative duties did appear (I.D). Administrative duties did become a

concern of the participants as they continued in their student teaching semester. The major concern can be summed up by John in his second interview.

> I think the responsibility has switched from becoming a teacher to fulfill the needs of the state and the business and their requirements as teachers and we're losing the direction that we need. We're not being teachers anymore, we're starting to become secretaries and the children aren't number one anymore. (11/9/90, 3d)

They all expressed concern over seeing their cooperating teachers doing too much paperwork and attending too many meetings.

Amid these verbalizations and descriptions of themselves as teachers were some intrinsic ideas about `good teachers.' According to the four student teachers in this study, good teachers guide instruction, with the students being the number one priority, by being flexible and consistent. They do this by being prepared and by presenting information in a way which is understandable and not confusing, in order to reach all children. These ideas about good teaching provided a foundation for searching for confirmation as teachers who will be successful after the student teaching experience.

Orientation Toward Students (Need to Balance Structure and with Individualization and Motivation)

As addressed previously in Table 1, the propositions which guided the study indicated that the student teachers would have concerns regarding students' range of developmental needs (II.A), pupil uniqueness (II.B), pupil behavior (II.C), and pupil motivation (II.D). All of these propositions were supported by this study. Through interviews, journal entries, and observations it was detected that the student teachers focused on accommodating students' needs in terms of providing individualized instruction and motivating activities, in conjunction with trying to achieve structure and consistency in the classroom.

The results of the case by case analysis supported the proposition that student teachers would express concerns regarding the range of pupils' developmental needs (II.A), and each pupil's unique qualities (II.B). The student teachers acknowledged pupil uniqueness and the need to provide necessary instruction for each student at his or her own level. Rhonda found that she was having a difficult time dealing with the "lower" learners in her classroom. She expressed the necessity of differentiating instruction, yet she also acknowledged her problems with delivery.

> Right now, since this is not my classroom, I am finding it hard to deal with the lower learners because I feel that there are about five in here that need to be pulled out and given their own little instruction and doing things in a different way than the rest of the class because they can't handle it the way the rest of the class is doing it. (Interview, 11/9/90, 3d)

John, on the other hand, enthusiastically talked about "weaker" students and how he planned for differentiated instruction.

> Right off the bat, the weaker students come to mind. The thing I would do was I would teach the same material, but give it to them at a different level, or give them a different approach. (Interview, 12/4/90, 3c)

The results of the case analysis also supported the proposition that student teachers would be concerned with pupil behavior (II.C). Dealing with pupil behavior was a concern of each student teacher, but levels of concern varied. Rhonda was very concerned with the "extreme child," and the amount of time he or she took away from the remainder of the class.

> When you have an extreme child who takes so much away from your classroom, and you are spending so much time trying to calm him down so that he doesn't explode, and getting him back on task and you are not spending any time with anybody else concerns me. I don't think that's real fair. I think the "A" students need just as much time as the "D" students, and they are not getting it. We just expect them to go on and do it on their own. (Interview, 11/9/90, 5a)

Kim and Kristen expressed the confidence that when appropriate measures are taken by the teacher (expectations) then pupil behavior was not a problem.

> Kristen: Most of ours are really good listeners and you can expect them to get out of hand every now and then because they are five (years old). (Interview, 11/9/90, 4d)

> Kim: I expect every child to sit there and listen to me if I'm in front of the room. If I'm talking or whatever I expect them to listen. If another child is talking, I expect them to listen . . . That's pretty much what I get. (Interview, 11/9/90, 5c)

John was concerned with behavior and focused most of his concern on the way children are raised and how that impacts on the student's ability to control his or her behavior.

> I think a lot of the way the parents or guardians raise the children helps or hinders the way they behave in the classroom. (Interview, 11/9/90, 4c)

Just as John related behavior to the home rearing, he also reflected on the idea that pupils are less, or more motivated to learn based on their home environments and priorities. All of the student teachers indicated the necessity of motivating children and encouraging enthusiasm, which supported the proposition which indicated that the student teachers would express concerns regarding pupil motivation (II.D).

Through their interactions with students, each of the four students were looking to affirm themselves as teachers. They wanted their students to view them as an authentic teacher, yet they wanted them to see them also as a support person (non-threatening).

According to the student teachers, providing students with structure and consistency in the classroom is important. Also, being aware of students' unique needs, interests, and abilities, and responding to those unique characteristics is important. All four student teachers acknowledged the necessity of providing exciting, individualized activities for all students.

Orientation Toward Curriculum (Need To Provide Relevant Curriculum)

Perceptions of the curriculum they taught was the third orientation which posed concerns. In general the two propositions which indicated that student teachers would express concerns regarding the integration of the curriculum (III.A), and student involvement in the curriculum (III.B) were supported. All of the student teachers were very interested in providing a relevant, student oriented curriculum,

These four student teachers began the experience with excitement. They expressed the necessity of having

exciting lessons from the very beginning, but became clearer in their justification for providing a relevant, exciting curriculum as the semester progressed.

As indicated earlier, Kimberley and Rhonda found it very important to assist their cooperating teacher during the scheduled observation time. Kimberley noted in her journal on 9/21/90 that she was, at that point in time, "trying to make her lessons interesting."

> Every night I've been up late planning little extras to add spice to my science lessons. It is worth it though, I think the children are having as much fun as I am. (9a)

Rhonda indicated on 10/12/90, in her journal, that she was enjoying teaching and she was actually shocked, but pleased, that the children were learning from her.

> I like social studies so much that I taught a lesson on Friday, and we don't have social studies on Friday. In social studies this week the kids did great. They remembered all the states, I have to admit, I was shocked! (24 a,d)

Results of the case by case analysis supported the proposition that student teachers would express concerns regarding the provision of a relevant, integrated curriculum (III.A). Providing a relevant curriculum was the overwhelming desire of the student teachers as they worked through curriculum delivery. Student teaching helped them to see first hand the importance of providing

students with material that was current and relevant, something they will actually use in their lives. They indicated that curriculum integration was a way to accomplish this task.

> Kimberley: I think curriculum integration makes the whole day and everything makes sense to the student a whole lot better. (Interview, 11/9/90, 4d)

> John: The more integrated the curriculum the more it shows the student how relevant it is to their education and it brings things together for them and helps them to be motivated for one, behave for another and to be interested. (Interview 11/9/90, 5b)

Rhonda also agreed that providing an integrated curriculum was the best way to help students understand the material which was being covered.

> I like to try to tie into things they already know from home because it will help them relate better and understand it and instead of them going out with the attitude of "I'm never going to use that, why should I have to learn about that?" (Interview, 11/9/90, 5b)

Another factor in providing relevant curriculum, from the student teachers' perspectives was student involvement. During student teaching, they began to focus more on ways to involve children, and they realized why it should not be totally teacher dominated. This finding supports the proposition that student teachers would express concerns regarding student involvement in

lessons (III.B). Kristen's second interview provided her insights into the positive use of peer tutoring.

> I think it's great (student involvement), we don't do a lot of peer tutoring but, with things like tying shoes in kindergarten, we have some kids who can teach other kids to tie his shoes, because Ms. Smith is left-handed and can't teach a right-handed kid to tie his shoe. I think it's good because they can work together. (Interview 11/9/90, 6a)

Kimberley agreed, and she also suggested that student involvement is a good way to acquire feedback from students.

> I think a student needs to be involved. I don't think it should all be teacher input. That's how you can get your feedback. If you are asking questions and the students are responding and are with you then I think that's how you can tell if they are understanding it. (Interview, 11/9/90, 5d)

John expressed, in his journal, that student involvement provided for natural learning and excitement.

> I wish I could have fun, exciting topics and presentations that Camp Thunderbird lends itself to naturally. The students and teachers benefit so much from this. (10/5/90, 17b)

As the semester progressed the student teachers expressed more student-centered views of instruction. Their views of an effective curriculum became better defined. Providing students with an integrated curriculum and involving the students in the lessons when possible

became the primary frames of reference for planning and delivering instruction.

