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THE STUDENT TEACHING EXPERIENCE FROM THE  
PERSPECTIVE OF THE STUDENT TEACHER:  
A DESCRIPTIVE STUDY

By  
Janet Parent Sitter

A DISSERTATION

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ABSTRACT

THE STUDENT TEACHING EXPERIENCE FROM THE PERSPECTIVE OF THE STUDENT  
TEACHER: A DESCRIPTIVE STUDY

by

Janet Parent Sitter

9/15/16

The purpose of this study was to examine and describe the student teaching experience from the perspective of the student teacher. Numerous studies have been conducted on student teaching but few have investigated the experience from the perspective of the student teacher. A perspective is a combination of beliefs and behaviors composed of (a) definitions of various situations, (b) actions, and (c) criteria of judgement. This study described the beliefs and behaviors of five undergraduate senior interns engaged in student teaching over a period of 20 weeks. The interns' definitions of situations, their actions and criteria of judgements provided evidence for describing the student teachers' perspective of the student teaching experience.

This study was designed as an interrelationship of three variables: (1) the context of the event, (2) methodology, and (3) conceptual framework. The event studied was a 20 week internship in which the subjects, participants in the Towards Excellence in Elementary Education (EEE) program at Michigan State University, assumed increasing responsibility for the instruction and management of the classroom milieu to which they were assigned. All of the subjects were located in an elementary (K-4) school and were supervised during their internship by the researcher in her role as clinic professor. Six interns also engaged in the EEE student teaching experience, who were not supervised by the researcher and who were located

in elementary schools other than that of the subjects, served as informants for the study.

Through the method of participant observation, interviewing and self report data, the researcher came to understand how these student teachers defined their student teaching experiences and how they constructed their actions. Five exploratory questions guided the study: (1) How does the student teacher perceive her role in the learning environment? (2) What does the student teacher identify as the goal of student teaching? (3) What actions or series of actions does the student teacher take to reach the goal? (4) What are the consequences for the student teacher of reaching her goal state? and (5) For the student teacher, what is the outcome of the student teaching experience?

The study was based on the theory of symbolic interaction. In accord with this theory, in order to understand a subject's world, the researcher must discern her process of interpretation. A suitable way to do this is to observe the subject as she encounters situations and events, interprets these events, and constructs her social reality. Hence, the researcher participated actively through her role as clinic professor in the subjects' internship experiences. The researcher observed the interns in various situations, interviewed them formally and informally, and took an active role in many classroom activities. Over the course of 20 weeks, extensive field notes were taken of observations and interviews, questionnaire data were collected and daily journal information was gathered for each of the five subjects. The case data were then analyzed on a weekly basis in order to discover patterns, relationships and indices of behavior which would direct further investigation. Through the process of linear

and comparison' interpretations by the researcher the case data were organized into case records (i.e., a parsimonious condensation of the case data). Final analysis of the case records was completed following the field work. This ethnographic method allowed for proximity to the social situation of student teaching as it naturally occurred and enabled the researcher to describe and explain the student teachers' perspectives of the student teaching experience.

Five major elements emerged as indicative of the interns' perspective of the student teaching experience. First, the role of the student teacher during the student teaching experience was perceived as that of a junior partner. Second, proving oneself became the goal toward which the student teacher directed her actions and behaviors. The attainment of the goal had both cognitive and affective dimensions and included attention to both in-classroom and beyond classroom concerns. Third, reaching the goal consisted of a configuration of movements defined by the intern as four identifiable, interdependent objectives. To achieve the goal, the intern believed she had to (a) develop teaching proficiencies, (b) attain leadership/control, (c) modify personal propensities, and (d) acquire a teacher identity. The four objectives were present simultaneously and depended on one another for achievement of the goal. Fourth, consequences of reaching the goal via attainment of the objectives were cognitive and affective changes in the student teachers' knowledge, perceptions, attitudes and actions. Fifth, an outcome of the student teaching experience for the subjects was a readiness for autonomy that was evidenced by dissassociation with the junior partner role.

When combined these student teaching elements represented the perspective of the student teacher. Consequently, the researcher concluded: (1) that the experiences of the subjects of this study do not support stage theory, (2) achieving the goal had both cognitive and affective dimensions that were of concern to the subjects, and (3) the process of analytic thinking and reflection that resulted from Clinic Professor intervention and intern participation in the study contributed to the personal and professional growth of the student teachers.

DEDICATION

*TO PERRY*

A true friend unbosoms freely,  
advises justly, assists readily,  
adventures boldly,  
takes all patiently  
defends courageously, and  
continues a friend unchangeably.

William Penn

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## CHAPTER ONE

### Introduction and Purpose

Student teaching is widely viewed as one of the most important aspects of professional training for teachers. For instance, Conant (1963) cited student teaching as "The one indisputably essential element in professional education." John Dewey, as early as 1904, advocated some form of practice teaching in public school classrooms as being necessary to the development of teachers. Practitioners themselves, who have gone through this experience, rate student teaching as the most valuable aspect of their preservice professional preparation (Bennie, 1964; Hermanowicz, 1966). Student teaching is usually the culmination of a teacher preparation program and is undoubtedly the most common element of teacher education.

The philosophy of student teaching has undergone a transformation in recent years. Historically student teaching was considered "practice teaching;" a time for the education major to practice the methods and techniques she had been taught in her professional courses. More recently, however, there is a trend to view student teaching as a developmental stage in the education of a teacher. It is a time for studying teaching. "No longer does she 'practice' what she has been taught, but she is encouraged to experiment, to probe, to inquire, and to learn for herself how the theory previously studied applies to real pupils in actual classrooms" (Bennie, 1966, p.2). This newer concept of student teaching recognizes that the college student does not learn all there is to know about teaching and how to teach during

this relatively short period of time. Rather, the development of a teacher is a process involving many years of teaching and studying teaching.

The definition of student teaching most frequently found in the literature, is "the period of guided teaching when the student takes increasing responsibility for the work with a given group of learners over a period of consecutive weeks." For the student who assumes this increasing responsibility, it is often a compelling and personally demanding task. Glassberg and Sprinthall (1980) state that for the student engaged in this task, "the responsibility is substantial, the role demands are real, and the experience is rigorous." For the student teacher this practicum is often characterized by stress, pressure and great excitement (Caruso, 1977). Each student teaching experience is unique (unique to the individual; unique to the setting) and is usually an experience that few teachers forget.

Researchers have studied student teaching frequently over the years, yet little is known about the experience from the perspective of the student teacher. Andrews states, "despite the enormous quantity of literature on student teaching, there are few careful analyses of the nature and value of the experience" (Howey, 1977, p.76). Glassberg and Sprinthall (1980) concur, for "the empirical data to support what is done in preservice training is minimal" (p.3). Critical reviews of the state of the field (e.g. Cope, 1970; Peck and Tucker, 1973; Fuller and Brown, 1975; Turner, 1975) state similar conclusions.

A review of the research in this field leaves one with a great feeling of urgency to expediate the study of student teaching; given its ascribed importance in Teacher Education, it is alarming to find so little systematic research related to it. Discussion and descriptive reports are plentiful, but comprehensive basic

study of the processes involved is lacking. Studies of what really happens to the student teacher are vital. (Davies and Amersheck, 1384,1969)

This study was designed to investigate the student teaching experience from the perspective of the student teacher. We need to know more about what really happens to the student teacher; how she makes sense of what happens to her; how her actions and reactions relate to this sense-making process. How does she perceive her student teaching experience? (In this study all of the participants were female). Becker, et. al. (1962) define perspective as:

a coordinated set of ideas and actions a person uses in dealing with some problematic situation...These thoughts and actions are coordinated in the sense that the actions flow from the beliefs and the beliefs justify the actions (p.34).

Describing this 'coordinated set of ideas and actions' used by the student teacher to make sense of what happens to and around her was the purpose of the study. Shibutani (1967) further expands the definition of perspective as:

...an ordered view of one's world-what is taken for granted about the attributes of various objects, events, and human nature. It is an order of things remembered and things expected as well as things actually perceived, an organized conception of what is plausible and what is possible; it constitutes the matrix through which one perceives his environment. The fact that men have such ordered perspectives enables them to conceive of their ever changing world as relatively stable, orderly, and predictable. As Reigler puts it, one's perspective is an outline scheme, which running ahead of experience, defines and guides it (p.161).

By describing the student teaching experience from the perspective of the student teacher, the researcher attempted not to, "tell it like it was," but to, "tell it like it felt to be in it;" that is, as it phenomenologically was (Stenhouse, 1979).

Learning more about what happens to a student teacher during

the course of her experience, investigating how she makes sense of the things that happen to and around her, studying how she reacts to the things that happen, may enable researchers to better understand the nature of the experience. Increasing our understanding of the nature of the experience, as perceived by the student teacher, may assist teacher educators in creating educational programs that help student teachers achieve positive personal and professional growth.

### Components of the Study

The mode of studying the student teaching experience from the perspective of the student teacher was to observe the behavior of the participants as they naturally occurred and to attempt to discover the meaning that these behaviors had for the participants. This study was designed as an interrelationship of three components: (1) the context of the event studied, (2) a methodology suitable for studying the event, and (3) a conceptual scheme that provides a theoretical framework for viewing the event. Each of the components will be briefly discussed in this section.

### The Context of the Event

In this study the event of student teaching was examined in the context in which it naturally occurred. As Doyle (1979) points out, "In the final analysis, classroom knowledge can only be gained by experience as a teacher in the classroom environment. Research is needed therefore, on the complex processes of learning to be a teacher in the classroom" (p.15).

The student teaching experience of five undergraduate students at Michigan State University was studied. Observations and interviews

immediately following the observations were made in the field (i.e. the actual classroom setting). Additional data in the form of journals and questionnaires were collected. The five subjects provided the core data for the study. To insure validity and to provide further insights into student teaching, data were collected, via questionnaires, from six additional undergraduate interns during their student teaching experiences. All of the participants (the five subjects plus the six informants) were volunteers from the Towards Excellence in Elementary Education (EEE) program, an alternative teacher preparation program at Michigan State University. During the time of data collection, the participants were engaged in a twenty-week experience called an internship in which they (the interns) assumed increasing responsibility for the instructional design, instruction and management of the children and the classroom milieu to which they were assigned. The interns were supervised on a regular basis by a university specialist called a clinic professor. The five subjects were supervised by the researcher in the role of clinic professor; the six informants were supervised by three other clinic professors.

#### A Methodology for Studying the Event

The research tools employed by anthropologists, namely those of ethnography, are useful in looking more carefully at the world of the student teacher. Ethnographers are concerned with understanding and describing an existing social phenomena. In the words of Koehler (1979) the intention of this type of research is to "understand or produce knowledge about a phenomenon...with an aim of theory development to be used in understanding what is happening, and/or how or why things happen the way they do" (p. 9). Participant observation is

a field strategy used by ethnographers to "record the ongoing experiences of those observed, through their symbolic world...such a strategy implies a commitment-either conscious or unconscious-by the observer to basic principles of symbolic interactionism (Denzin, 1977, p.135).

According to Blumer: (1967)

Insofar as sociologists or students of human society are concerned with the behavior of acting units, the position of symbolic interaction requires the student to catch the process of interpretation through which they construct their actions. This process is not to be caught merely by turning to conditions which are antecedent to the process. Such antecedent conditions are helpful in understanding the process insofar as they enter into it, but...they do not constitute the process merely by inferring its nature from the overt action which is its product. To catch the process the student must take the role of the acting unit whose behavior he is studying. Since the interpretation is being made by the acting unit in terms of objects designated and appraised, meaning acquired, and decisions made, the process has to be seen from the standpoint of the acting unit (p.161).

To understand the student teaching experience from the perspective of the student teacher it was necessary to understand this process of interpretation. Actively participating in the lives of the participants was an adequate means of capturing this process.

Participant observation is a complex blending of methodological techniques: subjects are interviewed, documents and self report data are analyzed, informants are found, and direct observations of ongoing events in the form of field notes are made. The participant observer, as Geer (1964) points out:

...is at once reporter, interviewer and scientist. On the scene, he gets the story of an event by questioning participants about what is happening and why. He fills out the story by asking people about their relation to the event, their reactions, opinions and its significance. As interviewer he encourages the informant to tell his story...as scientist, he seeks answers to questions by setting up hypothesis and

collecting data with which to answer them (p.383).

As clinic professor the researcher was able to actively participate on a daily basis in the internship experience of the five subjects. Field notes were collected by observing the subjects in the setting and informally and formally interviewing them to discover "their relation to the event, their reactions, opinions and its significance" (Geer, 1964, p.383). To assist the researcher in understanding the perspective of the subjects further, the interns kept a daily journal of what happened to them, their feelings and thoughts about what happened as well as their actions based on what happened to them. Interviews were extended in the form of weekly questionnaires in which all of the participants (the five subjects and the six informants) commented on the events that occurred, their reactions, opinions and the significance of the event.

As the field notes were collected and analyzed, new insights were gained that focused further observations and interviews. The new insights formed the basis for the questions asked on the weekly questionnaires. Journal data was searched for supportive/nonsupportive evidence of the insights. This process often led to more specific questions which renewed the analysis procedure. Gradually, tentative hypotheses were formed that further directed data collection and analysis. Becker (1969) explains the inquiry process as a concurrent enactment of data collection and data analysis. It is an interactive, cumulative and cyclical process as patterns, relationships and indices of behavior are discovered. As the patterns of behavior and relationships emerge the data sources are again checked for supportive/nonsupportive evidence. Wolcott (1977) contends that the strength of this method of inquiry lies "in its triangulation, obtaining information in many

ways rather than solely on one." Based on this process of cross checking: (1) matching consistency with the meaning and purpose of the subjects (Erickson, 1978) and (2) triangulation of data; the tentative hypotheses were revised and subjected to further testing. In final form, the hypotheses were not of a casual nature but, as is typical of this type of inquiry process, included "propositional sets of an all-inclusive nature...developed so that the total arena of behavior under analysis [could] be incorporated in an explanatory network" (Denzin, 1977, p.185).

An explanatory network, also referred to as a descriptive model, is a representation of a process or system. As such, the model provides a descriptive account of the patterns and relationships within the system or process. For this study, the model developed presents a descriptive representation of the student teacher's perceptions of her student teaching experience.

#### A Conceptual Framework

This study was based on the theory of symbolic interaction as laid out by Meltzer, Petras, Reynolds and Blumer. They define symbolic interaction as a process of interpretation. In the conceptual scheme of symbolic interaction, as a person encounters elements of his environment, he interprets and gives meaning to them. He judges the suitability of his actions and makes decisions based on his judgement he then constructs his actions based on the decision. Blumer, (1967) further explains this process of interpretation:

Whatever the action in which he is engaged, the individual proceeds by pointing out to himself the divergent things which have to be taken into account in the course of his action. He has to note what he wants to do and how he is to do it, he has to take account of the demands, the expectations, the prohibitions, and the threats as they may arise in the situation in which he is acting. His action is built up step by step through a process of such

self indication. The human individual pieces together and guides his action by taking account of different things and interpreting their significance for his prospective action (p.141).

This concept: the interaction of an individual consists of meeting a series of situations in which he must act and that his action is based on what he takes into account, how he assesses and interprets what he takes into account and what kind of action he devises as a result, formed the basis for three areas of inquiry for this research.

The inquiry began by focusing on what the student teacher takes into account while engaged in student teaching. Symbolic interactionists believe that the things an individual takes into account include his wishes and desires, his goals and objectives, the available means for attaining their achievement, the actions and anticipated actions of others, his image of himself and the likely result of a given course of action. The focus of this line of inquiry was on the actions and events that had meaning for the student teacher.

Secondly, attention was directed at the interpretive process in which the student teacher made meaning of the things that happened to her. This process of assigning meaning is based on two distinct concepts, (1) "worlds" exist for human beings and are composed of "objects" and (2) each human being possesses a "self" which allows him to be an object to himself. The meaning that an object has for a person as well as the view that a person has of himself is formed through the social process of interaction with others. Looking at how the student teacher assigns meaning to objects and how the student teacher views herself as object focused this area of inquiry.

A third area of inquiry looked at how the student teacher formed her actions based on her interpretations. A tenet of symbolic interaction is that a person's conduct is formed and possibly altered by the process of indication and interpretation. The focus here was on describing and analyzing the actions of the student teacher that occurred as a result of her interpretive process.

### An Overview of the Study

To understand the student teaching experience from the perspective of the student teacher we need to answer some basic questions. What does it mean to be a student teacher? What is the role/task of the student teacher in the learning environment? What are the dimensions of the task?

To answer these questions, literature was reviewed on (1) what is known about student teaching and its impact on an individual, (2) current research that views professional preparation and the continuing education of teachers as a developmental progression, and (3) field methodology as a strategy for doing research in schools. The review is presented in Chapter Two of this dissertation, Review of the Literature.

The three components of the study: the context of the event, the methodology, and the conceptual framework are detailed in Chapter Three, Methods and Procedures. The process of inquiry is presented and discussed including a description of the participants, the EEE program, the setting, the methods of data collection and analysis procedures.

In Chapter Four the findings of the research are presented and discussed. After the introduction, in which a visual representation of the model is presented, a narrative description and explanation of the

elements contained in the model is given. The Chapter concludes with a brief summary of the findings.

The findings of the inquiry presented in Chapter Four become the basis for the summary and conclusions discussed in Chapter Five. Implications of the findings and suggestions for practice and further research are presented.

The expected outcomes of this study were three-fold. First, the study will increase our understanding of the complex process involved in learning to be a teacher in a classroom. Second, this research will contribute to a need for descriptive data on teaching and may demonstrate the usefulness of ethnographic approaches, such as participant observation in the field of education. Third, this research will contribute to that body of knowledge on student teaching that assists teacher educators in assigning preservice programs that promote personal and professional growth in its neophyte teachers.

10/10/10

## CHAPTER TWO

### Review of the Literature

This study was conducted to describe and explain the student teaching experience from the perspective of the student teacher using the participant observation method. The review of the literature, was, therefore drawn from and arranged into two major categories. The first category, studies of preservice education, reviews three areas of literature: (1) what is presently known about the impact of student teaching experiences on student teachers, (2) studies that view teaching (student teaching) as a developmental progression and (3) studies that examine student teaching in the context in which it occurs.

The second category deals with studies in schools which use ethnographic strategies and techniques in varying degrees, particularly those of participant observation. Participant observation requires the researcher to become a member of a social situation over time in order to describe and explain that social situation from the viewpoint of the members under study. Hence, the studies in this section include those in which student teachers, teachers or administrators were observed or interviewed in their classrooms and schools. They are studies which display the strengths and problems of ethnographic techniques. Furthermore, they demonstrate the usefulness of ethnography in classrooms for certain types of questions. Thus, both categories in the review serve to acquaint the reader with studies on preservice education, particularly those that report an

impact on the student teacher and those that look at the process of becoming a teacher in the context in which it occurs. Given the purpose of this study, these categories seem both necessary and sufficient for the literature review.

### Studies on Preservice Education

The literature reported under this first category has been arranged into three sections: (1) what is presently known about the impact of student teaching experiences on student teachers, (2) research studies that view teaching (student teaching) as a developmental process and (3) studies that examine student teaching in the context in which it occurs. The first set of studies reviewed, address the issue of the impact of student teaching experiences on student teachers and investigated such variables as (a) self concept and personality characteristics, (b) anxiety and stress, (c) attitudinal changes in student teachers and (d) the socialization of student teachers. The second group of studies reviewed under the category of preservice education are those which view teaching as a developmental progression. This literature has been arranged into three subsections according to approach or conception of teacher development. The three subsections are: (a) a developmental theory of teachers, (b) the application of developmental theories to practice, and (c) descriptions of practice related to development. In the third and final section of this category, studies that examine student teaching within the naturally occurring context are presented.

### The Impact of Student Teaching Experiences on the Student Teacher

In reviewing the literature from the past decade on student teaching and internship, one notes three sets of intersecting literature.

First, the bulk of the material in this area seems to be dominated by articles and reports describing current practices, expressing opinions or theoretical ideas and advocating points of view. Secondly, in examining the literature on student teaching (as in almost any area of educational research) it is apparent that quantitative research has been the dominant methodology employed. As Rist (1977) explained, "We are not dealing with a situation of parity among the various research methodologies. Quantitative research is the dominant methodology in educational research. It is more widely taught, published, accepted, and rewarded in educational circles than any other approach" (p. 42). Third, research studies on the current impact of student teaching within the past decade generally conclude that the process produces negative outcomes. Upon reviewing the literature for their study on a developmental approach to student teaching, Glassberg and Sprinthall (1980) noted, "Results [of research studies] indicate a multiplicity of concrete and clearly negative findings - student teachers become more authoritarian, rigid, impersonal, restrictive, arbitrary, bureaucratic, and custodial by the end of their student teaching experience" (p. 31).

Self Concept and Personality Characteristics. Studies were selected for this section in which the student teachers' perceptions of themselves, other teachers, or teaching in general were altered by their student teaching experiences. These studies are predominantly quantitative and emphasize a need for a more intensive research and development effort (Howey, 1977). Several studies have examined changes in the self concepts of student teachers. They are primarily based on two premises. The first premise suggests that while the student teacher enters the field with a self concept already

established, she faces an entirely different context in which she must see herself. "This is a new world, a new environment, in which she has little or no assurance that her past perceptions of herself will remain compatible" (Dumas, 1969). The second premise views self-concept as a primary determinant of behavior. In an attempt to understand some of the changes that occur during student teaching, Donald Lantz (1964) assessed the self-concept and perceptions of others of 36 female student teachers. Because he believed that the outcomes of the student teaching experience had been evaluated only in terms of skill development and rarely had the psychological outcomes for the student been examined, he posed two basic questions for his research: To what extent did changes occur in the subjects' self-concept during her student teaching experience? To what extent did changes occur in her concepts of other elementary teachers and the ideal elementary teacher?

Lantz defined the term self as those attitudes and feelings a person holds about himself. "This use of the word has been termed the "self-as-object" definition. The self-theorist states that the self-concept gives continuity and consistency to an individual's behavior" (p. 200). (Lantz's conceptualization of "self-as-object" is similar to the theory of symbolic interaction as used in this study).

Using a pre-posttest design, Lantz administered a modified Interpersonal Check List (ICL) on which the subjects were to rate themselves, most other elementary teachers and the ideal elementary teacher. The results suggested that the subjects self and other perceptions were altered by their student teaching experience; "their basic values do not seem to change but they do seem to feel a need for greater harmony of ideas" (p. 202). The student teachers

perceived themselves as being more trustful and accepting of their interpersonal behavior, and they seemed to have gained insights into and an appreciation of themselves. They viewed other teachers as being more trustful and the ideal teacher as being trusting and somewhat more normal and realistic than they did before student teaching.

Lantz concluded that if self-concept and concepts of others are important determinants in teacher behavior, then we, as teacher educators must place students in student-teaching situations where they can not only gain the necessary skills and understanding but also in nonthreatening situations where their self-concepts and concept of others may be able to change.

On the other hand, Walberg (1968), in a study of 77 female student teachers both at elementary and secondary levels found that significant declines in the self-rating of the student teachers occurred during their practice teaching. He hypothesized that conflict between personality needs (to establish rapport with children) and role demands (to establish authority and discipline in the professional role of teacher during practice teaching) brings about feelings of abnegation and depreciation of self during practice teaching. Using a one group pretest-posttest design Walberg administered a questionnaire to the subjects, student teachers in Chicago public schools. Analysis of the data showed that the hypothesis was supported: significant declines in self-ratings occurred during practice teaching. Walberg interpreted the findings in terms of the theory that a conflict between personality needs and role demands lowers self-concept.

Finally, Dumas (1969), in an investigation of 94 student teachers from various majors in secondary education, found that only English majors showed any gain in self-concept. Dumas

administered a pre-posttest using the Fiedler Interpersonal Perception scale and a brief questionnaire designed to assess the nature of the student teaching experience. Based on the findings, Dumas concluded:

- (1) Student teaching under the conditions described herein tends generally to be associated with a more positive view of self by student teachers.
- (2) Conclusion one is largely dependent upon the tendency of student teachers in English to improve self-perceptions substantially. Student teachers in no other subject discipline showed a significant improvement of self-perception during student teaching.
- (3) Student teaching under the conditions described herein tends to be associated with a more negative view of self by student teachers in physical education.
- (4) Student teaching which involves responsibility for one or more sections of "slow learners," grouped by ability, tends to be associated with self-concept change in a positive direction.
- (5) Presence of cooperating teachers a majority of the time during student teaching tends to be associated with an improving self-concept by student teachers; as conversely, the absence of cooperating teachers a majority of the time tends to be associated with negligible or negative changes in self-perception. (p. 278)

Based on the inconsistent findings of the three studies it is difficult to draw any clear conclusions; however, student teaching does not, apparently have uniformly good effects on self concept development. In addition to the inconsistent findings, many of the studies done in this area investigated different dimensions of the variable of self concept.

Anxiety and Stress. Anxiety and/or stress is another variable which has received considerable attention in the literature. Several researchers (e.g., Thompson, 1963; Sorenson and Halpert, 1974; and Coates and Thorensen, 1976) have shown that there is considerable

anxiety associated with the student teaching experience.

Thompson (1963) defined anxiety as a mixture of fear, apprehension and hope referred to future. In hypothesizing that student teachers experience a variety of anxieties prior to and during internship and that these experiences are as normally distributed as are other psychological traits, he sought answers to the following questions:

- (1) What are the specific kinds of anxieties experienced by student teachers?
- (2) Do they, in fact, represent a normally distributed pattern?
- (3) Do elementary school student teachers experience more/less anxieties than secondary school student teachers?
- (4) Do male student teachers show more or less anxiety than female student teachers?
- (5) What are the sources of anxiety experienced?

Thompson administered a thirty-five question checklist to each of 125 student teachers near the end of their internship experience. He reported, four significant findings. First, the original hypothesis that the distribution of anxieties among student teachers would be represented by a normal curve distribution was not borne out by the data. Secondly, both female groups (elementary and secondary) experienced more anxieties than the male group, the greatest number being experienced by the female elementary school group. The data also showed that more anxieties originate in what had been heard or imagined by the student than from any other source. A fourth finding was that more anxiety occurs prior to the student teaching internship than during the actual experience. From this, Thompson concluded:

A better understanding of this problem by the professional staff in teacher-preparing institutions is clearly indicated. Inasmuch as anxiety has the effect of reducing mental efficiency and classroom performance, it is to the advantage of all concerned - students, faculty members, and supervising

teachers alike to become aware of the problem and to try to coordinate their efforts in the direction of reducing the amount of anxiety experienced by students in the teacher preparation program (p. 439).

Sorenson and Halpert (1968) attributed anxiety of student teachers to the conflict in beliefs about teacher role between student teacher and cooperating teacher, especially when one was subordinate to the other. Their investigation of 248 student teachers at UCLA had two purposes. The researchers wanted to explore the proposition that teacher candidates who see themselves as having beliefs about teaching which are different from those of their supervising teachers are likely to experience discomfort. Secondly, they were attempting to provide information about the manifestations of the discomfort and to generate hypotheses about how it arises and what might be done to reduce it (similar to Thompson).

The researchers administered a 125 item questionnaire to the subjects: included were 104 elementary and 143 secondary student teachers, the majority (181) being women. The results indicated that approximately 70 percent of the subjects reported that they had experienced considerable psychological discomfort at the beginning of their assignment. Twenty per cent of the subjects reported that they still experienced a good deal of discomfort at the end. It is interesting to note that the candidates who reported the most discomfort at the end of their student teaching assignment were more likely to report that they were planning not to become teachers.

The discomforts experienced by the student teachers were categorized by Sorenson and Halpert into those related to "stress" and those related to "uncertainty." Stress discomfort was characterized by symptoms of physical discomfort and irritability- "increased fatigue,

changes in eating habits, increased nervous manifestations such as smoking or nail biting, loss of sleep, arguments with roommates and family, difficulties with studies, and feelings of being unable to cope " (p. 30). A second form of discomfort, "uncertainty," was reflected in feelings of personal inadequacy and uncertainty about the teacher role. "The candidate feared he was not capable of becoming a teacher, was not doing a good job in student teaching. He said that he had lost self-confidence, felt a lack of specific techniques to guide him in the classroom, believed that he could never do as well as his supervising teacher, saw himself as inadequately prepared to teach the subject he was assigned to teach, and was unclear about what is expected of him in the classroom" (p. 30).

Sorenson and Halpert concluded from the findings that:

For some prospective teachers, practice teaching is an exhilarating and joyful, if challenging experience which results in feelings of great achievement, personal growth, and satisfaction. For others it is a frightening, frustrating, and depressing time, resulting in feelings either of failure and personal inadequacy or of great anger, or both. Whether practice teaching turns out to be a satisfying or disappointing experience depends, it appears, on *neither the particular student traits nor the particular kind of setting but rather on the interaction between a student teacher and the personnel in the school where he does his student teaching*" (p. 32) \* (emphasis added).

Sorenson and Halpert, like Thompson view the implications of their findings in terms of teacher educators: "If it is true that differences in teacher role expectations cause anxiety and interpersonal conflict, and if a means can be developed for predicting which teachers, school administrators, and pupils find themselves

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\* This conclusion is inconsistent with the findings of some studies reported later on socialization of student teachers.

in conflict with which types of school personnel while getting on well with others, it may be possible eventually to improve our methods of selecting training and placing teachers, and of scheduling students into courses as well" (p. 28).

Finally, in reviewing the literature on anxiety in student teachers, Coates and Thorensen (1976) found that student teachers reported that relationships with their master teachers and college supervisors were a major source of tension. In addition, beginning teachers' self reported anxieties and concerns also centered around (a) their ability to maintain discipline in the classroom, (b) students' liking of them, (c) their knowledge of subject matter, (d) what to do in case they make mistakes or run out of materials, and (e) how to relate personally to other faculty members, the school system, and parents (p. 164). Coates and Thorensen suggest that it may be that problems anticipated are greater than those actually experienced (as the findings of Campbell & Williamson, 1974, suggest).

As with the literature reported on self-concept change, the inconsistent findings in this area make it difficult to draw any clear conclusions. Two themes seem to be present in all of the studies, however. While the research shows that there is considerable anxiety associated with the student teaching experience, this psychological discomfort seems to be related more to the anticipation of the experience than to the experience itself. Also, the amounts of anxiety reported by the student teachers seem to interact with the organizational climate of the school and with similarities in attributes between cooperating and student teachers.

Attitudinal Changes in Student Teachers. There have been many studies conducted investigating the impact of the student teaching

experience on different attitudinal variables by the end of their practicum experience. While decrements are not universally reported, it is clear that the student teaching experience does not have uniformly good effects on the attitudes and personalities of student teachers.

For example, Shapiro and Shiflet (1974) reported that student teachers experienced a loss of connectedness, general feelings of trust and positive affection for others. In this study, a teacher training program was conducted at the Graduate School of Education, University of California Santa Barbara for 70 elementary student teachers in "awareness training." The subjects were arbitrarily assigned to one of three groups: (a) a pre-and posttest experimental group which received thirty 3-hour sessions plus two weekend gestalt awareness sessions as a component of the regular training program; (b) a pre-and posttested control group not receiving awareness training; and (c) a second, similar, control group which was posttested only. As previously stated, a statistically significant decrease in "connectedness" was found for both experimental and control groups. The evidence indicated that the observed changes were due to the experiences indigenous to the teacher training program and not to statistical manipulation.

As the loss of connectedness was not an intentional outcome of the teacher training program, the researchers conducted clinical interviews with ten former students in the program to determine what might account for the results. The most frequently mentioned factors were work overload, shattered illusions about teaching, irrelevant academic work, competition, and vulnerability to the

cooperating teachers (p. 148). Shapiro and Shiflet upon reflection of the findings, suggested a program of periodic attitude testing before, during, and after teacher training and several years into the teaching experience in order to investigate the shifts in connectedness (trust) experienced by the subjects of the study. For, "if loss in connectedness turns out to be merely a stage in the development of a teacher, then no significant changes in teacher training would be indicated. If, on the other hand, loss of trust appears as a dysfunctional concomitant to teacher preparation as now commonly constituted, then the training experiences should be restructured to eliminate aspects which unnecessarily diminish the capacity of the beginning teacher to engage with others in realistic and appropriate levels of trust" (p. 148).

Other researchers have attempted to look at how the consistency of student teachers' ideas are affected by their student teaching experience. Newsome, Gentry and Stephens (1965) found significant losses in the consistency of student teachers' educational ideas for secondary but not elementary student teachers. On the other hand, Weinstock and Peccolo (1970) failed to find any loss of consistency for either secondary or elementary student teachers.

Numerous other attitudinal variables have been investigated in relation to student teaching. Walberg et al. (1968), for example found that student teachers became more controlling and less pupil-centered by the end of the student teaching experience. Jacobs (1968) reported that student teachers moved away from more liberal and democratic points of view to more rigid and formalized attitudes.

Johnson (1969) found significant changes in dogmatism scores (the degree of open-closed mindedness within a belief system) of student teachers as a result of their student teaching experiences. Finally, Horowitz (1968) investigating the relationship between student teacher and cooperating teacher on the assumption that conflict between these individuals affects the extent to which the student teaching experience is profitable found that student teachers become more nomothetic (that is, concerned more with the expectations of others than with personal needs) by the end of their student teaching experience.

In summary, these studies seem to show that many attitudes of student teachers do change by the end of the experience, but because of the inconsistency of the results, clear conclusions about the desirability of these changes can not be drawn. It can be concluded, however, that student teaching does not have uniformly positive effects on student teacher attitudes and personalities.

The Socialization of Student Teachers. Many of the studies thus far reported seem to suggest that the impact of the student teaching experience on attitudes and self concepts is mediated by factors in the surrounding learning milieu (e.g. cooperating teachers and school climate). The cooperating teacher seems to have the greatest influence on the student teacher.

McAulay (1960) studied the influence of three first-grade cooperating teachers upon their six student teachers. Through observations of this very limited sample, McAulay concluded that "student teachers seem to be greatly influenced by the cooperating teacher..." (p. 83). and used methods and materials learned in student teaching in their own classroom work and neglected those presented in university method courses. In a study to investigate

the extent to which supervising teachers determine the attitudes and performances of the student teacher's they supervise. Price (1961) found that considerable changes occurred in student teacher's attitudes during the student teaching experience and that there was a tendency for their attitudes to change in the direction of the attitudes held by their respective cooperating teachers. Price writes "probably one of the most significant conclusions of the study was that the correlation between cooperating teachers and student teachers classroom teaching performances indicated that student teachers seem to acquire many of the teaching practices of their cooperating teachers during the internship experience " (p. 474). He believed that the findings should reinforce the belief that only the best available teachers should be used in student teaching programs.

A study by Schueler, Gold, and Metzel (1962) was conducted to ascertain the feasibility of improving student teaching through television-Kinescope observations of student teacher behavior. As in the above studies, the results supported the notion that student teachers were strongly influenced by their cooperating teachers. In addition, the findings indicated that the student teachers were not strongly influenced by their college supervisors.

In none of the above studies was the influence of the student teacher on the cooperating teacher investigated and/or reported. Nor was the regression of extreme scores toward the mean given as a plausible rival hypothesis.

In a study by Yee (1969) however, these hypothesis were investigated. Yee hypothesized that cooperating teachers are a significant source of influence in student teaching, therefore, he wished to determine the direction of the casual influence. Yee administered a pre-post

MTAI (Minnesota Teachers Attitude Inventory) test to 124 student teachers engaged in the student teaching experience. In addition their cooperating teachers and college supervisors (12) were pre and posttested using the MTAI. The results showed that a shift in attitude did occur and that this shift went in the direction of a more positive relationship toward the end of the student teaching experience. The cooperating teacher more often exerted the predominant influence and most of the congruent influence was exerted by the cooperating teacher. That is, the student teachers shifted their attitudes to approximate more closely the attitudes of the cooperating teachers. Yee concluded that the attitudes of student teachers toward children generally reflect the predominant influence of their cooperating teacher.

In a like study investigating the influence of student teachers on their cooperating teachers, Rosenfeld (1969) found that cooperating teachers working with more open-minded student teachers were more likely to have a positive change in attitude toward their pupils; and those working with the more dogmatic student teachers, a negative change.

There are several other studies that suggest pressures towards conformity. For example, Uchuyama and Lindgren (1971) found that student teachers were closer to their supervisory teachers' perceptions of an "ideal teacher" at the end of their student teaching experience than were other students just entering the program. Seperson and Joyce (1973) also found evidence to support the contention that the cooperating teacher substantially influenced the behavior of the student teacher. An interesting

finding from their study indicates that the influence of the cooperating teacher was felt during the very early weeks of student teaching rather than as the result of a slow and cumulative impact. In a study mentioned earlier, Horowitz (1968), found that student teachers became more nomothetic by the end of their experience, ie. more like their cooperating teachers.

While the cooperating teacher has been identified as a powerful socializing agent, the setting may also be influential in the teaching styles and behaviors of student teachers. Freibus (1977) found a number of agents within the setting that were important to the socialization of the student teachers. The findings indicated that while the cooperating teacher and college supervisor were the most significant socialization agents, other teachers at the site, professors at the training institution, pupils, principals, non-student friends, relatives, peers and student teachers themselves all played roles in the socializing process.

While the interdependence between cooperating teachers and student teachers has proven to be a fruitful area for research, studies concerned with the relationship between the university supervisor have shown that the university supervisor has little or no effect on the attitudes and behaviors of the student teachers. For example, Morris (1974) found that among 96 student teachers there were no significant differences in classroom performance and no significant differences in adjustment to student teaching between student teachers who had a university supervisor and those who did not. The results of this study support the assertion by Schuler and Gold (1965) that the college supervisor has little or no identifiable effect on the student teacher.