The three theoretical propositions provided three developmental orientations - orientation toward self (need for confirmation as teachers), orientation toward students (need to balance structure and consistency with individualization and motivation), and orientation toward curriculum (need to provide relevant curriculum). These orientations which characterized the student teachers' movement from students to teachers were confirmed through this study as being accurate indicators of student teachers' concerns as they progressed through the experience. Evidence was collected through interviews, classroom observations, and journals which provided the confirmation of the expected concerns and notions of preservice teachers regarding themselves, their students, and the curriculum they taught. Although each student teacher experienced the semester differently, based on a number of variables such as prior experiences, motivation for becoming a teacher, and the actual classroom setting in which they worked, each student progressed successfully. The critical component in this movement appeared to be the all inclusive orientation, the need for confirmation as teachers. Each student personalized the experience, which changed the theoretical notions they

held about teaching when they began the semester, to more personal notions about what good teaching entails. Their more personalized notions became the focus for frames of reference which they utilized in analyzing and interpreting classroom performance and events.

Table 6 summarizes the patterns among the frames of reference as they related to the three developmental orientations. These patterns were based on observations, journal entries, and interviews with the student teachers.

Development of Orientations During Student Teaching

Variation Across Cases in Developing Orientations

During the student teaching semester, each student had experiences unique to his/her situation. The impact of their reasons or influences for pursuing a teaching career guided their initial move into the classroom and began their transition from student to teacher.

As interviews indicated, all of the student teachers began their college careers in a different field of study, but experiences at that level encouraged their desire to teach. Rhonda indicated that she wanted to teach, but had been told by her parents that she would have to go into a business field if they were going to pay for her education. She eventually "put her foot down" and said,

Table 6

Overview of Student Teachers' Orientations & Frames of Reference

Orientation	Frame of Reference
Orientation Toward Self: Need for Confirmation As Teachers	Good Teachers guide instruction, with the students being the number one priority, by being flexible and consistent. They do this by being prepared and by presenting information in a way which is understandable and not confusing, in order to reach all children.
Orientation Toward Students: Need to balance structure and consistency with individualization and motivation	Good teachers provide students with structure and consistency in the classroom. They are aware of, and are responsive to students' unique range of needs, interests, and abilities. They provide exciting, individualized activities for all students.
Orientation Toward Curriculum: Need to provide relevant curriculum	Good teachers integrate the curriculum as much as possible, and involve the students in the lesson when possible. They provide students with rationales for activities and assignments.

"this is not what I want to do," and went into education. Rhonda's background, growing up in Saudi Arabia, and teaching young children there had confirmed her desire to become a teacher.

> The reason I decided to go into teaching was every job I ever had was working with kids. Unfortunately they were younger kids, kindergarten or younger, which is a big difference from second, third and fourth grade . . . I didn't always want to be a teacher. I like working with kids and I taught four, five, and six year olds in Saudi Arabia, and I enjoyed that. (Interview, 10/2/90, 1a)

Rhonda had a lot of confidence as she went into the classroom, much more than Kimberley and Kristen. Kimberley knew she wanted to "help" people as she originally went into a nursing program. She had a lot of confidence in working with children, but lacked that confidence in dealing with her cooperating teacher and administration in the school.

Her journal contained such as "I hope I can be as perfect as Ms. G. when she teaches Language Arts." In her final interviews she said that the most helpful thing that her cooperating teacher did for her was to leave the room.

> I felt like, when there is someone in there watching I feel like, "oh my, I need to state my objective, I need to go in order, I can't (I know I need to do that), but I can't relax." I feel like someone is judging everything that I do and I'm just more relaxed (when she leaves the room), and I feel like she trusts me and it's my class and I can just go on with it. I think that just leaving the room helped

> me more than anything. To think that she trusted me and that she thought that I could handle it. (Interview, 12/10/90, 2d)

Kristen focused much on the positiveness of teaching and being enthusiastic. Providing consistency became a real necessity for Kristen. She was in a kindergarten classroom, and this was a real priority, so that the children would not be confused during their first classroom experience.

John moved through the semester continuously requesting feedback from the cooperating teacher and university supervisor, and worked toward matching his instruction with individual needs in the classroom. John's semester really began to gel when he realized that teaching required much more than lesson delivery. He acknowledged that there was much more that he still needed to learn and areas where he still needed to grow.

> I guess what I really started off realizing was that this is going to be a lot of work and that I just had to take it one day at a time and not to look at the thing as a whole, because I know that I could psych myself out. So I went with that attitude and I survived and I guess some of the things that I went through as I watched myself grow as a teacher, and I guess the largest way that I have seen myself grow and also realized that I need to do more growing is in managing the class. I've seen where I have also had other weaknesses maybe in assessing student abilities, sometimes I need to do more of that. (Interview, 12/4/90, 1a)

When he realized the vastness of the job and acknowledged his areas of concern, he felt more comfortable with his position and ability to perform as a classroom teacher.

Kimberley's "moment of truth" came when she finally confirmed within herself that teaching was her choice for a career. Kimberley's semester began as she would describe it, "like a roller coaster." She expressed concerns about too much administration interference, and outside activities.

> Journal 9-14-90: We have so much to do outside of the classroom. There is so much extra work for teachers to do. I have had to go to two meetings and PTA. . . . If the administration would let teachers just teach, our schools would be much better. (8a)

The critical time came during the week of 11/9/90 as she entered the following into her journal.

> There was a time when I didn't think I wanted to teach. This semester has taught me I can think on my feet. I am flexible and no matter how bad things get a hug from a first grader can heal everything. I'm glad I chose this field. It's so rewarding. (20c)

Rhonda and Kristen remained consistent with their expectations throughout the semester. They did not seem to question whether or not teaching was for them, nor did they express any real critical experience which moved them, yet from the final observations they demonstrated

more confidence in their instruction. Rhonda indicated in her final interview that the experience did make her a better teacher.

> Student teaching did make me a better teacher. I didn't really have any experience before this (in an American classroom). All of my clinicals were small group. There were never any whole classroom situations so that was a first for me. (Interview, 12/11/90, 1b)

Kristen's experiences during student were constant throughout the semester. She was consistent throughout, yet her university supervisor indicated the following during a final interview.

> I was more pleased with Kristen than any of them. Kristen was the one that demanded so much of my attention teaching wise. She fell apart at that one observation, but what I saw at the end of the semester with Kristen was excellent, and I think that if she can get over her fear of being evaluated, and when somebody new comes into her room, I think that she will be super. (Interview, 12/5/90, 2b)

Kristen indicated in her final interview that the support from her cooperating teacher was a major factor in getting her through the semester.

> I think that this semester went extremely well. It went better than I thought it would go. I didn't think that I could get that close to my cooperating teacher. I knew that I could get attached to the kids. I didn't really know that I could get that close to her and that made it that much better of an experience for me because she was just so helpful and supportive. (Interview, 12/10/90, 1a)

To sum things up, each student teacher had some transition, and their focal points were somewhat different throughout the semester. This was based to some degree on their initial concerns, but those were altered during the course of the semester.

Kimberley was the only student teacher who verbalized the thought, "can I make it?" The other three, at the point of entry into student teaching, and throughout, felt confident with their decision. John acknowledged his need to become a better manager, Kristen acknowledged the necessity of support and confirmation from her cooperating teacher which helped build her confidence, and Rhonda basically acknowledged the experience as a necessary one, yet she did not identify any critical experiences which helped her to evolve as a teacher.

Changes did occur throughout the semester for each student teacher. Kristen and Kimberley gained more confidence, John also gained confidence, yet his focus was more on the gained skills in management and assessment. Rhonda gained some instructional skills, but her level of confidence, at least on the surface level, remained constant.

All of the student teachers except Rhonda indicated that the emphasis on reflection and talking about

classroom episodes had been beneficial to their development and performance as a teacher.

> Kristen: A lot of times they (the interviews) gave me a chance to reflect on what I am doing and I can pick out the good points and I can see where maybe I am not doing quite as well just by answering the questions and thinking about what I am saying . . . The more you look at yourself the better. The more you look at what you are doing and see if it is up to your own standards. You become a better person, a better teacher. (Interview, 12/10/90, 2a)

> John: I think the thing that they have done (interview and observation sessions) is they have brought me to a position to where I have had to solidify some of my thoughts that have been kind of straggling out there in the open wilderness, and they have made me kind of process some of the stuff that maybe I haven't thought about when you ask certain questions. When I leave I sometimes feel like, I got something from that, now let's go from there to maybe making some more organizational skills and managerial skills. (Interview, 12/4/90, 2b)

> Kim: I think anytime you sit down and talk anything out you might pick up something that you missed that you had no idea that you were even thinking about. I think it's real good to reflect, because if you sit down and you think about "what did I do today?" . . . and unless you really start talking it out you might be missing something . . . It helps me associate what I am thinking and what I am doing. It sort of gets everything organized for me, because I can think, "well this is good," how I organize the way I am thinking about what I have learned. I actually see through talking about it that I have learned instead of just knowing that I can do it, I can explain it. (Interview, 12/10/90, 2b)

The reason Rhonda did not feel that the sessions were particularly beneficial was that she felt that she was doing enough through lesson critiques. She did, however

acknowledge the importance of reflecting on teaching in her final interview.