Given that the university supervisor usually plays a significant role in the evaluation of the student teacher's performance, it seems reasonable to suspect that the supervisor has some influence but that the methods employed for its study were not the appropriate ones for its detection. Freibus (1977) and Tabachneck et al. lend support to this conjecture.

### Teaching as a Developmental Progression

There is a recent trend within the educational community by researchers (Fuller, 1975; Witherell and Erickson, 1978; Ryan, 1979) and practitioners (Katz, 1972; Apleman, 1977) alike to view teachers and teacher education in terms of professional growth and development. This shift in thinking about professional learning and improvement is in marked contrast to the previously dominant rhetoric on competency-based training.

There is presently little agreement within the educational community on a clear definition of "teacher development"; teacher educators use the term to mean different things; researchers look at teacher development in various ways. In their explanation of why they chose the title "staff development" for their book, Staff development: new demands, new realities, new perspectives, rather than inservice or teacher education training, Lieberman and Miller (1979) provide some basic notions as to what development means. "By development, we mean a rejection of notions of training and an acceptance of notions of growth--often in a nonlinear and nonrational way" (p. ix). While presently there is no unified perspective to guide research and practice, teacher development can be seen as a move toward a more comprehensive view of teacher learning.

In their recent (1980) review of the literature on teacher development, Feiman and Floden identified three approaches or conceptions of teacher development. The first approach, characterized by the work of the late Frances Fuller and her colleagues at the University of Texas attempts to construct a developmental theory of teachers. The second conception (Witherell and Erickson, 1978; Glassberg and Sprinthall, 1980) attempts to apply existing developmental theories to practice. The third approach to teacher development (Ryan, 1979; Apelman, 1978) consists of descriptions of practice and efforts to justify them in developmental terms.

A developmental theory of teachers. The work of Frances Fuller on teacher/student teacher concerns is probably the most widely known example of an empirically constructed theory of teacher development. Fuller in noting the inconsistency between what preservice teachers get in their education courses and what they say they need, set out to discover "what [student] teachers are concerned about and whether their concerns can be conceptualized in some useful way" (1969, p. 208). Her assumption was if similarities in teacher's concerns over time could be conceptualized then teacher educators could more appropriately choose course content and experiences for them.

Over a ten-year period Fuller (1969, 1972, 1974) and her colleagues (Fuller, Peck, Brown, White, & Garrad, 1967 and Fuller and Brown, 1975) posited, refined and modified a "developmental conceptualization" based on expressed concerns of those individuals engaged in teaching. Fuller (1974) stated that prospective teachers have common concerns that occur in a fairly regular sequence. Very generally, the sequence

is one from early concern about self to concern about pupils. She characterized the young, inexperienced education student as being primarily concerned about self, not usually concerned about teaching at all.

"They are more likely to be concerned about their own feelings, and about their problems with friends, room-mates, grades and decisions about drugs and sex" (p. 113).

At the second stage in the developmental sequence concerns about the teaching task predominate, though they are not mature concerns. They are still not concerned about what pupils learn.

"She wonders about her own teaching performance; how she looks and sounds, about her command of subject matter, about what to do if she doesn't know the answer to a child's question and to avoid the embarrassment of appearing to be inadequate" (p. 113).

Stage three concerns, concerns about impact on students, are rare among even experienced teachers, Fuller believed.

"When teachers do become concerned about pupil gain and about their influence on this gain they ask themselves, 'Is the class really learning what I'm trying to teach them?' They may even ask more mature questions. 'What does Joe need? What is he concerned about? How do things look to Jimmy? What was the effect on him of what happened yesterday? Do I need to change what I do? Do they need me to change what I am?'" (p. 114).

Teachers at this stage look differently from their colleagues. They are realistic. They seek information not just about the class content for today, but they have intellectual curiosity beyond the needs of the moment. They actively seek information about what others think and feel about them. They are sensitive to nonverbal behavior and interpret it accurately. They are aware of their behavior as it is seen by others and are realistic about their own shortcomings. These teachers with stage three concerns tend to be oriented toward reality; they seek truth: truth about self, about others

and about the world around them. They are committed and self-satisfied. They are intrinsically motivated and controlled. Stage three teachers are competent. They can teach what they have learned and what they have become. They get to know their pupils deeply as persons. They are skillful in assessing pupils' feelings, their knowledge and their skills and competencies both formally through diagnostic instruments and informally in daily contact with them. They help children become self-sustaining learners by modeling the qualities, attitudes and skills which they themselves have acquired, in much the same way that they acquired them (Fuller, 1974).

These stage three teachers tend to be self-actualized (Maslow), autonomous (Loevinger), principled (Kohlberg), integrated people functioning at a full formal operational intellectual level (Piaget).

When Fuller et al. (1967) used the term "stage", they referred to a cluster of concerns. While they were unclear as to whether these were clusters of concerns or "stages" Fuller and Brown (1975) detailed what these clusters of concerns were not:

Whether these really are "stages" or only clusters, whether they are distinct or overlapping; and whether teachers teach differently or are differentially effective in different stages, has not been established. These stages, if such they are, have been described mainly in terms of what the teacher is concerned about rather than what he is actually accomplishing. However, there seems to be little doubt that the labels describe clusters of concerns and consequently provide a useful means of describing the experience of learning to teach (p. 37).

Katz (1972) draws on her experiences with preschool teachers to extend Fuller's teacher concerns model. She says, "Preschool teachers can generally be counted on to talk about developmental needs and stages when they discuss children." Therefore, she writes, "It may also be meaningful to think of teachers themselves

as having developmental sequences in their professional growth" (p. 50).

Katz identified four developmental stages through which teachers pass, though she believes that individual teachers vary greatly in the length of time spent in each stage.

Stage 1 : Survival. During stage 1 the teacher's main concern is whether she can survive. This stage is characterized by feelings of anxiety and inadequacies as the teacher faces the realities of the classroom. A teacher in this stage needs support, understanding, comfort and guidance. "She needs instruction in specific skills and insight into the complex causes of behavior - all of which must be provided on the classroom site" (p. 51).

Stage 2 : Consolidation. During stage 2, the teacher has already accepted the fact that she can survive. Now she is ready to consolidate her successes in the first stage and to discriminate the tasks and skills to be mastered next. This second stage is characterized by more discriminate observations of children. At this stage, teachers need information about specific children or about children who pose problems, "Opportunities to share feelings with other teachers at the same stage of development may reduce some of the inadequacy and frustration the beginning teacher feels" (p. 52).

Stage 3 : Renewal. During this stage teachers begin to expand their view of their own practices as well as teaching in general. The third stage is characterized by an increasing desire on the part of the teachers to know more. "Teacher's find it rewarding to meet colleagues from various programs on both formal and informal occasions... During this period they may be ready to take a close look at their own classroom teaching through video-tape recording... Perhaps it is at this stage that the teachers' center has the greatest potential value " (p. 52).

Stage 4 : Maturity. At stage 4, maturity, the teacher has come to terms with herself. This stage is characterized by a more meaningful search for insight, perspective, and realism than previously sought. Teachers at stage 4 need "an opportunity to participate in conferences and seminars, and perhaps to work toward a degree " (p. 53).

Caruso (1977) proposed a conceptual model of "phases" through which student teachers pass which affect the development of both their personal and professional identities. His six phase

conceptualization is based on the research already discussed. Caruso's six phases are:

Phase I : Anxiety/Euphoria

Phase II: Confusion/Clarity

Phase III: Competence/Inadequacy

Phase IV: Criticism/New Awareness

Phase V: More Confidence/Greater Inadequacy

Phase VI: Loss/Relief

As can be seen by the titles of the phases student teachers engaged in the process of student teaching experience many conflicting and ambivalent feelings- joy, fear, love, guilt, frustration, and anger. Caruso is careful to state that the phases of student teaching are not mutually exclusive but continually overlap; a spiraling effect occurs and repeating patterns of feelings develop during the course of the preservice experience. These feelings, Caruso believes, are brought about by

...the concurrent development of a personal and professional identity, the timing and sequence of training experiences, the ambiguity of the role of the student teacher, the development of personality and role conflicts with others, unfamiliarity with the school context, and the adventure and uncertainty always associated with the unknown (p. 63).

It is clear that Fuller's work has had a strong influence on a number of subsequent studies. While collectively these studies present a view of teaching as an ongoing learning process in which new insights into teaching and learning are developed and new competencies are achieved over time, many questions remain unanswered. For example, addressing concerns of teachers may make them feel more comfortable and make them feel that their educational experiences are more relevant. However, there is little research to support the

linkage between the concerns and the attainment of desirable educational outcomes. Stage theory also suggests that the higher stages are more desirable but no justification for the superiority of the later stages of development yet exists. Also lacking are empirical studies that look at what accounts for the shifts or progressions through the stages; how do the transitions from one stage/phase to another occur? While studies relating to stage/phase theory serve as a basis for teacher education programs, as yet the question about the role of teacher education as a means for enhancing the developmental process is unanswered.

The Application of Developmental Theories to Practice. The studies reported in this subsection draw on the theories and ideas inherent in developmental psychology. Bijou (1976) defines developmental psychology as:

...the study of progressive changes in interactions between a biologically changing organism (maturing and aging) and sequential changes in environmental events through a series of life periods (p. 39).

Teacher development is viewed as a form of adult development; characteristics describing effective adult functioning are assumed to be applicable to effective teachers and teaching. As Feiman and Floden (1980) point out, "The view of learning associated with developmental theories is said to have important implications for an understanding of how teachers learn and the conditions that support professional growth. Thus, developmental theories would provide both ends and means for teacher educators" (p. 229). In 1938, John Dewey claimed that true education is development, and that development can be the aim of education. The philosophical tenets of Dewey, Piaget (cognitive development), Kohlberg (moral

development), Loevenger (ego development), Hunt (conceptual development), and Tapp and Levine (legal reasoning development) served as a framework for studying the relationship between teachers' conceptions of teaching and human development and their teaching behavior.

Witherell (1978) examined the relationships between five teachers' conceptions of teaching and human development and their patterns of teaching behaviors. Through an analysis of the data from the five case studies it became apparent that there existed a wide range of both thinking and behavior among the five teachers. However, three major hypotheses emanated from the analysis:

- (1) The values and beliefs held by teachers are linked to (and by) their actions and behavior.
- (2) Teacher beliefs and behaviors are associated with differences in developmental stages.
- (3) Teachers more advanced in development and behavior demonstrate greater complexity and commitment to the individual in areas such as
  - a. analytic self reflection: the capacity to interpret their teaching practices, their students' behavior and development, and events in the classroom.
  - b. philosophy of education: beliefs about what the goals of education should be
  - c. constructs relating to children: the capacity to take the child's perspective
  - d. generation and use of varieties of data in teaching, and
  - e. understandings and practices relating to rules, authority, and moral development.

While case studies are hard to summarize, this research appears to support the underlying assumption that teachers at higher stages of development are more effective than their colleagues at lower stages - it should be noted that this was the major assumption upon

which the research was built. Witherell and Erickson concluded that:

The enhancement of student learning and development no doubt rests with the improvement of teacher effectiveness. It is our contention that the improvement of teaching is dependent on a more versatile and complex conception of the role of the teacher - one that views the teacher as potentially growing and changing, as a colleague in classroom research, and as an important source of knowledge in the field of human development (p. 237).

A study conducted by Glassberg and Sprinthall (1980) was built on the theories of cognitive development. The researchers asked the question, "If teachers at higher developmental levels are more effective in managing classrooms, can we create an educational program designed to promote such development?" (p. 35). They designed and implemented a student teaching curriculum that applied this conception to practice. An experimental curriculum that consisted of a developmental approach toward supervision was initiated for three groups of undergraduates at a large public university who were engaged in the process of student teaching. Through a weekly seminar in which the major experience was structured role-taking, the student teachers learned how to analyze and process both their own teaching and that of their peers. Three pre/posttests were administered to measure psychological development. Loevinger and Wessler's (1970) sentence completion test attempted to measure the ego development stage; Rist's (1974) defining issues test measured the ethical stage of the student teachers, and Rotter's Internal-External Locus of Control Scale gave an estimate of the individual's perception of the relationship between behavior and events which followed. The results showed that the experimental group improved on all three measures. "The findings clearly support the contention that a

developmentally based supervision seminar for student teachers has a positive psychological impact" (p. 37). While the study was with a small sample and must be replicated before its results can be validated, the researchers believe that "we can make a general case that role-taking, peer supervision, and the gradual peer leadership evolution appear a promising method of producing positive psychological development" (p. 57).

Cognitive-developmental theories may offer a possible framework for thinking about teacher development. They cannot, however, help a teacher educator decide when and/or how to intervene, which is a pedagogical issue. The third and last identified approach to teacher development includes studies by practitioners who use a developmental framework.

Descriptions of Practice Related to Development. This third approach to teacher development views the teacher as being the center of the educative process. As a thoughtful decision maker the teacher can meet the needs of particular children in particular situations. In the set of studies reported here, professional growth is defined in terms of increased responsibility for educational decision making. Two sets of ideas underlie this approach:

(1) the teacher is viewed as a person with the potential for professional growth and (2) professional growth can be enhanced by an environment that can support continued learning and change.

Apelman (1978) in her work with teachers as an advisor at the Mountain View Center in Boulder, Colorado views advising as a way of helping teachers take final responsibility for their curriculum. In order to set goals for inservice education that

meets the needs of most teachers, Apelman believes that we must first learn to differentiate among the needs of teachers. In her role as advisor, Apelman has identified three stages of development for the teachers at the center; each stage requiring a different kind of help.

In the beginning stage the main concerns of teachers are about classroom management and organization (consistent with the findings of Coates and Thoresen (1976)). Teachers need practical help at this stage which could conceivably be provided by many experienced teachers if they were released to do this kind of advisory work. Teachers in the beginning stage (be it a first or second year teacher or an experienced teacher attempting a new approach) need time to visit other classrooms and have "official" time to talk with their colleagues. At the second stage, "how" questions are directed toward the ideas, materials and activities to which teachers have been introduced at the Center. These "second-stage" teachers are not struggling with issues of survival but asking for help in integrating the materials into their programs. Advisors working with teachers at this stage must be able to work within the existing structure of their classrooms and adapt to the individual teacher's personal style. Teachers at stage three are comfortable in their role. They are looking to extend themselves, to develop their own curriculum. They are searching for ways to elicit greater depth and diversity and more continuity in children's work.

When teachers have experienced learning in some depth at their own level, when they have solid knowledge of both child development and subject matter and use it as the

basis for their planning, they are ready to extend children's learning and to build their own curriculum (p. 24).

This developmental pattern is similar to both the clusters of concerns identified by Fuller and the developmental stages described by Katz.

Kevin Ryan (1979) also suggests staff development be organized in terms of stages of teaching. He draws on the work of Fuller, Smith and others that speak to life or age related stages in reporting the findings of three interview studies conducted in central Ohio. Each of the three studies focussed on how the individual perceived his or her professional experiences. Ryan reports the findings in terms of what they suggest for staff development.

As reported by Fuller, the three studies reviewed by Ryan suggest that first year teachers are moving through survival needs and concerns to mastery needs and concerns. They need help in planning, time management, classroom control, working with parents and in getting into contact with their teaching colleagues. First year teachers need highly focussed, highly specific skills for in-service.

Second year teachers are more comfortable and more socialized. They are capable of giving and receiving friendship from experienced colleagues and are more realistic about themselves and about teaching as a career. Though they realize they have inadequacies there is little sense of impending crisis. Rather they more systematically and quietly attack their inadequacies than they could during their first year. The second year teacher has moved from survival concerns to interest in techniques. Inservice needs for second year teachers

should focus on the craft of teaching. University courses of the advanced methods variety or which expose them to new curricular ideas which they can use in their classrooms are appropriate at this stage.

Middle-aged teachers or "career teachers" are individuals who must change and adjust to new demands both from students and from the times. They approach a time of crisis as they come close to the possibility of retirement. Inservice programs for these teachers should be not so much aimed at learning a new professional skill but learning how to deal with aging, helping them put their careers into perspective and assisting in their preparation for the next stage of their personal and professional lives.

As reported by Ryan, the results of the Ohio studies suggest different career stages in the lives of teachers and the need for different types of in-service and staff development at each of the different stages. In the Ohio studies and in the Apelman study, development was viewed as an active, self-regulating process. Also included was the general idea of positive environmental conditions thought necessary to support it. The literature reported under this approach, like that of the other two approaches had little to say about what the process of development is actually like.

#### Studies of Teaching/Student Teaching in Context

Many of the studies just reviewed, particularly those related to the impact of the student teaching experience on student teachers show that the impact of the experience on attitudes is mediated by factors in the surrounding learning milieu (e.g. cooperating

teachers and school climate). It seems reasonable to conclude that more consistent results in this area will only occur if studies take the surrounding environment into account and do not investigate attitude changes in isolation.

Walter Doyle, in discussing the importance of learning within the context in which one will teach says:

In the final analysis, classroom knowledge can only be gained by experience as a teacher in the classroom environment. Research is needed therefore, on the complex processes of learning to be a teacher in the classroom. My own experience in studying induction suggests that the feedback beginning teachers receive is very important in helping them acquire classroom knowledge. Such feedback needs to be keyed to the demands of the classroom environment. That is, feedback must be based on classroom knowledge. In addition, there is a clear possibility of developmental processes involved in learning to be a teacher (Doyle, 1979, p. 15).

In a three-year study of secondary teachers, beginning with student teachers, Doyle (1979) attempted to build a "descriptive theory of classrooms." In the context of research on teacher education, Doyle believed his study was distinctive in three respects: (1) it was a study of "how teachers learned to teach in classrooms rather than how they were taught to teach by deliberate, planned interventions. *Such a focus placed special emphasis on the natural processes of becoming a teacher*" (p.1) (emphasis added); (2) the study was based on a naturalistic methodology (qualitative) and (3) the inquiry was directed to explicate the event structure of classrooms and to build a general conceptual scheme for interpreting classroom phenomena.

Doyle attempted to map (over three years) the way in which 58 student teachers learned to cope with the demands of the classroom environment. Through observations he expected to build a descriptive theory of classrooms rather than map classroom observations on

to existing conceptions derived from psychology or sociology.

The findings revealed that teaching in classrooms is a challenging task that requires specialized knowledge and skills focused on the particular demands of the setting in which teachers work.

The environmental demands of meeting groups of students for designated periods of time, conducting activities that include all students and are educative, and gaining the cooperation of the students who vary in their abilities and inclinations give rise to at least five distinctive features of the classroom environment:

- (a) multidimensionality: classrooms served a variety of purposes and contained a variety of events and processes
- (b) simultaneity: many events occurred at the same time
- (c) immediacy: the ability to monitor the group and to respond to the immediacy of events
- (d) unpredictability : the occurrence of multiple events and internal/external interruptions
- (e) history:

Doyle chose these terms in order to suggest that classrooms are crowded with people, activities, and interruptions; "many events take place at the same time; and there is little time available for a teacher to reflect before acting or even to anticipate the direction of events" (p. 5).

Through his research, Doyle developed a grounded theory of classroom environments that has implications for both preservice and inservice education.

Beginning teachers need to acquire classroom knowledge, that is, an understanding of possibilities and consequences in classrooms, if they are to cope successfully with the demands of the environment and be able to use teaching methods (p.10).

The feedback given to inservice teachers as well as innovations of new teaching methods and content are usually given with little attention to classroom demands (compare with Apelman's second stage). Inservice efforts to change curriculum must be seen from the perspective of the classroom.

The results of Doyle's study have more to do with how to think about teacher education than how to conduct research in this area. The basic problem of teaching and teacher education, as seen by Doyle, is the need to find ways to translate knowledge ("schema") that teachers possess into strategies ("scripts") that are compatible with the complexity of the classroom. He proposes a need for additional research on both classroom knowledge (e.g. naturalistic studies of teacher planning and how effective "scripts" are selected) and on teaching classroom understandings (e.g. visual displays of "scripts" to accompany verbal descriptions and conceptual frameworks presently comprising teacher education). He emphasized the need for more research on the complex processes of learning to be a teacher in the classroom.

Fenstermacher (1979), also concerned about the influences of context on teaching and teacher education takes a slightly different, more philosophical view of the nature of context than Doyle. Fenstermacher is concerned with the nature and influence of the environment as it relates to the inductive stage of teacher education, for to him, this is the most formative stage where the influence of the workplace is brought to bear. Fenstermacher discusses specific examples of what he calls "institutional characteristics of schooling" which appear worthy of investigation as powerful influences on the beginning teacher. He includes power and authority patterns,

reward structures, technical language systems and symbols and organizational structures and relationships as characteristics of schooling. As a point of differentiation from Doyle, Fenstermacher is interested in how these contextual factors "influence" intentions of teachers as well as how teacher education does (or does not) influence these intentions. He hypothesizes that teachers have "intentions in storage" - that is, formulated elsewhere but discovered unuseable in practice, and "intentions in use"- i.e. what the teacher has to do as a result of the realities of induction. Fenstermacher maintains that "teacher education shares responsibilities for understanding how institutional features may be altered to facilitate the conversion of a teacher's new knowledge or skill to intentions in use"

Doyle and Fenstermacher are both concerned with the nature of the context and how it influences teachers and teachers-in-the-becoming. A number of studies related to the socialization of teachers and student teachers (Eddy, 1969; Iannoccone, 1963; Hoy and Rees, 1977; Roberts and Blakemanship, 1970) are also closely related to this concern.

Elizabeth Eddy (1969) was interested in the relationship between teacher performance and the official as well as covert socialization of beginning teachers by those who had preceeded them. Her research question, "How does one make the transition from student to teacher?" was asked with the purpose of providing a greater understanding of the social relationships within the school which deeply affect new teachers and their teaching performance.

Eddy studied the socialization experiences of thirteen elementary and nine junior high school teachers from September, 1962

to January, 1963 who were in their first year of teaching in urban "slum" schools. The primary sources of data were weekly tape recorded reports made individually by the subjects at the college from which they had graduated. From the results of her study, Eddy concluded:

- (1) Upon entering the slum school, new teachers are inducted into an educational system that inhibits the learning process for most of the pupils in the school.
- (2) New teachers are quickly socialized into activities and ways of thinking which perpetuate the dichotomy which exists in all schools between the adult professional and the child-pupil clientele.
- (3) Both the formal preparation for teaching and the formal curriculum prescribed by the school emphasize the role of the teacher as one who transmits knowledge and academic skills to pupils.
- (4) The experience of trying to implement a curriculum among pupils to whom it has little meaning is a frustrating one.
- (5) Experiences of failure are common among beginning teachers, particularly among those who are unable to gain control of their pupils in ways that satisfy themselves and administrators.
- (6) The induction of new teachers into the school in ways which inhibit or even prohibit the establishment of significant learning processes in the classroom means that teachers are often rejected by many of their pupils and their parents.

Eddy concludes that the present educational crisis in which teachers find themselves in relationship to the urban poor is not of their own making nor one which would be resolved easily. What is urgently needed she believes is "a new organization combining human and technological resources in both the teacher training centers and the schools which can incorporate a diversity of persons, including teachers, pupils, and parents, to work out solutions to common problems in local situations.

The research reported in this section emphasized the importance of context for teaching and teacher education, both in the classroom and in the school environment. For as Howey (1977) states:

Desired improvement in the preparation and renewal of not only teachers but all educational personnel is inextricably interwoven and directly related to the improvement of schooling. Training, both pre-and in-service cannot continue to be treated as an enterprise fundamentally divorced from schooling itself (p. 28).

Attention to context is of primary importance in the studies reviewed in the next section. It is one of the variables that underscores the rationale for naturalistic classroom studies.

#### Ethnographic Research in Classrooms and Schools

The present study was conducted to describe and explain the student teaching experience from the perspective of the student teacher using an ethnographic technique called participant observation. Participant observation is a field strategy that requires the researcher to become a member of a social situation over time in order to describe and explain that social situation from the viewpoint of the members under study. As Bruyn (1966) points out:

Unlike the traditional empiricist, the participant observer must view a culture just as the people he is studying view it...This means he sees goals and interests of people in the same way that people see them, not as functions or experimental causes as would the traditional empiricist... it means that he sees people in the concrete reality in which they present themselves in daily experiences (p. 26).

The studies reviewed in this section are either ethnographies or use ethnographic techniques to look at the behavior of people as that behavior occurs in its natural setting. This literature was divided into two subsections. The first subsection includes research which used ethnographic techniques to study the behavior of student teachers, teachers or administrators in schools and

classrooms. These studies were predominantly descriptive and emphasized the teacher and contextual variables as crucial elements in the process of teaching. The second subsection consists of participant observation literature. In these studies, field researchers described or explained diverse social interactions through an analysis of group or individual perspectives in classrooms as well as other settings. Thus, both subsections serve to acquaint the reader with ethnographic studies in schools, and ethnographic studies which deal with perspectives. Given the purpose of this study, these categories seemed most appropriate.

#### Studies Which Used Ethnographic Techniques

There are but a few studies that have explored the process of student teaching from an ethnographic perspective. There are some (e.g. Iannaccone, 1963; Iannaccone and Button, 1964; and Friebus, 1977) however, which use ethnographic techniques to study student teaching. They will be reported here.

Iannaccone (1963) and Iannaccone and Button (1964) conducted a large scale study to describe the process of student teaching at four midwestern institutions. The first part of the study employed the pre-posttest design typically employed by experimentalists. The second part of the study, the one reported here, used ethnographic techniques to describe the process of student teaching.

While self reports from student teachers' logs were the primary sources of data for this section, other techniques were utilized as well:

We observed student teachers in their cooperating schools, interviewed them, attended to the weekly meeting of student

teachers on campus and joined them in drinking coffee before and after those meetings. We also talked with and listened to college supervisors of student teachers and cooperating teachers. We think these experiences helped us see what was in the logs and what they were experiencing (p. 30).

Iannacone and Button employed three conceptual frameworks to analyze the logs. Van Gennep's (1960) model of the "Rites of Passage" was utilized in characterizing student teaching as a transitional state between separation from adolescence and incorporation into the world of work. In addition, Chappies' and Arensberg's (1940) framework of "interaction sets" was used to describe the characteristic patterns of interpersonal relations revealed in the logs and Becker's (1961) framework for "perspectives" was employed to view changes as the student teachers progressed through their experience.

Employing Van Gennep's model of the rites of passage, Iannaccone and Button viewed student teaching as a transitional state. The nature of student teaching as a transitional state and its function in the making of a teacher became the focus for the analysis. Three questions emerged from this transition framework: Do student teachers change their ideas and actions toward the specific problematic situations arising from the classroom context? (similar to questions raised by Doyle, 1979). If so, what are the forces or pressures to which they respond? What is the nature of the changes? (p. 74).

To answer these questions the notion of interaction sets was used to describe the characteristic patterns of interpersonal relations revealed in the logs. Three distinct interaction sets emerged to provide a framework for describing a student teacher's

progress through the experience:

- (1) "the observer set"- in which the cooperating teacher teaches, student teacher observes
- (2) "the teaching set"- in which the student teacher teaches
- (3) "the dyad"- in which the cooperating teacher is super-ordinate, the student teacher is subordinate.

The observer set dominates the first period of student teaching. The student teacher gradually assumes more and more teaching responsibility as s/he moves through the experience. The latter part of the experience is characterized by the teaching set. The cooperating teacher-student teacher dyad serves to coordinate the actions in the other two sets.

Finally, Iannaccone and Button utilized the concept of "perspectives" (Becker et. al, 1961) and were particularly concerned with how student teachers' perceptions changed as they progressed through the experience from the observer set to the teaching set.

One of the most significant findings from this research was the detection of a common pattern of changes in perspectives by student teachers as they moved from the observer to the teaching set. Specifically, the social distance which initially characterized the dyads gradually decreased and the suggestions and evaluations made by the cooperating teachers tended to change the student teachers' perspectives on teaching. For example, aspects of this change that emerged from the logs are worthy of note.

First, expressed concerns for individual children gradually began to disappear from the logs and "getting the class through the lesson on time" became the primary goal of student teachers by the end of their experience. Secondly, "it works" became the

primary criterion for accepting or rejecting teaching procedures, even for accepting some that student teachers had previously rejected as violations of what they had learned at the university. Also, student teachers not only began to use teaching techniques that they had previously seen and rejected, but they began to justify them as well. A third aspect of the change in student teacher perspectives that emerged from the logs was a lowering of expectations for children. Some children were defined as "behavior problems," others as "slow learners" and goals were modified into a few precise and predetermined types of pupil behaviors. This helped the student get through the lesson on time.

Iannaccone (1963) and Iannaccone and Button (1964) attempted to describe the process of student teaching through the analysis of the changing patterns in student teacher perspectives as students moved from the observer set to the teaching set.

Iannaccone stated the most important finding of his study:

In the final analysis, it is this new basis for accepting or rejecting proposed teaching procedures which may be the most significant product of student teaching. Does it work to solve the immediate problem at hand? (p. 80)

It is obvious that some of the findings of this study conflict with the goals and expressed purposes of most teacher education programs.

Another study on student teaching that employed ethnographic techniques was conducted by Tabachneck, Popkewitz and Zeichner (1978). The purpose of the study was to analyze the impact of a student teaching program on the professional perspectives of 12 student teachers at a large midwestern university. The researchers

attempted to explore the student teachers developing beliefs about teaching, about themselves as teachers and about a teacher education program as a help or hindrance in moving them towards the kinds of teachers they would like to become. This study was also concerned with how students acted when they were in student teaching roles.

The beliefs and actions of the student teachers were used as the basis for inferences about the degree to which programmatic assumptions were met regarding the relationship of planned experiences to outcomes, both anticipated and unanticipated. As the researchers were interested in the correspondence between student teachers' beliefs and actions (e.g., how student assigned meaning to their beliefs by acting on them; how they gave meaning to their actions after they occurred) the researchers adopted a form of "field study" to explore these concerns.

In the present study, we decided that a conventional psychometric model which guides most educational research was inadequate to the task of illuminating the complex interactions we wished to study...This model assumes that one can stipulate and therefore know in advance of its happening, what will take place in the process part of the model. It is just these actions and interactions in the process part of the model which we must treat as problematic in order to understand the impact of a teacher education program upon students (p. 3).

Data was collected over two semesters by a team of six researchers using a variety of methods (e.g. observations, interviews, surveys). Each student was observed while teaching and was interviewed before and after each observation. The student teachers were also observed in their weekly on campus seminars, in university orientation sessions, and in conferences with their

university supervisor and cooperating teacher.

Using Glasser and Straus' (1967) "constant comparative method" the content analysis revolved around three major themes. First, the activities, interactions, and sentiments associated with student teachers' experiences in schools were discussed utilizing the concept of "work" (Popkewitz and Wehlage, 1977). Secondly, an attempt was made to assess the role of the university in giving shape to that "work". Thirdly, the researchers explored student teachers' perceptions of "the problems of teaching" and the interaction of these perceptions with the work student teachers did in schools and the discussions that took place in university seminars and conferences.

Some of the findings from this study were summarized by Tabachnick et.al. as follows:

- (1) Student teaching involved a very limited range of activities and interactions. When teaching occurred, it was typically concerned with narrowly specific short-term skills or in carrying out routine testing or management procedures.
- (2) Student teachers had little control over their classroom activities (i.e., in deciding what, how, or when to teach). Why something was taught was taken for granted and not questioned by student teachers.
- (3) The student teachers defined the most significant problem of teaching as discipline, defined as controlling others. Keeping children busy and doing things that would insure that the children moved through the lesson on time and in a quiet and orderly fashion became ends in themselves rather than means toward some specified educational purpose.
- (4) The student teachers seemed to develop a high degree of technical proficiency; however, they applied criteria of pupil success which were almost entirely utilitarian, separating their every day activities from their ideals by maintaining a distance between theory and practice.
- (5) The university within the studied context tended to legitimate technique as the most important concern of teaching. Emphasis upon getting along with established authority in order to get a job tended to discourage

experimentation and the creation of alternatives to existing curriculum and practice (p. 39).

These results are consistent with the findings of the previous study (Iannoccone and Button, 1964) and clearly indicate that what happens in the student teaching experience is often in conflict with the expressed purposes of most teacher education programs. While program descriptions emphasize experimentation and reflection, these two studies seem to indicate that student teaching, in reality, is very close to Dewey's (1904) definition of an apprenticeship.

Tabachnick et.al. concluded their study with a statement directed at those who uncritically praise the benefits of student teaching:

There is no justification in our results for the naive notion that practical school experience must be useful in introducing students to a wide range of teaching abilities. Nor can it be taken for granted that the time spent in classrooms will illuminate for students relationships between what teachers do and purposes and consequences of teaching...Proposals which "solve" problems of teacher education by scheduling more student time in classrooms rest upon the apparently untenable assumption that more time spent in that way will automatically make better teachers (p. 39).

The last study reported in this section and referred to earlier (Friebus, 1977) looked at the agents of socialization in student teaching to determine the range of individuals involved in the socialization of student teachers and the specific areas in which they exert influence. Criticizing the experimental research on student teaching socialization (e.g. Hoy, 1967, 1968, 1969; Hoy and Rees, 1977; Roberts and Blakemanship, 1970) for its exclusive emphasis on the measurement of outcomes rather than on "the reflexive nature of the socialization process that contributed to those outcomes" (p. 264). Freibus proposed an image of socialization

as an "ongoing negotiated reality" which allows for the student teacher to act as an active agent in the process.

Through a series of six semi-structured interviews with 19 student teachers several areas of socialization activity were examined.

- (1) Coaching - a collection of activities involving someone who guides and advises the trainee; provides routines, schedules, encounters with new activities and challenges to old identities.
- (2) Legitimation - someone sanctioning in some manner a trainee's claim to a professional identity.
- (3) Success and Failure - the people whom the trainees used as a reference to gain a sense of whether they were being successful or not with respect to classroom presentations.
- (4) Interaction with Peers - the role of peers in the socialization process

A content analysis of the data revealed that from the perspective of student teachers there were a wide variety of persons involved in the socialization process. These people were both professional and nonprofessionals and assumed positions of prominence depending upon the specific socialization area involved contrary to the findings of the experimental studies mentioned earlier, socialization agents were not limited to those persons most directly responsible for the direction of the student teaching experience, i.e. the cooperating teachers.

While cooperating teachers did play major roles in several of the areas of socialization, for some students and in specific areas for all students, other persons exerted a more powerful influence. For example, pupils played major roles as socializing agents, especially with regard to a student teacher's development of a sense of success or failure. The university supervisor

played an important role with regard to coaching and was seen as influential in providing suggestions and ideas about what to do in specific situations. Principals, other teachers, college professors and persons in lateral roles (e.g. spouses, serious boyfriends) also were seen by the students as contributing to the socialization process.

At least three significant findings were reported. First, the student teachers functioned as active contributors in their own socialization.

The degree to which some respondents referred to themselves as their source of legitimation is an indication that the trainees did not act as mere objects to be manipulated and programmed. The trainees function as active contributors to their own socialization (p. 267).

Secondly, the student teachers did not develop and utilize a strong peer culture. This area of investigation included the least number of references. In terms of the amount of peer contact that did occur two principal functions were served for the trainees. The first was that peer contact acted as a progress indicator where the trainees could get a sense of "whether they were more or less competent, overworked or underworked, or ahead or behind schedule " (p. 268) by comparing themselves to their fellow student teachers. The second use of the peer group was as a source of support and comfort. A third significant finding was related to the role of pupils in the socialization process. Pupils played a part in almost every facet of student teaching under consideration.

The pupils were not passive entities to be manipulated by student teachers, but rather they played an active role in the movement of the trainees to the role of teacher (p. 267).

Finally, consistent with the findings of Tabachnick et al. there

was almost total agreement among student teachers related to their lack of authority in the classroom.

A major limitation of this study was the failure to use observations of student teachers to support and supplement the interview data. This research does, however, represent a different perspective on student teacher socialization than the experimental studies reported in the first part of this literature review. While in those studies (e.g. McAuley, 1960; Price, 1961; Seperson and Joyce, 1973) the cooperating teacher was assumed to be the major contributor to the process, Freibus refines and extends this view by including the roles of the pupils and of the student teachers themselves as socializing agents.

Participants Observation Studies. As early as 1855 anthropologists developed the method of participant observation and this method has been associated with that discipline ever since (Bruyn, p.9). The anthropologist became a member of a group or a society by living in the society for a considerable length of time carefully observing its organization and social life. These observations were recorded in field notes which were then analyzed. Social science researchers and more recently educational researchers have made use of this method when information is sought concerning the structural characteristics of behavior, roles in social settings, group life and/or human interactions. The types of interactions that have been studied vary widely.

Whyte's study, Street Corner Society (1943) of the social structure of an Italian slum is recognized as a classic study in sociology. In order to examine the structure and leadership of

informal "gangs", Whyte learned the Italian language, lived with an Italian family for eighteen months in order to understand the everyday family life in the community and participated in social and political activities in the area. He analyzed the relationship among the racketeers, politicians, and businessmen and how they served to keep the social system operative. During the study Whyte was very conscious of his own role as participant observer and tried to avoid influencing the normal life and activities of the area. The life of this street corner society was not readily (or easily) understood by outsiders. As he participated in the life of the "corner boys" over a period of nearly four years, he was able to explain the social structure as reasonable and understandable given the context of life in this Boston slum.

As Whyte was able to make life in the street corner society understandable, Becker, Geer, Hughes, and Strauss, (Boys in White, 1961) made the lives of medical students understandable. The researchers studied medical students over a period of a year in order to understand, from the perspective of the students what their life was like. The researchers attended classes with the students, followed them from class to laboratory to hospital ward. They sat in on discussions, oral exams, and casually conversed with the groups. The researchers went on rounds with the students, observed examinations and even attended surgery and deliveries. As an extension of the participant observation method, Becker, et al. interviewed the medical students formally and informally. Three categories emerged from the data: (1) group perspectives, (2) student culture, and (3) student actions in the institutional setting. From the field notes and interviews a set of prevailing

perspectives were discovered and labeled as: (a) the long range perspectives: "the best of all professions;" (b) the initial perspectives: "an effort to learn it all", (c) the provisional perspectives: "You can't do it all;" and (d) the final perspective: "What they want us to know." This rich description and explanation of what happens to medical students as they move through medical school suggests that as students become institutionalized and lose much of their idealism their long range perspective becomes transformed by the school experience into a more professional and specific perspective.

Boys in White served as a model for Freibus's study mentioned earlier. Ethnographers have found classrooms and schools rich environments for conducting participant observation studies in order to understand the behavior of children, teachers, student teachers and administrators as it occurred in its natural setting (e.g. Jackson, Life in Classrooms; Smith and Geoffrey, The Complexities of an Urban Classroom; Lortie, Schoolteacher; Wolcott, The Man in The Principal's Office).

Using a method much like Becker et al. Cusick (Inside High Schools, 1973) studied the student groups in a high school in order to describe and explain the behavior of some high school students and how their behavior affects the entire school as an organization. To understand the behavior of high school students from their perspective Cusick became a high school senior for six months. He attended classes, ate in the cafeteria and participated in formal and informal gatherings and social activities. Through observations and interviews with key informants, Cusick reported that some consistent and definite patterns of behavior were present. These patterns

indicated that while the students' formal small groups had little to do with the academic nature of school, they had a strong affect on other aspects of the school organization. The socio-cultural characteristics of the organization produced certain intended and unintended effects which contributed to the development of a student perspective.

The student perspective was one of noninvolvement with the productive structure of the organization which often produced minimal compliance to that structure. Cusick further illustrated that the student groupness was a natural, unrecognized consequence of the school's basic organizational structure (p. 205).

While Cusick studied a small group of adolescents in a school setting, Florio (*Learning How to Go to School: An Ethnography of Interaction in a Kindergarten-First Grade Classroom*) studied twenty-four kindergarten and first grade children in a Boston slum school. She used ethnographic techniques (participant observation and video tape analysis) to discover and describe the important aspects of the interactional competence acquired by children as they learn how to go to school. The study was derived from two year's investigation of daily life in a kindergarten/first grade classroom.

From an analysis of her observations, field notes, interviews and video tapes Florio concludes that a series of contexts for interaction comprise the day in the classroom studied. Two different kinds of activity were identified: whole class, single-focus activity which is directed by the teacher; and more loosely organized multi-focus activity in which the children initiate activity outside the direct supervision of the teacher. Florio concluded that being

socially competent for the children entailed knowing what context one was in and what behavior was appropriate to the context. By analysis of one multi-focused activity labeled "worktime" she identified four contexts for interaction from which it was comprised, getting ready, focused time, wind up, and clean up. Each of these contexts was found to make its own unique behavioral demands and change between the contexts was signalled by the teacher. Recognition of contextual shifts was an important part of interactional competence.

By providing a differentiated view of both the act of teaching and classroom activity, Florio's study provides insights into questions of both 'teacher style' and classroom 'tasks'. As such it has implications for both pre-and inservice teachers. Employing the teacher in the process of inquiry (through the analysis of video tape) it suggests an ethnographic means for him/her to reflect upon the teaching and learning that occurs in his/her classroom.

Another ethnographic study using participant observation to understand and describe classroom life was done for a doctoral dissertation by Valerie Janesick in 1977 ("An Ethnographic Study of a Teacher's Classroom Perspective"). The purpose of Janesick's study was to describe and explain a sixth grade teacher's classroom perspective. Using the method of participant observation and interviewing, Janesick studied the actions and statements of one classroom teacher over a period of seven months. Through analysis of the teacher's definitions of situations, his actions and criteria of judgements, Janesick described his perspective as one of creating an effective group and maintaining it in order to achieve his classroom goals.

Based on the theory of symbolic interaction, four exploratory

questions were asked by the researcher:

- (1) What elements constitute this teacher's classroom perspective?
- (2) Which variables outside and inside the classroom influence the classroom perspective?
- (3) What are the assumptions that this teacher makes about students, learning and classrooms which support the classroom perspective?
- (4) How does this teacher synthesize the various types of information about student behavior and background into his perspective? (p. 1).

Five major elements emerged as indicating the teacher's classroom perspective: (1) maintaining a strong sense of groupness, (2) focusing on respect and cooperation as major classroom goals, (3) planning and organizing the events of the school day, (4) remaining the leader of the group, and (5) displaying a style of teaching which reinforced the class goals of respect and cooperation. "This style was characterized by individualism, independence in thought and action, pride in teaching, courtesy, humor, personal relationships with students, and desire for organization and order (p. 1, 11). When these elements were combined they contributed to an effective classroom group. Janesick concludes that if one wants to be a successful teacher, one must develop an effective group then the classroom remains singular, not easily manipulated or affected by outside forces.

### Summary

Given the literally hundreds of studies done on student teaching we still do not know much about the impact of this experience on prospective teachers. Does it really provide a qualitative difference in teacher product? From the review of the literature, it can be

concluded that student teaching is neither all beneficial in its effects (as the many testimonials and clamor for increased field experience would lead us to believe) nor is it merely training new people into the patterns of old. Instead, student teaching seems to be a complicated set of both positive and negative consequences that are frequently subtle in nature and embedded in the process itself (Zeichner, 1978).

In addition, though there have been numerous studies conducted on the experience, few have actually looked at the student teaching experience as it evolved over a period of time or at the experience as perceived by the student teachers themselves. A few researchers have examined the process of student teaching (i.e. have considered the situation as a "whole") rather than just its outcomes (i.e. the analysis of factors in the situation in terms of which outcomes are parsimoniously predicted) and seem to have uncovered some consistent patterns of beliefs and actions which often contradict the expressed goals and objectives of most teacher education programs.

Yee (1968) believes that the failure to know for sure what really matters in student teaching explains why very little empirical research has been conducted to explain how it affects the candidate in his professional development. He says, "until much greater knowledge is sought and found concerning what variables really matter and how they affect behavior, systematic improvements in student teaching programs will be unlikely" (p. 96). The intent of this study is to find out from the perspective of the student teacher what really matters in the student teaching experience to her and to explain how it affects her behavior and professional

development. Perhaps when we understand the student teacher's perceptions of the student teaching experience we will be better able to provide better congruence between the event and the expressed purposes of the event as described by teacher education programs.

## CHAPTER THREE

### The Process of Inquiry

The purpose of this study was to describe and explain the student teaching experience from the perspective of the student teacher. Though a considerable amount is known about the programs and instruction involved in educating the student teacher, relatively little is known about what really happens to her. Information is needed about the nature and process involved in learning to teach. Answers to questions such as, "What is it like to be a student teacher? What happens to a student teacher during her student teaching experience? How does she make sense of the things that happen to and around her?" are needed.

One way of investigating the student teacher's perceptions of her experience is to record the behaviors of the participant as they naturally occur and then to determine the meaning of those behaviors for the participant. The methods and process of inquiry will be presented in the following order:

1. The Context of the Event Studied - The event was a twenty week student teaching experience of five undergraduate students at Michigan State University.
2. The Methodology - Participant observation, an ethnographic technique, used to gather data about a social event, was the method of data acquisition.
3. A Conceptual Scheme - Symbolic interaction was used as the organizational framework for viewing the event and the data collected within it.

Heuristically, this can be represented as:

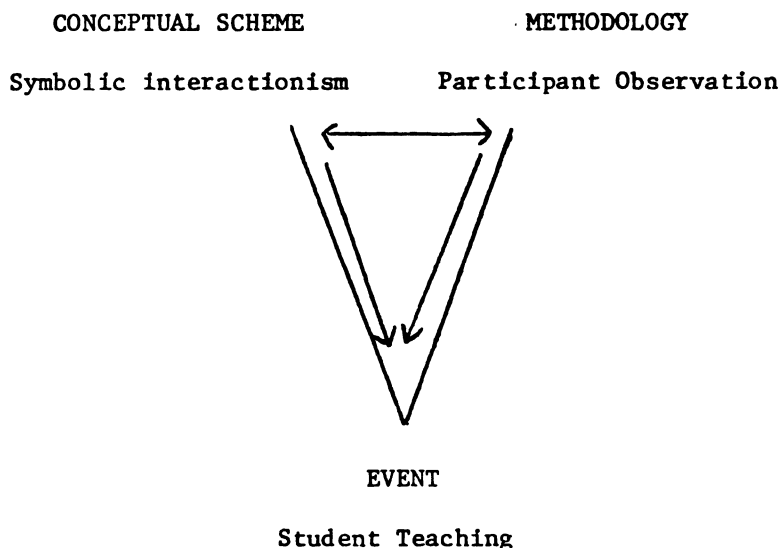


FIGURE 3.1 A Diagram of the Study's Heuristic

#### The Context of the Event Studied

Student teaching is one of the most universally accepted practices in teacher education. While the terminology sometimes varies and terms like "clinical experiences," "direct experiences," and "field experiences" are used, the definition of student teaching remains the same. "Student teaching is a period of guided teaching, during which a college student assumes increasing responsibility for directing the learning of a group or groups of learners over a period of consecutive weeks." The "student teacher" is a college student assigned to a student teaching experience, however, the term is frequently used to refer to any college student preparing to teach.

The student teaching experience examined in this study was a twenty week "internship experience" offered as part of the Towards Excellence in Elementary Education (EEE) Program at Michigan State

University. In the following section, the EEE Program, the participants of this study, and the field setting in which the data was collected will be described.

#### EEE: Towards Excellence in Elementary Education

The EEE program, offered by Michigan State University, in affiliation with the Lansing School District, is a three year teacher education program (students completing the program receive the B.A. degree in elementary education) that emphasizes three underlying schemas for guiding decisions of practice: consistent use of the instructional design and instructional processes of assessment, goal and objective setting, developing teaching strategies, and evaluation across curricular areas; the application of Piaget's notions of growth and development; and a classroom management model built around the constructs of creating, maintaining and restoring optimal learning conditions. The program involves students in public school teaching, community activities, interpersonal communication skill development and integrated coursework. The courses integrate content teaching methods and university supervised field experiences (Barnes & Putnam, 1978).

Students in the EEE program have pre-internship experiences that include university liberal arts courses, foundations of teaching courses and unified content, methods and teaching experiences. First year pre-interns (usually sophomore level students) are assigned to elementary classrooms for eight hours a week (two half days). While there, they complete field assignments from on-campus courses, assist teachers and confer with their cooperating teacher and university supervisor. Second year pre-interns (usually junior level students) spend approximately twelve hours (three half days) in elementary

classrooms during their first two academic terms and sixteen hours (four half days) during their third term. The second year pre-interns complete program requirements, plan and direct instruction, assist and confer with their cooperating teachers and university supervisors. The aim of the pre-internship experience, like that stated by John Dewey in 1904, is to provide pre-interns with the opportunity to validate the content and knowledge that they are learning in preparation for their internship experience.

The Internship Experience. This study focused on the curriculum component of the third year of the EEE program referred to as internship. The senior year internship is designed to provide what Dewey labeled the apprenticeship experience. It allows for the practice of integrating teaching competencies, developing self evaluation and responsibility and the improvement of teaching skills. The interns are assigned to elementary classrooms approximately sixteen hours (four half days) per week for one academic term and thirty-six hours (four and a half days) a week for their second term. The remaining half day of the school week is scheduled for planning: using school-based resources, writing unit plans, preparing schedules, meeting with school support staff, making planned observations (Barnes & Putnam, 1979). During this second term the intern is expected to assume responsibility for both the instructional design and instruction of the learners in the classroom.

The internship experience requires the cooperation and participation of three distinct educator roles: a university supervisor called a clinic professor [CP]; a classroom teacher called a cooperating teacher [CT]; and a student teacher called

an intern.

The Clinic Professor Role. A university supervisor, in teacher preparation programs, is usually a regular university staff member who has as all or part of his/her assigned work load, the supervision of activities of student teachers and the relationships and conditions under which they carry on their work (Davies & Amershek, 1969). In the EEE program, the clinic professor spends from one to four hours per week with each intern depending on her respective needs, and assignment. During this time the clinic professor provides interns with field instruction, feedback, demonstration teaching and support and guidance in planning objectives and strategies. In addition to the instruction responsibilities Clinic Professors also have the following administrative responsibilities:

1. answering or finding an appropriate resource person to answer questions concerning undergraduate programs,
2. communication with classroom teachers concerning the teacher's personal concerns about individual children or teaching practice,
3. managing changes in undergraduate schedules due to changes in public school calendar or changes in individual classroom programs,
4. maintaining communication links with school principals,
5. providing socialization opportunities for teachers and,
6. maintaining communication links between the EEE program director, university instructors and the students.

(A brief list of additional duties and responsibilities of clinic professors appears in Appendix A).

The role and responsibility of the clinic professor require a

more extensive and active involvement on the part of the field instructor than is typically expected of university supervisors. It is assumed, in the EEE program, that the clinic professor will take a proactive role in shaping the learning and behavior of the interns. It is also an assumption that the active involvement and interventions of the clinic professor will significantly affect the growth and development of the interns. In this study, the researcher served as a clinic professor for the EEE program. This dual role, i.e. researcher and clinic professor, is explored in greater detail in the methodology section of this chapter.

The Cooperating Teacher Role. The cooperating teacher is the regular teacher of school pupils who helps direct the work of the student teacher with these same pupils (Davies and Amershek, 1969). In the EEE program, the cooperating teacher volunteers to accept an intern in his/her room to work with the children for whom s/he is responsible. The cooperating teacher provides assistance and support to the intern, however, the primary supervisory and evaluation responsibilities are carried out by the clinic professor. A full description of the duties and responsibilities of a cooperating teacher in the EEE program is contained in Appendix B.

The Intern Role. An intern in the EEE program is a third year student (usually at senior level) who is engaged in a student teaching experience. The intern has had two years experience in elementary classrooms and has completed at least 80% of her university course work requirements for the Bachelor degree. The intern is assigned to a classroom of a cooperating teacher and to a EEE clinic professor

throughout her internship experience.

In this study, the purpose was to describe and analyze the internship experience from the perspective of the interns. Seventeen interns from the EEE program volunteered to participate in the study. Eleven of them subsequently participated in the investigation-five as subjects and six as informants.

The Subjects. The five interns who served as subjects were assigned to the clinic professor who was also the principal investigator of this study (the clinic professor had two interns who did not participate). As subjects, the five interns agreed to be observed and extensively interviewed, to provide the researcher with a written record of their experiences (daily journal), and to complete and return weekly questionnaires submitted by the investigator.

Each of the five subjects (interns) were assigned to a cooperating teacher in school A-briefly described later. Further, each subject was white, female and in her early to mid-twenties. Other information about the individual subjects that possibly had a significant influence on their perceptions of student teaching was their respective residences, grade level, classroom assignments and classroom organizational structures during the twenty weeks. The following depicts this information for the subjects, each identified by a pseudonym:

(TE) TERESA DANID: married and pregnant during her internship experience; living in her own home with spouse, internship experience in 3rd/4th grade self-contained classroom.

(SA) SALLY TRIOLA: single, living in an on campus dormitory; internship experience in 1st grade self-contained classroom.

(SU) SUZANNE ELHART: single, living in an off-campus apartment with three roommates; internship experience in 4th grade self-contained classroom identified by the school district as a mainstreamed room.

(ME) MELODY SAZINE: single, living in an off-campus rented house

with five roommates; internship experience in 4th grade self-contained classroom. In the fifteenth week of her internship, the cooperating teacher retired and was replaced by a permanent substitute.

(MA) MARY MORGAN: engaged; living in an on-campus university dormitory; internship experience in 2nd/3rd grade self-contained classroom.

Each of the five subjects was familiar with the researcher prior to the beginning of her internship experience. Two of the subjects, Teresa and Sally, were supervised during their pre-internship (sophomore and junior years, respectively) by the researcher as clinic professor. Further, the subjects were members of a three week seminar led by the researcher on content issues related to student teaching during September, 1979. Thus, before entry into the field setting, each subject had an established relationship with the researcher.

In her role as clinic professor, the researcher was not an "objective," uninvolved observer. Rather, it was her responsibility to assume an active part in the internship experiences of the subjects. In addition, she was responsible for evaluating the progress and behavior of the interns. Upon her determination and recommendation, the intern either passed or failed her internship. Given this responsibility, the researcher needed to monitor this phenomenon as well as to ascertain the validity of the data being collected by, from and on the subjects.

The Informants. To monitor the effects of being clinic professor to the subjects and possible effects of the school environment (all five subjects were assigned to the same building), six senior interns were selected as informants from those who had earlier volunteered to participate in the study. Of the six informants, only one was

assigned to school A; three were in school B; two in school C. Each of the informants had a clinic professor other than the investigator. The informants, like the subjects, were white females in their early twenties. Further, each was in an elementary (K-6) classroom and each classroom was self-contained except for some modified departmentalization in the two sixth grade classes. The informants (by pseudonym) were: (NA) Nadine Brock, (JO) Joy Harris, (CA) Carin Parnell, (PA) Pam Tumah, (ME) Meg Velentini, and (TO) Toni Vedlak. Hence, the informants differed from the subjects in three ways:

- 1.) they were not supervised by the researcher as clinic professor;
- 2.) they were not located in school A (except Pam); and 3.) they were not interviewed on a regular basis, and did not keep a daily journal. However, the structure of their internship experience (including cooperating teacher, clinic professor, EEE Program requirements) was the same as that of the subjects.

The Inside Informants. Two inside informants were selected because of the particularly close relationship between each of them and the researcher. Joy Harris, during her sophomore and junior preinternship, had been supervised by the researcher. Carin Parnell was a younger sister of the researcher.

Carin and Joy met separately with the investigator on a bi-monthly basis to discuss their perceptions of their internships. These meetings were characterized by informal interviewing (usually over lunch) to check the validity of the data and the plausibility of the tentative interpretations of the researcher; except for this informal interviewing, the participation of Joy and Carin was identical to that of the other informants. More extensive demographic data on

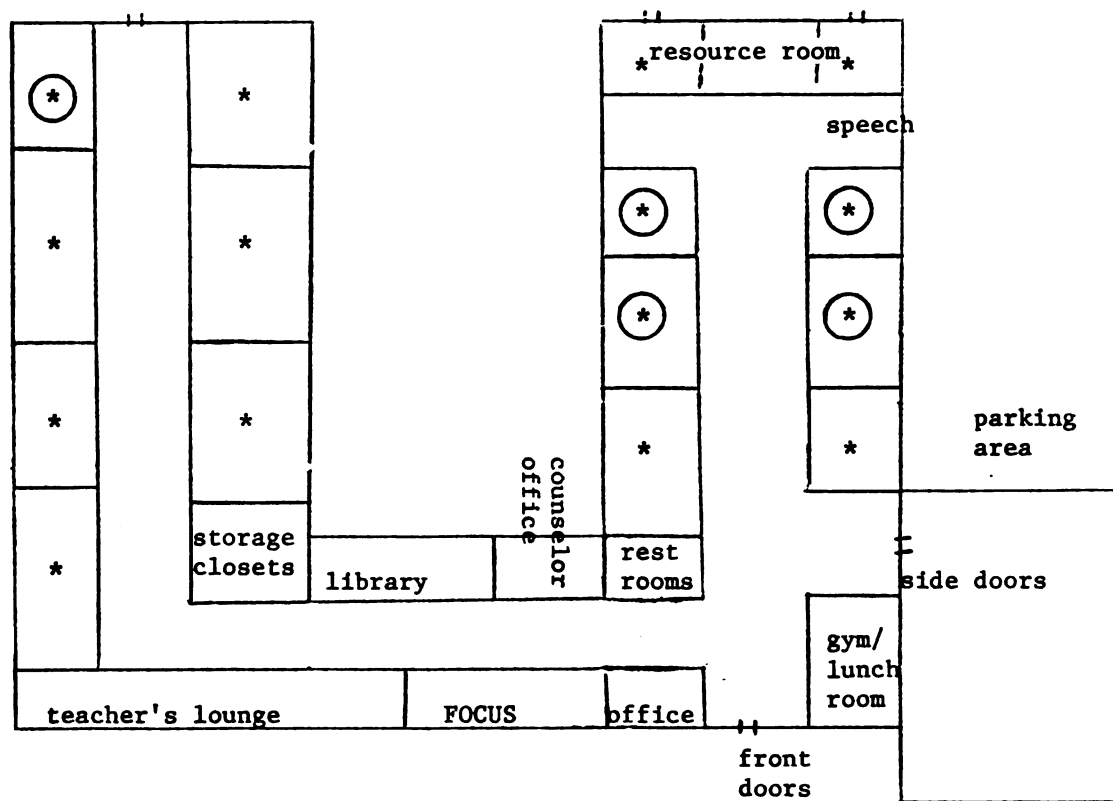
the subjects and informants appears in Appendix C.

The Setting. The participants were assigned to one of three Lansing K-6 elementary schools. Each was an urban school containing at least 30% minority students, due, in part, to the influence of a bussing plan adopted by the district in 1972. The setting for the subjects was School A, for the informants, schools B and C. Since field observations were not made of the informants, only School A is described.

School A is a K-4 building located on the south side of Lansing in a middle to upper middle economic income neighborhood. Many of Lansing's administrators have children attending School A. Approximately 180 of its 400 children are bussed to the school from surrounding neighborhoods.

The school was built in 1957 in a U shaped pattern and contains a grassy courtyard located between the wings. The school is surrounded by a large open area used as a playground. The interior of the school contains 13 classrooms, a number of resource rooms including one each for learning disabled children, gifted children, the FOCUS program and remedial reading and speech therapy. A representation of School A's floor plan is presented on page 74.

playground



\* = classrooms

(\*) = classrooms of subjects

FIGURE 3.2 Floor Plan, School A

The classrooms were primarily self-contained and held an average of 25 pupils. They were well lit and ventilated and contained a bank of windows covering one wall. Each classroom has separate bathroom facilities for boys and girls plus a sink and a drinking fountain. Most of the classrooms had similar floor plans and were laid out like the one below:

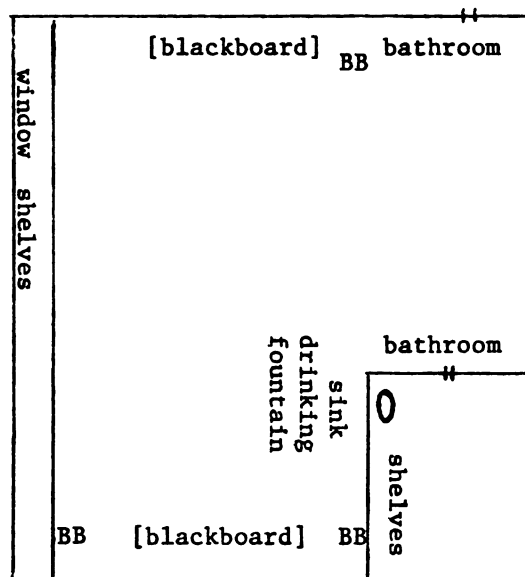


FIGURE 3.3 Classroom Floor Plan, School A

Summary of the Event. Five undergraduate interns from the EEF program at Michigan State University were studied in the context of their student teaching/internship experience. Six other interns provided additional information by responding to questionnaires about their experiences. The event, internship, and the subjects, interns, were studied in order to gain an understanding of what happens to a student as she student teaches/

The goal of the research was to not only study the event but to do so from the perspective of the participants. This goal imposed at least two requirements on the researcher. First she had to "get close to this life to know what was going on in it." The role of clinic professor enabled the researcher to freely observe and participate in the internship experiences of the subjects, as well as interact with the subjects in diverse and intense ways. Secondly, she had to choose a method suitable to the study of the event, i.e. one which fit the problem. Participant observation - a method to systematically describe and analyze the social world as it exists to those under study was selected.

#### The Methodology

The purpose of this study was to describe and analyze the student teaching experience from the perspective of the student teacher. In order to describe an event (i.e. student teaching) from the perspective of the participants in the event (i.e. the student teachers) the researcher must:

actively participate in the life of the observed over a period of time and must be able to build an understanding of both the inner and outer perspectives of human behavior (Bruyn, 1976, p. 9).

Participant observation is a field strategy used by ethnographers to (1) obtain a disciplined but stylistically faithful description of a social meaning (Bruyn, 1966), and (2) infer and explain the interpretations and sum of interpretations used by the subjects to construct their social world. Given the purpose of the study, participant observation was a uniquely appropriate method to use for data acquisition.

This section describes: (1) participant observation as a field

strategy; (2) procedural questions of data acquisition; and (3) critical issues in descriptive research. The description of participant observation includes a discussion of the role of the participant observer, the similarities between it and the role of clinic professor, the dual role of researcher and clinic professor taken by the investigator and the assumptions and limitations that the dual role imposed on the research. The procedural questions discussed include what evidence was collected, how it was gathered and how the data were organized for analysis. The discussion of critical issues in descriptive research presents a comparison of quantitative/qualitative research objectives and issues of reliability and validity. The section concludes with a summary of the methodology.

#### Participant Observation

Participant observation is a field strategy for studying a social event as it naturally occurs. It is based on the assumption that the actions of participants in the event are best comprehended when observed on-the-spot in the natural, ongoing environment where the participants live and work. As a field strategy it employs a number of techniques for studying the event. Participant observation involves some amount of genuinely social interaction in the field with the subjects of the study, some direct observation of relevant events, some collection of documents and artifacts, and open-endedness in the directions the study takes (McCall and Simmons, 1969). Schwartz and Schwartz explain:

The observer is in a face-to-face relationship with the observed, and, by participating with them in their natural life setting, he gathers data. Thus, the observer is part

of the context being observed, and he both modifies and is influenced by this context (McCall and Simmons, 1969, p. 91).

Participant observation, then, is a process in which the observer's presence in a social situation is maintained for the purpose of scientific investigation.

The Role of the Participant Observer. The function of the researcher engaged in participant observation is to observe as fully, intensively, and extensively as possible. To maximize the data collected from the observations, the researcher attempts to integrate her role with the other roles in the social situation by participating with the observed. The intention of this participation is to experience the life of the observed so that she can better observe and understand it. The participant observer observes a social situation and by actively participating in that social situation maximizes her observations by experiencing what it feels like to be in the social situation.

The role of participant observer is often similar to the role of the clinic professor. A participant observer observes a social situation as fully as possible so that she may describe the situation. She seeks to understand what is happening in the event. A clinic professor observes the situation (student teaching experience) as extensively as possible so that she may understand what is happening in the event. She then can provide assistance, guidance, suggestions and/or can intervene in the situation when she feels it is warranted. A participant observer attempts to take an active role in the on-going events in order to experience life as the participants do. A clinic professor has an active role in the situation, by definition. Her active participation includes shaping the learning experiences of

the participants (i.e. student teachers). To understand how the participants make sense of what happens to and around them, a participant observer interviews her subjects both formally and informally. A clinic professor conducts weekly formal conferences and numerous informal conferences with her student teachers in order to understand the meanings of events for the student teacher as well as to further direct the learning experiences for them. A clinic professor collects documents and evidence and analyzes this evidence in order to both document and assist the growth and development of the participants (i.e. student teachers) in the social situation (student teaching). Finally, a participant observer collects documents and evidence to help her understand, describe and analyze the social situation. She attempts to understand both the inner and outer perspectives of the participant's behavior in that social situation.

Participant Observer/Clinic Professor. For this investigation the researcher assumed both roles-participant observer and clinic professor. Though similar roles, the purpose of each differed. As the clinic professor for the subjects of this study, entry into the field setting and relationship building with the subjects (two initial problems facing a participant observer) were easier. The subjects (interns) expected to be supervised on a regular basis by a clinic professor as they had been for their two previous years in the program. They also expected the clinic professor to take an active part in their internship experiences. Entry into the situation and building a relationship with the participant observer were accepted as part of clinic professor role. The subjects seldom distinguished the two roles in the social situation.

The tasks of the clinic professor and participant observer were similar enough for the assumption of this dual role not to have a strong impact on the subjects. To assess this impact, a question: "What influence (if any) do you think participating in this study has had on your experiences as a student teacher? Do you think it has influenced your teaching in any way? How?"

(3-8/Q10/#10) was asked on a weekly questionnaire. The responses indicated that for the subjects being in the study and/or having the researcher as a clinic professor had either little or no effect or a positive effect on them and their teaching. The following comments from two of the subjects and one of the informants are typical responses.

(SA/3-8/Q10) \* This study has helped me to consciously think through a lot of things and situations that might otherwise have been passed over. I am more aware of the distinction between awareness and...

(PA/3-8/Q10) Not really--it has caused me to consider past week's events and how they affected my teaching.

(SU/3-8/Q10) I really like writing and thinking about these questionnaires. In a way, they've become my "guided journal." I haven't felt inhibited to write my feelings and frustrations down. I know that what I write will be kept confidential and also what I write or say won't be used "against" me. I'd almost like to see questionnaires of this sort continued. It's good feedback for C.P.'s to know. It does take me several hours for each questionnaire since I tend to write volumes. Usually, I'd write out questionnaires before lesson plans because (1) I enjoyed them more, (2) I got more out of them, and (3) sometimes I could incorporate some ideas into my lesson plans. So yes, this study has influenced my teaching. Actually, I found this question kind of difficult because in my mind, I've never really separated this study from Jan Sitter my clinic professor. I'm not sure what's being done for the study

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\* in reporting data, the first code refers to the subject (ex. SA = Sally), the second code refers to the date (ex. 3-8 = March 8th), the third code refers to the data source (Q10 = questionnaire number 10). This code is consistently used throughout this research when presenting data for display.

and what's being done for EEE. So, I've meshed them together and just consider everything important for my CP to know.

The assumption on the part of the researcher of the dual role of clinic professor and participant observer influenced the nature of each of them. In addition, the dual role influenced the study, the internship experience and the interns themselves. \*

I influenced the subjects and their internship experiences as both a clinic professor and a participant observer. As clinic professor, I actively participated and often intervened in the experiences of the interns. I shaped learning experiences for the students. In the EEE program a clinic professor is expected to exert influence on the interns and the internship experiences. The nature of this influence, however, often depends on the individual clinic professor's personality traits, characteristics, intelligence, perceptions of the role, personal and professional biases and commitment to the job and to the program. A portion of the influence that I exert on my students is ostensibly determined by the manner in which I enact the role of clinic professor. In my case, this consists of such factors as:

- (a) consistently holding students accountable for their words, actions and behaviors,
- (b) actively assisting students in attaining mastery of EEE goals and objectives,
- (c) expecting students to behave in a responsible, professional manner, and
- (d) actively assisting students in assuming personal and professional responsibility for their own behavior and learning.

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\* To be as clear as possible the first person will be used in this section only to explain and describe the essence of these influences.

While these factors may not differ significantly from those of other clinic professors, my individual and professional uniqueness, as well as that of the students may result in differences in how I fulfill the responsibilities of a clinic professor. A clinic professor is expected by the EEE program, to influence the context of the event and the participants in the event. For this reason the nature of the influence was not directly investigated.

As participant observer, I also influenced the event and the participants. The mere fact that an individual is participating in a research project, with the resulting attention may influence the individual. Schwartz and Schwartz state that in field studies, the presence of an observer:

means that movements are made and orientations are developed toward him which would not otherwise have occurred...Also, the fact that the role of observer has been established may alter the course of events, even when the observer is temporarily absent (McCall - Simmons, 1969, p. 94).

In this study, the presence of an observer was mitigated by the acceptance on the part of the subjects, of the clinic professor. The subjects were familiar with the "extra attention" they received, and were familiar with being observed and interviewed on a regular basis. While the presence of the participant observer did influence the context of the event, the influence was marginal, (refer to Suzanne's comments, SU/3-8/Q10, p. 73).

The two roles; clinic professor and participant observer, influenced each other. As a clinic professor, I did not remain a "passive" observer; that is interacting with the subjects as little as possible in order to remain detached and maintain professional distance from what was happening. The function of this "passive" type of participant observer is to observe as if from behind a one-

way mirror:

Maintaining contact with the observed outside the role of the observer is viewed as an interference rather than an opportunity for gathering additional data. The investigator assumes that the more passive he is the less will he affect the situation and the greater will be his opportunity to observe events as they develop (McCall - Simmons, 1969, p. 96).

This passive role was incompatible with the role of clinic professor. I was unable to remain emotionally detached; an outsider. Instead, I adopted an "active" participant observer role. This type of observer was compatible with the role of clinic professor as the "active" participant observer:

...maximizes his participation with the observed in order to gather data and attempts to integrate his role with the other roles in the social situation. His activity is accepted, both by himself and by the observed, as part of his role. His intention is to experience the life of the observed so that he can better observe and understand it. He attempts to share the life of the observed on a simply human level as well as on a planned role level and uses both these modes of participation for research purposes.

My responsibilities as clinic professor influenced the type of participant observer I was. As a clinic professor I was unable to assume the "passive" participant observer role; I was unable to remain detached from the event to prohibit any influence on that event. Instead I assumed the "active" participant observer role, influencing the event and observing that influence.

Being a participant observer also influenced me as a clinic professor. A participant observer assumes an "objective" view of a social situation. In seeking this objectivity, to make the familiar strange, I came to see and understand more of the situation in greater depth and from a different perspective than in my previous experiences as a clinic professor. In working to main-

tain professional distance, I was able to more quickly see problems and potential problems and consequently intervene from a preventative stance. Being a participant observer improved and extended my skills and insights as a clinic professor.

Actively participating in the event as participant observer and clinic professor certainly influenced the context of the event and the participants in the event. This influence was seen as appropriate for the study given the following:

First, in clinical work where the subject is studied during a transition or change period, participation on the part of the clinician is used to both evoke change and to provide information.

Participants with different biases will produce different changes, and presumably there is no way of telling which of these changes, if any, are "objective" or "true". However, I suggest that if the participants have been properly socialized; all the changes are "objective". They all represent possible lines of development of the subject and therefore reveal a partial truth about the system being studied. It must be remembered that the clinician, if he is properly socialized, does not produce changes at will on a passive patient. Instead, he works within the patient's world, helping to release and develop changes that are already beginning, or helping to bring latent forces to the surface (Hamilton, 1978, p.281)

Secondly, this influence on the event can be checked for its compatibility with the subjects being studied. Again, Hamilton says:

When the researcher's actions and responses are inappropriate from the standpoint of the subject, when they produce confusion and misunderstanding, the researcher is acting on premises that are different from those of the subject...if confusion and misunderstanding persist they show that a persistent bias of the researcher which is unacceptable to the subject is preventing him from understanding the subject. A clinician who is prevented from understanding his subject by inappropriate biases can still interact with him and produce changes, *but he cannot explain or interpret the changes from the standpoint of the subject* (1978, p. 282). (emphasis added)

As the purpose of this study was to describe the internship experience from the perspective of the interns it was necessary for the researcher to constantly check the compatibility of her perceptions with those of the subjects.

#### Procedural Questions/Data Acquisition

To describe and explain the student teaching experience as the student teacher perceives it to be, the researcher gathered data from and on each subject in three principal ways: (1) field notes, (2) daily journals and (3) questionnaire responses.

Field Notes: Observations and Interviews. The researcher entered the field on the first day of the subjects' internship experience (October 8, 1979). In this context extensive field notes were taken to record the observable behavior exhibited by the subjects as they interacted with the learning environment. They were observed once a week for approximately sixty minutes. Midway through the internship experience the amount of time spent in the field was increased. The subjects were then observed two to three times per week for varying amounts of time and field notes taken. After each observation the field notes were reviewed, organized and tentatively analyzed. As the inquiry process proceeded, working hypotheses were generated to explain the behavior under study. Relationships were identified which connected portions of the description with the explanation offered by the working hypotheses. This process continued through twenty weeks, ending on the last day of internship, March 12, 1980.

The researcher wanted to understand and make sense of the behavior of the subjects and to understand how the subjects made sense of

their behavior. Since human action and behavior are context dependent, i.e., humans rely on context to understand the behavior and speech of others and to ensure that their own behavior is understood, the researcher needed to observe this behavior as it naturally occurred. Blumer (1969) called this idea, "respecting the empirical world," for:

the empirical world--the social world consists of ongoing group life and one has to get close to this life to know what is going on in it (p. 32).

Making field observations was a way of acquiring data that was in and of the empirical social world; as participant observer, the researcher could get close to the life under study and to the people involved in it. She observed the situations with which the subjects were faced, noted their problems, saw how they handled and resolved them, listened to their conversations and watched their lives as they moved through their internship.

As clinic professor, the researcher scheduled a weekly half hour conference with each of the subjects. These conferences were held during the school day in one of the small resource rooms located in the building. The agenda for the conference frequently included feedback and supportive information, suggestions and alternatives for instruction or particular problems, questions and/or hunches that were derived from either observations or previous informal interviews. Time was provided for discussing problems or items of concern to the subjects. During the course of the study three of the conferences with each subject were audio-taped and three conferences with one subject were video-taped.

In addition to the scheduled conference, informal conferences and interviews were conducted throughout the study. These informal

interviews occurred during or immediately following observations, during lunch or social events (parties, drinks) and during non-school related functions (e.g. athletic events, transportation). Frequent informal interviews, that took place almost entirely outside the school environment, were held with the inside informants.