> Sometimes when you are teaching a lesson you know that it is not going well, but you don't know why, but if you sit there and think about it you can (usually) figure it out and you won't do that again. In the beginning, the children had a lot of difficulty writing stories and they could copy stuff, but they wouldn't write anything, and I tried giving them a list (words) one day and they just had three pages of stuff. They could write it that way. We went from the list gradually into changing it into the stories. (Interview, 12/11/90, 2d)

Inquiry into what they were doing as opposed to just surviving in the classroom during the student teaching semester did become a valuable tool for them as they moved through the semester. Conscious development progressed throughout the semester as the student teachers organized and processed their thoughts and actions both during and in action.

Common Patterns in the Development of Orientations

Similar goals were found to be common among the student teachers regarding each orientation. Both primary and secondary frames of reference did vary within each orientation. Orientation I (Orientation toward self as teacher), provided varied primary frames of reference among all four student teachers. The frames varied from

good teachers being organized and consistent to guiding instruction and focusing on students as the number one priority. Their principles of practice however, worked toward accomplishing some of the same goals. For example, Rhonda indicated through principles that information should be presented in an understandable way with hands-on activities. Kristen suggested that activities should not be confusing. Kristen and Rhonda had somewhat the same principles in determining their primary frame of reference toward themselves as a good teacher. Rhonda and John had as one of their secondary frames of reference that good teachers develop relationships. Kristen also suggested that good teachers interact with and respect children, and Kimberley suggests as a secondary frame that good teachers are flexible and respond to students' needs. These secondary frames of all student teachers indicated that their confirmation as good teachers was derived to a large degree from their relationships and interactions with students.

All of the student teachers had as either a primary or secondary reference in Orientation II (Orientation toward students) that students need motivation. Their means for accomplishing this reference varied in small degrees, but they basically practiced the same strategies of providing relevant, appropriate, and exciting

activities which assisted the students in "keeping up" with classroom activities. John demonstrated a strong orientation toward students' uniqueness (both personal and academic), whereas Kristen suggested structure, and Rhonda indicated the necessity of monitoring student behavior. Even though Rhonda's primary reference was different from John's, their basic principles were somewhat the same. They suggested that instruction should be individualized to the degree that it should match the students' needs, interests, and abilities.

The primary and secondary frames of reference among student teachers also did not vary to any large degree. All of the student teachers indicated that the curriculum should be relevant, integrated, and involve students. They all seemed to feel that utilizing an integrated curriculum encouraged relevancy. John and Rhonda provided as a secondary frame of reference some concerns regarding the Basic Education Plan and the mandates, and their responsibility toward assisting the students with being successful in meeting objectives for their prescribed grade level.

Dilemmas Between and Among Orientations

Each student teacher experienced some dilemmas between frames of reference among orientations. The

student teacher was not always the one to recognize this tension. From John's perspective, and according to his personal frames, he appeared to be consistent among and between frames of reference. John's overall primary frames in his orientation toward self as teacher was "being organized." This was his reference point for accomplishing all that he needed to do with the children. He put much emphasis on satisfying individual children's needs, yet in his dealing with pupil behavior, his cooperating teacher indicated that he was "too consistent," meaning that he did not take into account individual concerns, but used a blanket system.

> Cooperating Teacher Interview: He is very consistent. In fact, sometimes even too consistent. What I mean is I know we have got one child right now who is having some problems at home. The father is terminally ill, and I think that when that happens you have got to be a little more sensitive to that child and you don't expect him to be following the rules step by step. You've got to allow a little bit of time there. I'm thinking for example one day when he was in group work, and this child turned around to talk with another group and John put his name on the board, well that child lost it for the day. He had enough on him, and his whole attitude changed. I told John that day, "maybe that one time you could have let that go knowing what you know about him and how that was going to affect him for the rest of the day." (Interview, 11/30/90, 2b)

This system of discipline also contradicted his positive approach which was given as his secondary frame of reference, yet his expressed views in interviews

indicated that he felt the positive approach was more beneficial. This contradiction could be due to the fact that he was in a student teaching situation, and felt compelled to be consistent for evaluative purposes.

Kimberley's frames of reference were consistent among themselves. Her focus in all orientations remained on the children as the number one priority. The dilemmas that came out were in her interviews and her journal. She apparently had some grave doubts about her ability to get along with the administration, and felt somewhat overwhelmed by the constraints she perceived in that area. The dilemmas arose in that she did spend a large amount of energy dealing with this issue, yet her main focus, as she indicated was the children.

This is the reason she felt such conflict at the beginning of the semester in terms of whether or not she really wanted to teach. She realized that teachers cannot just isolate themselves in the classroom with the children. She found out that teaching involves many more components than just teacher/student interaction.

> I really couldn't tell you how my teaching skills improved, I don't know. I had so much to do everytime I turned around, teaching was something I just did between extra work. I guess this what it is like being a teacher. (Journal, 10/19/90, 16d)
>
> Final Interview: For some reason I got off on the wrong foot (with the administration) at the beginning of the semester and it made my semester really hard,

> and I had some really negative attitudes toward administration and that affected my teaching because it upset me and it came through. I mean there were days when my kids knew that something was wrong with me. I don't know what you have to do, because I don't think that I did anything wrong, and I don't think that she did anything wrong (Principal), but we just didn't hit it off from like day four. Administration is there to help you and I didn't have that. I felt intimidated. (12/10/90, 3d)

Rhonda's main dilemma came with her ability, or inability, to cope with "slower learners." She made much reference to giving equal attention to all learners. Within her classroom she saw what she considered too much time being expended on children who had learning and discipline problems. She indicated that teachers should be caring and patient, but much of her journal indicated a real struggle to main patience.

> I enjoy working with children. I have a lot of patience when I'm working with the low math group, but I have been working with some of the low readers and I find I don't have much patience with a second grader who can't read two letter words. I also find that I have little patience with kids who don't pay attention no matter what subject is being taught. There are eight in the class like this. Unless you are standing beside them they don't even look at the front of the room. Half of the time even when they are looking the right way they still are not listening . . . The kids having problems of course are the ones who don't pay attention . . . As far as the low kids who should have been held back in first, the only thing I know to do for them is to try and spend more time with them. I feel like the better students are being sacrificed for T. and the low group. They never seem to get much attention from the teachers because we are always busy reading the questions to all the ones who can't read for themselves. (Journal, 9/14/90, 11b)

> C. has really started getting on my nerves. He acts like he is the only person in the class . . . He made me so mad. I have gotten to the point where I will not call on him if he is making noises trying to get my attention. He also has a bad habit of making comments while we are talking. I have no patience with this child. (Journal, 9/21/90, 15a)

Rhonda's cooperating teacher indicated that she did well at dealing with academic differences and with the lower students, but her concern was with consistency in discipline.

> Cooperating Teacher: I think she needs to work on the consistency with the discipline. That comes from being in and out too. I think the student teacher, when you come in and then you start backing off on the lessons, I think it's hard when the second person is taking over again to maintain that consistency with kids, but I think that's something that you must continue to do. (Interview, 11/30/90, 1c)

Kristen's orientations seemed consistent both in practice and in her verbalizations about `good teaching.' Her consistency and structure in the kindergarten class provided her the time she needed for student interaction and in providing appropriate learning tasks. Kristen very heavily modeled herself on what she saw her cooperating teacher doing. She felt that the cooperating teacher's support was a major factor in her success. Her cooperating teacher confirmed Kristen's consistency.

Kristen indicated in her first interview that she really wanted to work on discipline because she felt this was her weakest point.

> One thing I really enjoy about working with B. Smith is that she's so consistent with the kids and I've learned a lot about discipline which is what I really thought was my weakest point. (Interview, 10/2/90, 2c)

Her cooperating teacher confirmed Kristen's success in dealing with discipline in her final interview.