While field observations allowed the researcher to observe what the subjects were doing, interviewing helped her take into account the ways that the subjects understood what they were doing. As this study was concerned with introspective data as well as behavioral data, it was not enough to observe the action of the subjects; the meaning that the actions had for the subjects was also required. Specifically, the aim of the interview strategy was to discover, as succinctly stated by Schatzman and Strauss (1973):

...the expressed "is's" and "because's" of...subjects. The "is" reveals their designations of the things, people and events--the objectified content of these people's reality. The "because" reveals the presumed relations among all the designations, the why's and wherefore's, the causes, processes, and reasons--in short, the very logic of their thinking about the context of their reality (p. 69).

Interviews were used to (1) verify the observations and interpretations made by the researcher, (2) determine the significance of the various elements to the subject, and (3) help the researcher understand the meaning of actions by and for the subjects. The interviews with the inside informants provided an additional check on the observations and interpretations of the researcher as well as a validity check on the information provided by the subjects. The data from these interviews was particularly helpful and frequently resulted in directional shifts in the study.

Field observations were helpful in understanding the event; interviews were helpful in understanding the sense made of them by the

subjects. Schatzman and Strauss (1973) state:

Either watching or listening is capable of generating ideas; when combined, however, one "feeds" upon the other and multiplies ideas not only about what is "there" (as substance) but also about additional or better operations for exploring them (as method)...(p. 68).

Journals and Other Written Sources of Data. Each of the subjects kept a journal in which she recorded the events of the day, her thoughts, feelings, reactions and concerns. This self report data provided information on the perceptions of the subjects; introspective data on what was happening to and around the student teacher. The journal also provided the subject with more anonymity in reporting what she was thinking and feeling. The journals were collected, copied, read and coded on a regular basis throughout the study. Insights gained from reading the journals were often incorporated as questions on the weekly questionnaires.

Often written data sources included lesson plans, a variety of written and printed information like class handouts, dittos, samples of projects, letters to parents, permission slips, documents of performance, university coursework requirements and personal notes. Historical data from initial EEE program interviews with the subjects during their freshman year, describing their philosophy of education, reasons for becoming teachers and strengths and weaknesses were also collected.

This additional written information was used primarily to help the researcher understand what was going on in the event. Often discrepancies occurred between what was planned or organized and what was observed. These discrepancies, when discussed with the subjects in interviews, often provided data important to the understanding of the subject's perspective.

Questionnaires. During the second half of the twenty week internship (January-March) the participants were given questionnaires that asked them to reflect on their weekly experiences and the interpretations and meanings they assigned to these experiences. Questions were designed to elicit information about the concerns and problem areas of the participants. The questionnaires were distributed to both the subjects and the informants. Regarding the subjects, the questionnaires served as an extension of the interview strategy. Regarding the informants, the questionnaires were an economical way of collecting introspective data (i.e. self report data was collected on a larger population in a less time-consuming, less costly manner).

During the initial stages of observation and interviews, the limitation of using subjects that were directly responsible to the clinic professor became a major concern. Also, by using subjects from one educational setting (School A), the effects of the environment on the subjects could not be monitored. A way of controlling for these two variables was to collect data from interns who were in schools other than School A and who had clinic professors other than the researcher. The six informants included one intern teaching in School A but supervised by another clinic professor and five interns located in Schools B and C who were supervised by three other clinic professors. Thus, functions of the questionnaires were twofold. They provided a means for extending information gathered through interviews and secondly, they provided a validity check on the information that was being collected from the subjects of the study.

In ten weeks a total of sixty primary, or root, questions were asked. Typically, a primary question included one or more secondary

questions designed to elicit more detailed information from the participants about the area of primary concern. Among the questions, two were asked seven times, two were repeated three times and three were asked two times. The remainder of the questions were asked only once. A list of the questions given to the participants appears in Appendix D.

#### Critical Issues in Descriptive, Non-Quantitative Research

Because the purpose of the study and the essential emphasis of participant observation were compatible, this methodology was chosen for the research. Participant observation differs from the more familiar and more frequently employed experimental paradigm and has a number of issues inherent to it that need be addressed. Issues of reliability and validity, and subjective bias must be considered.

Qualitative versus quantitative Research. The aim of the two paradigms--experimental and descriptive--differ. The aim of an experimental design is to test hypotheses--where subjects are frequently removed from their natural social settings and where to meet the assumptions of statistical tests, subjects are randomly assigned to different experimental treatments. The aim of participant observation is to generate hypotheses that ultimately lead to theory that is grounded in data (Glasser and Strauss, 1967). The data is collected from close observation of a social phenomenon.

This close examination of a social phenomenon in the pursuit of hypotheses and grounded theory does not preclude such an inquiry from meeting the requirements of science. Rather,

...such direct examination permits the scholar to meet all of the basic requirements of an empirical science; to confront an empirical world that is available for observation and analysis; to raise abstract problems with regard to that world; to gather necessary data through careful and disciplined examination of that world; to unearth relations between categories of such data; to formulate propositions with regard to such relations; to weave such propositions into a theoretical scheme, and to test the problem, the data, the relations, the propositions and the theory by renewed examination of the empirical world (Blumer, 1969, p. 48).

Another difference between the two paradigms, is that quantitative research does not involve the examination of situations as wholes (as does qualitative research), but rather the analysis of factors in the situation in terms of which the outcome may be parsimoniously predicted. This descriptive study is not concerned with predicting outcomes of the student teaching experience nor with isolated variables within that experience. Rather, descriptive studies are concerned with retrospective generalization; that is, mapping the range of experience and organizing of that experience in retrospect (Stenhouse, 19 ).

Issues of reliability and validity. The focus of participant observation studies is on a valid representation of what is happening in a social event. The data collected must have validity. The issue of reliability is not neglected, but the central tenet of this research is such that, "the structure of events described by the researcher converge with the structure of events held by participants in the event" (Magoon, 1977).

To have validity the conclusions of this study must coincide with the intentions of the subjects as they constructed their actions and behaviors in the social setting. Bruyn states: "What the researcher says is reality in the minds of those he studies,

must be the reality in the same way that they conceive it" (p.255). Every part of the inquiry process is subject to the empirical world and has to be validated through such a test (Blumer, 1965).

Homons suggested six criterion by which the researcher can insure that what he says is indeed a reasonable representation of the empirical world under study. He proposed the following:

TIME - the more time an individual spends with a group, the more likely it is that he will obtain an accurate interpretation of the social meanings its members live by.

PLACE - The closer the observer works geographically to the people he studies, the more accurate should be his interpretations.

SOCIAL CIRCUMSTANCES - the more varied the status opportunities within which the observer can relate to his own subjects, and the more varied the activities he witnesses, the more likely the observer's interpretations will be true.

LANGUAGE - the more familiar the observer is with the language of his subjects, the more accurate should be his interpretations.

INTIMACY - the greater the degree of intimacy the observer achieves with his subjects, the more accurate will be his interpretations.

CONSENSUS OF CONFIRMATION IN THE CONTEXT - the more the observer confirms the expressive meanings of the community, either directly or indirectly, the more accurate will be his interpretations of them. (Bruyn, 1976).

These six criterion were attended to in structuring the procedures for data collection. The impact on the design of these indices has been implicitly referred to throughout this section. Attending to the indices does, however, raise another critical issue in non-

quantitative studies--that of subjective bias.

Subjective bias does occur in participant observation studies. In fact, a controlled subjective bias is one of the chief advantages of this method. To understand a social event, the observer gets close to the data and develops concepts and categories from the data itself rather than from preconceived, prestructured, highly quantifiable sets of concepts and categories constructed a priori by the researcher using the experimental paradigm. Therefore, the researcher must rely on his own subjective judgment and intelligence to select and define problems, concepts and constructs to describe the social event. All the constructs of the researcher are subject to verification in the empirical world and evidence must be presented to support inferences. In the qualitative domain, then, bias might be labeled a controlled subjectivity.

The participant observer is also subject to a general bias to which all researchers are subject; the bias of sharing the perspective and values of the times and the cultural milieu of the subjects. As Blumer said,

...The empirical social world, in short, is the world of everyday experience, the top layers of which we see in our lives and recognize in the lives of others. (p. 35)

This does not imply, of course, that the participant observer disregards attending to his biases. Instead, as stated by Schwartz and Schwartz (1969), the observer must:

- (1) be motivated to look for his biases;
- (2) look for them actively and, having come upon a bias, explore its meaning and ramifications; and
- (3) look upon the uncovering of his biases as a continuous process of discovery--as an ongoing process to which there is no end. (p. 103)

Other problems that could mislead the participant observer include the possibilities that she may not be accepted and trusted, that reciprocity and mutual interchange may be blocked, and that the subjects might be using some kind of masking behavior (Tikunoff, Berliner and Rist, 1975). To account for this, the participant observer must establish a comfortable relationship with the subjects. Schwartz and Schwartz believe that:

...When the observed become convinced that the observer's attitude toward them is one of respect and interest in them as human beings as well as research subjects, they will feel less need for concealing, withholding or distorting data. (p. 95)

The researcher, as clinic professor, was able to overcome many problems of this nature. Relationships with the subjects were built on mutual past interactions and experiences, familiarity with the EEE program the role of the clinic professor and the event. The tasks of the researcher were often similar to the tasks of the clinic professor, therefore, the subjects felt comfortable and relaxed with the inquiry process. Finally, as clinic professor, the researcher participated in the events and lives of the subjects which further strengthened the relationship between the two.

#### Summary of the Methodology

Participant observation is a method of inquiry that does not tell how a social phenomenon works nor imply a casual relationship between elements of the event; it is a method of inquiry used to describe a social phenomenon. Its intent is to produce a "thick" ethnographic description--a description which takes the liberty of trying to infer intentions behind behaviors and explain the significance of them.

Data was acquired through the following techniques--field

observations, interviews, questionnaires, journals and other written sources. Over seven hundred pages of notes, transcripts of interviews and written material were collected in the twenty weeks of the study.

The intent of this research was to study the student teaching experience from the perspective of the student teacher. Both behavioral and introspective data were considered important in realizing this goal. To reach the goal, the researcher had to (1) get close to the life of the student teacher in order to understand what was happening in it, and (2) select a suitable methodology to study the event. A third requirement was also imposed on the realization of this goal: a suitable conceptual framework for viewing and interpreting the event and happenings had to be used. Symbolic interactionism refers to a process of interpretation in which human beings are viewed as rational and continually involved in giving meaning to their social world. As such, it was an appropriate framework for this inquiry.

#### The Conceptual Framework

"Symbolic interaction" was coined by Herbert Blumer in 1937 to explain a social psychological perspective and methodology. Essentially, symbolic interaction is an approach to studying human group life and human conduct. The theory of symbolic interaction was used as the conceptual framework for viewing both the context of the event studied and the data that was collected. Since this framework is compatible with both the event observed and the method of data acquisition, it seemed reasonable to employ the precepts of symbolic interaction in studying the problem.

### Background and Basic Assumptions

The development of symbolic interactionism can be traced to a number of writers (Dewey, Thomas, Cooley, James) though the fundamental assumptions of this theory were laid out by George Herbert Mead during the period of 1893-1931. Herbert Blumer, a student of Mead's, refined the theory, developed his own space version, and added a methodological treatment.

Given this brief history of the theory, it is necessary to examine its basic assumptions. Symbolic interactionism rests on three basic premises: (1) that human beings act toward things on the basis of the meanings that the things have for them, (2) that the meaning of such things is derived from, or arises out of, the social interaction that one has with others, and (3) that these meanings are handled in and modified through an interpretive process used by the person dealing with the things he encounters.

Human society consists of individuals engaged in action. Action consists of a multitude of activities that an individual performs as he comes into contact with situations which confront him. An individual engaged in action first assesses what is happening in the situation then responds in light of this assessment. Mead calls this process "interpretation," that is, assigning meaning to situations and to the actions of others.

This process of assigning meaning is based on two distinct areas: (1) "worlds" exist for human beings and are composed of "objects," and (2) each human being possesses a "self" which allows him to be an object to himself. Objects can be physical (e.g. desk, chair, chalk) social

(e.g. teacher, student, principal) or abstract (e.g. honesty, creativity, intelligence). The nature of an object consists of the meaning it has for the person for whom it is an object. A person can also be an object to himself, that is, he can be an object of his own activities and can interact with himself. To be an object of his own actions, a person must take the position of others and view himself or act toward himself from that position. A person can act toward himself (e.g. be angry, encouraging, remind himself) and can guide his actions towards others on the basis of the kind of object that he is to himself.

The meaning that an object has for a person as well as the view that a person has of himself is formed through the social process of interaction with others. Objects, including self, are social creations. The meaning of objects is formed, learned and transmitted through a process of indication by others. The self is formed through a process of interaction in which other people are defining a person to himself.

In interacting with others, an individual assesses what each person is doing or about to do. His response is made in light of this interpretation process. Mead identified two ways of interacting with others: non-symbolic interaction and symbolic interaction. Non-symbolic interaction refers to reflex action--S-R behavior. Symbolic interaction interjects the process of interpretation occurring between the stimulus and the response--S-I-R. Mead believed that interaction at the human level is predominantly symbolic and that interaction of this type is a formative process.

In the conceptual scheme of symbolic interaction, the activity of human beings consists of meeting a series of situations in which an individual (or group of individuals) act and that this action is based

on what they take into account, how they assess and interpret what they take into account, and what kind of action they devise as a result. An assumption of this study was that this process of interpretation does, in fact, exist. Looking at the things that have meaning for the subjects, looking at the interpretive process in which they make meaning of the things that happen to them, and looking at the action that occurs as a result of this process were objectives of this study. Symbolic interactionists believe that the things an individual takes into account include his wishes and desires, his goals and objectives, the available means for attaining their achievement, the actions and anticipated actions of others, his image of himself and the likely result of a given course of action. Describing and analyzing the things that the subject takes into account constituted the study's purpose. Symbolic interactionism also contends that a person's conduct is formed and possibly altered from this process of indication and interpretation. Describing how this looks for a student engaged in the student teaching experience was the goal of this research.

The basic tenets of symbolic interaction fit the purpose, goal and objectives of this study. Methodologically this framework requires the researcher to go to the empirical world to catch the process of interpretation. According to Blumer, the position of symbolic interaction requires the researcher to place and immerse herself in the social situation under investigation. Blumer explains:

The study of action would have to be made from the position of the actor. One would have to see the operating situation as the actor sees it. You have to define and interpret the objects as the actor interprets them (p. 542).

The methodology, participant observation, allowed the researcher to do this.

### Summary

The research question, what is the student teacher's perception of the student teaching experience, was studied through the interaction of an event, a methodology and a conceptual scheme. To understand student teaching it was necessary to observe the social event as it naturally occurred. To understand the social event it was necessary to become an active participant in it. To understand the student teacher's perceptions of student teaching, a conceptual framework that explained the interpretive process had to be employed.

The social event of student teaching examined here was the internship experience of five undergraduate students enrolled in the EEE program at Michigan State University. The internship consisted of a twenty-week experience in which the subjects assumed increasing responsibilities for directing the learning of a group of children.

Participant observation was the methodology used to study the social event. The methods and techniques for data acquisition included field notes (observations and interviews), questionnaires, and journal data.

Symbolic interaction, a way of looking at human behavior as well as a way of studying human behavior, was the conceptual scheme used as a framework for viewing the event and the data collected. This position describes the interpretive process that the student teacher engages in while functioning in the event.

In Chapter 4 the data will be displayed and supportive evidence for its validity will be given. The analytic process for constructing a model of the student teaching experience from the perspective of the student teacher will be discussed.

## CHAPTER FOUR

### The Findings

The purpose of this study was to describe and analyze the student teaching experience from the perspective of the student teacher. It was designed to answer the questions: What is it like to be a student teacher? What happens to a student teacher during her student teaching experience? How does she make sense of the experiences that happen to and around her? The theory of symbolic interaction suggests that a person is constantly engaged in meeting a series of situations in which he must act. The action he takes is based on what he takes into account, how he assesses and interprets what he takes into account and what kind of action he devises as a result. This inquiry of the student teaching experience in the context of symbolic interaction, examined the situations encountered by the student teacher. The focus was on how she assessed and interpreted the situations encountered; then the researcher looked at the action she devised as a result of this interpretive process.

Using an ethnographic technique, participant observation, the researcher studied the student teaching experiences of five undergraduate senior interns from the Towards Excellence in Elementary Education (EEE) program at Michigan State University. The subjects were placed in an urban elementary (K-4) school in a large Mid-Michigan city. The student teaching experience, called an internship, consisted of two consecutive ten-week terms during which the subjects were expected to assume increasing amounts of responsibility (depending on their skill and ability) for the instruction and management of

the classroom. Each subject had a different cooperating teacher (C.T.), but all were supervised by the same university clinic professor (C.P.), in this case, the researcher. Six additional interns volunteered to participate in the study and provided information in which they reflected and commented on their internship experiences. These six interns (referred to in this study as informants) had student teaching assignments in three different elementary schools throughout the city and were supervised by university clinic professors other than the researcher. The evidence collected from the six informants was used as a validation check and augmentation of the data collected from/on the subjects.

Data were gathered in three principal ways. In the field setting, the researcher observed and took notes on the situations/behaviors/interpretations/actions of the subjects. Informal and formal interviews were conducted to find out what sense the student teacher made of situations and events that occurred to and around her. The observation and interview notes from the field were combined and labeled field notes (FN). The field notes were the basic data source of the study (i.e. questions and patterns of behavior grew out of them) but additional data were also collected. Each subject kept a daily journal, (J) in which she recorded her thoughts, feelings and experiences during her internship. Further, data were collected via weekly questionnaires, (Q) which were distributed during the second term of the internship experience (January - March). The questions on the questionnaires required the subjects to comment and reflect on the experiences that they had during the previous week. (The informants also completed these weekly questionnaires).

The evidence gathered from the journals and questionnaires often

supported the observations made by the researcher and/or confirmed information provided in the interviews. In addition, the self-report data both expanded on and provided new insights into what was learned in the field. The manner in which the subjects consistently interpreted the situations with which they were faced, evidenced by this triangulation of data, determined their perspective.

As the data were collected and accumulated, the researcher was continually engaged in a process of selecting and ordering. Opportunities for contact with the subjects and certain experiences were selected and ordered as was the information gathered from these contacts. The researcher chose to interview certain subjects at certain times, to observe certain occasions, to ask certain questions and to notice certain details.

It was through this process of selecting and ordering that the data on each subject were collected and organized into case records for analysis.

In compiling the case records, each of the subjects was regarded as a separate case, unique to itself. A case was viewed as an instance of a class, though unlike a sample, not representative of a class. The subjects of the study were instances of a class, that is, they were student teachers engaged in student teaching experiences. No attempt was made to determine whether (like a sample) the subjects were representative of the larger body of student teachers since predictive generalization (for which a sample is appropriate) was not a goal of this study.

In organizing the data into the case records, the researcher engaged in a process of making interpretations and critiques of interpretations

of two types: linear and comparison. Linear interpretations were made in selecting which events to include in the case records and constituted the major interpretive element in this study. Events were selected that represented a commonality among all or most of the subjects. Events that shared a similar interpretation by the subjects were also included in the case records. The second type of interpretation made by the researcher, comparison interpretations, consisted of distinguishing categories of events or activities which were taken to have some identity and attempting to generalize about them. Each case was considered unique; categories of events/activities/interpretations within the case were identified. Following this, a search for commonalities of categories across the case records was made. Thus, in analyzing the data the commonalities were categorized within the uniqueness of the case records grounded in the case data itself.

By choosing to compile and organize the data into case records, the researcher attenuates and exposes to criticism her personal and professional biases. The intent of field studies, however, is not to produce objective data but to produce subjective data whose subjectivity is sufficiently controlled to allow critical scrutiny, that is, intersubjectivity rather than objectivity. Such a treatment of the data by this researcher imposed a restriction on her subjectivity; to insure the internal coherence of the data the case records had to be validated by the subjects. For this study the validation was attained through follow-up interviews with the subjects.

The case records were analyzed for the purpose of making retrospective generalizations: the organization of commonalities of interpretations and experiences across cases in retrospect. By doing so, the researcher attempted to map the range of experiences in order to

generalize within the uniqueness of the case records. The researcher drew together, categorized and labeled commonalities across case records to present a definition-by-exploration of the student teaching experience from the perspective of the subjects.

The presentation of the findings of this investigation is organized into five sections. First a brief overview of the major findings is presented including a schematic diagram of the student teaching experience from the perspective of the student teacher. Next, each of the findings (represented as elements on the diagram) are described and discussed separately. Data from the case records are cited and quoted and subcategories are explored. Following each presentation of data is a discussion of an alternative interpretation for that particular finding. The chapter concludes with a summary description of the student teaching experience from the perspective of the student teacher and an overview of Chapter Five.

#### The Student Teaching Experience From the Perspective of the Student Teacher: An Overview

For the subjects of this study, being a student teacher meant being a junior member of the instructional team and/or the educational community. While she often performed the same or similar duties and responsibilities as her cooperating teacher, the intern felt that in the role of junior partner she was continually subordinate to the senior partners, i.e. the cooperating teacher and clinic professor. She believed that she was subject to their wishes, desires and demands. As such she was always being watched, analyzed and evaluated. In addition, as the junior partner, she felt that she was expected to have

problems and make mistakes that the senior partners didn't have or make. She believed that as the person of lower rank, she was often asked to perform duties and carry out tasks that were particularly disliked by the senior partner. Congruently, she was seldom asked to make (or partake in) significant decisions regarding children, curriculum and/or environmental conditions. By the end of her student teaching experience she had often assumed all or the majority of responsibilities of her cooperating teacher, and in many cases her performance matched or surpassed that of the senior partner, but she felt that she was never accorded equal status. For her, being a student teacher meant being a junior partner.

Viewing her role as that of a junior partner influenced considerably the goal toward which she worked. Being the newer, and often younger member of the instructional team, the intern felt that she needed to prove herself. She needed to prove to herself and to others that she possessed the skills/knowledge/techniques of the senior partners. To qualify for equal status she believed that she had to eliminate and/or overcome the problems and mistakes that she thought others were expecting from her.

For the subjects of this study, proving oneself meant dealing with four identifiable but interdependent objectives. They were identifiable in the sense that each objective represented an entity (a definite objective) that the intern became consciously aware of and set about to achieve. They were interdependent in the sense that each of the objectives depended on the others, often overlapped with others and frequently occurred concurrently. The objectives did not, in any of the case records, occur in a linear progression. The following analogy will clarify the interdependence. The objectives could be viewed as a picture with a shifting

perspective. At various times, depending on the perspective of the intern, some separate objectives assumed figure, others ground, while all remained part of the picture.

From the perspective of the student teacher, the four objectives represented a series of movements by which she reached her goal: to prove herself. The actual movements by which she achieved her goal were not exactly the same on any two occasions nor did they represent a linear progression; the more the conditions varied, the more diverse were the movements. However, these four objectives represented definite, identifiable movements directed toward attainment of the goal. The four objectives were:

Objective A: To Develop Teaching Proficiencies

Objective B: To Attain Leadership/Control

Objective C: To Modify Personal Propensities

Objective D: To Acquire a Teacher Identity

These objectives, like most human activity, dealt with both the cognitive and affective domains. Objectives A and B were concerned with cognitive aspects of reaching the goal state such as information, skill, technique, knowledge, learning, behavior. Objective C and D, on the other hand, were concerned with affective aspects of reaching the goal state; such as feelings, emotions, attitudes, self-beliefs.

The two cognitive objectives (A and B) related to the intern's need to prove herself both in the classroom and beyond the classroom. Mastery of Objective A: To Develop Teaching Proficiencies, meant for the intern, demonstrating the knowledge and skills necessary for effective and successful instruction and classroom management. This cognitive concern was directed toward in-classroom behavior and performance. Mastery of Objective B: To Attain Leadership/control meant being recognized as

the leader, the person "in charge". While mastery of this objective was manifested within the classroom through intern behavior, the achievement of the objective was viewed by the student teacher in terms of the recognition which she attained from those beyond the classroom community (i.e. other teachers, administrators, parents, etc.).

Like the cognitive objectives, the affective objectives (C and D) correlated with the intern's desire to prove herself in the classroom and beyond the classroom. For the intern, mastering objective C: Modifying Personal Propensities, meant altering her tendencies to act/react in a certain manner. She identified habits (talking too much/too fast), characteristics (shyness, non-assertiveness) or traits (procrastination) that she felt interfered with her classroom performance. These propensities were tied to her self perceptions, attitudes and beliefs and until they were modified resulted in feelings of frustration, anxiety and fear. Objective D: Acquiring a Teacher Identity, also dealt with the intern's self-perceptions, beliefs and attitudes. Acquiring a teacher identity meant feeling like a teacher, thinking of herself as a teacher and more importantly for the intern, being treated like a teacher by significant others in the educational community beyond the immediate classroom environment.

The behavior of the interns was goal directed. The movements by which she reached her goal were identified as a process of achieving four interdependent objectives: A) Developing Teaching Propensities; B) Attaining Leadership/Control; C) Modifying Personal Propensities and D) Acquiring a Teacher Identity. The objectives have been discussed in terms of their cognitive or affective nature and their in-classroom or beyond-classroom analogue. The objectives and their attributes are represented by a 2X2 design presented in Figure 4.1

|           | (In-classroom)                       | (Beyond-classroom)               |
|-----------|--------------------------------------|----------------------------------|
| Cognitive | A. To develop Teaching Proficiencies | B. To attain Leadership/ Control |
| Affective | C. To modify personal propensities   | D. To acquire a teacher identity |

Figure 4.1: A diagram of four identifiable, interdependent objectives for proving oneself.

Perceiving her role to be that of a junior partner, the student teacher's behavior was goal-directed; she believed she needed to prove herself, to herself and to others. The movements by which she reached her goal were identified as four interdependent, interactive objectives; two of which were cognitive and two affective.

Movement toward the goal resulted in changes in the intern's feelings, cognition and behavior. Changes in behavior usually correlated with changes in either affect or cognition, therefore only two categories were identified: cognitive changes or affective changes. Cognitive changes reflected changes in information, knowledge or learning and were characterized by statements such as: "I thought all boys and girls..."(SU/10-8/J); "I was surprised that..."(TO/1-11/Q2); and "I used to think I could change..."(SU/2-12/FN). Affective changes reflected changes in feelings, emotions or self perceptions and were characterized by comments like: "I feel like I'm ready to teach..."(SU/1-30/J); "I've learned that for me, it's

OK to make mistakes..."(JO/12-26/Q1); and "I am so discouraged and frustrated now..."(ME/1-31/J). Changes in affect or cognition rarely occurred independently; more often these changes were combined in varying degrees.

Upon achieving her goal, the student teacher believed she was ready to become autonomous; to shed the junior partner/role and to "solo". In spite of her readiness, however, the junior partnership role was retained through the end of her internship experience. Once again, employing an analogy, readiness for autonomy can be likened to the launching of a spaceship. The junior partner role is similar to the booster rocket; it helps launch the mainship (the intern) into space (the teaching profession). Completing its function, the booster rocket drops back into the atmosphere where it burns out and disappears (shedding the junior partner role; gaining distance from student teaching). The main ship then continues upward entering space as a separate, complete entity (autonomy).

In summary, from the perspective of the student teacher, the student teaching experience consisted in fulfilling a specified role akin to that assumed by junior partners in the business world. As a junior partner, the intern identified her goal as proving herself-to herself and to others. To accomplish the goal the intern attempted to master four identifiable but interdependent objectives. Upon mastery, the intern believed she had accomplished her goal and experienced changes in her behavior, thoughts, beliefs, expectations, and feelings regarding teaching. By accomplishing her goal the intern felt ready to jettison the junior partner role and to enter teaching as an independent and autonomous professional. A schematic diagram of this perspective is presented in Figure 4.2.

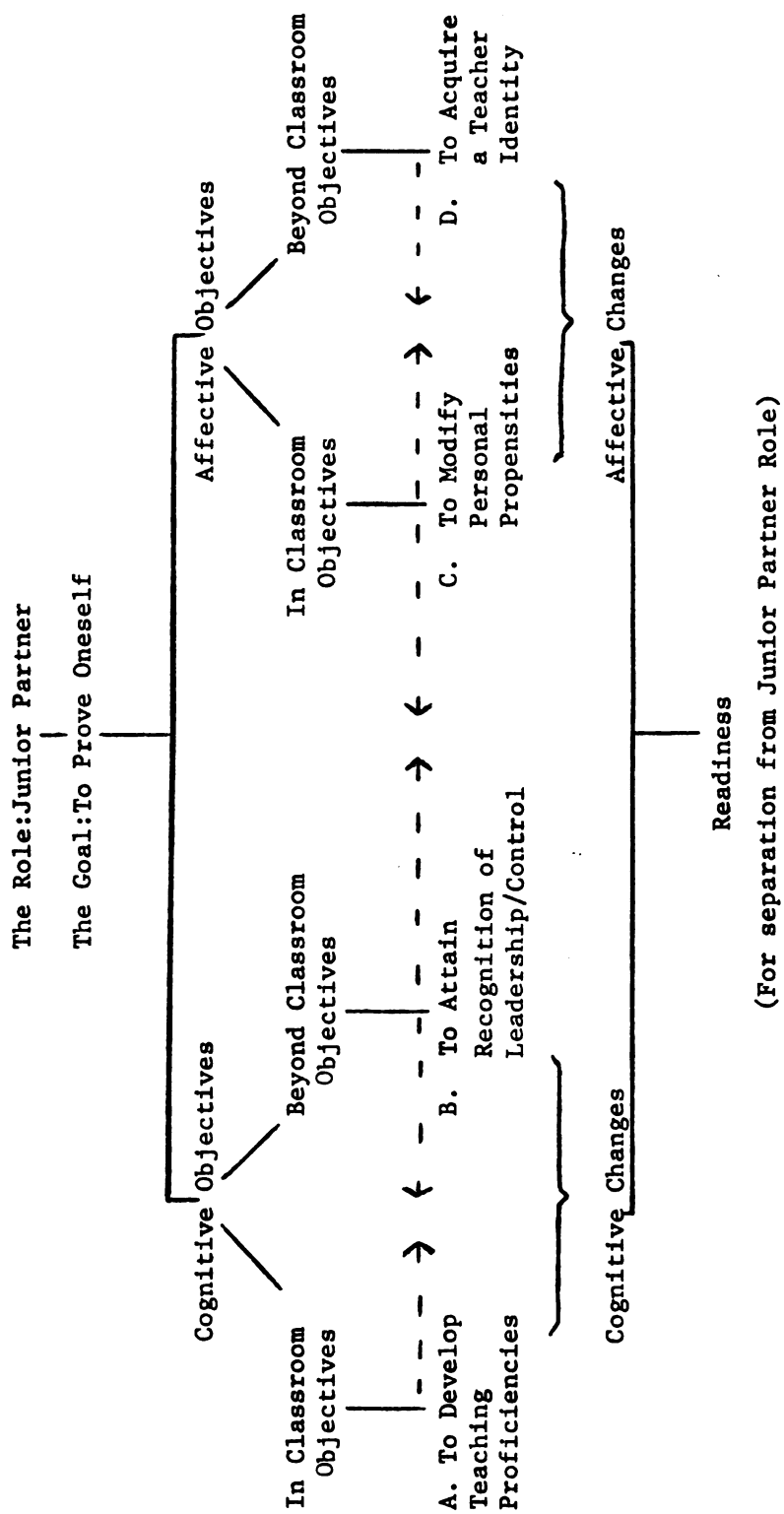


Figure 4.2: Schematic Diagram of the Student Teaching Experience From the Perspective of Five Student Teachers

### The Role: Junior Partner

A partnership as defined by law is the relation subsisting between partners. A partner is one associated with another or others as a principal or a contributor of capital in a business or joint venture, usually sharing its risks and profits. Junior partnership and junior partner are terms not recognized or defined by law. Junior partnership is an informal status and junior partner, an informal role commonly used in business. A junior partner is informally defined (usually by the partners) as a person of more recent appointment or admission to an office or status; a person of lower rank or standing; a person who is subordinate (i.e. secondary or subject to or under the authority of a superior).

The student teacher's perspective of her role in the educational community closely matched this informal definition of junior partner. In each of the experiences, the intern felt the "junior" member of the adult teaching community. She believed herself to be lower in rank or standing than either her cooperating teacher or her clinic professor and thereby subordinate or subject to their authority.

(SA/2-28/Q8) "teacher fits right into [her] own little niche on [the] staff. Student teachers just aren't staff."

(JO/12-26/Q1) "...Administration doesn't seem to care one way or another-whether we're there or not! Other teachers are friendly-say hi-but don't talk to you about school-type things. I feel as though they think we don't know enough about it to talk about it!"

(JO/3-3/Q9) "...but I was in Detroit-which I told her [CT]: Anyway, all week I felt that she thought I was lying to her and had just called in for an extra day off. Made me feel rather uncomfortable."

(ME/10-31/FN) "I don't feel I have the right to butt in and take over for [CT] ...it's not my place."

(CA/2-28/Q8) "I've been sick lately and consequently I haven't been able to do all the things I was expected to do, for example, get things ready for the next week and teach while the teacher was at camp. *I've been worried that my teacher will not think I'm as responsible as I should be. She might not have as good an evaluation as she might have had otherwise.*" (emphasis added)

Perceiving herself as a junior partner, the intern was associated with the senior partner and was engaged in a joint venture, the learning of the children. From her perspective, however, the joint venture was never truly a partnership. She functioned in the role of junior partner so that she could learn to be autonomous, i.e. could go it alone. In her view, by engaging in the internship experience she was seeking admission into the profession of teachers. Her role as junior partner was not seen by her as a collaborative relationship between herself and her cooperating teacher in order to enhance the learning of the pupils; rather, as junior partner, her role was to learn how to become an autonomous member of the profession.

The Case Records. The perspective of the student teacher that her role in the learning environment was one of junior partner first emerged from the field notes (FN). In sorting and organizing the notes from field observations and interviews with the subjects the dominance that this notion had for the intern became apparent. Journal entries (J) and questionnaire data (Q) for each of the subjects were reviewed and the case records searched for commonalities.

The case data contained a total of 117 statements reflecting the junior partner thought, belief and/or behavior. Examples were

identified and coded for each of the five subjects and from each of the three principal data sources. The available evidence from which the illustrated examples were selected are: MARY: 10-8/FN, 10-15/J, 11-1/FN, 12-26/Q1, 1-3/FN, 1-9/Q2, 1-15/J, 1-17/Q3, 1-24/FN, 2-7/FN, 2-10/Q6, 3-3/Q9, 5-19/Q10; SUZANNE: 10-6/J, 10-8/FN, 10-8/J, 10-15/J, 10-18/J, 10-22/FN, 10-24/J, 1-11/Q3, 1-17/FN, 1-25/Q4, 1-30/J, 2-1/Q5, 2-1/FN, 2-21/Q7; MELODY: 10-8/FN, 10-8/J, 10-15/J, 10-16/J, 10-31/FN, 11-11/J, 1-10/FN, 1-15/FN, 1-17/J, 1-24/FN, 2-7/FN, 2-18/J, 2-21/FN, 2-21/Q7, 2-28/Q8, 3-3/J; TERESA: 10-30/J, 12-26/Q1, 1-2/J, 1-3/FN, 1-10/FN, 1-17/FN; SALLY: 10-10/FN, 10-18/FN, 11-12/J, 11-13/J, 11-15/J, 11-26/J, 11-28/J, 12-26/Q1, 1-2/J, 1-4/J, 1-8/FN, 1-11/Q2, 1-17/Q3, 1-23/J, 1-24/FN, 1-28/J, 2-21/Q7, 2-28/Q8.

The case data were augmented by the information provided by the informants. They also believed that they were functioning as junior partners. MEG: 12-26/Q1, 1-17/Q3, 1-25/Q4; JOY: 12-26/Q1, 1-17/Q3, 1-24/Q4, 2-1/Q5, 2-28/Q8, 3-3/Q9; TONI: 12-26/Q1, 1-11/Q2, 1-17/Q3; PAM: 12-26/Q1, 1-11/Q2, 2-5/Q5, 2-25/Q8; NADINE: 12-26/Q1, 1-11/Q2, 1-17/Q3, 1-24/Q4, 2-1/Q5, 2-28/Q8; CARIN: 12-26/Q1, 1-11/Q2, 1-17/Q3, 1-25/Q4, 2-21/Q7, 3-8/Q10.

To illustrate the triangulation of data available for the category of junior partner, selected examples from the case record for Suzanne are presented. This data has been arranged chronologically to provide the reader with a sense of the consistency and regularity with which this junior partner status prevailed throughout her internship experience.

SUZANNE:

(10-8/J) "[CT] and I had just decided what I was going to do and not when or what type of things he might be doing. So, not only did the kids wonder what was next, but so did I."

(10-8/FN) Observation: CT introduces Suzanne to class; says she is a student teacher and that she is here to help.

(10-8/FN) Observation: Suzanne finishes her lesson... she looks at CT (makes eye contact) CT says (aloud) "Good!" CT gets up, begins next lesson.

(12-6/J) "Parent conferences have been going on and I've attended two conference times. [CT<sub>1</sub>] and [CT<sub>2</sub>] have really made me feel like I'm part of the teaching team. We all had input into the conferences. [CT<sub>1</sub>] would explain test scores, [CT<sub>2</sub>] would show the report form, and I would demonstrate how the math program works and where each student was."

(12-7/FN) "Conference: SU to CT "I feel that when you're in the room, I shouldn't say anything to the kids... as soon as you're gone I can do it but when you're here I leave it to you."

(1-11/Q3) "CT tries to write me a note every morning and usually includes something I can work on."

(2-12/FN) "I feel so anxious to get my own room, I really want to get my own room...If I were to have this room... I wouldn't have given them so much freedom...I don't think they can handle all of this freedom...they do so much better when there's structure...I keep thinking that when I have my room from the beginning..."