> Discipline is her strength. She did an excellent job coming in and picking up as I had already established the discipline plan in my classroom. (Interview, 11/30/90, 1b)

These contradictions among frames of references, and in some instances in principles of practice at various times during the semester, may suggest that the student teachers were trying to accommodate two roles. One role is the newly acquired role as a teacher, and the other is maintaining the role as a student in fulfilling the requirements for certification. Their conflicts came in various forms. They confirmed what they visualized as being a good teacher, and were seeking confirmation of that role through displaying certain characteristics and skills and receiving feedback from more experienced colleagues and from their university supervisor. They

also were seeking confirmation from their students, through their abilities and attempts to create a learning environment for each of them, and confirmation also came in the form of presenting the curriculum in a manner which was relevant and included the necessary components for student mastery at individual levels.

Contextual Influences

Student teaching is the experience in preservice teachers' programs of study which is viewed as having an effect that assists student teachers with solidifying and confirming perspectives which they take into the experience. The student teaching experience is viewed as a necessary one, by most teacher educators, therefore the context should be selected with much care. Contextual influences, however include in addition to the place where student teaching is performed, it also includes the people in the situation. The cooperating teacher and the university supervisor were contextual influences, as well as Newell Elementary School and the teacher education program at UNC Charlotte.

Programmatic Influences on Orientations

The teacher education program in which the student teachers were participating emphasized, and encouraged

within the student teaching component, the practice of reflection on the part of the student teacher. That is to say, they were encouraged to take an active role in their own professional accountability to enable self-directed growth.

Each student teacher had different experiences in their classrooms, yet similar experiences and exposure with the total school program. Each student teacher also had similar coursework, yet when asked during the first interview as to what courses had been most beneficial in preparing them to be an effective teacher, each student teacher responded differently.

John and Rhonda focused mainly on the importance of the methods classes which they were required to take.

> John: They gave me a basic direction to follow, at least the methods classes did. They gave me an idea of what I need to do in my lesson plans to come up with creative ideas to keep children involved in the lesson. So often, I think we've seen kids come into classes and they're so motivated by TV and Nintendo and things like that I feel like teachers have to almost perform for the kids and these methods classes helped me with the "tricks of the trade" to help keep the kids interested. (Interview, 10/2/90, 3a)

> Rhonda: Social studies methods. That was a big help to me, and reading methods. They gave us a lot of information. (Interview, 10/2/90, 2c)

Kimberley suggested that her Analysis and Research of Teaching class was most helpful because it helped to

prepare the student teacher for more than just content information.

> Kimberley: Analysis of Teaching was the most beneficial course. The book was great. The book helped with classroom management. I think there should be more classes like that. I think you need more of how to just handle the kids just as much as the content and stuff. You need more preparation in knowing what to do. (Interview, 10/2/90, 3b)

Kristen focused mainly on the Introduction to Education and Instructional Design courses as being the most beneficial to her in her preparation to being a student teacher.

> Kristen: Introduction to Education just got me fired up and enthusiastic. Instructional Design also helped me get used to writing objectives and that sort of thing. (Interview, 10/2/90, 3a)

The preparation program, though very similar had a varied influence on each student teacher. Each student teacher's focus was somewhat indicative of their primary and secondary frames of reference as they evolved throughout the semester through the identification of orientations which underlie the observable principles of practice.

Along with the emphasis on reflective practice during the student teaching semester, the student teacher received feedback from, and observations from both the

cooperating teacher and university supervisor. Each of these individuals played a significant role in the growth and development of the student teacher as the semester evolved.

Student Teachers' Perceptions of Cooperating Teachers

Each cooperating teacher had a different impact in terms of the assistance they provided during the semester. John approached the relationship with his cooperating teacher as one which was collegial, yet the cooperating teacher provided him with the initial guidance for survival in terms of planning, grading, discipline, and administrative duties and procedures.

> John: The key thing (the cooperating teacher did) was helping me to relax. I think the continual support and letting me know that you are going to make mistakes and this is the time for it, and let's try some new things and we will learn from that. It kind of seemed like a team effort that anytime I would turn in some material or she would look over my lesson plans and gave me good feedback, to know that you were headed in a good direction. It was the guidance through every step as far as lesson plans, management, grading, how to deal with administration, and things like that. I felt like all of that was quite supportive. (Final Interview, 12/4/90, 2b)

Kristen developed a very close relationship with her cooperating teaching and observed her, and planned very carefully with the cooperating teacher in order to "mix" their ideas and techniques. Kristen seemed to be very comfortable with the way things ran in her classroom.

> Kristen: (Referring to her cooperating teacher's influence) It would definitely be the fact that she sat down almost on a daily basis with me after school and we planned together because not only did I want to do my own thing, because I had a lot of ideas, but I also wanted to know what she did in the same situations. I sort of took what she wanted to be taught and what I wanted to teach and mixed things together, and that is how I came up with my plans and how I ran the class because I liked the way she did it and I wanted to use some of her ideas too. (Final Interview, 12/10/90, 2b)

Kimberley, on the other hand, had a good relationship with her cooperating teacher, but did not wish to emulate her teaching. Kimberley indicated in her second interview that she felt that she (during student teaching) was teaching much the same way her cooperating teacher did, but she was not pleased with this notion.

> Interviewer: Do you feel that you now work more the way your cooperating teacher works?
>
> Kimberley: Yes, but I wish I didn't. It's not the kind of teacher that I wanted to be, and I don't think I'll be that way when I get out. I'm more towards whole language and integration . . . My cooperating teacher likes worksheets and things. (11/9/90, 3c)

Rhonda's cooperating teacher mainly assisted her with discipline, but she also provided feedback for future lessons. Rhonda emphasized the necessity of "learning from her cooperating teacher's 15 years of experience." She felt that this was the reason Ms. McCord could

"handle" some of the discipline problems that she could not.

> Rhonda: (The cooperating teacher) pointed me in the direction for materials, gave me a lot of feedback on things to change and how to make it better, and we worked together on discipline with certain children (working out discipline plans) because some of those kids, I never would have in my life figured out how to deal with them. (Final Interview, 12/11/90, 3b)

Overall, the student teachers relied on the experienced cooperating teacher for information pertaining to school policies and where to find materials. They were influenced during the semester by their cooperating teacher's expertise, yet based on the data the cooperating teachers did not have a high degree of influence on shaping the student teachers' orientations toward teaching.

The cooperating teacher was cited as a critical variable in the contextual influence on the student teachers, yet within that role the cooperating teacher was also fulfilling a role for the university in which one of the responsibilities was to assist with evaluation. More importantly, their role involved facilitating the student teaching experience through guidance and support.

The schools' sharing of their vision, and the allowance for the student teachers to participate in workshops, staff meetings, and staff retreats permitted

the student teachers to experience, first hand, some of the mammoth responsibilities that go along with teaching. It also provided them with a broader picture outside of their own classroom.

Student Teachers' Perceptions of the University Supervisor

The teacher education program defines the responsibility of the university supervisor as that of coordinating resources of the university and cooperating public school. The university supervisor is responsible for conducting seminars, observing and evaluating the student teacher, and helping to guide the student in interpreting experiences in the light of sound educational theory and practice.

The university supervisor, in the study, was the same person for each student teacher. In her first interview, she indicated that the most important thing that she did for student teachers was to "give them the practical side of teaching."

As the student teachers reflected during their final interview about the influence the university supervisor had, each indicated that she provided a high level of support. Even the evaluations she provided were beneficial in helping them to become better teachers.

> Kristen: (She assisted me most) through her evaluations and my observations. Those have been a

> big help because I would take what she said and work on my lowest scores while trying to remain consistent with the other aspects on which I had a high score. Sometimes that was hard. She was always, anytime I needed her, I mean I could call, and she was supportive not only on a university supervisor level, but on a personal level also. (12/10/90, 2c)

> Kimberley: She listened to me complain and cry and everything I did throughout the semester. The most helpful thing she did was telling me what I was doing wrong, my weaknesses, what I needed to work on. The praise helped a lot too, but I think that telling me the weaknesses, and showing me how to maybe try something that might help, pointing out some students that might not be on task that I might not have noticed. She was just there - support!!! (12/10/90, 2d)

Validation of Findings

Based on the degree of influence the university supervisor had on each student teacher, as a method of validating the investigators' findings, a validation interview was conducted with the university supervisor to determine both accuracies and discrepancies in the study's findings. After reading the results of the individual and across cases analysis, the university supervisor responded to the contextual influences upon the student teaching experience, the student teachers' development during the experience, the important issues the student teachers addressed with her throughout the semester, and she also identified critical times for the student teachers.