(2-21/Q7) "I feel that subs and new teachers are always welcome but that they tend to eat with the student teachers until they know the staff a little better."

(2-28/Q8) "Student teaching you're learning and are expected to make mistakes. As a teacher, it's the situation you're in not something you are doing that is creating a problem. As a teacher you have a larger aura of respect. You're also earning your livelihood by teaching. I think that as a teacher I'll feel more confident and in control, I won't have someone else's classroom."

(3-8/Q10) SU speaking about her CT's: "But, I enjoyed them both and have grown very much. They made me feel like I had a lot

to offer and I know they had faith that I could put a lot of things across."

A Description of the Role and its Characteristics. As can be seen from the information quoted from Suzanne's case record, the role of junior partner was an important aspect of the student teaching experience for the intern. It contained a number of characteristics that contributed to the feeling of being a junior partner.

When the student teacher first entered the classroom to meet children head on, to test ideas and theories, to gain additional knowledge and skills necessary for teaching, she had to establish her place in the learning environment.

(CA/1-17/Q3) "I told her [CP] of my concern about my role of a student teacher. She reassured me that I was proper and checked things out with my CT."

(MA/11-1/FN) "I think it's different being a student than being the teacher...I mean, when you have your own classroom, this is your room...these are your supplies. This is still not mine."

For the subjects of this study that meant functioning as a junior partner. Being the junior partner, the intern had to learn how to do what the senior partner(s) (i.e. the cooperating teacher) could and (usually) was doing. As the younger, less experienced person on the team, she was in the position of learner, a characteristic that contributed to the feeling of being a junior partner.

(CA/1-17/Q3) "I'm learning the responsibilities; it seems like I forget something each day..."

(CA/1-25/Q4) "Honest, I feel like I'm learning so much and improving every day because I pick up on cues that I need to work on and I change."

Being the person of lesser experience and status she was initially given minimal duties and responsibilities; often those not

avored by the senior partner(s). In the beginning phase of her internship the intern was comfortable with this position for it provided her with security as she struggled to acquire competence as a teacher.

(MA/10-15/J) "I've been working with the slower group for English, Spelling and Reading..."

(SU/10-24/J) "I really have to make an effort to change the bulletin boards or decorate the room...[CT] doesn't like doing bulletin boards and the task has come down to me."

(TE/10-30/J) "Today I came into school in the morning to see that schedule in operation. The morning went so long. I think because I didn't do any instructing and everything was new."

(SA/11-26/J) "Today was a Conference Planning Day, [CT] was busy with report cards, so I busied myself with bulletin boards."

(TO/12-26/Q1) "I pick up [the] children from [the] door and take them to the room. I handle lunch count, attendance and boardwork."

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(SA/10-10/FN) Observation: CT asks Sally if she wants to do calendar today-Sally shakes her head no and does not interact with the children individually."

(ME/10-15/J) "I received helpful feedback from [CT] about my discussion. I felt at ease, even though it wasn't one of my better lessons...I noticed that [CT] was jotting things down as I was teaching. I'm glad she is taking an interest and is trying to help."

(TE/12-26/Q1) "I am not really responsible for things-when it really comes down to it, its the cooperating teacher that has to take the heat if something really goofs up."

(SA/12-26/Q1) "I think the greatest difference between the two, is that as a student teacher you still have the cushion of the teacher being behind you and you don't have TOTAL responsibility for the children. More, yes, but still not the same as if it were your class right from the start."

As the intern gained confidence in herself, her skills and her ability to teach, the duties and responsibilities that were assigned to her increased in number and in complexity. During this period of greater responsibility, stronger feelings of confidence and competence, the student teacher began to express feelings of frustration at the limitations imposed by the junior partner role. Becoming increasingly skillful at teaching she got angry when reminded of her junior partner status by others in the environment.

(TE/1-2/J) "Today begins the first day of my full time teaching. The day was very long. I felt a little out of place as [CT] did all the teaching. I don't think she wants me to do even what I had done last term yet. I got the feeling that maybe she doesn't think I can handle it yet. I know that I do have to ease into full responsibility for the class, but our talk today made me think that it will take weeks to get into the meat of teaching."

(MA/1-3/FN) "[CT] mothers me. She says things like 'bring your sweater and gym shoes' and 'Eating in the dorm is not all that nutritious-you need a home cooked meal'. It used to bother me a lot, doesn't bother me so much anymore."

(SU/1-24/J) "...If I could have planned from the very beginning, I wouldn't have had...But, I guess I really don't feel like I have the liberty to change a lot of things-even though it's said that I do..."

(SA/1-24/FN) "It tickled me today, someone called [CT] Miss Triola!"

(NA/2-28/Q8) "I was not able to accomplish any real special project with the class due to the set up of the class and the fact that my teacher planned a play - my job- to watch the kids that weren't involved. This play took a lot of time away from the kids to do other things."

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(SA/3-8/Q10) "I went to a building team meeting regarding one of my students as the classroom teacher. My CT was taking a final in a course she was auditing and couldn't be there. They were trying to get a social worker to go into the house to help the mother. The attitude I felt prevalent in the group was that I was just the student teacher..."

(JO/2-28/Q8) "The administration, i.e. the principal, just asked me today if I was a real student teacher (No-I'm a figment of his imagination). The secretary refers to me as [CT's] aide and the parents as 'teacher's helper...' it's frustrating when no one else looks upon you as a teacher and don't treat you as a colleague."

(ME/2-28/Q8) "...parent's don't seem to think that a student teacher is someone to have conferences with when there's a problem automatically they go to the teacher."

(MA/5-19/Q10) "I feel that my CT used me to take care of her class, make less work for herself and she really didn't care about me..."

In spite of successfully fulfilling her duties and responsibilities, the intern believed her junior partner position was inevitable.

Another characteristic of a junior partner is the limited input in significant decisions.

(CA/2-21/Q7) "I have not had to fill out report cards although my advice was sought by my CT."

(TO/1-17/Q3) "My cooperating teacher decides these things but I have the freedom to work within her decisions. For example, she says she wants a bulletin board on Canada, then I'm free to design it."

Her perception of herself as a junior partner was that she was responsible to the senior partner (and to her clinic professor); she was held accountable for her actions and behaviors and was subject to the demands, desires and expectations of her cooperating teacher and clinic professor.

This third characteristic is represented by the following examples:

(NA/12-26/Q1) "Least of all I've enjoyed having to go by someone else's schedule and being pressured to do things a certain way."

(TE/1-3/FN) Interview: TE to CP. "I suppose you want to know what I'm going to be doing?"

(MA/2-10/Q6) "She [CT] has had a great effect on my teaching now that I've conformed to her standards in order to get along. There are a few things I'd like the kids to do but she had already laid down the law the first day of school that prevents me from doing those things...Personal growth wise I feel stifled we are two different people and I'm sacrificing my 'true colors' so as not to offend her."

(CA/2-28/Q8) "The greatest difference is you can't just go ahead and do something, a change or whatever you always have to check it out. That is either changing the room or anything."

By the end of her internship experience the student teacher had assumed responsibility for all or most of the instructional design and instruction in the classroom. She frequently had more duties and responsibilities than her cooperating teacher. Yet, in her perspective, she retained her role as junior partner. Gradually she began to express feelings of acceptance of this role and attributed it to the nature of the teaching/learning situation; she eagerly looked forward to the day when she would become autonomous.

(SU/2-10/Q6) " I felt a commitment to continue with the math and reading program that my CTs use which I don't feel or know I won't use when I have my own classroom. Consequently, now I feel that I model more of their teaching style than I will when I have my own class. But, I know my style is very different and I have my own way of doing things which I think will come in my own room."

(SU/2-1/Q5) "I can't wait for a classroom of my own. I've learned so much about organizing and structuring a classroom through my student teaching thus far."

(SA/12-26/Q1) "After Fall term I learned that I will be very glad to have my own classroom."

#### An Alternative Interpretation of the Junior Partner Role.

The data used to support the junior partner role could be interpreted in light of an apprenticeship model. Speaking on the nature of apprenticeship as it relates to teachers, Dewey said, "... we may carry on the practical work with the object of giving

teachers in training working command of the necessary tools of their profession, control of the techniques of class instruction and management; skill and proficiency in the work of teaching" (1904, p.24). Assuming this definition, the role of the participants could be viewed as an apprenticeship. The interns were learning the practical skills of the profession.

The apprenticeship model, however, suggests two ideas that did not hold true for the interns. First, an apprenticeship is a relationship between a master and his pupil. An apprentice works for the master in order to learn a trade as the master knows it, then to carry on the trade in the tradition of the master. In student teaching, and particularly in the EEE conceptualization of the internship experience, the cooperating teacher is not viewed in the "master" role - teaching all she knows in order for the student (intern) to go into her own classroom and model the teaching style of the cooperating teacher. Rather than the master-disciple dyad, the relationship of the cooperating teacher, intern and university supervisor in this study was more a personal and professional team effort.

(SA/12-26/Q1) "My relationship with my CT is both personal and professional. We have gotten together at each other's places several times to plan units or just discuss classroom problems and have had an even mixture of school and talk of personal concerns."

(CA/12-26/Q1) "I feel I have an excellent relationship with my cooperating teacher. We are co-teachers. The children view us as a team. We share ideas and concerns."

(SA/2-10/Q6) "I have gone from a teacher-student relationship [with my CP] to a collegial relationship. It has greatly increased my confidence in myself and my ability as a teacher."

Secondly, the apprenticeship model suggests a limited body of knowledge/skills/techniques of the trade which the master (who is truly a master of them all) imparts to the pupil. This was not true for

the participants of this study. In fact, one of the most startling revelations for the intern was the fact that her cooperating teacher and/or clinic professor did not know everything there was to know about teaching.

(CA/12-26/Q1) " I also have learned that after 20 years of teaching, you still don't know everything."

(TO/10-11/Q2) "This week was hard and [CT] and I mostly just talked about our feelings of frustration. We discussed new techniques and strategies and I found out that even though she's been teaching for 9 years she still experiences the same feelings as me."

(ME/1-24/FN) "I thought your [CP] lesson was good, you got them motivated and your directions were clear. *I was amazed to see, and it made me feel good to see that the kids that give me problems also gave you problems.* But, you handled it effectively." (emphasis added)

(SA/3-3/Q9) "That she [CP] has some of the same problems I do and when immediately dealing with them, doesn't always follow EEE to the tee. Made me feel good..."

The role of a student teacher was viewed by the participants of this study as that of a junior partner. The relationship between teacher, intern and clinic professor was a partnership in the sense that they were collectively engaged in the enhancement of learning experiences for the children in the classroom and the learning experiences of the student teacher. It was a junior partnership in the sense that the intern felt, as the partner of lower rank or status (as a not-yet member of the profession), she was subordinate to the expectations of the other partners.

### The Goal: Proving Oneself

Because the intern believed her role in the learning environment to be that of a junior partner, a person with less experience, less knowledge and less technical skill than the senior partner(s), she

identified her goal to be proving herself. In her perspective the role imposed the goal. As a person of lower standing, equality or status she had to prove that she was competent to be considered a teacher. So, for the subjects of this study, proving oneself meant that one had to demonstrate sufficient competency in the practical skills of instruction to convince others (and often herself) that she could teach.

The Case Records. Like the junior partner concept, the goal of proving oneself first emerged from the field notes and was later supported in the journal and questionnaire data. The case records contained evidence of this perceived goal for each of the subjects from all three data sources. Forty-one supportive statements were identified and coded for the subjects and within each case record a triangulation of data supporting the perceived goal existed. The informants again validated this hypothesis and contributed a significant (twenty-two) number of illustrative examples.

For most of the interns, the feeling that she had to prove herself was evident throughout her internship experience. To illustrate the predominance and duration of this feeling for the intern and to present a display of the triangulation of data that exist, the case record of Suzanne is quoted.

(SU/10-8/J) "This is it...My last year to be in someone else's classroom - - to try things and gain confidence in myself. (And that's exciting to think that next year I'll have a classroom of my own.)"

(SU/1-10/FN) "It gave me confidence, a lot of confidence, being alone (in the room) on Wednesday...gave me a chance to try things my way...I was in charge...didn't fall back on someone else... I had to do it...Yeah, Wednesdays were really important to me..."

(SU/3-8/Q10) "Student teaching was one of my more draining experiences. So many people are supervising and helping you --and at college and all through school the ratio was always 1:30 - now it's more like 30:1! Ha! Ha!"

A Description of the Goal and its Characteristics. Feeling that she had to prove herself, for the intern, meant feeling that she had mastered the skills and techniques necessary to be considered competent to teach autonomously. To believe that she had reached her goal, she had to prove to herself and to others that she had attained this mastery. From her perspective, proving to herself was feeling accomplishment, "I did it!"; confidence, "I can do it!" and/or competence, "I really am capable!". Proving herself to others meant demonstrating her skills and abilities to not only the pupils, parents, her supervisors, other teachers and administrators but also those on the periphery of her experience; those who had little control or "power" over her.

Proving to herself. An important aspect of the task of proving herself for the student teacher was to prove to herself that she was competent to teach. She felt that she had to prove to herself that she was able to manage the classroom, the children and the instruction. As she struggled to accomplish her goal she began to report feelings of greater confidence which were often coupled with statements relating to feelings of competence. The following excerpts illustrate this characteristic identified by the intern and were in response to a question asked on the first questionnaire: "What is the most important thing that happened to you this term (Oct. - Dec.)?"

(TO/12-26/Q1) "I took over the math class and it was a very positive experience. I have always felt rather insecure about teaching math because it is a weak area for me. I was able to make a lot of...This was very important to me because I felt that I can be an effective teacher-even in areas I'm not so confident in!"

(PA/12-26/Q1) "My CT was ill and there were problems arranging for a sub-I ended up teaching "solo" all morning. Everything went smoothly [even reading-everything under control]. My feelings - I was elated!! Miss Tumah came through!"

(CA/12-26/Q1) "The most important thing that happened to me this term was the day the teacher was absent and I took over for the morning. I was responsible for moving the children from center to center, explaining the centers, starting math period. Basically every direction and facilitation was of my hands. I felt good because I knew I could handle a class by myself."

(NA/12-26/Q1) " The most important thing that happened to me was having to run the whole day by myself-with the CT out of the room. It was scary and frustrating, but I knew I had to handle any situation or problem that arose-and I did. It wasn't an easy day, but it gave me a feeling of accomplishment and confidence."

Proving Herself to Others. Proving herself to others, for the intern, meant demonstrating her credibility for membership in the profession. She felt she needed to prove herself to those who were primary in her internship experience - the children, supervisors, other teachers and administrators. In addition, she often felt that she needed to prove herself to those she perceived as being secondary to her experience. These people included other EEE students, district coordinators and parents. The first set of statements reflect her desire to prove herself to those of primary importance to her. The second set of statements reflect her desire to prove herself to everyone with whom she comes in contact, no matter what their relationship to her or to her internship.

(TE/2-6/J) "...I can't help feeling that her (another teacher in the school) uncertainty reflects on me... Once again I feel that whatever happens tomorrow will reflect on me...Why do I always feel like I have to prove myself?"

(ME/1-23/J) "Another thing is that I feel very pressured-mainly because it seems like everyone, including the principal, is keeping a hawk-eye on me. I'm continuously trying to prove myself and it's really getting to me."

(SU/1-11/Q3) "Since I've been in charge of management I have had to prove myself to the students."

(SU/3-8/Q10) "I mean all students test teachers but they test substitutes and student teachers several times."

(ME/12-26/Q1) "Kids pick up on the student part and don't totally accept [her] as a "real" teacher."

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(TE/1-23/J) "I'm both excited and nervous about clumps of sophomores coming out to visit next week. It's going to take some preparation to keep those little "rats" from goofing up and showing off."

(TE/1-30/J) "They were so fantastic when the sophomores were in the room...Before they got there, I reminded my kids how we could "Show off" as a class...Something must have worked...At one point when things were going especially well I told the kids how wonderful they were... Cathy said, "I told you, you had no need to be uptight, Ms. D., we'd be good for you!"

(JO/12-26/Q1) "When I was doing the morning, the quadrant, teacher for our school came in unexpectedly, and watched for a few minutes. I was using rhythm instruments with the kids for the 1st time. It was the best day I ever had and I was not really well planned-teaching off the top of my head. Quadrant teacher told [my] CT she was impressed. I was very excited and happy. Felt like I could do anything."

(JO/3-3/Q9) "The plaster stuck-took too long to dry-kids were all over the place and I had plaster all over me! What's worse, there were parents in the room that day (of course). I was embarrassed and humiliated and frustrated."

For the student teacher who perceived her goal as having to prove herself to others the feeling of always being watched, judged and evaluated was ever present. The intern felt that these

significant others expected her to fail and therefore she needed to prove that she wouldn't.

(SU/10-18/J) "Sometimes I feel that other teachers judge the teacher on how well behaved the students are in the hall. [CT] is not that strict in the hall. I felt like I had to have the students very quiet or get nasty looks. This is such a conflict-especially for student teachers-You're being judged and evaluated all the time-The students test you, the teachers don't think you have enough authority or control, your prof's evaluate you and the parents moan when they find out their child has a student teacher. What pressure!"

(TE/12-26/Q1) "Biggest difference [between being a teacher and a student teacher] is who you have to answer to-less people are concerned with a teacher than with a student teacher."

(ME/1-24/FN) "I literally made myself sick, physically sick because of all the pressure I'm under, I mean, I'm being watched all of the time."

#### An Alternative Interpretation for the Data on Proving Oneself.

Instead of interpreting the data to mean, "the perceived goal of the subjects of this study was to prove oneself," one might interpret that goal to be, "learning all there is to know about teaching prior to entering the profession." There are two major arguments that would support this alternative interpretation.

First, historically the goal of the student teacher has been defined by teacher educators as "practicing" what she has been taught and applying the theories that she has learned in her education courses in the context of an actual classroom. While this perspective has changed in recent years for student teachers, it is still employed by the EEE program as the goal of the preinternship (pre-student teaching) experience. As former preinterns the subjects of this study were familiar with this goal. More recently, however, the goal of student teaching has changed (as evidenced by the change in name

from practice teaching to student teaching. The goal of student teaching as now defined by teacher educators is to experiment, to probe, to inquire and to learn for oneself how the theory previously studied applies to real pupils in actual classrooms. Had the interns accepted this goal (which the evidence suggests that they did not) the interpretation that the goal of student teaching is to learn all there is to know about teaching prior to entering the profession would be valid.

Secondly, the intern entered the classroom with a history of schooling as a pupil, an accumulation of professional courses and two years of part-time experience in actual classrooms. As a preintern she embraced the goal described in the preceding paragraph; she perceived her task as a learning task (i.e. she was to learn everything she could about teaching). For her, the EEE fieldwork component was another course required by the EEE program in the sense that she viewed the goal of her fieldwork in much the same way she did her university classwork. She was there to learn about math/reading/science, etc.; something she didn't know or had little knowledge of prior to taking the course. As she progressed through seven terms of course and fieldwork she built a knowledge base on how to teach. She was truly a "student" of teaching. However, as she began to prepare herself for her internship experience her perspective began to change. She no longer expressed the desire to learn all there is to know, or even to learn about; instead her comments reflected the perspective that now she had been taught how to teach, it was her task to go into the classroom and prove that she had learned; that she could do it. There were no longer any professional courses left in the EEE program for her to take, therefore she must know enough to teach. Her goal was to prove that she could. While the intern did not totally ignore or

reject the perspective of herself as a "student" of teaching during her internship experience, she expressed greater concern about proving to herself and to others that she could do what she had been taught. Thus, she moved from the perspective of "learning as much as I can during this experience" to a newer one, "proving that I can do what I have learned."

The need to prove oneself during the student teaching experience was nurtured by at least two factors in the intern's perspective. First was her view of the professionals that surrounded her; Second was time. From the perspective of the student teacher, the university supervisor, the cooperating teacher, other teachers and the subject matter specialists in the school appeared to know everything there was to know about teaching. They seemed to do everything well. They had no problems, no insecurities. Teresa's comments about her cooperating teacher cogently illustrate this point.

(TE/11-21/J)"I never thought [CT] being there made any difference in how I taught until this week. I felt a lot freer and more at ease. I had a science lesson in which the experiment failed. I didn't worry too much about seeming stupid or incompetent. I could laugh and try again. The kids understood. I know [CT] would've understood too, *but I suppose I still feel a need to impress her, after all-she really is a pro and I don't want to come across as being too amateur.*" (emphasis added)

The intern believed that she had a lot to do in a limited amount of time so that when she became a teacher (i.e. was certified) then she too would know everything there was to know about teaching. This limited amount of time concerned the intern. She viewed it as a parameter of her experience and felt that time was "running out" for her. She viewed her internship experience as her last chance to learn all she needed to know before she became autonomous. She saw her internship experience as her last chance to prove to herself

and to others that she was competent to be certified as a teacher.

(ME/10-31/FN) "...everyone expects me to act like a professional when I'm not a professional...I'll be a professional when I get my own class."

From the perspective of the student teacher the goal of student teaching was, therefore, not to learn as much as possible about teaching prior to entering the profession, but rather to prove to herself and to others that she had mastered the skills and techniques necessary to be considered competent to teach. It was toward this goal that she worked.

### The Objectives

Perceiving herself as a junior partner, the intern believed that she needed to prove herself-to herself and to others. She had to cope with the complexities of teaching to the extent that she was able to do a competent job of instruction. She had to cope with the complexities of changing her perspective of self to the extent that she was able to think of herself no longer as a student, but as a teacher and to behave the way she believed a teacher would behave. She had to prove to herself and to others that she had mastered the skills and techniques necessary for successful teaching within the classroom and she had to prove to herself and to others that she had the attributes and qualities of a teacher beyond the confines of the classroom. For the subjects of this study, proving oneself was a goal one had to reach cognitively and affectively. To master the goal, the intern had to prove herself both in and beyond the classroom environment.

Cognitively, the intern identified areas within the classroom that she needed to deal with in order to be successful. To prove herself she had to demonstrate competency in instruction and management skills. With

time and experience she improved; in return she felt more confident and worked on more complex skills. As she learned, she changed as the following quote from one of the informants, Carin, cogently illustrates.

(CA/1-25/Q4) "Honest, I feel like I'm learning so much and improving everyday because I pick up on cues that I need to work on and I change. I'm making and gaining materials all the time to enhance my program. I feel like I've waited so long to be a "real" teacher that it's about time to be one."

The information relating to this aim of mastering teaching competencies was organized into a cognitive, in-classroom objective: to develop teaching proficiencies. To the intern proving herself meant that she had demonstrated her teaching proficiencies.

The expressed aims of the intern suggested a second cognitive area on which she concentrated. Much of this information was related to the intern's desire to attain leadership and/or control. She wanted to be "in charge"; entrusted with the responsibility, care and management of the classroom milieu. In actuality (as most subjects realized) she was "in charge" she did assume primary responsibility for the organization and management of the children and the classroom. What the intern assessed to be lacking was recognition beyond the classroom that she was the leader, the person in control. It was important to her that administrators, other teachers, parents, etc. confirmed her leadership and control by recognizing that she was the person in charge. Objective B: To Attain Leadership/Control, as defined by the intern, was a cognitive aim, important in the classroom certainly but beyond the classroom, imperative.

Besides working on the practical skills of instruction, the intern also spent a great deal of time, thought and effort on emotional issues. She wanted to develop teaching proficiencies and she worked

very hard at attaining this objective. However, her success was often impeded by certain propensities. As she became aware of these habits, traits, characteristics that interfered with her success in the classroom she consciously set out to modify them. Two examples illustrate this objective, one from Mary's journal early in her internship experience, and one from a questionnaire response from Joy, an informant, during the 19th week of her student teaching experience.

(MA/11-1/J) "I need to "ask" more instead of assuming the answer is no. I have a problem with being shy and it's getting in the way. I really want to break out of my old habits but it's hard. Monday is a new day and another chance."

(JO/3-3/Q9) "I feel that, due to my presence, the atmosphere is not as relaxed as it would be if I weren't there. [CT] is much more easy going than I; I get too uptight too easily."

The fourth identified objective, also related to affective concerns, was the acquisition of a teacher identity; an objective that stretched beyond the confines of the classroom. For the intern who had spent 14-16 years of her life as a student, viewing education and learning from the perspective of a pupil it was often difficult, surprising and exciting to see the "old" through "new" eyes. She began to think of herself as a teacher, to see education and learning from the teacher's perspective and to feel like a teacher. In the beginning of her internship she was surprised and delighted that the children, her cooperating teacher and parents referred to her as a teacher, not a student helper, an aide, or a student teacher. More frequently her opinion, advice and suggestions were sought about pedagogical problems. She expressed feelings of amazement - (i.e. "Wow! He looks at me like a teacher!; "Mrs. T, you're asking me?"). As others treated her as a teacher she began

to see herself in this role. She felt like a teacher, no more the student, but a "real teacher" (CA/1-25/Q4). Teresa speaks directly to this point in the following excerpt quoted from an interview about the 15th week of her internship experience.

(TE/2-7/FN) Interview: "I never thought I'd really feel like a teacher...'This is Teresa being a teacher'...I feel like a teacher all of the time now...I'm not two people anymore-Teresa being a teacher and Teresa not being a teacher-now I'm only one...I've noticed this in dealing with adult friends... I say things like, 'You really should put your coat on,' 'Did you turn off the bathroom light?'...or even I've noticed, I was reading a story at my house to a group of children and I said 'Would someone like to go get my purse for me?'...the kids immediately raised their hands - without even thinking about it. I have these teacher behaviors..."

These four objectives: A.) To Develop Teaching Proficiencies; B.) to Attain Leadership/Control; C.) To Modify Personal Propensities; and D.) To Acquire a Teacher Identity provided the framework for the student teaching experience of the subjects of this study. It was with these cognitive and affective aims in mind both in the class room and beyond the classroom that the intern worked toward accomplishing her goal - to prove herself. When she believed she had successfully mastered the objectives, she felt she had reached her goal and had successfully completed her student teaching experience.

(MG/12-26/Q1) "...It was a feeling of acceptance by my CT and students through being given increasingly more responsibility and positive responses by the students both to the lessons and myself. It gave me the feeling of competence, success, gratification and satisfaction. I feel happy in the profession I have chosen and confident in my ability."

(CA/1-25/Q4) "I'm excited with my performance as an intern, my placement, and my ability that I want to say, "enough of this prep! I'm ready!"

### Objective A: To Develop Teaching Proficiencies

Developing teaching proficiencies for the intern, meant gaining the necessary information, knowledge, skills and techniques to deal successfully with the complexities of subject matter, planning and implementing instruction and organizing and managing the classroom. This cognitive objective had certain identifiable characteristics associated with it that made it separate from the other objectives. Yet, it often interacted with and was dependent on characteristics of the other three objectives. For purpose of presentation, Objective A has been chosen for discussion first; this selection in no way connotes a linear progression of objectives beginning with A. Rather, Objective A is viewed as 'figure' for this section, while the other objectives remain 'ground'. Figure 4.3 illustrates this perspective.

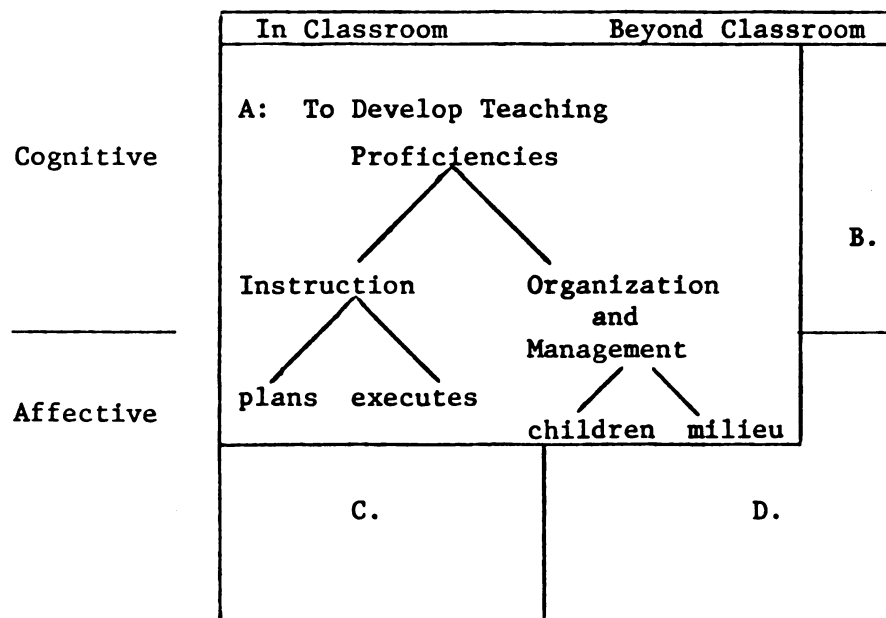


Figure 4.3: In classroom, cognitive objective; To Develop Teaching Proficiencies

The Case Records. Developing teaching proficiencies was identified as an objective of the interns primarily from the information collected through classroom observations and interviews. As a working hypothesis, this cognitive concern was developed into a tentative category and evidence from the field notes, journal entries and questionnaire responses was coded and organized. From the data gathered, two sub-categories emerged within this objective. In developing teaching proficiencies, the intern had to attend to two important tasks of teaching: 1) instruction and 2) organization and management. Developing teaching proficiencies in instruction, for the intern, meant developing skills in planning lessons and executing them successfully. Organizing and managing were skills related to the children and the classroom environment. Evidence supporting the aim and desire of developing teaching proficiencies was collected for each of the subjects from each of the data sources. The case records related to Objective A include: (MARY: 10-16/J, 10-17/J, 10-18/J, 10-22/J, 10-24/J, 10-29/J, 10-30/J, 11-5/J, 12-26/Q1, 1-9/J, 1-9/Q2, 1-10/FN, 1-11/Q2, 1-15/J, 1-17/Q3, 1-22/J, 12-24/Q4, 3-3/Q9; SUZANNE: 10-8/J, 10-24/J, 11-7/J, 11-12/J, 11-21/J, 1-11/J, 1-11/Q3, 1-15/J, 1-24/J, 1-24/Q4, 1-30/J, 2-1/Q5, 2-7/FN, 2-14/J, 2-21/Q7, 3-3/Q9, 3-7/J, 3-8/Q10; MELODY: 10-8/J, 10-16/J, 10-31/FN, 12-26/Q1, 1-11/Q2, 1-15/FN, 1-28/J, 2-1/Q5, 2-21/Q7; TERESA: 10-22/FN, 10-23/J, 10-24/J, 11-1/J, 11-1/FN, 11- /J, 11-8/J, 11-15/J, 12-26/Q1, 1-2/J, 1-3/FN, 1-9/J, 1-10/FN, 1-10/J, 1-17/J, 1-17/FN, 1-18/J, 1-21/J, 1-22/J, 1-23/J, 1-30/J, 2-4/FN, 2-7/FN, 2-13/J, 2-14/J, 2-26/J, 2-27/J, 2-29/J, 3-7/J, 3-13/J; SALLY: 11-12/J, 11-13/J, 11-14/J, 11-14/J, 11-19/J, 11-21/J, 11-27/J, 11-28/J, 12-26/FN, 1-8/FN, 1-10/J, 1-11/J,

1-14/J, 1-15/J, 1-17/Q3, 1-17/J, 1-18/J, 1-23/J, 1-24/J, 1-25/Q4,  
 1-21/J, 1-29/J, 1-29/FN, 1-29/J, 1-31/J, 2-1/J, 2-1/Q5, 2-14/J, 2-19/FN,  
 3-3/Q9:)

Again, the information gathered from the informants validated this objective of the subjects: to develop teaching proficiencies. The data available from the questionnaire responses of the informants include: MEG: 12-26/Q1, 1-11/Q2, 1-17/Q3, 1-25/Q4; JOY: 12-26/Q1, 1-11/Q2, 1-17/Q3, 1-24/Q4, 2-21/Q7, 3-3/Q9, 3-7/Q10; TONI: 12-26/Q1, 1-11/Q2, 1-17/Q3; NADINE: 12-26/Q1, 1-17/Q3, 1-25/Q4, 2-1/Q5, 2-21/Q7, 3-3/Q9, 3-9/Q10; CARIN: 12-26/Q1, 1-11/Q2, 1-17/Q3, 1-25/Q4, 2-1/Q5, 2-21/Q7, 2-28/Q8, 3-8/Q10; PAM: 1-21/Q3, 1-28/Q4, 2-5/Q5, 3-12/Q10.)

A Description of the Objective. Developing teaching proficiencies and proving oneself were interrelated, cyclical tasks on which the intern worked during her student teaching experience. She worked at developing technical competence as a teacher. When she experienced success at instruction or organization/management her self-confidence grew which then resulted in her feeling that she had, in part, proven herself. Accomplishing this, the intern reported feeling more competent and more confident. Sally and Teresa's comments illustrate the cyclical nature of experiencing success and proving oneself.

(SA/12-26/Q1) "The supervision of our work is beginning to feel more as if a colleague is observing and helping us through joint work or suggestions, to work toward a common goal. That leads to a good feeling that makes me feel as if I am totally free to test out my wings and take what EEE has given me and start to really form (concretely) my own teaching philosophy. The job can be whatever I make of it."

(TE/3-13/J) "I am no longer dependent on the encouragement and support of CP's, CT's and other students going through similar experiences with me...I know I can function well on my own..."

There were two interrelated areas that the intern worked to

develop teaching proficiencies: 1.) instruction, and 2.) organization/management. Technical skill in instruction included planning appropriate challenging lessons and the ability to successfully implement them in the classroom. Planning was of great concern to the intern and critical to developing proficiency in instruction. When the intern believed that she had planned well she felt successful, that she was indeed developing the necessary teaching proficiencies.

(NA/10-17/J) "The group was very ready to begin english and spelling today. The lesson I wrote up for english was suited (finally) to their level. I had always assessed too high for the group."

(TE/10-24/J) "Today's math went very well. For once I planned the correct amount of work for the group. Maybe I am learning them at last."

(TE/3-7/FN) Interview: "Yeah, lesson plans...those first lesson plans...writing 20 minute lessons twice a week...now I can do lesson plans...I have the resources and the background...know where things can be found...I don't have to think about what comes next...don't have to research so much..."

(NA/1-25/Q4) "Before I was just doing plans two or three days in advance and this showed me how much more valuable planning is when it's done way ahead of time-it gives you more flexibility. This made me feel more confident and sure of myself."

(SA/2-14/J) "No way did today seem like a Monday! I think I came to the conclusion as to why it went so well. I had lower expectations for a Monday morning, although I was well planned and very relaxed. I think I'm less relaxed when I am less well planned." (emphasis added)

A question designed for the weekly questionnaires asked the participants to describe their most successful lesson during the week and to tell why they felt this lesson was more successful than others they taught. The responses contributed to a greater understanding of the importance of this aspect of the objective and its relationship to both the goal and the other objectives.

Overwhelmingly, the interns attributed success to either good

planning or well executed lessons (38/69 responses). Various other responses were given that related indirectly to successful planning and implementation of instruction. Some interns felt their lesson was successful because either the children enjoyed it or there was high interest in the topic; the lesson was challenging and/or interesting to the students.

(SU/1-11/Q3) "I felt good about this because several students got really fired up about this and offered suggestions about backdrops and other play experiences."

(MG/12-26/Q1) "The response to the game and their desire to play it during free time showed me they were having fun and learning."

(SA/2-1/Q5) "The kids loved it!"

(ME/2-21/Q7) "The kids liked the lesson, they were attentive and contributed well during review."

(TO/12-26/Q1) "The children loved it (because of the materials I think). I felt it was successful because interest was so high and they picked up the idea so quickly."

(JO/2-21/Q7) "It was successful and the kids smiled and giggled the whole time so I assume they enjoyed it."

"Challenging" lessons were believed to be successful because the intern felt that the children worked hard and learned something.

(CA/12-26/Q1) "I feel they enjoyed it and learned to follow directions, working together with a sense of "I can".

(MG/1-11/Q2) "I felt it was successful because they could apply the concept outside of the context of the literature lesson. I felt very qualified they were able to grasp and transfer the information I taught."

(NA/3-8/Q10) "I felt it was successful because they learned the concept and had a good time."

While competent planning and execution of lessons were the most frequent responses to this question, at least two interns mentioned that the lesson they were describing was successful because the intern, herself, enjoyed or was excited about it.

(JO/12-26/Q1) "...kids really wanted to do it. Also, I was having a lot of fun-rubbed off on the kids."

(NA/2-1/Q5) "I think the students really enjoyed it... I know I enjoyed it."

Giving clear directions was one strategy thought necessary for successful execution of a lesson. Providing variety within lessons was another important aspect, that the intern attributed to a successful lesson.

(JO/1-11/Q2) "I can tell that the directions were good because they did so well..."

(TO/1-11/Q2) "It went much better I think because I gave very clear directions and told them my expectations. The kids worked a lot better."

(NA/1-17/Q3) "I felt this lesson was more successful than others because my directions were clear(I covered all bases) and the students knew just what to do because of the discussion period and the interaction that occurred."

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(MA/12-26/Q1) "This was successful because it was a change of pace from usual lessons."

(PA/1-11/Q2) "The children enjoyed it. It was more successful probably because it was a fun way to use adjectives."

(TO/1-17/Q3) "I think this was enjoyable because I used something they really liked, to teach something that's usually a drag."

It is interesting to note that the reason for successful lessons most frequently reported in the journal data differed from that reported on the questionnaires. While few questionnaires reflected this rationale, in the journals the interns most frequently ascribed success of lessons to the lack of behavior problems.

(MA/10-18/J) "Art went well-the group finished their pumpkin people quietly. The class is more manageable now than they were in the past."