Joyce, the university supervisor, indicated that the results of the study, as reported by the investigator, were reported very accurately.

> It's most interesting to see these students and some of the times I experienced with them analyzed so closely. I made a very conscious effort to work with these four in the same way I work with any other student teachers, even though I knew their experiences would be under a microscope. It's reassuring to me to know that they each had very typical semesters with the usual ups and downs. (Interview, 2/15/91, 2c)

She did suggest one area of disagreement with the report as it relates to Kristen's consistency throughout the experience. Joyce indicated some concern (with Kristen) at various times during the semester.

> One area I would disagree with, in the report, is with Kristen. I didn't see her semester as consistent and constant as mentioned on page 60 of Chapter IV. She had a rough ride for awhile but completed very successfully. (Interview, 2/15/91, 2d)

She related one of those times where Kristen had some major difficulties, in her eyes, as the most critical time in Kristen's student teaching experience.

> Kristen was a rather average student teacher at the beginning of the semester and then "fell apart" in October at the third observation. Her communication skills lacking, and her enthusiasm was very low. Through talking with her at our post-conference, I found that she was having some self-esteem problems which were really affecting her. I realized then that up to that point I had not gotten a firm handle

> on Kristen, my feelings were vague regarding her performance. After our lengthy conversation, I felt that I knew her much better and we set up an appointment for another visit, an informal time for me to be in the classroom with her. It seemed that the observation itself was part of her problem, so I promised not to pick up my pen! I did however. Kristen was a different student teacher that day. She was totally in control and executed a beautiful lesson with such student involvement. I marked her student teacher performance guide for documentation purposes and to give her some specific feedback on her performance. That day was a real turning point for Kristen. Her next observation went equally as well, and her confidence was back where it should have been. (Interview, 2/15/91, 2d)

She went on to give, from her perspective, the most critical times in each of the other three student teacher's experiences.

> Kimberley had rather steady progress throughout the semester teaching wise, but personally and emotionally a critical time for her was early on in the semester when she and the principal had somewhat of a disagreement. Kimberley had requested a planbook, and the principal misinterpreted her reasons for doing that. Some words flew, and Kimberley ended up hurt, confused, and disillusioned with school administration. She learned to deal with her feelings but never really overcame the problem. Our final conference included a discussion of her feelings and how this was all part of being involved in a school and its workings. (Interview, 2/15/91, 4a)

> I don't know that Rhonda had a specific critical time during the semester. I think that she was a little shocked to find that her skills did need to be sharpened. Although she accepted criticism well on the surface, I usually left feeling that she was only being positive and accepting what I said because she felt that she had to. Her cooperating teacher and I both felt that she still needed refinement in some areas at the conclusion of the semester. This may have surprised Rhonda. (Interview, 2/15/91, 4b)

> I think John had several critical times. The retreat to Camp Thunderbird gave him more confidence and a better rapport with his students. His first two observations helped him relax and enjoy his work more - he had to see in black and white that his performance was acceptable. The very end of the semester with his hiring was very critical. He was thrilled but doubted his abilities somewhat. His whole semester was a bit of a roller coaster ride, but he ended up doing very well. (Interview, 2/15/91, 4c)

Across the cases, Joyce indicated that all of the student teachers experienced the highs and lows of the semester that are typical of student teachers.

> Kimberley and Kristen were particularly "up-tight" with the observations. Rhonda pretended not to be but did confess to me once that the observations did make her a little nervous. John didn't seem especially nervous. He just "hung" on every work you said and craved that feedback. We were fortunate with all four of these student teachers that they had good relationships with their cooperating teachers. All four cases were "mutual admiration societies," and that helped all of the student teachers through any critical times they experienced. (Interview, 2/15/91, 4d)

In terms of "what really mattered" to the student teachers, Joyce broke it down into what she termed "student wise" and "student teaching wise". She indicated that student wise, Kristen was mainly concerned with individual needs, Kimberley with feelings of children and fun of learning, Rhonda with equal attention for all students, and John with presentation of content in exciting ways.

This corresponds with the overview of orientations and frames of reference in that one of Kristen's principles of practice appeared to be giving students appropriate tasks (on their level) so that they could be successful. Kimberley constantly indicated, as reported previously, the need to keep students as the number one priority. Joyce's review of Rhonda was definitely on target with the study's findings in that one of Rhonda's principles of practice in her orientation toward students was to try and give equal attention to all students. Her assessment of John also corresponded with the study's findings as it addressed his concern about using different, approaches (strategies) for teaching and learning.

An assessment, by Joyce, of the entire semester of the major overall concerns of each student teacher was that Kristen was concerned about keeping all aspects going at once (discipline, instruction, administration, etc.), Kimberley with trying to get organized and tie it all together, Rhonda with "getting finished", and John with learning it all.

Joyce also suggested that all of the student teachers were interested in their grades, of course, but "I think for future hiring purposes." Joyce indicated that John wanted to be hired for the right reasons not because he

was male. Kimberley was concerned with equal treatment of all student teachers by the administration, and John was also. He realized that he received a little extra boost.

The context of the experience was influential. Joyce indicated that all of the student teachers had supportive cooperating teachers and good relationships were established. This proved to have a positive impact on the student teachers.

As with the investigation findings, Joyce felt that the grade level was impactful on the students.

> I think grade level affected Kristen and John more than Kimberley and Rhonda. Kristen was assigned to a kindergarten and therefore had less textbook guidance with planning. She had to rely on her cooperating teacher more. John in a sixth grade dealt with some real involved curriculum. His preparation time for lessons was more lengthy and more difficult. The grade level planning used in this school was a positive influence as it provided an additional resource for the student teachers. (Interview, 2/15/91, 1b)

She also verbalized the influence of the administration on the student teachers, and how possibly the four had varying amounts of support from this particular administration.

> The administration at Newell could be considered a negative influence on the student teachers. All student teachers were not shown the same support and this caused some friction. They became somewhat confused about the roles of administrators and the power they have. (Interview, 2/15/91, 1c)

Other contextual influences, identified by Joyce were the number of student teachers at the school, and other individuals in the building who interacted with the student teachers.

> Having four student teachers in one school could also be looked upon as a positive influence. They need each other for support and comraderie. Other teachers, assistants, and staff members can also be seen as a positive impact. Most are were very willing to share their resources and welcome the student teachers into their classrooms. (Interview, 2/15/91, 1d)

All in all, Joyce did view these four students as typical of other student teachers she has worked with during the course of her supervision experience.

> I consider these student teachers very typical, unique in their own ways, but very representative in overall progression through the semester. All of these students were successful and gained significantly in abilities and confidence. Kimberley, Kristen, and John had the usual amount of jitters and insecurities at the beginning of the experience while Rhonda was a little over confident, in my opinion. Through the semester these student teachers experienced the usual highs and lows especially during that full time load when fatigue sets in. By December I think all of them felt confident and ready to assume the role of a beginning teacher. (Interview, 2/15/91, 1d)

Joyce's closing comment during the validation interview demonstrated her view of the necessity of the student teaching experience. More importantly, it

demonstrated her view of the importance of this type of indepth study of the student teachers' orientations toward themselves, their students, and the curriculum they taught, and the implications for creating and adapting these findings to better accommodate future student teachers in understanding why they think the way they think, and as a result of that, why they teach the way they teach.

> The student teaching semester is a critical time and is perhaps the foundation for the style and skill that each beginning teacher will later attain. Analyzing these orientations as has been done in this study can only be beneficial in understanding the student teacher and helpful in finding better ways to work with these individuals. (Interview, 2/15/91, 3c)

Three major theoretical propositions guided the study. Based on previous studies, these propositions were consistent with the participants' expectations and concerns in this investigation. Prominent developmental patterns emerged in the ways participants expressed their reflections and ways of thinking about themselves as teachers, their students, and the curriculum they taught. Implicit frames of reference were linked with the explicit principles of practice through interviews, classroom observations, and journal entries.

As previously shown in Table 5, the three developmental patterns which were identified in this study

(need for confirmation of as teachers, the need to balance structure and consistency with individualization and motivation for elementary school children, and affirmation of their success in teaching relevant information (curriculum) for students' progress at their particular grade level) provided indicators as to the way student teachers' frames of reference evolved over the course of the experience. During the initial phase of student teaching the participants' conceptualizations of a `good teacher' were less personalized and were more apt to be what the student teacher perceived to be a good teacher based on image, rather than a concrete, substantiated rationale for their explanation of a good teacher. During the student teaching semester, as they experienced firsthand the world of teaching, their ideals were put into perspective, based on contextual influences (grade level, cooperating teacher), as well as their orientations toward teaching and learning prior to the student teaching experience.

The student teachers participation in this study provided them with the opportunities to verbalize their principles of practice and intensify those to gain more confidence and competence in teaching. 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 teacher, 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.

CHAPTER V

CONCLUSIONS

Introduction

The final section addresses the conclusions of this investigation, based upon the results of the interactions and activities which took place during the student teaching semester. The concluding ideas regarding the study's theoretical propositions are specifically reported and discussed. The limitations of this study are also addressed. The implications for teacher education programs and implications for future research are offered. These implications are based on the results of this study as they relate to the preparation of preservice teachers both before and during the student teaching semester with an emphasis on the inquiry-oriented approach for preservice teachers as "active agents" in their own preparation.

Conclusions of the Present Study

This investigation was conducted to examine how preservice teachers think about instruction by studying

their orientations toward themselves as teachers, toward their students, and toward the curriculum they taught. Determining how and if these orientations guided the instructional decisions they made was accomplished through the process of reflection, via interviews, classroom observations, simulated recall sessions, and student teacher journal entries.

The orientations which guided the reflections of the four student teachers involved in this study were somewhat similar to the images of teaching to which Calderhead (1988) refers. He indicated that all students start their preservice training with certain conceptions of teaching and the process of learning. These perceptions involved the ideal images of the kind of teacher they would like to be, a particular teacher who was a positive model for them as a student, or a negative influence. Pertinent to this study, Rhonda and Kimberley expressed concerns regarding negative influences and John and Kristen talked about teachers who had a positive influence on their decision to become a teacher. This did surface both implicitly and explicitly. Kimberley was not negative to the children, but she reacted negatively to other teachers (e.g. on the retreat she felt intimidated by the experienced teachers). Kristen and John were very excited about interacting with other teachers and

absorbing everything they could from them. This image was impactful on their abilities to make relationships with colleagues, but it did not impact on their classroom teaching.

The student teachers all has their own perceptions of what they considered to be a good teacher and how they saw themselves as that teacher. Their views came in part from their past experiences as a student (Lortie, 1975), and they either identified good modeling from their classroom or they identified the things they considered to be poor characteristics of teachers. Their concept of good teaching also evolved through experiences in their preservice program and in the actual situation as a preservice teacher. Their abstract notions regarding good teaching became more personalized.

The student teachers expressed their reflections on their teaching through interactions in interviews and simulated recall sessions where they specifically identified aspects of their teaching and classroom events that needed refinement and they were able to analyze the reasons they made certain decisions regarding management issues or why certain questions were asked, or why children did not do particularly well on a given test. They were also able to very explicitly reflect on their actions, and on the actions of the children through

journal entries. At times their journals became a tool for "venting" negative concerns, yet for the most part these were very positive tools for critiquing and analyzing behaviors, both the children's and their own. The classroom observations became a way in which the student teachers began to focus on their actions as they were teaching (in-action). During post conferences they identified certain episodes of teaching and made distinctions between just routinely making decisions and reflectively thinking through the means and to some degree the ends (implications).

The relation of reflection to instructional decisions was more of an implicit relationship. The primary frames of reference were their underlying structures for the decisions they made, for Johns' primary frame of reference for being a good teacher was to be organized. Therefore, his ability to meet individual student's needs or have positive discipline tended to hinge on his ability to be a well organized teacher.

The university supervisor's perceptions of the student teachers provided some focus on how well they performed, especially as it specifically related to the teacher education program goals and their ability to become less dependent on the cooperating teachers during the course of the semester. Certain patterns were

detected in the student teachers' abilities to reflect and are discussed later in the chapter. Distinctions among the participants were also evidenced as their initial orientations and perceptions of teaching evolved during the course of the experience.

The theoretical propositions which guided the study are listed in Table 1, and are discussed in the following text as they relate to the conclusions of this study.

Theoretical Propositions

Orientation I. Perception of Self as Teacher

The student teachers conceptualizations of good teaching assisted them with organizing their perceptions of classroom situations and episodes and gave them a focus through which they refined their performance as a classroom teacher and viewed the performance of their students.

Certain components were common to the majority of student teachers in regards to how they viewed themselves as teachers. An element which seemed to be important to the majority of preservice teachers was the relationship they had with experienced teachers. They found it necessary to interact with experienced teachers to feel accepted as a colleague and to confirm that they were a teacher (I.A).

The student teachers' also closely related being a good teacher with having positive relationships with students (I.B), as well as with other teachers. They viewed a good teacher as one who is in charge of the classroom, yet one who gives students the challenge to be in control of themselves. The issue of control (I.C) was less of a student teacher concern at the conclusion of the semester, as a result of the student teachers being clearer in their views of discipline and their increased level of confidence in their ability to plan for instruction and relate with children.

One aspect of teaching which clearly became more apparent to the student teachers, and more of a concern, was the area of administrative duties (I.D). As they observed their cooperating teachers working on committees and completing paperwork deadlines for matters not directly related to classroom teaching and children, they expressed concerns about their lack of training in their teacher education program in this area.

Orientation II. Perceptions of Students

The student teachers began their experience with the idea that being the students' friend would bring about positive results in terms of both academic and cognitive growth. As the semester progressed, the student teachers acknowledged, through interviews, that balancing structure

and consistency in the classroom with individualized instruction (II.A) and relevant, motivating activities was difficult, yet necessary in providing an atmosphere for the ultimate teaching/learning process to take place.

Pupil behavior (II.C) was not a major concern of the student teachers. They held certain beliefs regarding the origin of student behavior (such as parent influence), but they expressed very clearly that they communicated their expectations regarding behavior with their students and by providing motivating activities (II.D) which create enthusiasm, children tended to be more responsive to their expectations.

The student teachers felt very strongly that teachers should be concerned about their students' individual needs and differences. They also recognized the need to provide students with motivating activities. They were all concerned that students went to school with little motivation.

Orientation III. Perceptions of the Curriculum

The overwhelming concern for the student teachers regarding curriculum was their desire to provide their students with a relevant curriculum which conflicts with the compliance of state and system competencies and constraints. They felt that the best way to provide a

relevant curriculum was to use the integrated approach (III.A) which utilized student involvement (III.B). They realized that to increase student participation and learning, it was necessary that the teacher not dominate the classroom instruction and interaction.

Based on the particular grade level taught by the student teacher, the implementation of the curriculum was structured accordingly. For example, Kristen utilized the center approach to teach kindergarten and John was more involved in the cooperative learning approach to teaching sixth graders. The student teachers' main conflict in terms of curriculum was to plan and implement a curriculum which satisfied system requirements and competencies with an integrated, student centered (less textbook oriented) approach.

All of the student teachers considered an integrated curriculum appropriate for elementary school children which would allow for much student participation and involvement. This orientation toward providing a relevant, integrated curriculum was very strongly expressed by each student teacher as being important to the teachers and the students for student involvement in the curriculum. It was also important in that it was considered necessary by the student teachers to fulfill

their desires to assist all children with their unique needs and development concerns.

General Conclusions

Fuller (1969) developed a model in which she identified three phases of teacher concern which had some bearing on the results of this study. The phase which had ramifications in the current study was the preteaching phase due to the fact that this was the student teachers' first extended period of time in the classroom performing the full load of teaching duties. Fuller & Bown (1975) further described dominant concerns of individuals at various stages. The concerns of student teachers as expressed by Fuller and Bown (1975) were evident in this study. During the preteaching phase it was suggested that first of all student teachers would be concerned about themselves. During the early part of the semester, the student teachers had not experienced the teaching roles, yet they were trying to absorb what their responsibilities would be. They were concerned about their role as a friend, teacher, and disciplinarian and how they would juggle the roles concurrently. They were critical of their cooperating teachers during the early observation time, and indicated that they were too strict. For example, during the initial week of student teaching the

student teachers, especially John and Kimberley, were identifying most heavily with their students and thought that their cooperating teachers were too strict. As they progressed, their initial concerns regarding students became less prevalent and they shifted to concerns about their survival as teachers. The student teachers experienced the second level of concern during the third observation period. The second level of concern deals with survival. They became more concerned with self. For example, Kristen had a very difficult time delivering a lesson during the third observation due to stress which was mainly related to her anxiety about being observed. They were very concerned about their evaluations. The third and fourth concerns were evidenced also as the student teachers progressed. The third concern is defined by Fuller & Bown as being self-centered. The fourth concern was for pupils. Each of the student teachers experienced tensions between these two concerns. They felt a great need to try out methods and materials they had collected from courses and they also wanted to satisfy the school systems competencies. The dilemma came when they moved into their latter phase of student teaching, and they did become more concerned with pupils and their relationships, yet the situational demands and conflicts were very great so they were inclined to address the needs

of the situation and felt that they had to put aside or restrain their inquiry due to the necessary duties they faced in the teaching process.