(SA/1-23/J) "I was so pleased with their self-motivation and the

way they controlled themselves in small groups doing different things. The mood in the room was so good that I walked around smiling and observing all of the independent workers."

As planning and implementing instruction were linked to the goal of proving oneself, this characteristic also related to another aspect of the objective. To develop teaching proficiencies the intern believed that she needed to acquire the ability to manage the children and organize and manage the classroom environment. For the subjects of this study, managing the classroom milieu meant successfully getting a group of learners through a lesson or series of lessons within a limited amount of time. It meant creating a classroom climate conducive to learning; maintaining this environment and restoring the climate constructively when necessary (Lanier, 1970). Each of the interns experienced different degrees of success in this area; some mastered the skills more quickly than others. Regardless of the speed or degree to which she attained mastery, when she experienced success, she began reporting feelings of great confidence and competence in her skills and abilities.

(MA/11-5/J) "My group is coming along great. The whole class as a group is working together better now. I give instructions and they can fulfill them..."

(MA/1-10/FN) "Things are terrific...I'm having a ball... mostly because of the way I'm handling the class...I'm getting more confident..."

(MA/1-9/Q2) "[CT] told me I managed the class very well Monday... I felt good...because I realized it was alright to do what was comfortable for me."

Some interns experienced smaller gains in this skill than others yet by the completion of the internship experience most (with the exception of Melody) believed herself to be successful in classroom management. When sharing their feelings the interns reported both the smaller and larger successes.

(MG/1-11/Q2) "...I feel successful at the management aspect of my teaching..."

(SA/1-18/J) "The rest of the A.M. went very well. I am very comfortable and relaxed with our a.m. schedule and with my flexibility with my present unit. If we need a few more minutes, I can adjust my time accordingly."

(CA/1-25/Q4) "...I felt good because of the ability I had to manage the class on my own."

(SU/2-1/Q5) "I had the best day on Thursday. It was super! Everything flowed. I'm trying a point system and it's really working. They didn't need many reminders, etc. (a EEE pre-intern) said that she really noticed a difference."

(NA/2-21/Q7) "I think the most important thing that happened was that everything ran as it should. This makes me feel confident that I will be a good teacher and have the ability to run a classroom effectively."

(CA/2-28/Q8) "...I hoped to accomplish my control, managing of the class and workload and I have."

In analyzing the data, it became apparent that the successful management of individual or groups of children often depended on the relationship that existed between the intern and the children and/or individual children. To get more information about this potential correlation, a question for the weekly questionnaires was designed in which the interns were asked to describe the children with whom they had the least difficulty. In many instances, the characteristics of the children described were similar.

Children with whom the intern experienced the least difficulty were described as good workers (ME/12-26/Q1; MG/12-26/Q1) who always keep on top of their work (CA/1-25/Q7; SU/1-25/Q7; NA/12-26/Q1; NA/1-17/Q3; SA/1-17/Q3; MG/12-26/Q1; MG/1-25/Q7). These children work without bothering others (NA/1-17/Q3; MA/1-17/Q3; TO/1-17/Q3), have little difficulty with the work (PA/12-26/Q1; MG/12-26/Q1; ME/12-26/Q1), enjoy and put effort into their assignments - frequently

with creative results (TO/1-17/Q3; SU/1-25/Q7; JO/1-17/Q3; JO/12-26/Q1). These students not only complete their assignments (CA/1-25/Q7; SA/1-25/Q4; MA/1-17/Q3; TO/1-17/Q3) but also hand them in on time (TO/1-17/Q3). They also have the ability to find and do independent activities when they are finished with their assignments (NA/12-26/Q1; NA/1-17/Q3; NA/1-25/Q4; CA/1-25/Q4).

The interns described these children as being "well adjusted to school" (TE/12-26/Q1; CA/12-26/Q1). For them, that meant that the children got to school on time (CA/1-25/Q4), were socially and/or academically successful (TE/12-26/Q1; NA/12-26/Q1; SU/1-11/Q2; MG/1-17/Q3), and were enthusiastic about learning (PA/12-26/Q1; CA/12-26/Q1; TE/12-26/Q1; JO/12-26/Q1; JO/1-17/Q3). The interns had little difficulty with children who participated in class (NA/12-26/Q1; SA/12-26/Q1; CA/1-25/Q4; JO/1-25/Q5), frequently volunteered (SU/1-11/Q2), listened to the teacher (PA/12-26/Q1; MA/12-26/Q1; NA/1-17/Q3; CA/1-25/Q4; JO/1-24/Q5; MG/1-25/Q5) and followed directions (PA/12-26/Q1; TO/1-17/Q3; MG/1-17/Q3; JO/1-24/Q5).

The interns described the children with whom they had the least difficulty as being quiet (SA/12-26/Q1; JO/12-26/Q1; TO/1-17/Q3), cheerful (JO/12-26/Q1; TO/1-17/Q3), self assured (SA/12-26/Q1), responsible for themselves (SA/1-17/Q3) and mature (SA/12-26/Q1; JO/1-17/Q3). These students were seen as being helpful (MA/12-26/Q1; SA/1-17/Q3; TO/1-17/Q3; SU/1-25/Q4) and cooperative (PA/12-26/Q1; MG/12-26/Q1; CA/1-25/Q4; MG/1-25/Q4; SU/1-25/Q4) with both adults and peers.

The intern thought that these children were seldom behavior problems (MG/12-26/Q1; ME/12-26/Q1; NA/1-25/Q4). As Teresa succinctly stated, these children "are very easy to teach," (TE/12-26/Q1),

but seldom remembered, as Suzanne insightfully notes, "He's definitely one of the average students whose name I'll forget first." Upon recognition of this, she adds, "I want to make an effort to get to know him better" (SU/1-30/Q5). The questionnaire responses provided some insights into the varied perspectives of the interns regarding individual children; each intern viewed children in her own unique way. The field note and journal data provided additional ones. The following examples were chosen for quotation because they represented to the researcher the general (or typical) perspective that each of the cited interns had regarding children.

(SA/1-10/J) "Timmy pulled out of his gloomy, blue mood. He wanted to help me by cleaning up and I felt a strange closeness and bond to Timmy."

(MA/1-15/J) "I'm having a terrific time enjoying the kids. I'm trying really hard to make them understand that I love them as people and want them as friends first and pupils second. I think they're getting the message because of a few letters I've gotten in my classroom mailbox."

(TE/2-14/J) "Someone spilled red Kool-Aid all over Jim's desk. He is such a good natured kid, he just said, "don't worry about it: and went to work cleaning up the mess. I would love a whole world of Jim's!"

(SU/3-7/J) "Things are really winding down. I'm going to miss the kids alot, I know. They've put up a "Say Something Nice" board. On it, Craig proposed to me...Dan has been hugging me alot lately and getting all teary-eyed."

The intern believed that to prove herself she needed to develop teaching proficiencies. She had to acquire the necessary skills and techniques required for successful planning and implementing of instruction. In addition she had to become proficient at managing the classroom and the children in it. As she experienced success in instructional design and instruction and as she experienced success in classroom management she began to report feelings of competence

and confidence in herself. She began to believe (at least in part) that she was proving her teaching proficiency to herself and to significant others. The mastery of this cognitive objective brought to the foreground one of the affective objectives: D.) To Acquire a Teacher Identity. These two objectives (like the others) were interdependent; as she developed her teaching proficiencies she began to feel like a teacher. The comments of Melody, Nadine and Suzanne illustrate this interdependence.

(ME/1-11/Q2) " This week I was alone in the room with a sub. It was a great experience and alot of hard work. The children listened well and worked well. I only ran into some problems on Thursday. It made me feel like I was the teacher and for the most part, it really boosted my confidence."

(NA/1-17/Q3) "The most important thing that happened to me this week was I took over the whole day and it went smoothly. The students did not do anything out of the ordinary but followed their daily routine. The big difference is that they listened to me solely without worrying where my CT was. I gave all instructions for the day and I felt the students didn't have any problems in confusion. Having a day run smoothly and effectively is a big boost to morale; I really felt like the teacher."

(SU/3-8/Q10) "I've accomplished the task of feeling like I'm a teacher who "can."

#### Objective B: To Attain Leadership/Control

While working to develop teaching proficiency in the classroom through successful manipulation of the variables of instruction and classroom management, the intern identified another aim; she wanted to attain leadership and/or control. As she grew more successful and confident in planning and carrying out her lessons, she began to believe that she was "in control" of the classroom and the situation. As she became a better classroom organizer and manager, she expressed a need to be recognized as "the leader." She wanted to lead and to

be the lead. The intern stated that she wanted to manage, direct, guide and conduct the affairs of the classroom organism; she wanted control. What seemed of greater importance to the intern was not what occurred in the classroom but what occurred beyond the classroom. The intern expressed a great desire and anxiousness to be recognized by others in the learning community as the leader. She longed to assume preeminence. Often she was the leader and/or assumed the leadership position within the classroom, however, to those outside the classroom the leadership position remained with the cooperating teacher. She believed that as she successfully developed and demonstrated teaching proficiencies she would attain the leadership/control position.

Objective B: To Attain Leadership/Control, like Objective A, was concerned with cognitive aspects of reaching the goal state.

Attainment of Objective B was dependent on the acquisition of new information, knowledge, learning, skill or techniques. Unlike Objective A, however, the attainment of leadership/control was most important to the intern, beyond the classroom. In this section, Objective B is perceived as 'figure' and A, C and D as ground. Figure 4.4 illustrates this perspective, on the following page.

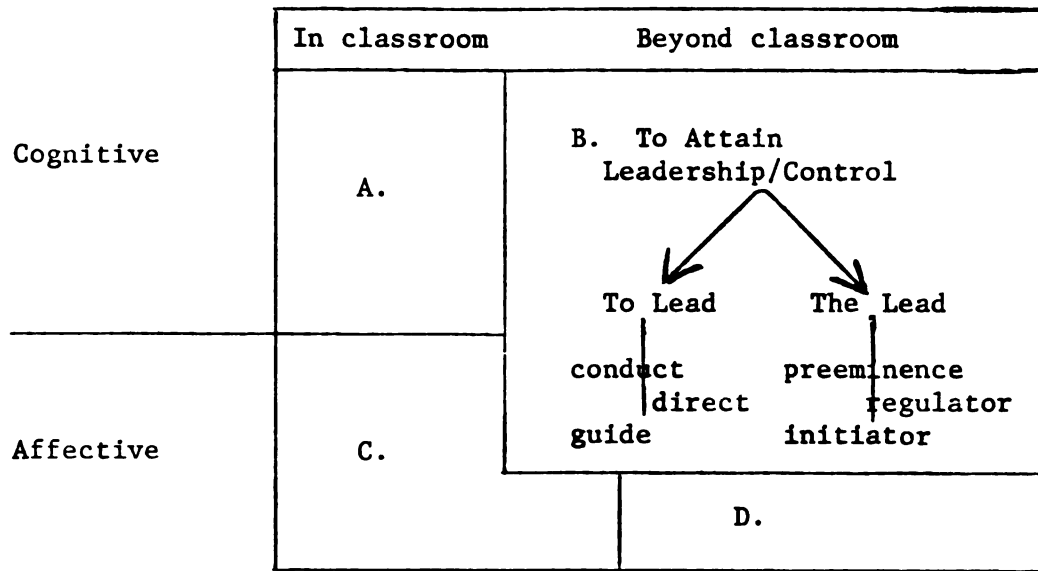


Figure 4.4: Beyond classroom, cognitive objective:  
To Attain Leadership/Control

The Case Record. The case records contain a number of supportive examples of the interns' aim to attain leadership/control. Evidence that could be coded for objective B was gathered from each of the subjects and for most (5/6) of the informants. Data were reported in the field notes, journal entries and questionnaire responses. The case data from which illustrative examples were selected for presentation are:

The Subjects: MARY: 10/17/J, 11-7/J, 1-7/J, 1-8/J, 1-10/J, 1-17/FN;  
SUZANNE: 10-6/J, 10-8/J, 10-18/J, 11-7/J, 1-10/FN, 1-11/Q3, 1-17/FN,  
 1-18/J, 1-24/J, 2-7/FN, 2-10/Q6, 2-12/FN, 2-14/J; MELODY: 11-11/J,  
 1-11/J, 1-15/J, 2-1/Q5, 2-11/FN, 2-19/J, 3-12/FN; TERESA: 10-18/FN,  
 10-23/J, 2-3/J, 2-7/J, 2-7/FN, 2-8/J; SALLY: 12-26/Q1, 1-4/J, 1-11/J,  
 1-15/FN, 1-21/J, 1-24/FN, 1-25/J, 1-28/J, 2-4/FN, 2-14/J, 2-21/Q7,  
 2-21/FN, 2-28/J.

The Informants: MEG: 1-11/Q2; JOY: 1-17/Q3; NADINE: 2-10/Q6; 1-11/Q2;  
CARIN: 2-28/Q8; PAM: 1-21/Q3.

A Description of Objective B. To the intern being in a position of leadership meant being both in control and in charge. She wanted to assume the control (or custody) of the classroom. She wanted to be entrusted with the care, management and responsibility of the children within that classroom.

(MA/1-10/J) "...I'm finding the days going by fast since I am doing all the guiding of subjects in the class (except for cursive writing)."

(MA/1-17/FN) Interview: "I used to never think ahead to next week, but now I prepare ahead...I'm more organized, I know what I want to do...it's alot different...it's totally my class...it feels good."

(MG/1-11/Q2) "...I have felt increasingly more control over their behavior as they tested my authority the first few days and are now responding to me much the same way they responded to the C.T. I feel accepted as a teacher and not merely a student with no control."

(NA/1-11/Q2) "...but I was also scared because I was not strong enough to hold them back. It was frightening because I was not in control of the situation."

(SU/2-12/FN) Interview: I feel so anxious to get my own room, I really want my own room...if I were to have this room, I wouldn't have given them so much freedom...they do so much better when there's structure...I keep thinking that when I have my own room from the beginning..."

While being in control was one characteristic of attaining leadership, the recognition of being in control by others was another very important aspect of this objective. The interns reported difficulty attaining this leadership recognition from the other adults with whom they worked (i.e. substitutes, aides, cooperating teachers, parents) and they felt disappointment and often resentment when this occurred.

(TE/10-23/J) "The sub told me she never saw so many angry children...My future plan of action is to try to relax more and enjoy what's happening more. I've got to get the notion that I must be in total control out of my head."

(ME/11-11/J) "I'm feeling that I would be able to run the room as [CT] does - I can't wait to get my own room. The sub took over at times when I thought I was in control."

(SU/1-24/J) "I've taken over the afternoon and I also think in my mind, I've taken over everything. I was thinking that I would tell [CT] and [aide] what I wanted them to do or where I needed them, etc. But, it doesn't seem to work that way. Everyone seems really comfortable working on what they've been working on and nobody wants to change."

When the recognition did occur, the intern reported feeling wonderful (and often surprised!).

(SA/1-17/J) "Right after recess, [principal] came looking for [CT]. Joanne's dad was here about some problem... [principal] asked me to sit in and see if I could address the situation. It felt really neat."

(MA/1-29/FN) Observation: "The secretary came over the P.A. System: "Mrs. [CT]? children were absolutely quiet. A few children looked up from their work; one boy said aloud, 'Miss M!'"

(SA/1-31/J) "I got a call from Timmy's Dad asking where Timmy went when he went to Mrs. reading teacher. They are worried...I told him that...I pulled it off fairly well. *the thing that thrills me is the call was specifically for me. And I handled it.* I realize that a choice I had was to tell Mr.G. that I would have a better idea after talking to [reading teacher]. I handled it though! Phew!! (emphasis added)

Teresa's comment in her journal following a week of independence (her CT was on jury duty and Teresa was left "in charge") cogently expresses the feeling of delight upon

(TE/2-4/J) "It's fun being boss and having others ask me what to do."

Attaining leadership/control was an important objective for the intern. It was a state interdependent with developing teaching proficiencies, modifying personal propensities and acquiring a teacher identity. When others recognized her leadership, the intern reported feeling like a teacher; she believed that she was successfully moving toward her goal.

Objective C: To Modify Personal Propensities

As the intern worked to develop teaching proficiencies and to attain leadership and control she concomitantly noticed personal habits, traits and/or characteristics that she believed impeded her progress or success. She sometimes attributed the difficulty she was having planning and carrying out instruction, managing the classroom and/or getting "in control" to her lack of patience, low tolerance level, shyness, inadequate feelings, insecurities, etc. Her personal tendencies to act or react in a certain manner, frequently interfered with her mastery of the objectives and impeded the accomplishment of her goal. Until she modified these propensities she believed she would not feel successful.

Objective C: to Modify Personal Propensities was concerned with affective aspects of reaching the goal; aspects like feelings, self-perceptions, attitudes and beliefs. Modifying personal habits, traits or characteristics was an emotional experience for the intern. She reported, at various times, in varying degrees, feeling angry, sad, disappointed, anxious, worried, frustrated, disgusted with herself for her inability (perceived inability) to modify these identified tendencies.

While the intern worked to modify her personal propensities she did so primarily in the context of the classroom. She was cognizant of the fact that her habits and traits interfered with her classroom performance and this was not necessarily congruent with her out-of-school behavior. For example, she perceived 'shyness' as a disability in terms of its effect on her success, shyness kept her from taking the initiative in matters that were important to her in the classroom.

Objective C is represented here as 'figure' while the other objectives assume 'ground.' This change in perspective is illustrated in Figure 4.5.

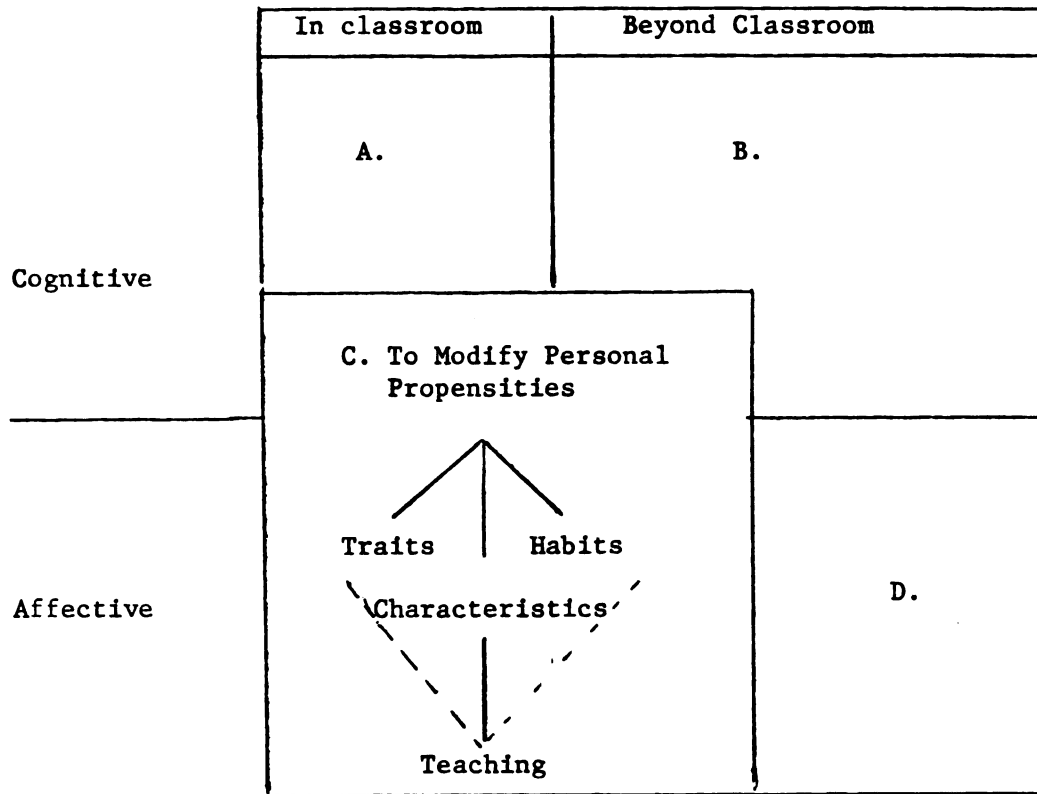


Figure 4.5. In classroom, affective objective  
To modify personal propensities

The Case Records. The identification and labeling of Objective C: To Modify Personal Propensities (as with the other objectives) first emerged from the field notes. Feelings of failure, inadequacy and personal inabilities were frequently stated and explored during both the formal and informal interviews. The intern often attributed instruction, management and interpersonal relationship problems to personal traits, habits and "faults." Instructional problems were attributed to misassessment of children, poor time management, lack of creativity, general lack of knowledge in either the scope or sequence of content. Interpersonal relationship problems, the intern attributed to her own shyness, lack of ambition, hyperactivity, aggressiveness, lack of commitment, etc. In

either case, when problems occurred, the intern's propensity was to blame herself for something she "should have known" or something she "should be able to do." The data compiled from the journals and questionnaires also supported this aim of the intern to modify personal propensities.

Description of the Objective. Modifying personal habits, traits, and/or characteristics was often a difficult task for the intern. Dealing with the resulting feelings of inadequacy, frustration, disappointment, anger or depression when lessons failed or management problems reoccurred consumed much of the intern's time and attention. Difficulties in establishing and/or maintaining relationships with cooperating teachers, the university clinic professor, other teachers, the children or administrators resulted in great emotional tension and unrest. Upon reflection of the problem, its cause or perceived cause and the feelings that resulted from the problem, the intern identified possible courses of action in which to overcome the problem. In most cases the act of reflection aided the intern in successfully modifying her propensities that interfered with attainment of the other three objectives. A few illustrative examples of the intern's process of reflection follow.

(SU/10-18/J) "Overall I didn't feel very good about the day. I'm a perfectionist and I like to feel competent. I feel like I just made it though the day with a 2.0. Not good enough. I want a 4.0"

(SU/2-7/FN) "I'm so frustrated...there's so much I'd like to try to do or to do differently...like individualized with no group work...I sent a kid to the office and I thought I'd never do that...I think I'm pretty patient but sometimes I'm not as patient as I thought I was."

(SU/3-8/Q10) "The incident with Mike is still the "worst" (thing that has happened to me) in my mind. I had to deal with a lot of inadequate teaching feelings at that time. It was the final blow. But, I did overcome [it] and come back the next day although it took a lot of strength from within me to do so."

(MA/11-1/FN) Observation: Mary cried during the conference. When asked why she was crying she said it was because she attributes this non-approach behavior to being shy and that she is always working on it. When she hears that she is not doing well she feels that she has had a setback and it hurts.

(ME/1-28/FN) "I thought about our talk yesterday. I wasn't acting very responsible at the time. Well, it's time to make amends."

(TE/2-7/FN) "I felt incompetent after school and it wasn't even my fault...(she describes an incident with a child missing the bus because of a quarrel with another child, says, "he wasn't hurt but he missed the bus ..." the principal said, "Oh, John, you missed the bus!") I can't even get the kids to the bus on time...I felt responsible for it...it's my job to get the kids to the bus on time..."

One particular area in which personal habits or characteristics impeded the intern's progress was the implementation of instruction. The intern was upset when lessons did not go as planned; when she forgot things or misassessed the children or lacked creativity or enthusiasm. Some typical comments of this type from all three data sources are presented below.

(SU/10-8/J) "I wasn't thrilled with the way I executed or facilitated them...it seems like I didn't say half the things I had intended to say (my mind drew a blank)."

(SA/11-13/J) "I could have done a little more inspiring a presentation. It needed more student participation."

(NA/3-3/Q9) "The worst thing is when I didn't teach a lesson as I planned, I got nervous and forgot to follow it and lost the kids. But, the worst part was I didn't stop and regroup or get on track, I just left it as it was and let it run. I felt like a real failure and that I'd never be able to get it together as a teacher."

(TE/10-29/J) "Today I learned a lesson in over estimating what a third grader is capable of or how explicit instruction needs to be. I assumed that the children understood the concept when they didn't."

(NA/2-1/Q5) "The most problems I have in planning lessons are making ones that don't run over the time I have planned or only take half of the time."

(ME/10-24/J) "That dictionary unit is starting to bug me."

I'm thinking that I need to be more creative than just using ditto worksheets - I know that can get boring."

(TE/11-1/FN) Interview: "Just functioning...nothing special going on...can handle the class ok...plan things that work...mediocre! What I'm doing is mediocre...I want to do something super!"

(JO/2-21/Q7) "I just don't know where to go with them as they know beginning and ending sounds, vowel sounds, color words...other things I try seem too hard."

(ME/2-7/FN) "I'm almost through the science unit on air pressure, temperature, wind...I have rain and clouds to go through...after this point, I have a few weeks left and I know I have to still do science so I have to think of something to do..."

To gain further insight into the description and importance of this objective for the intern, a question was designed for the weekly questionnaires that asked the participants to describe their least successful lesson for the week and to give the reason for its lack of success. The data gathered in this way augmented the interpretation made earlier. Lack of success was most frequently attributed to poor instruction on the part of the intern. TERESA: 12-26/Q1; SUZANNE: 1-4/Q2; MELODY: 2-1/Q5, 1-17/Q3, 3-31/Q7; SALLY: 12-26/Q1, 1-17/Q3, 2-1/Q5, 3-8/Q10; NADINE: 12-26/Q1, 2-1/Q5, 3-3/Q9; PAM: 12-26/Q1; JOY: 12-26/Q1, 1-11/Q2, 3-7/Q10; CARIN: 12-26/Q1, 1-25/Q4, 2-1/Q5, 3-8/Q10.

(CA/1-25/Q4) "...I do not think I communicated that purpose well or completely...I just did not process it well. Also I really had no clear way of evaluating the purpose."

(JO/1-11/Q2) "I...I was very unprepared. I simply could not get to it...I didn't have specific strategies in mind and felt sort of panicky."

(PA/12-26/Q1) "The kids were bored-I should have been more prepared and ready with fun activities."

(MG/1-17/Q3) "I felt the lesson was unsuccessful because I didn't give enough explanation which led to difficulty playing the game. The approach I took didn't quite fulfill my objective and the children lacked understanding of what the game attempted to do."

(NA/2-1/Q5) "My directions were unclear, they became very frustrated and the whole lesson turned out to be a struggle for both me and the kids."

A few interns reported that their lesson was unsuccessful because of equipment failure, lack of materials, the weather, etc. While the intern experienced strong feelings or emotions about the incident generally she did not own responsibility for this type of failure. Teresa and Sue's comments are of this sort.

(TE/12-26/Q1) "...the blue powder changes to yellow - well, it's supposed to change to yellow - nothing happened... we waited some more and still nothing...the kids started to giggle...I pulled out the manual to see if I really did the right thing. I did. Started all over again. After 10 minutes, it finally changed color. Kids were so off the wall by this time. Should have given them a break. Hard to get them back in control of what they were doing. I ended up getting angry and frustrated. Finally called the whole thing off. A major failure."

(SU/1-25/Q4) "...I went down to the gym after lunch and set it up for relay races...When I took the class down, somebody had taken everything away!"

A second major area in which personal idiosyncracies and propensities caused problems for the interns was classroom management. Working with large groups and the variables connected with managing such groups resulted in some failures or perceived failures for the intern.

(SU/1-11/Q3) "...I had a hard time getting their attention outside - - unfortunately I didn't have a whistle - - as they were lined up outside a fight broke out between four boys which I learned had been brewing..."

(SU/3-8/Q10) "...dress rehearsal Wed. afternoon was a disaster. Chaotic would be a better word. It was the first time we were all together...but it was not the first time some students decided not to cooperate..."

(MA/1-24/Q4) "I don't feel the students were uninterested- just wanted to see how much they could get away with - I feel it was more unsuccessful than other lessons because it took more time to get them on task and to stay there!"

(MA/12-26/Q1) "...Once they began, the water started to fly -- literally. Only a few people were deliberately

making messes but the others did make a mess too. Four people at a time would stick their arms in the tank at the same time not realizing what would happen."

(NA/1-17/Q3) "...The students were restless and talky. I also felt like they had to be perfectly silent. I myself got hung up too much on the management of the class and got uptight I didn't allow myself to relax so the lesson was not enjoyable for either the students or myself."

Classroom management presented frequent problems for the intern and resulted in feelings of inadequacy and failure. To give the reader a brief overview of the impact that this skill had on the intern's feelings and emotions, examples for the case records for each subject is quoted.

SALLY: (SA/11-12/J) "Calendar went kind of slow today. Took 'til almost 9:30. How can I help them keep their hands to themselves and yet enjoy calendar with friends?"

(SA/1-10/J) "I need to brush up on my individual student behaviors. I find I can stop the behaviors that are target behaviors, but for a whole week now, I have done no constructive rechanneling of behavior."

(SA/1-15/FN) Observation: You kids have been terrible today, acting like animals. I've had 3 fights...running...Do we run in the room? No, of course not!"...now go back to your seats and get busy..."

(SA/1-25/Q4) "The fact that I don't have the methods by which to channel a behavior to a more constant acceptable form - When Valerie, Denny, Andrew,...act up in their unique, individual ways, I can stop them, but cannot divert a behavior or reconstruct a behavior."

MARY: (MA/10-8/FN) Interview: (CP: what was going on in your head during that group?) "feelings of helplessness... didn't know what to do...I wanted to strangle Eron, wanted to smack him...just didn't know what to do."

(MA/10-24/J) "[CT] was out of the room for more than half an hour. The group went wild when I cued the helpers to do their jobs and the others to get their coats. It was total chaos! I felt at a loss as to what to do. I actually had to physically handle some of the kids to have them sit down."

(MA/1-17/FN) Observation: Did something happen when I was out of the room? You're acting totally different from when we came in from recess and I don't understand...I have something planned that you showed me that you liked before...

and you are stopping me from doing it... K, I want everyone to put their heads down, Angel, please turn off the lights... I want everyone to put their heads down...EVERYONE!... Trent and Paul, you too!"

MELODY: (ME/1-31/J) "During the time that I was in the room alone I found it very challenging to say the least. Peter, Dan, Phillip, Ken, Sandra were constantly giving me problems, Peter especially! His behavior was intollerable."

(ME/2-7/FN) Interview: "It's been a bad week...management... after all that yelling and screaming...they're really testing me...when I was just beginning to love the room...Behavior problems with five boys and Sandra...I feel that they don't respect me...I've never been left in the room so much... never...it's normal for them to take advantage...they're not going to get away with anything..."

(ME/2-11/FN) Observation: "I feel that when I teach I like to be listened to, not laughed at...do you think we can continue on now without any interruptions?"

(ME/2-28/Q8) "Behaviorally, Peter is the only boy that I see should not be in a normal classroom. He needs to be in a correction institution."

SUZANNE: (SU/1-11/Q3) "...I separated the boys and the class quieted right down...I kept the four boys behind and we had a pow-wow. I think alot of things got resolved...Boy this was an experience, though! I was really frustrated a lot, just trying things until I found things that worked."

(SU/1-24/J) "Afternoon recess really gets confusing. Trying to do a lesson after recess is almost impossible. It seems like an awful lot of problems from recess continue in the room. This is really frustrating."

(SU/2-11/Q5) "I really felt like a martyr on Thursday after a.m. recess. I was really frustrated. We were working on a practice letter writing lesson. They were quiet during instruction, but were obnoxious while they were writing. The little verbal fights that started during recess carried over. I was so frustrated that I gave them a lecture-double barrel style..."

(SU/2-7/FN) Interview: "This classroom is really frustrating, sometimes...the afternoon is coming along better...usually during spelling is when things get to me the most...also when we have a substitute there...that's bad...if the kids know a sub is coming in...that's bad...if there's a sub, forget it!"

(SU/2-12/FN) Observation: "I don't want to hear any talking until I'm finished explaining directions...This is really taking a long time to get going...I can't speak over these voices...I'm getting really frustrated..."

It is interesting to note here that not one piece of evidence was found that suggested Teresa experienced difficulty in this area. Managing large groups presented personal problems for the intern and so did dealing with individual children. When the intern had difficulty with an individual child she often felt very unhappy, inadequate and personally responsible. Frustration and anger were two other emotions the intern reported, followed by guilt for experiencing these feelings.

When asked to describe on the weeeekly questionnaires the children with whom they had the most difficulty, the interns described similar characteristics. This description was corrob rated by the information collected from the informants.

The intern reported difficulty with children who were not "well adjusted" to school. Children not well adjusted were perceived to be less mature physically (TE/12-25/Q1), not able to handle group situations well. (TE/12-26/Q1; CA/12-26/Q1, 1-17/Q3, NA/12-26/Q1, 1-17/Q3; SA/12-26/Q1, 1-17/Q3; SU/1-25/Q4, 3-3/Q9) and had difficulty getting along with their peers (CA/12-26/Q1; NA/12-26/Q1; SA/3-3/Q9; SU/1-25/Q4, 3-3/Q9; MG/12-26/Q1, 1-17/Q3; JO/12-26/Q1).

These children were described as disruptive. They disrupted other students and kept them from finishing their work (CA/12-26/Q1; NA/12-26/Q1, 1-17/Q3; TO/1-17/Q3; SA/1-17/Q3; MG/1025/Q4), disrupted the teacher especially during direct instruction (CA/1-25/Q4; NA/12-26/Q1, 1-17/Q3, 1-25/Q4, 3-3/Q9; ME/12-26/Q1; JO/1-17/Q3, 3-3/Q9; MA/1-24/Q4) and generally disregarded classroom rules and procedures (CA/12-26/Q1, 1-17/Q3, JO/1-24/Q4).

The children with whom the intern had difficulty were usually below the other students academically (NA/12-26/Q1; SU/1-25/Q4; MA/1-17/Q3). These children often found assignments frustrating (NA/12-26/Q1; JO/12-26/Q1; MA/1-24-Q4) and did not/would not/could not complete them (CA/1-25/Q4; NA/12-26/Q1; TO/1-17/Q3; SU/1-25/Q4, 3-3/Q9). The interns viewed these student misbehaviors as the child's way to get attention (CA/1-17/Q3; SA/12-26/Q1; JO/12-26/Q1; 1-23/Q4). Difficult children were described as being either in constant motion (TE/12-26/Q1) or quiet and withdrawn (TE/12-26/Q1; SU/3-3/Q9). Those in constant motion misbehaved both verbally and physically. By verbally, the intern meant that the children were loud (TO/12-26/Q1; JO/1-17/Q3, 12-26/Q1, 1-24/Q4, 3-3/Q9), boisterous (ME/12-26/Q1, impertinent (TO/12-26/Q1), obstinate (SA/1-17/Q3, 1-25/Q4; JO/1-17/Q3), sarcastic (JO/3-3/Q9), swore (JO/12-26/Q1) or made other indescribable, disruptive noises (JO/3-3/Q9). Physically disruptive children were impulsive (SA/12-26/Q1) had difficulty staying in their seat (SA/1-17/Q3; SU/1-25/Q4; JO/3-3/Q9; MA/1-17/Q3, 3-3/Q9), sitting down (JO/3-3/Q9) or sitting still (JO/12-26/Q1, 3-3/Q9). Those that were viewed as quiet and withdrawn exhibited the following behaviors: they doodled a lot, were uptight or showed no emotion (TE/12-26/Q1), fiddled with pencils, stared straight ahead (CA/1-25/Q4) were sullen (TO/12-26/Q1) moody and/or testy (SA/1-17/Q3). These children sulked (SA/1-25/Q4), were listless (MA/12-26/Q1), refused to look or listen, mumbled (JO/1-17/Q3) and/or were just not interested in what was happening (JO/10-24/Q4) in the room. The intern reported her surprise at having difficulty with students who were academically high (NA/12-26/Q1, 1-17/Q3; ME/12-26/Q1) who displayed all or part of the behaviors already mentioned.

In addition to the questionnaire responses, evidence that the intern felt personal failure due to some propensity of hers in dealing with children she identified as behavior problems was extracted from both the journals and the field notes. The following excerpts are quoted from the subjects' case records.

SALLY

(SA/11-21/J) "From my group-the saving grace, I hate to say it, was that Valerie was absent for days 3-5; all the days for smooth group interaction. It's too bad in the respect that it would have helped Valerie tremendously with her problems of working in a group (touching)."

(SA/1-15/FN) Observation: "Andrew is your book up front? Who could count how many times I had to ask where you should be? (A: "5") At least...should I have to ask you 5 times? Can all of you hear?"

(SA/1-30/J) "I also separated Donny during WRR because he was choosing not to work..."

(SA/2-21/FN) Interview: "Did I tell you we had a confrontation with Andrew's Mom...he threatened me...I called his mom and she came in...he was entirely different with her...so docile...sounds like he doesn't do any of the things he does in school at home...he says she whips him...she was very cooperative...today he was just as bad so I said I would call his Mom...when it came time to do it, he started to cry."

MELODY

(ME/1-31/J) "[Peter's] behavior was uncontrollable and intolerable. I had one day where Peter threw everything off my desk, threw chairs and yelled back at me in a fit of anger. He also pushed a desk at me. That was it. I had [principal] call his mother. She came from work to pick him up. Peter was suspended for the rest of the day."

(ME/2-7/FN) Interview: "Peter is the biggest problem...if I could get him to listen to me...that's my main goal."

(ME/2-11/FN) Observation: "If you think you are so smart, Peter, you come up here and teach..."Peter says 'OK'-strolls up to the front of the room, children are laughing, ME is sitting in a student's desk, legs crossed, right leg tapping the floor quietly."

SUZANNE

(SU/10-18/J) "Donny was my biggest problem during testing. He refused to finish his test. I didn't want to get into a power struggle but I was at a loss as to what to do."

(SU/2-12/FN) Interview: "What can I do with Mike?... he goes around hitting the other kids, destroying their property...he's so bad right now I just let him walk around the room...I do remove him from the classroom but [principal] just sends him back...so does the counselor...I don't know what he needs...I don't know how to help him..."