The student teaching semester was a very busy one for the preservice teacher. As they became more familiar with their teaching tasks and more confident in their abilities, they could see that they needed to spend with individual students. Yet, with the amount of time to fit everything in, they found it quite difficult to meet every child's needs, or to be as creative as they wanted to be. They had a difficult time juggling tasks, and felt a great deal of conflict meeting their objectives (child centered, integrated curriculum) with the systems mandated competencies and objectives. They were able to articulate and reflect on these tensions during interviews and explain and acknowledge their frustrations. This allowed them the opportunity to conceptualize their own personal goals for teaching children, and it also helped them clarify and examine their decision-making processes. In this study the student teachers had opportunities to give direction to their experiences during student teaching and negotiate some of their experiences as Tabachnick & Zeichner (1984) indicated as being very important in the process of developing reflective practitioners.

Van Manen (1977) proposed three levels of reflectivity (technical, practical, and critical rationality) which had some bearing upon the results of the current study. The goal of reflective inquiry is to help preservice teachers move toward the critical level of reflection which is the final level identified. Results of this study suggest that while the student teachers were sensitive to and respectful of individual differences, they did not reach the critical level of reflective practice. The student teachers did, however, partially move from the technical level of reflection in which 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.

The goal of teacher education programs which provide reflective inquiry in preservice teachers' programs of study is to assist them in becoming individuals who constantly critique their actions and make good choices regarding teaching based on both practical knowledge and theoretical knowledge. The student teachers in this study were encouraged to articulate their beliefs and values related to teaching and this was essential in their beginning transition from the technical level of not

challenging any situations to the level of practical rationality where they began to analyze practice. They were beginning to question the established curriculum. Yet, they were still in the precarious situation where they lacked the experience to fully question the standard curriculum. Their inquiry was somewhat restrained by the developing realism and knowledge of restrictions on their time such as administrative duties which they considered not to be directly related to teaching, yet to their dismay, they found these duties a necessary component of a classroom teacher's duties.

Kimberley and Rhonda especially expressed concerns regarding committee memberships and meetings. They spoke often about deadlines and paperwork which they indicated were not related to teaching children. John expressed the concern that teachers were doing more to please business, and it was not the same now for teachers as it was when he was a student. The student teachers were beginning to see the other side of schooling. Prior to student teaching their concept of a teacher was someone who stayed in a classroom with children all day. They had not observed the extra curricular duties that teachers must perform as a part of their job. This produced some anxiety and a little disillusionment, but not to the point that any of

the student teachers decided that they did not want to teach.

Critical reflection views teaching and the surrounding contexts as problematic. It involves constant critiquing and the ability to stand behind decisions. The student teachers were not yet willing to question the administration, or even the cooperating teacher to change the established routine in the school and the classroom.

The results of this study do suggest that it is possible for student teachers to grow in reflective thinking processes when the program is designed to cultivate and encourage reflective practice. Reflective thinking was evident in the simulated recall sessions, interviews, and journal entries when the student teachers identified critical decisions they made and contemplated their rationales for making the decision they made. Their explicit principles of practice were conscious efforts which demonstrated their more implicit views of themselves, their students, and the curriculum they taught. This conclusion suggests that when student teachers are given the support and direction of a reflective, inquiry-oriented program, they can and will cope with the actualities of the classroom while at the same time, investigate prevailing teaching practices without becoming frustrated with the teaching/learning

process. This gives them a more realistic view of school and classroom activities and expectations.

From all of this it can be concluded that the process of becoming a reflective practitioner is fourfold. Wedman, Martin, & Mahlios (1990) indicate that student teachers must be 1) aware of the concept and meaning of reflectivity; 2) able to recognize the difference between their own and others' routine and reflective thoughts in the classroom setting; 3) able to communicate reflective thoughts; and 4) able to translate reflective thoughts into classroom practice.

This study found that the student teachers were aware of the concept of reflectivity and did understand its meaning. They were also able to distinguish between reflective and routine thought, yet without guided process, such as the simulated recall sessions they indicated that they were not able, due to time constraints to think in a reflective manner as often as in a routine manner. Their days were full of teaching and getting through the day, and making the best decisions they could. The extra sessions of simulated recall and interviews were beneficial to their reflective thought processes, yet on a daily basis, they indicated that time constraints inhibited their ability to process their decisions reflectively as opposed to acting in a routine manner.

This is indicative of previous research which distinguished technical and critical reflection. Van Manen's (1977) levels of reflectivity and also Fuller and Bown (1975) indicated that student teachers, due to situational concerns and pressures regarding evaluation, observations, and inexperience, had a difficult time moving into critical reflective practice. In this study, the move toward critical reflectivity was evident and there was definitely functioning in the technical level and movement into practical reflective practice, yet there were shifts in the concerns and functioning levels of the student teachers. For example, in their interviews with the researcher, these four participants began to express concerns regarding the integration of the curriculum and questioned the objectives of the established curriculum. In their interactions with their cooperating teachers they rarely raised such questions however. Their perceptions of themselves as inexperienced, and as visitors in the classroom may have been inhibiting factors. These tentative questions may provide a basis for more sophisticated critical reflection at a later date, and potentially merit further investigation.

Implications for Teacher Education

There are several implications for practice in teacher education. The results of this study indicate that preservice teachers need many opportunities to work with experienced teachers and interact with students in schools prior to the student teaching experience. Student teachers should have the opportunity to give direction to their experiences both before and during the student teaching semester.

Teacher educators also need to be aware that the substance of particular teacher education programs (e. g. forms of supervision, expectations and requirements for students); the characteristics of specific placement sites (Becher & Ade, 1982); and the place of student teaching in the overall preservice preparation program necessarily affects the form and outcome of student teaching socialization (Tabachnick & Zeichner, 1984). This study suggests that teacher reflection is also affected by these factors.

If the goal of teacher education is to produce more reflective thoughtful teachers, then teacher educators must take the stance toward program content as being "reflexive" rather than being "received" (Zeichner, 1983). A question which is relevant for teacher educators is, to

what degree can student teachers be expected to internalize reflective concepts during the preservice student teaching experience. Korthagen (1986) indicated that student teachers must be prepared for reflective practice prior to the beginning of the field experience. This is because student teaching is a time which does not normally allow for this kind of process to begin because of time constraints, especially during the early phases. This study concluded that reflective practice, as indicated earlier must be given attention prior to the student teaching experience through providing students with the opportunities to give direction to their experience before student teaching. For example, Tabachnick & Zeicher (1984) suggest that field requirements for student teachers and the specific expectations for their performance should be largely determined individually for each student teacher through a formal process of negotiation which is initiated early in the student's teacher education program. When preservice teachers are nurtured in the inquiry-oriented, reflective approach to teaching, they are more apt to be able to clarify their perspectives toward teaching, and think about the decisions they make, as opposed to routinely moving through the teaching process. This study suggest that this approach would set the stage for

student teachers to take an active role in determining the substance and nature of their student teaching experience.

Reflective practice will certainly not remedy all of the intricacies of teaching, but introducing preservice teachers to reflective practice, and providing them with the language and concepts of reflective practice will give them a strong foundation upon which they will move toward becoming a professional who critically thinks about why and how they are teaching children.

If other student teachers in other settings respond in similar ways, the results of this study suggest that preservice teachers can begin the move toward critical reflection if the teacher education program provides them with the foundation to examine their own views and orientations toward teaching and toward themselves as teachers. The goal of teacher education programs should be to help student teachers make the transition into the schools as smoothly as possible, yet not just to become a 'sponge' and soak up existing attitudes, but to prepare them to become critical inquirers about their teaching, their students, and the curriculum they teach. The student teachers did not actually move into the critical reflection level as defined by Van Manen (1977), but the results of the study indicate that the process of naming

and framing orientations did assist the student teachers to advance into the practical level of reflectivity which allowed them to analyze their actions and begin the process of guiding their professional decision-making.

Recommendations for Future Research

The challenge that lies ahead is to understand more about the linkages between specific dimensions of programs and contextual factors to preservice teachers' reflective practice. It is hoped that continued research on student teacher's reflective practice will give more attention in the future to particular curricular and contextual dimensions of programs which will stimulate reflective practice, and provide insight into the characteristics which are critical in supporting and nurturing this practice.

By utilizing Strahan's (1990) model for analyzing reflections on instruction, the investigator was better able to integrate some of the ways the student teachers viewed themselves as teachers and reflected upon their teaching. The framework generated by Strahan for interpreting reflection has been extended by this study, and supports the conceptualization by Schon (1987) that the `naming and framing' that guides instructional decision-making is shaped by background and experiences.

In these student teachers' cases, the critical dimensions of that background and experiences were views of themselves as needing confirmation as teachers, their students needing structure and consistency balanced with individualized instruction and motivation, and the need to provide a relevant curriculum. The decisions they made were filtered through perceptions which were shaped by their implicit orientations and frames of reference.

During the experience, their frames of reference became clearer, yet the decisions they made were explained in broad terms. For example, they discussed concerns about the importance of students participating in group work and interacting with one another, but they did not specifically address how that was or could be accomplished.

The student teachers' views of good teaching provided them with a clearer understanding of the students they taught, and a clearer assessment of their own teaching. As indicated earlier, their views of good teaching became less personalized and less based on image and more on experience and knowledge. The framework for interpreting reflections which was developed by Strahan (1990) and extended in this investigation needs to be examined further with additional groups of student teacher to determine if other student teachers reflect on their

instruction in comparable ways, and if they do, the results would indicate that efforts toward restructuring teacher education programs would need to incorporate opportunities for preservice teachers to reflect upon their own orientations prior to and during student teaching.

Also, additional research needs to be conducted on the factors that foster reflective thinking skills and how certain student teachers' orientations are more accommodating to this method of practice than others. It is suggested that future studies expand the scope of research on individual teacher's orientations to further determine the impact of these orientations on other areas of concerns which student teachers might have in addition to the concerns they have about themselves as teachers, their students, and the curriculum they taught which were identified by this study.

Follow-up studies to this study will need to be conducted to examine the maintenance of these reflective practices during beginning teaching activities. Also, additional studies need to incorporate larger samples to analyze the direct relationship between introspection and critical inquiry with the classroom behavior of teachers.

As indicated earlier, the evolution of critical reflection may be "interactive" and also non-linear which

suggests that it is at best, in the preservice phase, a start and stop process. The process of attaining critical reflection is multidimensional and is built gradually through extensive reflective dialogues which assist teachers in comprehending both the immediate and the long-term ethical and moral aspects of teaching (Sparks-Langer & Colton, 1991). The complexity of the evolution of critical reflection goes beyond the scope of this study, but needs to be explored in much greater detail utilizing larger samples, multiple measures, and possibly clearer examination of contextual factors.

Future studies of programs which utilize the inquiry-oriented approach to teacher and focus on fostering the development of orientations and skills of critical inquiry could provide information that might support or refute some of the findings of this study. Further research needs to be conducted to assess the relative effectiveness of the major models currently used at the preservice level (behavioristic, personalistic, traditional-craft, and inquiry-oriented). This research would assist teacher training programs to better equip their program with the appropriate methods for the ultimate training of preservice teachers to best match their needs, interests, abilities, and orientations toward teaching and learning.

Concluding Remarks

Even with the limitations of this study, and the additional research needed to follow-up and continue this area of concern, it was evident that being given the opportunity to express one's own thoughts, beliefs, misgivings, and fears greatly enhances the student teaching experience. The interviews which were conducted and simulated recall sessions, especially those during the latter part of the semester, indicated that the student teachers were making more specific connections between their thoughts and views of teaching and responses to specific classroom episodes. Reflection upon their performance and upon their development may be a way to foster and encourage the student teachers' active participation in their own professional development. Kristen remarked in her final interview.

> A lot of times the interviews gave me a chance to reflect on what I am doing and I can pick out the good points and I can also see where I am not doing quite as well just by answering questions and thinking about what I am saying. It is important to look at yourself, and the more the better! The more you look at what you are doing and see if it is up to your own standards you become a better person, a better teacher. (2a)

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APPENDIX A

Initial Student Teacher Interview

Initial student interviews will took place during the first three weeks of the student teaching semester. This occurred prior to the time the student teacher begans fulltime teaching. The interviews were approximately 30 minutes in length and were recorded. The following questions served as guiding questions.

1. Tell me about yourself and teaching (prior schooling and teaching experiences). Why are you pursuing this career (influences, experiences)?

2. How would you define "good teaching"?

3. How has this definition (good teaching) changed since you have begun student teaching?

4. Which courses in your program of study have helped/hindered you the most in your student teaching?

5. Comments/questions.

APPENDIX B

Initial Cooperating Teacher Interview

Initial cooperating teacher interviews were conducted during the first three weeks of the student teaching semester. The interviews were approximately 30 minutes in length and were recorded. The following questions served as a guide for the interview.

1. Tell me about yourself as a teacher (teaching experiences and schooling). Why did you choose teaching as a career?

2. How would you define "good teaching"?

3. How do you think this definition (good teaching) has changed since you began teaching?

4. Talk about your experiences with your student teacher (his/her strengths/weaknesses).

5. Comments/questions.

APPENDIX C

Initial University Supervisor Interview

The initial university supervisor interview occurred during the first three weeks of the student teaching semester. The interview was approximately 30 minutes in length, and was recorded. The following questions served as guides for the interview.

1. Tell me about yourself as a teacher (teaching experience and schooling). Why did you choose teaching as a career?

2. How would you define "good teaching"?

3. How do you think this definition (good teaching) has changed since you began your career in teaching/supervising?

4. Talk about your experiences with your student teacher (his/her strengths/weaknesses).

5. Additional comments/questions?

APPENDIX D

Intermittent Student Teacher Interviews

These interviews occurred throughout the semester. Each student teacher met with the investigator to discuss specific lessons which had been taught during the course of the two weeks prior to the interview to reflect upon decisions they had made regarding their instruction. These interviews were recorded, and emerged as the investigator and student teacher keyed in on specific classroom teaching episodes. The student teacher assisted the researcher by identifying specific areas of discussion.

APPENDIX E

Final Student Teacher Interview

The final interview for the student teachers took place during the final conference week, following the classroom experience. The interviews lasted approximately 30 minutes and were taped. The following questions served as guides for the interview.

1. Please share with me some of your experiences this semester. Did the experience match your expectations?

2. How do you define "good teaching"? Is this different from your earlier definition, and if so, why?

3. How have the interview sessions (intermittent) helped you during the semester?

4. Has it helped to focus on reflection and the "whys" of what you are doing as opposed to just getting through the experience? How has it helped?

5. What has been the most helpful thing that your cooperating teacher has done this semester to assist you with becoming a more effective teacher?

6. What has been the most helpful thing that your university supervisor has done this semester to assist you with becoming a more effective teacher?

APPENDIX F

Final Cooperating Teacher and University Supervisor Interview

The final interview with the cooperating teacher and the university supervisor took place after the student teacher had completed the experience. This interview focused on the student teachers' growth and ability to assess their teaching experiences (in the eyes of the supervisor and the cooperating teacher). Guiding questions which emerged prior to the actual interview included:

1. Talk about your semester with your student teacher. How has he/she grown as a teacher? What has this experience meant to you?

2. What are some of his/her particular strengths/weaknesses?

3. Has the student teacher been able to reflect on the decisions he/she has made in the classroom and become more effective as a result? Please cite some specific examples.

(Additional questions emerged as the semester progressed)

1. How has the student teacher dealt with students' range of needs, and is this important?

2. How has the student teacher dealt with pupil behavior? Has he/she been effective? Would, or do you do things differently?

3. Has the student teacher been successful in motivating the students, how? Is it difficult to motivate students?

4. What administrative duties do you perform, and what are your concerns regarding these?

5. What kind of relationship do you prefer to have with your students?

6. What are your concerns regarding classroom management? Has the student teacher been able to manage the classroom (strengths/weaknesses)?

7. Do you use an integrated curriculum in your classroom? Why?

8. Should students be involved in the curriculum, and how?

9. What are your concerns regarding curriculum?