(SU/2-28/J) "It's taken me awhile to write about Mike and I really felt that was a major blow. I feel like I'm trying to adjust to being a teacher, etc. without all the hassles I've been getting from Mike and I hated school after that day. I could have cried for hours - I just felt that the whole situation was unfair. The "why me" syndrome..."

As the intern reflected on her management problems as she related them to her own personal habits, traits and/or characteristics she began to work on modifying her personal propensities. In conjunction with developing teaching proficiencies, attaining leadership and/or control and acquiring a teacher identity, the intern worked on modifying the personal propensities that she identified as hindering her progress in mastering the other objectives. Collective attaining for the intern, resulted in feelings of accomplishment; she had reached her goal by proving herself. Teresa's last journal entry powerfully illustrates this point.

(TE/3-13/J) "I feel a great sense of accomplishment in having completed EEE, but at the same time, I don't want it to end... I used to feel a sort of vindictiveness for a public school system that first humiliated me into silence, and then gave up on me. I no longer feel that. I understand so well how that can happen...and understanding how is a prerequisite for change. I know how it happens, and I know how to make it NEVER happen. I will be always mindful of my actions and their consequences...I make this promise to myself... the day I decided to become a teacher, I told Matthew that I would be the best teacher ever. He said he believed that I would and hoped that I would never get beaten down and put into a mold. I know now that I will be the best (Best is not relative to others, but only to me).

This change is like all others (so far) I have experienced. It is both an ending and a beginning. It's great. I am not confused; I know clearly where I am going."

(TE/3-13/J) "I have been provided with good sound tools, and have been taught to use them well. I am grateful to all my teachers (the children have been some of the best) for that."

#### Objective D: To Acquire a Teacher Identity

A second affective objective identified by the intern was to acquire a teacher identity. Entering the field setting, beginning the "official" student teaching experience, the intern was excited about becoming a teacher, in her view, a future event. Being a student for approximately sixteen years she began her internship still thinking of herself as a "student" or as a teacher's helper. When the children or other adults referred to her as "teacher" she expressed feelings of great surprise, delight and sometimes confusion. As she experienced increasing success in mastering the other objectives she began to report feeling like a teacher. "Feeling like a teacher", she began to shift her perspective of the children and the classroom. She began to report situations and events from a teacher's perspective as opposed to the children's perspective. While her internal identity as teacher increased so did her desire to be recognized externally as one. It was important to the intern to be recognized by adults outside the immediate classroom environment as a teacher. She gained confidence, determination, perseverance and stamina when she felt others viewed her as a teacher. She expressed feelings of joy, satisfaction, pride and self-worth as this teacher identity developed within her.

Acquiring a teacher identity was concerned with affective aspects of attaining the goal state for the intern. The aspects of this objective were primarily related to self-perceptions, attitudes and beliefs and resulted in various combinations of feelings and emotions (ie. surprise/delight). The internalization of a teacher identity was a critical attribute of this objective and represented movement toward the goal. However, more crucial than an internal identity for the intern was the external development of a teacher identity; the intern wanted to be

recognized and considered by others in the profession as a teacher. Therefore, the direction of this objective was aimed primarily beyond the classroom.

The relationship of Objective D to the other objectives is shown in Figure 4.6.

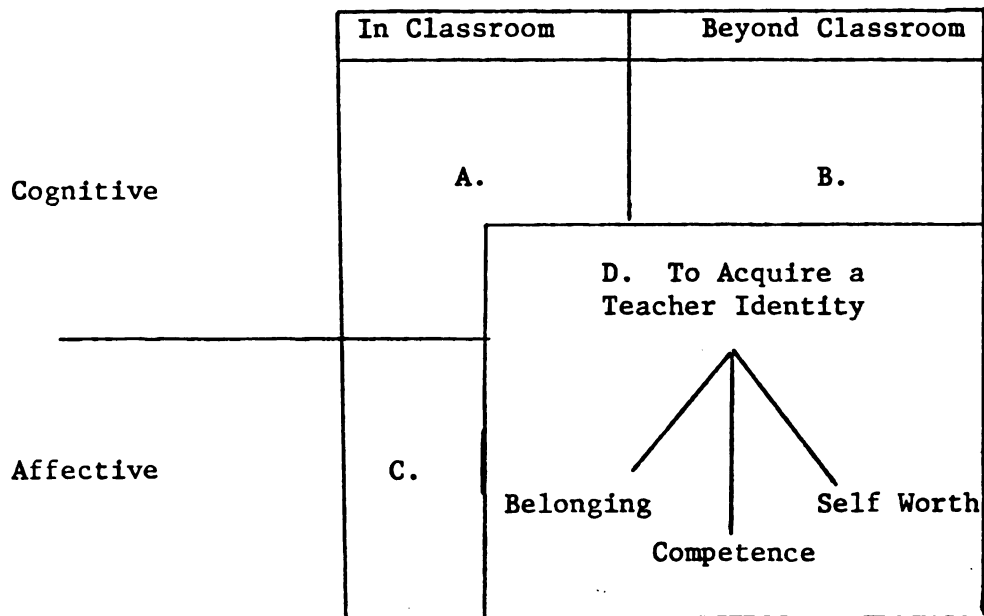


Figure 4.6 Affective beyond classroom objective: to acquire a teacher identity

The Case Records. This objective emerged primarily from informal interviews with the interns and through their journal entries. In fact, the journals provided the biggest source of information relating to feeling like a teacher; it was one situation that the intern enjoyed reflecting on and she did so frequently. A questionnaire question was prepared with the intention of exploring this issue further. The question asked "Has anything happened recently that made you feel like a teacher? If so, please describe in detail" (12-26/Q1). This question was asked again near the completion of the intern's experience

(3-3/Q9). In addition two questions that were repeated on each weekly questionnaire elicited a great deal of evidence to support the existence of this objective. The first of the two asked the intern to describe the most important thing that happened to her during the past week. The second question asked the intern if anything had happened during the week that surprised her. Overwhelmingly the interns responded to these two questions in terms of acquiring a teacher identity and the feelings and emotions that gaining a teacher identity had for them. Data was gathered and coded for each of the subjects from each of the data sources. This information was validated and augmented by the questionnaire responses of the informants.

A Description of the Objective. For the intern, acquiring a teacher identity was both an internal and an external process that happened concurrently. Internally the student teacher began to shift her perspective from student to teacher. She began to see situations and events from a teacher's point of view versus that of student view. As she gained skill and mastery in developing teaching proficiencies she felt more legitimate (and accurate) in referring to herself as a teacher. With the change in perspective and self-confidence came a change in behavior; she began to acquire what she termed more "teacher behaviors." Externally this embryonic identity was reinforced and with each reinforcement grew stronger. Her desire to be recognized as a teacher by others grew in proportion with the amount of reinforcement she received until she reached a point of convergence. When the strength of her internal identity reached the point where her external need was saturated she ceased expressing a desire to be recognized by others. At this juncture in her experience she had cemented her teacher identity and no longer needed

the reinforcement from others.

Quoting the case record for Teresa exemplifies this process. The initial indications that Teresa was seeking to acquire an internal identity as a teacher came from some comments she made in her journal about participating in teacher work days. These comments illustrate the change in perspective from student to teacher.

(TE/11-16/J) "There were no kids today. It was nice to have all that time to talk with [CT] and to sort out what we'll do next term. I really feel like a teacher today with just adults around."

Her internal sense of identity was strengthened through feelings of belonging to the educational community of which she was a part. She felt she belonged to the school, to the classroom and to the children in the classroom. Teresa reported feelings of belonging through her internship; and she frequently reflected upon this. (11-26/J; 12-5/FN; 1-2/J, 2-14/J; 2-12/J). In the excerpts below, Teresa comments on her relationship with her class. As can be noted in the examples she talks first of her own feelings, "I feel," moves to a reciprocity of feelings, "we feel," and eventually shifts to the students, "they feel." In each of the excerpts, however, the situation being described made her feel like she belonged to the classroom unit.

(TE/11-26/J) "The kids all made Christmas cards for me. They are great, each with a note inside. I believe I am well liked in this room. The cards really touched me."

(TE/12-5/FN) Interview: "I have a good rapport with the children; they view me with respect and a caring attitude which is reciprocated."

(TE/1-2/J) "It was great to see all the kids. I got tons of hugs and smiles and they got the same from me. This is going to be a fun term."

(TE/2-13/J) "[CT] once told me that there would come a time when I would become owned by the kids. I didn't quite know what she meant at the time. It didn't sound too good. I thought of it as being obsessed with them."

Last night I found out what she meant. She meant that the kids identify with me, and feel we belong to each other. Before and after the performance, my kids were coming up left and right, dragging parents and friends behind. They introduced me as their teacher and talked about "we" - we do that song. They identified with my success the way I did with theirs. Neat!"

(TE/2-14/J) "We had our Valentines Day Party today... Each kid wanted to watch me open their valentine. Embarrassed smiles and hugs. This was a good day."

Feeling that she belonged was one attribute of acquiring a teacher identity that could be ascertained from Teresa's case record. Feeling competent was a second attribute and directly related to Objective A: Developing Teaching Proficiencies.

As Teresa developed more proficiency in teaching, her self-confidence grew and her actions and behaviors became more assertive and successful. Teresa noted that as her behavior changed (i.e. as she acquired more "teacher behaviors") the more positive reactions she received from people around her. As she began to see herself as teacher, the people around her began to see her as teacher. In the next two excerpts, Teresa talked about a situation that occurred while her cooperating teacher was on jury duty. She was left "in charge" of the classroom with a paid substitute to assist her.

(TE/2-7/FN) Interview: "...boy, this week is a new experience (CT is on jury duty; substitute is present but TE is managing the room) I like being the boss...I really do. I feel like the top banana and it's a good feeling...I also noticed the difference in the kid's behavior when the sub talks to them and I talk to them...it's really reinforcing. I was out of the room and the kids were supposed to be quiet. I heard a kid say, 'Ms.D.'s here...shhh...shhh...' I wonder how that feels for her? [the substitute]...I don't wonder, I know how it feels!"

(TE/2-8/J) "As I walked down the hall, I could hear the rumble coming from my door. Kids were everywhere! I walked up and stood in the doorway wearing, 'teacher-face 36-B' - the stern look! Somebody spotted me and shouted 'Ms. D's. here!' Inside of 30 seconds every little body in the place

was planted in a desk chair. The room was silent."

A third attribute of this objective was a feeling or sense of self-worth. Teresa believed that others valued her as a teacher and she valued herself. It was at this point that the internal and external process converged. Teresa explained the first time she really felt like a teacher.

(TE/12-26/Q1) "...in shared recess a child from another class was causing trouble. The kids from my class stuck up for Ms. D...they didn't call me 'student teacher' - but teacher-'This is my teacher'...for the first time I felt like a teacher instead of a student teacher."

Feelings of belonging, competence and self worth as part of acquiring a teacher identity were not unique to Teresa. Some brief examples from the other participants serve to augment the interpretations made from Teresa's case record.

Feeling a sense of belonging.

(ME/10-8/J) "One thing that I feel really excited about is having my own desk! Sounds silly, but you don't believe how it makes me feel - kind of like a teacher, I guess."

(JO/1-11/Q2) "The most important thing that happened to me was coming back to school and receiving Christmas gifts from 4 of the children."

(SU/1-11/Q3) "...On Thursday, [ CT ] wrote a letter on the board and asked the class who they wanted to write to. The answer came through loud and clear - Miss E. This made me smile and feel like the class as a whole likes me. But, most important to me, is that I have their respect and that I am able to teach them skills in all content areas and social areas."

(MA/3-3/Q9) "I came back to school after missing 3 days because of illness and in unison the class burst out, 'Miss M.'s back.' It made me feel good because the tone of their voices was positive."

(CA/3-8/Q10) "...I felt good when I came back to school after being sick and Shana said, 'Miss P., if you weren't here today I was going to die.'"

Feeling a sense of competence:

(CA/1-11/Q2) "When [CT] left the room someone would always ask where she was, however it didn't seem to bother them she was gone. I guess it surprised me that it did not affect the order of the room."

(SU/2-1/Q5) "Whenever we have a substitute the students get riles up. Many students say they will not do what the substitute says - they say, 'You're not Ms. E., [CT<sub>1</sub>] or [CT<sub>2</sub>]. Mike E. wouldn't come in the room for the sub. She came and got me. I went out-told Mike I expected him in the room shortly, period. Two seconds later, he was in the room, in his seat. I realize that the students will listen and follow my directions and this makes me feel like a teacher."

Feeling a sense of self-worth:

(SA/11-13/J) "P.T.A. went super! I felt like a teacher!! When parents were in the room, they asked how their child was doing and really valued my opinion and comments. They were seemingly satisfied by all and didn't seek [CT] out for her opinion too. It felt very good."

(SA/3-8/Q10) "I accept myself totally in the role of teacher through certain experiences I had dealing with parents. They too recognized me as the same."

(JO/12-26/Q1) "My CT treats me as her equal, is confident in me in every way. With her, I feel pretty close to being a teacher. One difference is that I'm not as lay back as she is...I definitely feel like a teacher to the children as they have no idea what a student teacher is."

(NA/2-1/Q5) "I think it is the little things that make me feel like a teacher. When the kids ask me if they can move their desks, what they're going to do in the afternoon... I guess students make me feel most like a teacher."

(CA/1-17/Q3) "The most important thing that happened was when John L. exclaimed to the class that Miss P. said he could be a turquoise (move up a reading group). It was important because he recognized my authority to make the decision."

(CA/1-17/Q7) "...Kathy N. threw a bunch of stuff on Kathy M.'s desk. Kathy M. said, 'I'm going to tell Miss P., [CT] and I were both in the room, so I felt like I was a teacher to them."

Acquiring a teacher identity for the subjects of this study, was an affectively oriented, beyond the classroom objective;

acquisition of which was an internal and external process. Three attributes defined this aim for the interns: a.) establishing a sense of belonging, b.) establishing a sense of competence; and c.) establishing a sense of self-worth. Successfully accomplishing these attributes led to the formation of an identity as a teacher.

An Alternative Interpretation of the Objectives. For the subjects of this study, it was necessary to attain four identifiable, interdependent objectives in order to reach the specified goal of student teaching. Evidence placed in the subjects' case records and data gathered from the interns validate the hypothesis that to prove herself the felt she had to a.) develop teaching proficiencies, b.) attain leadership/control, c.) modify personal propensities, and d.) acquire a teacher identity. These four objectives were interactive, cyclical and not mutually exclusive. They did not occur in any linear progression but were mutually dependent on each other.

While each objective was dependent on the others, each had identifiable characteristics of its own. Developing teaching proficiencies meant establishing skill in 1.) planning and carrying out instruction and 2.) organizing and managing children and the classroom environment. Objective B, to attain leadership/control meant, for the intern, the assumption of two positions: to lead and the lead. The intern wanted to lead the classroom activities; she wanted to guide, direct, conduct, and manage. Besides wanting to lead, the intern wanted the lead; she wanted to be recognized as leader, regulator, the person in control or in charge. The third objective, to modify personal propensities, for the subjects of this study, consisted of trying to change habits, characteristics, traits that they possessed that might be interfering (or interpreted as such) in their teaching and/or progress as a teacher.

Acquiring a teacher identity was both an internal and external process which consisted of feelings of belonging, competence and self-worth.

Each of the objectives, while identifiable remains dependent on the other objectives. None of the four is sufficient alone to explain or describe the student teaching experience from the perspective of the student teacher. Together they describe how a student teacher interpreted what happened to and around her during her student teaching experience.

The data gathered and coded for the objectives could also be interpreted in terms of stage/phase theory (Fuller, 1975; Caruso, 1977; Ryan, 1979, etc.). Caruso (1977) identifies six phases in student teaching: Phase I: Anxiety/Euphoria; Phase II: Confusion/Clarity; Phase III: Competence/Inadequacy; Phase IV: Criticism/New Awareness; Phase V: More Confidence/Greater Inadequacy; Phase VI: Loss/Relief. In Phase I: Anxiety/Euphoria, the student teacher expresses anxiety as she anticipates the classroom context and the role she will be expected to fulfill within that context. One of Melody's first journal entries illustrates this point:

(ME/10-8/J) "...I didn't really know what to expect or what was going to be expected of me..."

While anxiety is apparent during Phase I, there are also times of great excitement. "The student teacher has finally 'arrived' in the classroom" (p. 57).

(ME/10-8/J) "The first day is over and I've already accomplished one thing-my bulletin board is up and I gave my first lesson! I feel good that I got some of those "firsts" out of the way."

Phase II: Confusion/Clarity emerges shortly after the student teacher enters the classroom. It often begins when the student is given minimal responsibilities, such as working with small groups of

children, being assigned noninstructional tasks (see Objective A: Developing Teaching Proficiencies; increasing responsibility). In Caruso's words, "Students are faced with the uncertainty of when to 'plunge in' and act...They frequently hold back to avoid overstepping what they see as the boundaries between themselves and their cooperating teacher's. Melody's comments can again be used for illustration:

(ME/10-31/FN) "I don't feel that I have the right to take over for [CT] or to butt in..."

The evidence coded for Objective A: To Develop Teaching Proficiencies and Objective C: To Modify Personal Propensities could be interpreted as support for Caruso's Phase III: Competence/Inadequacy. Students begin, in this phase, to make progress and gain confidence. "A triumph with an individual child, a complement from the cooperating teacher, a pupil rushing to sit close during story time, and other occasional occurrences begin to promote feelings of being an effective student teacher" (p. 59).

(MA/1-24/Q4) "Eron told me that I had written 'on' incorrectly because it was supposed to have two humps for the 'n'. I told him that when 'n' comes after 'o' it has one hump. Later on he told me thanks for teaching him that because now he can spell 'only' and can write it. I thought to myself that this was the only time anyone thanked me for teaching them something. I felt wonderful."

Phase IV Criticism/New Awareness, is a phase during which the student teacher begins to devote more thought and attention to children and to professional issues. "In addition to becoming more critical of self and others, the student's scope of the classroom broadens. There is an appreciation for the hidden dimensions of life in school, for the knowledge and thought behind the appearance of the classroom" (p. 60).

(SU/1-24/J) "If I could have planned from the very beginning, I wouldn't have had Tues. and Thurs. p.m. recesses. I think things would flow a lot easier in the gym and more instruction time would be had..."

Feelings of renewed confidence and continued inadequacy, at a different level than those at Phase III, are characteristics of Phase V: Confidence/Greater Inadequacy. "Success with lessons and with managing children is more frequent. Students prefer to assume full responsibility for teaching. Cooperating teachers begin to get in the way" (p. 61).

(PA/1-24/FN) Observation: (Pam decided with her CT that she was ready to 'take over') PA: "I really don't need you this morning," CT: "oh" later in the day the CT asked Pam if she needed any help. Pam said, "no".

During this phase the student teacher feels "obligated to demonstrate that she can "take over" the class for several days at the conclusion of the term to *show everyone, including themselves, that they are capable*" (p. 61) (emphasis added). The characteristics of Phase V have been interpreted in this model of student teaching as the goal of student teaching: to prove oneself. Characteristics of Phase V are also related to those reported in Objective B: To Attain Leadership/Control.

The final phase of Caruso's model, Phase VI: Loss/Relief is marked by mixed feelings of sadness at leaving the children with whom they have built a close relationship and relief that the experience is over. Evidence collected in this study could be interpreted as support for Phase VI.

(SA/3-8/Q10) "The overriding feeling is one of relief that this student teaching experience is over..."

(TE/3-7/J) "While I'm relieved that the play is over, it's also kind of sad because now is when termination begins in my mind. It's like the climax is done and

we need only tie up a few loose ends before its over and I am gone."

Caruso, in his conclusion and summary, makes a number of points that are relevant to this study:

"[the phases] are not mutually exclusive; there is much overlap. It is clear, however, that spiraling and repeating patterns of feelings do develop during the course of the preservice experience. These feelings are brought about by the difficulties inherent in the concurrent development of a personal and professional identity, the timing and sequence of training, experiences, the ambiguity of the role of the student teacher, the development of personality and role conflicts with others, unfamiliarity with the school context, and the adventure and uncertainty always associated with the unknown" (p. 63).

Caruso speaks of "repeating patterns of feelings," the "concurrent development of personal and professional identity," and the "ambiguity of the role of a student teacher," all of which are supported by the data of this study. While the role of the student teacher is an important aspect of the preservice training, in this research the role was not "ambiguous." From the perspective of the subjects of this study the role of a student teacher is that of a junior partner.

Caruso also speaks to the non mutual exclusivity, overlap and spiraling effects of the phases he describes. The findings presented here strongly support his statements but within a different framework. "Stage theory" (as described by Fuller and Brown, 1975) and "phases" (Caruso, 1977) suggest a linear progression of distinct, clearly defined, sequential steps in the professional development of a preservice teacher. The findings of this study do not support a linear progression nor even a vertical spiraling. The model presented here represents an existing set of phenomena that the intern dealt with; continually moving back and forth between and among the phenomena. There was little evidence to support the existence of Objective A as the first concern of the

subjects and/or of Objective D as the last concern. They occurred concurrently but at various times assumed a predominant position. As the participants moved through their internship experience, the perspective of the picture continually shifted - figure became ground; ground became figure.

A second major difference between Caruso's model of student teaching and the one presented here is the nature of the categories. Caruso's phases all relate to affective needs or concerns of the student teacher. Also, his categories relate to in-classroom concerns of the student teacher. In the model of student teaching presented in this study, the student teacher was concerned with both affective and cognitive aspects of learning to teach. She was also concerned with both her in-classroom behavior and her beyond the classroom "image." From the perspective of the student teacher, the student teaching experience consisted of identifying cognitive and affective goals and objectives on which the student teacher needed to work both in the classroom and beyond.

Though the data collected and analyzed for this study tend not to support the "development" notion inherent in stage/phase theory they do support the emerging view of teacher educators that teaching is an ongoing learning process in which new insights into teaching and learning are developed. The feelings/beliefs/behaviors of the five interns participating in this study were altered over time.

#### The Changes: Cognitive and Affective

During her internship experience, the student teacher believed she functioned in the role of a junior partner working on her goal of proving herself. Proving herself meant attaining four identifiable but interdependent objectives. Throughout her internship, the student teacher

sought to: a.) develop teaching proficiencies; b.) attain leadership/control; c.) modify personal propensities; and d.) acquire a teacher identity.

As a result of her student teaching experience the intern changed her beliefs, attitudes and feelings about teaching as well as changing her behavior. Information in the field notes, journal entries and questionnaire responses reflected these changes. Comments like, "I didn't expect...", "I used to think...", "I always felt...", appeared more frequently in data that was collected on the subjects. This information was classified as representing either a cognitive change or an affective change in the intern. Cognitive changes were considered changes in beliefs, attitudes and/or thoughts regarding teaching. Changes in feelings, emotions and/or sentiment about teaching were considered affective changes. Like the objectives, there was overlap and, mutual dependence in the relationship and nature of the changes.

Commonalities in the nature of these changes existed across the case records though the changes themselves were often unique to the subject, to the setting or to the timing of their emergence. Most often reported changes occurred following what, for the intern, was a significant event. These changes were both positive and negative in nature and frequently were interpreted by the intern as being "more realistic/less idealistic."

Despite the number of questioning comments, negative statements and apparent loss of idealism, four of the five subjects interpreted the changes that occurred in/to them as being positive. They expressed strong desire to finish their preservice experience and begin teaching in their own classroom with their own children. The fifth subject

interpreted her experience as producing primarily negative changes in herself. She believed the difficulty she experienced during her internship was directly related to her cooperating teacher. By the end of her internship she also attributed her lack of success to her own negative attitude and limited commitment to her student teaching. This subject concluded her internship with feelings of regret and failure. She was not anticipating teaching following graduation.

The cognitive and affective changes experienced by the intern were residual effects of the situations and events that happened to and around her as she did her internship. The intern identified her own changes in affect and cognition, therefore an alternative interpretation of these changes is not presented.

Cognitive Changes Experienced by the Subjects. A consequence of the internship experience for the student teacher was an alteration in how and what she believed and expected about teaching. Early in her experience, the intern reported "surprise" and things she "hadn't expected" relating to teaching and children. Many of the interns' comments during the first ten weeks of student teaching reflected this type of change. (Suzanne: 10-8/J, 10-18/J, 10-24/J, 10-30/J, 11-7/J, 12-6/J; Mary: 10-8/FN, 10-16/J, 10-18/J, 10-23/J, 10-29/J, 11-1/FN, 12-26/Q1; Melody: 10-31/J, 11-1/J; Sally: 12-26/Q1; Joy: 12-26/Q1; Pam: 12-26/Q1; Carin: 12-26/Q1).

Expressions of personal expectations that were challenged during the experience continued throughout the experience and increased in frequency as the internship concluded. (Mary: 1-9/Q2, 1-24/Q4, 2-10/Q6; Suzanne: 1-11/J, 1-24/J, 1-25/Q4, 1-28/J, 1-30/J, 2-10/Q6, 2-14/FN, 2-19/FN, 2-28/Q8; Melody: 1-11/Q2, 1-15/J, 1-17/J, 1-24/FN; Sally:

1-18/J, 1-23/J, 1-29/J, 2-7/FN; Teresa: 2-7/FN). Cognitive changes were reported often enough that a special question was designed for the weekly questionnaires that asked the participants to comment directly on this issue (3-3/Q9/#5; 3-8/Q10/#8). The responses of the participants verified the hypothesis that cognitive changes occurred as a result of the student teaching experience.

A cognitive change experienced by many of the interns related to the nature and development of children. The following excerpts from the case data illustrate this type of change.

(SU/10-8/J) "In 4th grade I thought all boys and girls had cooties. Not necessarily so with this class. They carry combs in their back pockets, listen to the top 20 disco songs, can dance the "rock" and have boyfriends and girlfriends."

(SU/10-8/J) "I saw an incident which really shook me up -- quite the power struggle- both physically and mentally. Chuck had to...(a punishment) Chuck started yelling that he wasn't going to do them and...[CT] walked over to his desk, took his arm, twisted it behind his back, and yelled that he had better straighten up and do his work or he was headed on the way out...[CT] and Chuck demonstrated the worst power struggle I remember witnessing in two years. [CT] gave lots of "you" messages, wasn't having her needs met (to finish giving the reading test to the class) and really exerted her authority. She won, too. But, Chuck's self-esteem was lowered, he was... What would I have done in that same situation? I would have..."

(SU/1-25/Q4) "One student confiscated another's drawing of a football player and drew a large penis on it. When I learned of the incident...I'm astonished at how much the students are aware of-and know...I don't remember being that well informed in the 4th grade."

(CA/1-25/Q4) "The children (4 boys) were teasing the 321A student about brushing her hair. It seemed to me like they were flirting with her which surprised me coming from a 1st grader. Also, Jack copied Gail's boardwork which surprised me because I just thought they were honest and innocent enough not to do it and because he is a good student."

(JO/12-26/Q1) "One child asked me if I liked her, when I said yes, she said, 'Why? I do things that make you mad,' I explained that I didn't like the behavior but that I liked her. She said, 'I like you, too,' gave me a big hug and left. It surprised me that she knew exactly what to do to make me angry (even though I tell her I'm angry) and didn't hesitate to tell me so. She has also stolen a couple of little things from the room and that surprised me."

(TO/1-11/Q2) "One boy had been giving Nadine (a participant in this study) a very hard time to the point that she almost kicked him out of her class. But when he came to my class, he was a model student. Then on Thursday he turned into a holy terror in my room. I was really shocked... I was surprised that this student who usually acts pretty mature and is a class leader could display such an opposite behavior. I guess I forgot that they're only 11 and 12 years old."

(NA/1-11/Q2) "I overheard one of my boys saying he didn't want to participate in the school play; he had the lead. It surprised me because I thought the role meant a lot to him- but I guess impressing this friend (who's not in the play) was more important at the time-peer pressure?"

The intern also reported surprises and changes in her expectations regarding the role of the teacher and the nature of the teaching profession. Suzanne's comments illustrate this point.

(SU/10-8/J) "I've learned to accept (and) expect last minute changes and to be spontaneous..."

(SU/10-18/J) "Everybody kept asking me how my day was at school. They don't understand that it's not that easy. It's not an 8-5 job."

(SU/10-24/J) "It's funny but lately I've been waking up at 5:30 and getting to [school] at 7:30 a.m. I'm astonished at the "piddley" stuff that has to be done. I like it though."

(SU/12-6/J) "I'm amazed at how nervous some of the parents are. Parent conferences can be a scary thing for them. I wasn't nervous at all...Today a parent started crying. I was shocked to see the parent taking the report so hard and personal."

(SU/1-30/J) "I feel like I'm ready to teach-just give me another 50 hours a week to prepare..."

(SU/2-12/FN) "I used to think I could change them! I could really make a difference...as a TEACHER I could

really influence their lives...now I don't think so at all... I might influence them slightly, but there's so little I can do..."

(SU/2-19/FN) "I want to quit...this is the end...this is too much!...This isn't the way it's supposed to be..."

The comments of Joy and Melody further illustrate the cognitive changes that occurred in the

(JO/12-26/Q1) "...I've learned that it's OK to make mistakes; that being in school should be fun and relaxing and that I really am capable of being an effective teacher."

(JO/1-24/Q4) "...there is so little time in which to teach so much...[I've also learned] that I shouldn't try to respond to every remark the kids make..."

(ME/1-24/FN) CP is talking to Melody about a pattern of behavior that seems to suggest that Melody handles stress and problems irresponsibly - i.e. by running away. Melody responds, "Well, when I have my own classroom, I won't be under all of this stress."

To better understand what surprised the interns and what their expectations of teaching were and how they might be different as a result of their student teaching experience, the participants were twice asked to respond to the question, "What is the single most important thing you have learned about teaching so far?" on the written questionnaires. The question was first asked near the mid-point of their full-time teaching term (2-10/Q6/#7) then again near the completion of their internship (3-3/Q9/#4). The responses help explain the nature of the cognitive changes that occurred.

(SU/2-10/Q6) "I've learned that teaching is not as easy as I thought it would be. But, I still like it a lot and find it challenging."

(SU/3-3/Q9) "I've learned that teaching can be frustrating and I can't expect a 'perfect' classroom (after all we're humans with emotions-which can't be programmed) nor can I expect to change the world. I also have to depend on myself to evaluate my teaching and areas where I can improve."

(JO/2-10/Q6) "That no matter how well planned you are-some days will just be really bad and if possible, grin and bear it and chalk it up to experience."

(MA/2-10/Q6) "Kids have bad days and sometimes don't feel like putting up with a teacher's seemingly unreasonable demands..."

(MG/2-10/Q6) "That it requires lots and lots of planning, lots of time, materials and patience as well as creativity and good management. It helps me to realize my strengths and weaknesses and gives me a realistic view of the profession I'll soon be working in on my own."

(ME/2-10/Q6) "I've learned that the key to 'success' is good and creative planning."

(SA/2-10/Q6) "The same objectives can be taught in many different ways and the single most important consideration is the humanistic factor of the child."

(NA/2-10/Q6) "I feel the most important thing I have learned is the management of a class. I really feel this is important because unless you can manage your class you won't have enough control to do anything with them. You will be spending all your time restoring, you won't have time to do anything else."

Affective Changes Experienced by the Subjects. A second consequence of the student teaching experience for the intern was a change in her feelings about herself and about teaching. In categorizing and analyzing the data, the researcher became aware of how often (and often how differently) the intern talked about her feelings about teaching. The case record for Melody illustrates the differences in reported feelings.

(ME/10-8/J) "I think its going to be a challenge working with these kids...I'm looking forward to a good year..."

(ME/10-31/FN) asked why she wanted to be a teacher, Melody said that it gives her satisfaction...she likes that feeling, she likes to be helpful.

(ME/1-11/J) "At the time of Christmas vacation I was very disallusioned with the EEE program...I dreaded my student teaching experience..."

(ME/1-15/J) "Everyone worked hard all day and I (with a few exceptions) felt great. I really enjoy teaching and working with these kids..."

(ME/1-17/J) "Kids-I love them, but it's days like today when I have to ask myself, why am I in this profession?!!"

(ME/1-31/J) "I am so discouraged and so frustrated right now. Management and discipline problems are making me hate this student teaching experience..."

(ME/2-7/FN) CP: "How do you feel about having your CT out of the room?" ME: "I didn't like it at first because the kids went wild...I hate this...what am I doing here?...well, it's better now, it's OK now..."

(ME/2-28/Q8) "Something I've wanted [to be a teacher] ever since I could remember is being phased out of my life and it's scary to think about. I also think I've disappointed my parents and that upsets me also. I think about everything that happened and wish I had it to do over. I would go a different route, hopefully with a different attitude. As I mentioned before, I'm tired of it all."

(ME/3-13/J) "My student teaching experience makes me feel like I really didn't accomplish much and that I was here filling in my days. Well, it's true. I didn't feel like being here but I will argue that it wasn't all my fault that I had that attitude...I feel very unhappy now. I feel that the important people dislike me and I can't go for a recommendation. I'm really going to miss the kids. I really enjoyed being with them. They are very sensitive and I felt I could relate a lot of the times...That about sums it up-my next step is deciding what I want to do."

Melody alternated between feeling happy and confident about herself to feeling regret and great unhappiness by the end of her experience. She believed that she failed to accomplish the goal and the objectives. She felt she lost confidence in herself and in her ability to teach. Following graduation, she was not looking forward to securing a teaching position. In response to a question about her plans following graduation, Melody said:

(ME/2-28/Q8): "No, I'm feeling that maybe I should forget teaching, at least for awhile."

To again find out more about the participant's feelings about themselves and their feelings about teaching, a number of questions were constructed for the questionnaires that would elicit affective responses. These questions were: (12-26/Q1/#7) "After your fall term experience, how do you feel about teaching? What things have you enjoyed most this term? What things have you least enjoyed?" (1-25/Q5/#10) "How do you feel about teaching?" (2-28/Q8/#4) "Now that you have been teaching for seven weeks, how do you feel about teaching? What things have you enjoyed the most? What things have you least enjoyed?" and (3-8/Q10/7) "As of today, do you plan to teach next year?" (3-8/Q10/#9) "How do you feel about teaching? Do you ever secretly wish that you had not gone into teaching? Have you ever thought about doing substitute teaching rather than regular teaching? Why?".

Most of the responses (17) indicated positive feelings toward teaching as a profession. Some typical responses reflecting this positive affect include the following.

(MA/5-19/Q10) "I like teaching..."

(SU/2-1/Q5) "I really want to teach..."

(SA/2-28/Q8) "I feel very good about teaching..."

The few negative comments reported (3), reflecting a negative affect were of the following nature:

(TO/12-26/Q1) "I felt very depressed about teaching..."

(ME/2-28/Q8) "When I think about teaching I usually try to think about something else."

A positive affect toward teaching was often related to the good feelings experienced by the intern as a member of a "helping profession."

(SA/1-25/Q5) "I feel like teaching is one of the most creative services I could devote myself..."

(SU/3-8/Q10) "I feel that teaching is a very hard job, but it's a job that gives you contact with people, and to me, that's important."

(MA/12-26/Q1) "I feel (and always have felt) that teaching is a big responsibility."

(NA/3-8/Q10) "I feel teaching is worthwhile and rewarding."

(TE/12-26/Q1) "...it's fun, interesting, never the same thing..."

Negative affect was related to feelings of personal inadequacy and/or personal failure. Tony and Melody report negative feelings toward teaching.

(TO/12-26/Q1) "...I felt ineffective and I questioned going any further in the field."

(ME/2-28/Q8) "...I've become very disillusioned with the whole idea of it. My confidence has been knocked down to a point where I'm feeling that maybe I should forget teaching, at least for awhile."

The interns' responses to the secondary question, "What do you enjoy most/least about teaching?" provide further insight into their feelings about themselves and teaching. The comments about what the intern enjoyed most about teaching were loosely grouped into four categories. The intern reported the children most frequently as the element she enjoyed most about teaching.

(CA/2-28/Q8) "...I enjoy the children the most..."

(NA/2-28/Q1) "...I still really enjoy teaching and being with the kids...the thing I enjoy the most is interacting with different students and really getting them interested in something."

(JO/12-26/Q1) "...I've enjoyed just being with kids this age..."

(MA/12-26/Q1) "...I have enjoyed making friends with the kids."

(SU/2-28/Q8) "...I have enjoyed my personal interactions with the children."

A few (4) responses indicated that teaching content was what the intern enjoyed most about teaching.

(TE/12-26/Q1) "...enjoyed most the actual teaching-instructing-application activities."

(NA/12-26/Q1) "...I enjoy talking, interacting, and teaching them."

(CA/2-28/Q8) "...I also enjoy teaching reading because I know it's important and so do the kids; I enjoy running the room in centers."

Seeing growth in children was another reason the interns enjoyed teaching.

(CA/2-28/Q8) "...to see them make progress is exciting!"

(SU/3-8/Q10) "The best thing that has happened to me so far is seeing some growth as a group in my classroom."

A variety of additional aspects mentioned as to what the interns enjoyed most about teaching were reported. A sampling of these responses include:

(JO/2-28/Q8) "...I have most enjoyed field trips and parties-when you get to know the kids under different circumstances..."

(TO/12-26/Q1) "...I really enjoyed working individually or in small groups."

(SA/12-26/Q1) "This term I have enjoyed the amount of flexibility we had in our class."

In responding to the things they enjoyed least about teaching the interns consistently mentioned disciplining the children.

(MG/12-26/Q1) "I have not enjoyed some of the discipline problems or following through on strategies-such as having someone leave the group."

(JO/12-26/Q1) "I also hate the days when I have to struggle with the kids."

(TE/12-26/Q1) "[enjoyed least] management things, restoring things."

(NA/2-28/Q8) "The part I've enjoyed the least is having to deal with some of the discipline problems."

(SU/2-29/Q8) "...but I haven't enjoyed disciplining or the restoring part of management."

Other negative responses to this question include:

(JO/12-26/Q1) "I've least enjoyed the paperwork - such as report cards."

(PA/2-28/Q8) "[enjoyed least] the health project-takes time out of my schedule; correcting endless papers."

(ME/2-28/Q8) "...my relationship with my CT is what I least enjoyed."

(SA/2-28/Q8) "...least enjoyed the burden of feeling resentful of the teacher leaning so heavily on me."

(CA/2-28/Q8) "I enjoy getting up at 6:00 am the least."

Fulfilling the role of junior partner, working to prove oneself by attaining four identifiable, interdependent objectives, the intern experienced alterations in her beliefs, feelings and behavior related to teaching. These changes were categorized as being either cognitive or affective in nature. Together with the role, goal and objectives, the changes contributed to a specific outcome of the experience for the intern: a readiness for autonomy.

#### Readiness for Autonomy

Student teaching is viewed by some educators and many student teachers as the last chance for help and guidance before passage into the profession and the autonomous state of teaching (Lortie, 1975). For the subjects of this study, the student teaching experience was a chance to prove herself - to herself and to others. As she succeeded in developing teaching proficiencies, in attaining leadership/control, in modifying personal propensities and in acquiring a teacher identity, the intern began to anticipate the autonomous state of teacherhood.

(SA/12-26/Q1) "After Fall term, I learned that I will be very glad to have my own classroom."

(JO/12-26/Q1) "I'm anxious to have my own room."

(SU/2-1/Q5) "I can't wait for a classroom of my own. I've learned so much about organizing and structuring a classroom through my student teaching thus far."

Functioning in the role of junior partner throughout her internship, she was now ready to jettison this role and to enter the teaching profession as a full partner, leaving the internship experience behind. Recalling Carin's comments quoted earlier in this chapter, she cogently states:

(CA/1-25/Q4) "...I feel like I've waited so long to be a 'real teacher that it's about time to be one. I'm excited about my performance as an intern and my ability. I want to say enough of this preparation, I'm ready!'"

Readiness for autonomy was expressed by four of the five subjects and all six of the informants. Those that were ready, or believed they were ready said they enjoyed their student teaching experience but were ready to solo. These interns were eagerly looking forward to securing full time teaching positions upon graduation. They expressed little or no interest in assuming a subordinate position again.

(NA/3-8/Q10) "Yes, I plan on teaching, I feel teaching is worthwhile and rewarding. I feel overall I have a good class and I've enjoyed being with them...I am always glad I went into teaching. I know I made the right decision. I would never consider doing substitute teaching rather than getting my own classroom."

(SU/3-8/Q10) "Yes, I do plan on teaching next year. I wouldn't substitute teach now or in the fore-see-able future. I want my own classroom."

Melody, the subject who did not believe in her readiness to solo reported feeling disappointment and frustration at the conclusion of her experience. Again recalling an earlier quotation, Melody stated:

(3-13/J) "Something I've wanted [to be a teacher] ever since I could remember is being phased out of my life and it's scary to think about. I also think I've disappointed my parents and that upsets me also. I think about everything

that happened and wish I had it to do over. I would go a different route, hopefully with a different attitude. As I mentioned before, I'm tired of it all."

Her last journal entry summarizes her feelings; feelings very different from those experienced by the other participants in this study.

She said:

(3-13/J) "My student teaching experience makes me feel like I really didn't accomplish much and that I was here filling in my days. Well, it's true. I didn't feel like being here but I will argue that it wasn't all my fault that I had that attitude...I feel very unhappy now. I feel that important people dislike me and I can't go for a recommendation. I'm really going to miss the kids. I really enjoyed being with them. They are very sensitive and I felt I could relate a lot of the times...That about sums it up - my next step is deciding what I want to do."

Unlike the other subjects, Melody failed to accomplish her goal - she failed to prove herself, either to herself or to others. She reached neither the cognitive nor the affective objectives. While, in her perspective, she succeeded somewhat in reaching in-classroom proficiency, she was unable to accomplish the beyond-the-classroom objectives. She did not receive recognition by significant others of either her leadership ability or of her teacher identity.

### Summary

From the perspective of the student teacher, the student teaching experience meant functioning in the role of a junior partner in order to learn about teaching, acquire new skills and techniques, to demonstrate her ability to teach prior to assuming a position as an autonomous professional.

The behavior of the student teacher was goal directed; she worked to prove herself, to herself and to others. The movements by which she reached her goal were four identifiable, interdependent objectives.

They were identifiable in the sense that each objective represented an entity that could be defined in terms of specific characteristics. They were interdependent in the sense that the objectives were not mutually exclusive but were dependent on each other. The objectives were both cognitive and affective in nature and were related to in-classroom behavior and beyond-the-classroom behavior. The objectives represented movements towards the goal, targets that the intern became consciously aware of and set out to deal with, sometimes separately, sometimes concurrently.

The four objectives were:

Objective A: To Develop Teaching Proficiencies

Objective B: To Attain Leadership/Control

Objective C: To Modify Personal Propensities

Objective C: To Acquire a Teacher Identity

Movement toward the goal and attainment of the goal state were manifested in changes in the intern's behavior, feelings and cognition. Changes in behavior were observed in combination with either affective or cognitive changes. Cognitive changes, reflected changes in information, knowledge, learning skills or techniques. The intern reported, as a result of her student teaching experience, changes in what she believed about teaching. Affective changes reflected changes in feelings, emotions, self-perceptions or attitudes. The intern, as a consequence of her experience, reported changes in what she felt regarding teaching. Her expectations had changed, and in her perception, became more 'realistic' and less 'idealistic' as a result of student teaching. She felt teaching was more tiring, more draining and a lot more work than she had anticipated. She hadn't expected to feel discouraged, frustrated, helpless and often unappreciated. She was surprised that she, at times, felt

bored, impatient and ineffective. The intern also was delighted, proud, happy, enthusiastic with her teaching performance.

Upon reaching her goal, through the various movements and combinations of movements, the intern believed that she was ready to assume an autonomous position in the teaching profession. She was ready to solo, to go it alone. She felt confident and competent and was eagerly anticipating her first teaching assignment in her "own" classroom. She believed she was ready to begin.

## CHAPTER FIVE

### Overview, Conclusions, Implications, Summary

The purpose of this study was to describe the student teaching experience from the perspective of the student teacher. The student teaching experiences of five undergraduate senior interns participating in the EEE program at Michigan State University were investigated over a period of twenty consecutive weeks. The interns were supervised during their internship by the researcher in her role as clinic professor.

Three modes of data collection were used: (1) field notes from observations of and interviews with the subjects, (2) weekly questionnaires and (3) daily journals. To ascertain the validity of the information gathered from the subjects and to gain additional insight into the perspective of the student teacher, six interns also engaged in the EEE student teaching experience, served as informants for the study, via the weekly questionnaires.

To gain an understanding of the perspective of the student teacher, this investigation attempted to capture what happened to and around her during the internship experience, how she interpreted and made meaning of the things that happened and how her actions and behavior were determined by this process of interpretation. Questions addressed by this investigation were:

1. How does the student teacher perceive her role in the learning environment?
2. What does the student teacher identify as the goal of the student teaching experience?
3. What actions or series of actions does she take to reach this goal?

4. What are the consequences of attaining her goal state?

and

5. What is the outcome of the student teaching experience?

### Vignettes of the Subjects

The following brief narrative of each intern based on the researcher's observations, opinions and interpretations provides a context for addressing these questions.

Teresa Danid. Teresa was a mature, dedicated young woman committed to teaching. She was in her mid-twenties, married and expecting her first child in early summer. Teresa possessed musical, artistic and storytelling talents beyond the average and frequently used her talents to motivate children create interest in subject matter or simply to entertain her students.

Teresa's first field experience was in a self-contained fourth grade classroom. During this experience she instructed small groups of students in math and reading skills, prepared and taught large group lessons in music, art and children's literature and presented (with her students) a "Not-so-Antique" show. Teresa's success as a first year preintern resulted in her being identified by the EEE program staff as a very promising teacher. Teresa's second field experience was not as successful, however. For this experience she was placed in a 3rd/4th grade classroom in a team-teaching situation. Her major responsibilities were tutoring mainstreamed children in reading and math skills, implementing instruction to large groups in social studies, science and language arts and accompanying the class on a four-day camping trip. Teresa attributed her lack of success during this experience to the divergent teaching style and philosophy between her cooperating teachers and herself. She summarized her second-year preinternship (10-8/FN) as a

learning experience marked by continual dissonance.

Teresa's internship experience was very successful; she demonstrated teaching behaviors at a high level of professionalism and expertise. She was frequently called upon to serve as a model for other EEE interns and preinterns especially in the area of classroom management. Teresa worked equally well with children, peers, supervisors and administrators. Her students respected, admired and liked her; her cooperating teacher believed that Teresa's presence contributed significantly to the positive school climate and high staff morale.

Teresa's outstanding accomplishments as a senior intern were the result of hard work, perseverance, exceptional ability and a personal commitment to the teaching profession and to her students.

Mary Morgan. Mary was a shy, pleasant young woman whose shyness often affected her relationships with others. She especially had difficulty maintaining a comfortable, positive relationship with her cooperating teacher during her internship experience. Also, Mary believed her personal teaching style, philosophy and attitude differed with those of her cooperating teacher which also caused conflicts. Mary felt that the classroom and the children never really belonged to her nor she to them, but to the "paid teacher" (10-31/FN). Though Mary completed a successful internship, her cooperating teacher expressed disappointment in Mary's lack of commitment and progress.

Her first field experience was in a fifth grade self-contained classroom. During this experience she tutored individual and small groups of children in reading and math skills. A successful unit in music was also designed and taught to the whole class. Mary's second experience was in a second-third grade classroom. Her responsibilities included

small group instruction in reading and math and whole group instruction in social studies, art and language arts. She assisted her cooperating teacher on a week-long camping trip and provided instruction for one of the outdoor learning centers. Both of her preinternship experiences were considered successful by the EEE program staff; she met the level of competence required.

Mary successfully completed her internship experience. Her behavior was considered responsible and dependable. While the EEE program staff considered Mary's student teaching a positive experience, Mary indicated in personal correspondence with her former clinic professor that she did not. Mary resented her cooperating teacher; she felt "used" by her:

(5/19) "I feel that my C.T. used me to take care of her class, make less work for herself and she really didn't care about me (she said she didn't have time to write a recommendation for me)."

Mary was also unhappy with her clinic professor. She felt that she hadn't gotten the help from her CP that she had expected.

(5/3) "I learned [from my CP] that everyone has a list of priorities and I have to accept the fact that I was low on the list."

Dissatisfied with the EEE program Mary believed the requirements of the program and those of her cooperating teacher were intended to make her into something she believed she was not. She also felt (and frequently vocalized to her peers) that she had little in common with them, therefore she wasn't interested in establishing relationships with them. She chose not to attend the celebration party marking the last day of internship nor the intern graduation brunch sponsored by the program staff.

Sally Triola. Sally was an energetic, personable young woman with an optimistic outlook and ready smile. She was a hard worker, committed to her own personal and professional growth. Her greatest worry during her internship was securing her first full time teaching position. At the beginning of her internship, Sally contracted mononucleosis. She missed the first few weeks of school, but, anxious to return to the classroom, resumed her duties before she was fully recovered. Subsequently, the illness disabled her for a number of weeks but eventually she resumed her enthusiastic, competent classroom performance.

Sally's first field experience was a first grade team-teaching situation. Here she tutored individual children in beginning reading and math skills and designed a behavior modification program for two children. Her second year preinternship was in a fourth grade classroom. During this experience, she worked with small groups and presented lessons to the whole class in reading, creative dramatics, science, social studies and language arts. Sally developed very close relationships with her students and cooperating teacher based on mutual liking and respect. These relationships and her successful teaching contributed to an enjoyable, growth producing experience.

Sally began her internship experience depressed, discouraged and physically unwell. She was unhappy with her placement, particularly with her cooperating teacher. Based on her observations from the previous year and on the comments, opinions and evaluations of others she did not want to work with her cooperating teacher, though she eventually acquiesced.

Soon into her internship, it became apparent to Sally and to others that her cooperating teacher had personal problems that affected both her (the teacher) attendance and her classroom performance. Due to these

difficulties Sally assumed almost total responsibility for the children and the classroom very early in her internship. While she was excited about this challenge, she also resented having to assume total responsibility:

(1-28/J) "I guess I'm also feeling resentful of [CT] that she's not helping me any more than she is. It seems as if other interns have a very "workable" relationship with their CT's. Personally [CT] is a nice person, but as a teacher, I think I'd rather work with Helen Keller...literally the blind leading the blind (groan)."

Sally's internship was a very difficult experience for her. In addition to assuming responsibility for the learning of her students she was often called upon by her CT for personal support and assistance. Sally summarized the situation, thus:

(2-21/Q7) "[CT] carries her personal life to school, isolates herself, takes radical stands on issues that seem small. She is very insecure and was leaning heavily on me for support, etc. and she's been teaching for 10 years!"

Sally believed that she learned something from each of these situations however and completed a very strong, successful student teaching experience. One of the most important things she felt she learned from her cooperating teacher was flexibility; she learned to adapt her schedule and to not be tied rigidly to it (2-10/Q6).

Sally Triola was regarded in high esteem by the other teachers and by her principal. She completed her internship with a sense of relief and satisfaction. Sally was happy and pleased with her own growth and development and this assessment was shared by her clinic professor and the EEE program staff.

Suzanne Elhart. Suzanne was a bright, enthusiastic person full of optimism and determination. She believed that she would make a very good teacher and she worked hard to fulfill this belief. Though her

internship proved challenging and, at times, very difficult, she responded to the challenge with zest and perserverence. She continually looked on the "bright side" of things and searched for the positive in situations. As she expressed it, she had "good rebound powers" (2-28/Q8). She was a genial, affectionate, animated young woman.

Suzanne's first field experience was in a self-contained 3rd grade classroom. While she worked primarily tutoring individuals in math and reading skills she also assisted large groups of children in presenting several dramatic productions. For her second preinternship experience, Suzanne was placed in a kindergarten classroom. During this experience she instructed small and large groups in pre-reading and mathematics skills. The instructional units that she planned and implemented included science, creative dramatics, language arts, and physical education. Suzanne enjoyed success in both of her preinternship experiences, but she singled out her year in kindergarten as being exceptionally exciting.

Suzanne's performance during her internship experience was outstanding. She developed close relationships with her students, her peers, and other teachers in the school. Her teaching competencies were rated very successful, though she considered the internship experience to be a very difficult, trying experience. The major reason for this feeling was the composition of children with whom she worked. Suzanne's cooperating teacher was the "mainstream" coordinator for the school district and his class contained an exceptionally high percentage of "special needs" children. In a class of twenty-eight students, two children were emotionally impaired, one child was hearing impaired, two pupils had learning disabilities, six children had been retained one or more years and six children were targeted as Chapter III students (Michigan Section III). Suzanne worked extremely hard to provide for the special needs

of her children but she often felt frustrated and discouraged by her lack of success. Her optimistic nature helped her cope with both the situation and her resulting feelings.

(2-12/FN) "Sometimes I just don't think it's fair for me to be in this room...but then, who ever said life was fair, right?"

After an exceptionally difficult experience, Suzanne commented on her frustrations and feelings about her placement.

(3-3/Q9) "I feel like my class is such a difficult one to begin with and I don't need extra behavior problems. I felt that my whole placement was unfair and even my CT's were hardly ever there (I was even feeling like I was doing a lot of the work while others were getting paid! Boy was I ever down and out.) I didn't want to come back to school at all. But, I did. I'm still not thrilled to be in rm. 130 all the time, but I'm coping."

Not only did Suzanne cope, but she succeeded in making progress with a number of the students. She concluded her experience proud of her own growth and development; she believed that she had learned a great deal about herself and had grown personally and professionally from the experience.

(3-3/Q9) "My own frustrations and depressed moods were another thing that I had not expected. I've always expected to be extremely happy with my teaching and/or student teaching. That was not always the case, however. I had to take the good times with the bad. But, I still want to teach. I can accept both good and bad and this was something I had not expected."

In March when Suzanne completed the internship she was missed greatly by the children and her cooperating teachers. She also reported feeling very sad to be leaving, but felt a great sense of relief, too. She was happily anticipating her first teaching position.

Melody Sazine. Melody was an attractive, easy-going young woman who had only to successfully complete her student teaching experience to graduate. After five years of college, she was anticipating her

commencement and the trip she would receive as a gift from her parents.

During her first field experience, Melody was placed in a first grade self-contained classroom. Her primary responsibilities included tutoring children in reading and math skills. She performed various non-instructional tasks for her cooperating teacher and assisted on field trips. This first experience was rated satisfactory by her clinic professor. Melody's second field experience was in a second-third grade classroom. During this experience she instructed individuals and small groups in reading, math, science and language arts. She also had some limited experience instructing the whole class. Melody's final evaluation for this preinternship indicated that she had problems demonstrating responsible behavior. Despite these problems, however, Melody said she particularly enjoyed this year and felt she had successfully demonstrated teaching proficiency.

Melody did not express similar sentiments about her internship though, the problems she had were similar. The difficulty that Melody experienced, she believed, was the result of a communication problem between her cooperating teacher and herself. The existence of a communication breakdown was corroborated by both her cooperating teacher and her clinic professor. Melody believed the problem existed because her CT disliked her. Her CT (and her CP) believed it was due to her repeated irresponsible behavior and lack of commitment to teaching. Responding to this feedback, Melody said:

(10-31/FN) "I am not a professional. Everyone expects me to act like a professional when I'm not. I'm a student. I'll be a professional when I get my diploma."

Melody often was not prepared for lessons, did not plan adequately, or failed to follow through on instruction. She was absent nearly a

third of her internship and was frequently late for school. On a number of occasions she was absent without notifying the school, her cooperating teacher or her clinic professor. Melody did experience successful lessons which she greatly enjoyed, however, difficulty with classroom management kept her successes to a minimum.

During the fifteenth week of Melody's internship, her cooperating teacher retired and was replaced by a permanent substitute. Melody hoped the change in cooperating teachers would result in a better internship experience.

(2-7/FN) "When the sub comes in, I want...I want to talk to her, I'm hoping that she's not set in her ways...I want to do team teaching...not your time/my time...I want to get the person in and plan together...I didn't have comaraderie with my teacher the way I wanted...[CT] wasn't good for me... I've asked for suggestions and she told me where to look... gave me folders and activity books...on my own...it was a do or die situation...if I failed, it was my own fault... I'm going to do it, this time but I need support."

For the first few weeks after the permanent substitute entered the field things went well for Melody. Her new cooperating teacher provided the support that she wanted; Melody also provided support for the "new" teacher:

Melody: (2-21/FN) "I feel like a great weight has been lifted off of my shoulders...she [new CT] includes me in things...shares things with me. I think it's working out well."

The new CT: (2-21/FN) "She's been a great help to me...I couldn't have gotten through this without her help. She arrives in the morning before I do, she stays later than me, filing papers and taking care of details; she puts penmanship on the board in the morning before school."

By the end of the experience, however, Melody was exhibiting the same behaviors she had prior to the change in teachers. At the final evaluation conference, Melody's new cooperating teacher expressed different feelings than she had previously. In an interview with the

researcher she summarized her thoughts about Melody.

(3-12/FN) "I feel that Melody has potential; she needs to apply herself more. I don't know why she seems to be improving one day and in a tailspin the next. She's been absent twice, once without calling. I'm interested in what happened but I'm not going to ask. I would not give her a teaching recommendation because of lack of responsibility."

Melody herself did not feel her internship experience was successful and she expressed great unhappiness with her final evaluation. Melody stated (6/28/FN) that while she believed the evaluation accurately reflected her internship experience, it did not state that she had learned a lot and had grown from the experience. Melody refused to sign her student teaching report or to have it placed in her credential file, though the student teaching report reflected that she had passed. Like Mary, Melody did not attend the graduation brunch.

These vignettes were presented to illustrate the uniqueness of the interns and the uniqueness of their student teaching placements. Due to these factors, the situations and events that each of them encountered during her experience were often different. Within this uniqueness, however, the interns experienced certain commonalities of thoughts, beliefs, feelings and actions. These commonalities, the major findings of this study, are reported as the student teacher's perspective of the student teaching experience. Summary responses to the exploratory questions clarify the more salient findings.

#### Summary responses to the exploratory questions

THE FIRST QUESTION: HOW DOES THE STUDENT TEACHER PERCEIVE HER ROLE IN THE LEARNING ENVIRONMENT?

From the perspective of the subjects of this study, the role of the student teacher is one of a junior partner. Being a student teacher

she is in a subordinate position to her cooperating teacher and clinic professor who assume superordinate positions. She is newer to the field, less experienced and has less status than the other members of the triad (intern-cooperating teacher-clinic professor). She is assigned duties and responsibilities, minimally at first, at the discretion of her cooperating teacher and clinic professor. Being the junior partner she is not perceived as a significant decision maker relative to curriculum, classroom, or child concerns. She is accountable to the "senior" partners and must meet their requirements, requests and expectations. Regardless of her competence and success during internship, as a student teacher she is unable to attain equal status or rank with the other members of the teaching triad. For the interns, this perception of their role (i.e. junior partner) prevailed their beliefs, actions and feelings throughout the student teaching experience.

THE SECOND QUESTION: WHAT DOES THE INTERN IDENTIFY AS THE GOAL OF THE STUDENT TEACHING EXPERIENCE?

Functioning in the role of a junior partner during the student teaching experience, proving oneself became the goal state for the interns. In her perspective, the student teacher believed that she had to prove herself - to herself and to others. The attainment of the goal state had both cognitive and affective dimensions for the student teacher. She had to prove her knowledge, skills, techniques and competence as a teacher. Simultaneously she had to prove that her attitudes, self perceptions and characteristics were equal to that of the teaching profession. She related the attainment of the goal state, in both the cognitive and affective domains to herself and to others.

Another aspect of achieving the goal state, for the intern, was the ability to prove herself in the classroom and beyond the classroom.

First she had to prove her competence, control, identity and ability in the classroom itself to feel that she had reached the goal. Secondly, she had to prove herself beyond the confines of the classroom. She needed the recognition of significant others (e.g. administrators, parents, other teachers) that she was competent, in control, and had the ability of a teacher. It was the combination of both of these aspects that determined the goal state for the intern and the mastery of both that signaled attainment of the goal state for the student teacher's in this study.

THE THIRD QUESTION: WHAT ACTIONS OR SERIES OF ACTIONS DOES THE STUDENT TEACHER TAKE TO REACH THE GOAL STATE?

For the subjects of this study, reaching the goal state consisted of a configuration of four identifiable, interdependent movements. Within each of the movements there existed another series of actions or configuration of actions. The movements, hence, represented both an end and a means in the attainment of the goal state: to prove oneself.

The four identifiable movements are also considered objectives; they represented aims or targets toward which the interns worked in order to achieve the goal. Within each objective there existed a constellation of actions which defined it. For the intern, to achieve the goal state than, it was necessary for her to master the actions within each objective as well as the four objectives themselves. Each of these actions was considered a movement (i.e. an aim) and also represented movement (i.e. change) toward the goal state. Furthermore, the respective movements by which the intern reached her goal were made concurrently rather than sequentially. There existed a state of constant movement between and among the objectives.

The four objectives were:

- Objective A: To develop teaching proficiencies
- Objective B: To attain leadership/control
- Objective C: To modify personal propensities
- Objective D; To acquire a teacher identity

Objective A: To develop teaching proficiencies. Developing teaching proficiencies, for the intern, meant creating new or strengthening existing teaching skills, techniques and/or knowledge. The constellation of actions which defined this objective included demonstrating competence in planning and executing successful instruction and organizing and managing a classroom conducive to learning. Having demonstrated such competence, the intern believed she had mastered this objective and perceived this mastery as movement toward her goal state.

Objective B: To attain leadership/control. To attain this objective, the intern had to develop the skills, knowledge and characteristics necessary to lead (to maintain control) but also to be considered the leader (the person in control) by significant others. For the intern being in control meant demonstrating her competence in managing, directing, guiding, and influencing the classroom milieu. In addition it meant receiving recognition from others that she had pre-eminence, priority, and/or control in the classroom. While the genesis of this objective occurred in the classroom the dimension that signaled its accomplishment went beyond the classroom. Significant others in the environment had to recognize the leadership and control of the intern for her to feel successful.

Objective C: To Modify personal propensities. The nature of Objective C differed with Objectives A and B. While they attempted to develop new competencies, skills, proficiencies, Objective C was directed toward modification or extinction of existing propensities, character-

istics, or traits. These propensities - habits, tendencies, or characteristics of the intern, she believed, interfered with her movement toward the goal state. She therefore worked toward extinguishing or modifying these propensities. Attaining Objective C meant modifying these personal idiosyncracies; having done this the intern believed she had moved in the direction of her goal state.

Objective D: To acquire a teacher identity. To acquire a teacher identity the intern had to change her existing self-perceptions and self-attitudes and develop (as in Objectives A and B) new self-ideas, attitudes and perceptions. The constellation of actions within this objective consisted of developing a sense of belonging, a sense of competence and a sense of self worth. Belonging meant being connected to the children, the classroom, the school and the general educational community. A sense of competence was that discussed in Objective A: developing confidence in one's own abilities, teaching proficiencies. Developing a sense of self-worth meant perceiving oneself as useful, important, of value to the learning community. Attaining this objective, like that of objective A, B and C was perceived as movement toward the goal.

From the perspective of the student teacher, to achieve her goal state, she had to attain four identifiable, interdependent objectives. To prove herself, the intern had to develop teaching propensities, attain leadership/control, modify personal propensities and acquire a teacher identity. These objectives were interdependent and often occurred simultaneously. The intern considered attainment of all four objectives as necessary for proving herself.

THE FOURTH QUESTION: WHAT ARE THE CONSEQUENCES FOR THE STUDENT TEACHER OF REACHING HER GOAL STATE?

Consequences of reaching the goal state, via attainment of the objective, were cognitive and affective changes in the student teacher's perceptions, expectations, knowledge, actions beliefs and attitudes. The intern experienced changes in knowledge, information, and beliefs about teaching. She altered her perceptions and expectations about the profession. As a consequence of achieving the goal state, the intern also experienced changes in her self-perceptions, ideas, feelings and emotions. She altered her personal expectations as they related to goals, beliefs and attitudes. She felt differently about herself and about teaching. Consequently the intern believed that she became more realistic about herself and about teaching as a career.

THE FIFTH QUESTION: FOR THE STUDENT TEACHER, WHAT IS THE OUTCOME OF THE STUDENT TEACHING EXPERIENCE?

The outcome of the student teaching experience for the subjects of this study was a readiness for autonomy. The intern felt confident and competent in her ability to teach; having reached the goal state she felt ready to solo, i.e. she was eagerly looking forward to securing her first teaching position and was confidently anticipating having her "own" classroom. She was ready to jettison the junior partner role and to enter the teaching profession as a new, but competent member.

### Conclusions and Implications

This study was designed to describe and explain the student teaching experience from the perspective of the student teacher. In achieving this purpose it used data from direct observations, interviews, questionnaires and self reports of five undergraduate student teachers in the Towards Excellence in Elementary Education (EEE) program at Michigan State University.

The findings of this study suggest that for the intern, the role of the student teacher was that of a junior partner. The goal that directed the interns actions and behavior was to prove herself - to herself and to others. The movements by which she reached her goal were four identifiable, interdependent objectives. Consequences of reaching the goal state via attainment of the objectives were changes in the intern's affect and cognition. The outcome of the student teaching experience was a readiness for autonomy.

At least three conclusions based on these findings have implications for practice in teacher education and research. First, the student teaching experience for the subjects of this study did not support stage theory as defined by Fuller (1974), Katz (1972), Ryan (1979) and others. Second, the properties of the identified goal state indicate that for the interns there were both cognitive and affective dimensions. It was the interaction and tension of the two that determined the nature of the objectives. Finally, the process of analytic thinking and reflection contributed to the growth and development of the student teacher.

Stages of development or a consolidation period. Fuller (1974) stated that prospective teachers have common concerns that occur in a fairly regular sequence. Very generally, the sequence is one from early concern about self to concern about pupils. This research supports the contention that prospective teachers have common concerns, however these concerns did not occur in any regular sequence nor was the sequence one from early concern about self to concern about pupils.

The subjects of this study were concerned about developing teaching proficiencies, attaining leadership/control, modifying personal propensities and acquiring a teacher identity. While the objectives represent

commonalities of concern across interns they do not support Fuller's stages from early concern about self to concern about pupils. Fuller characterized the young, inexperienced education student as being primarily concerned with self, not usually concerned about teaching at all. Second stage teachers are concerned about the teaching task, though not about what pupils learn. Stage three teachers (which Fuller maintained were rare even among experienced teachers) were described as seeking information not just about the class content for the day but as having intellectual curiosity beyond the needs of the moment. Stage three teachers actively seek information about what others think and feel about them. They are sensitive to nonverbal behavior and interpret it accurately. They are aware of their behavior as it is seen by others and are realistic about their own shortcomings. Objective A clearly reflects a concern about teaching and indicates that the student teacher is concerned about what pupils learned. Objective B demonstrates the intern's concern about what others thought and felt about her beyond the immediate needs of the moment and Objective C illustrates the student teacher's awareness of her behavior as seen by others and her realistic appraisal of her own shortcomings. Lastly, Objective D reflects a concern for self based on a sensitivity to the verbal and non-verbal behavior of others and the ability to interpret such behavior accurately.

In contrast to stage theory, the objectives did not occur in a "fairly regular sequence." Instead they were present simultaneously and movement was not a progression through the objectives but a weaving back and forth between and among them. The objectives were not attained in any particular order nor were they independent of one another.

The student teacher was concerned about developing teaching proficiencies, attaining leadership/control, modifying personal propensities and in acquiring a teacher identity. These concerns were present in varying degrees throughout the student teaching experience and occurred simultaneously. The concerns were also interdependent, the emergence of one affected the others, attainment of one was dependent on the others. The concerns did not occur in any regular sequence, nor did they range from early concerns about self to concerns about others. Rather, characteristics of all of the stages posited by Fuller, Katz and others were present simultaneously during the student teaching experience. For the interns in this study, the student teaching experience did not represent a "stage" in their development, instead the student teaching experience represented an integration and consolidation period in which the concerns were organized into a "Gestalt." Concerns about self, about survival, concerns about teaching tasks and student learning, concerns about others' perceptions and teacher identity, and concerns about materials and curriculum development occurred and were dealt with concurrently by the intern. She worked to consolidate and integrate these concerns into a "whole." She perceived her student teaching experience as a time to "put it all together."

If the student teaching experience is a consolidation period for education students as this study suggests, what are the implications for teacher educators? First, teacher educators must find ways to help the student teacher with this integration and consolidation process. Direct attention to the cognitive aspects of consolidating coursework, field experience and affective dimensions would assist the student in putting the pieces together into a Gestalt. The intervention of the university

supervisor on a regular basis to deal with/talk about and assist the student teacher in consolidating her concerns would be helpful. Providing direct interventions and focusing on the affective concerns of the intern may also help the student teacher to consolidate the many variables she has learned and encountered. Secondly, method courses could be taught from an interdisciplinary perspective, perhaps by a team of instructors from the various disciplines. Courses or experiences that give the student teacher an opportunity to explore and reflect on affective concerns would also help with the integration process.

A list of questions can be asked, related to this conclusion, that may generate hypothesis for further research. Are the things that mattered to the student teachers in this study (i.e. the objectives) present during the interns initial field experience? Are these same concerns present in first year teachers? If the student teaching experience is, in fact, a period of consolidation, how does this process occur? What are the indicants of consolidation and/or integration? What interventions on the part of teacher educators assist students in this process? Attention to these and related issues may help teacher educators to provide meaningful experiences for preservice teachers that assist them in growing personally and professionally.

Cognitive and affective dimensions of the goal. Yee (1968) believed that failure to know for sure what really matters in student teaching explains why very little empirical research has been conducted to explain how it affects the candidate in his professional development. He stated, "until much greater knowledge is sought and found concerning what variables really matter and how they affect behavior, systematic improvements in student teaching programs will be unlikely" (p.96).

the findings of this study suggest that what matters to the student teacher is attainment of the goal state: to prove oneself. Proving oneself had both cognitive and affective dimensions and it was the interaction of these domains that determined the nature of the student teaching experience for the intern.

Skemp, (1979) maintains that in everyday human activity and interaction, feeling and cognition are combined in varying degrees and that, "the disassociation of the two is an artificial one, which has led to one-sided approaches in both psychological and educational theory" (p. 13). The movement by which the student teacher achieved her goal was a combination of affect and cognition in varying degrees. Objective A: to develop teaching proficiencies and Objective B: to attain leadership/control were primarily cognitive movements toward the goal state. They represented the development of new ideas, thoughts, information, knowledge, skills and techniques. Objective C: to modify personal propensities and Objective D: to acquire a teacher identity were primarily affective movements toward the goal state. They represented the modification or development of self-perceptions, beliefs, attitudes, feelings and emotions. It was the combination of these two domains, affect and cognition, which determined what really mattered to the student teacher during the student teaching experience.

Therefore, it can be concluded that the student teacher is concerned with both cognitive and affective objectives during student teaching. This conclusion has implications for practice and research. Most teacher education programs disassociate the two domains and provide preservice teachers with a one-sided approach to learning to teach. The attention to competency based education in recent years is an example of this artificial separation. Focusing on how things are to be done in

classrooms, attending to skills and techniques of instruction on a mastery learning basis to the exclusion of the feelings and emotions produced by the student teaching experience tends to ignore an important dimension of the student teacher's growth and development. At the same time, attention to the affective needs of the student teacher to the exclusion of mastery of knowledge skills, and techniques also ignores an important dimension of the process of learning to teach. The student teacher herself is concerned about matters related to both feelings and cognition. Hence, teacher educators should consciously deal with both the affective and cognitive concerns of preservice teachers in designing and implementing programs.

Research on student teaching has also examined these two dimensions separately. Studies that investigate the outcome of student teaching in terms of skill development, training programs and teaching techniques are numerous as are studies which examine the psychological outcomes of student teaching. What is needed are studies that investigate not only what happens to a student teacher during the student teaching experience but why things happen and how they affect the behavior and feelings of the student teacher. If both feelings and cognition are important dimensions of the task of the student teacher then naturalistic studies which examine the nature of the student teaching experience are called for; studies which attend to the analysis of perspectives. As Zeichner (1980) says:

Constructivist approaches to research (e.g. participant observation, case study and ethnography) should be employed more widely in the study of field based experiences because they enable the pursuit of unanticipated phenomena as they emerge and offer a means for understanding the existential reality of becoming a teacher (p. 53).

The process of analytic thinking and reflection. Primarily through the intervention of the clinic professor but also through participation in this study, the interns were taught to engage in the process of analytic thinking and reflection. In the regularly scheduled conferences between clinic professor and intern and in the self report data collected for this study, the student teacher was encouraged to examine both her own and her cooperating teacher's behavior, skills and techniques related to teaching and to determine their effectiveness with students. She was directed through the continual intervention of her clinic professor, to experiment with materials, strategies, instructional techniques and to explore divergent methods and styles of instruction. She was then required to evaluate and critique these experimentations in regard to herself, her style and her needs. As students of the EEE program, it was not considered sufficient for the intern to simply gain and use new knowledge and skills. To be considered an effective teacher she had to develop the habits, ideas and techniques that she would need to continue to educate herself. The process of analytic thinking and reflection was one method of doing this.

It can be concluded from the findings of this study that the process of analytic thinking and reflection contributed to the positive growth and development of the student teacher. In the literature on the impact of the student teaching experience on the student teacher, McAulay (1960) and others, concluded that "student teachers seem to be greatly influenced by the cooperating teacher" (p. 83) and used methods and materials learned in student teaching in their own classroom work, neglecting those presented in university courses. For example, Price (1961) upon investigating the extent to which supervising teachers determine

the attitudes and performance of the student teachers they supervised believed the most significant conclusion of his study was that "the correlation between cooperating teachers and student teachers classroom teaching performances indicated that student teachers seem to acquire many of the teaching practices of their cooperating teachers during the internship experience" (p. 474). This correlation between the attitudes and performances of student teachers and their supervising teachers can be expected when a.) cooperating teachers have the greatest opportunity to observe, to be observed by and to discuss these observations with the student teacher, b.) many cooperating teachers lack the necessary skills for observing and providing feedback (In an extensive questionnaire of student teachers (more than 2,000) Daunt and Redburn (1975) found that 21% of the student teachers never received systematic feedback from their supervising teachers.) and c.) the focus of attention of the feedback is upon how things are done in classrooms, to the exclusion of considering why things are done.

For the subjects of this study, these three conditions did not exist. First, the student teacher was observed on a regular basis by the clinic professor, second she received systematic feedback from the clinic professor based on the conceptual model of the EEE program and third, the focus of attention of the feedback for the senior intern was on analytic thinking and reflection. As a consequence of these conditions, the subjects of this study were able to analyze the modeling that was done by their cooperating teacher and assess the impact that their supervising teacher had on them. In response to the question: "Roughly estimate (in %) how much of your teaching style will be modeled on your CT's" (Q7/2-10), the interns said:

Suzanne: "Oh, I'd say about 20% will be modeled on my CT's. But, I can't say for sure. I felt a commitment to continue with the math and reading program that my CT's use which I don't feel or know I won't use when I have my own classroom. Consequently, now, I feel that I model more of their teaching style than I will when I have my own class. But, I know my style is very different and I have my own way of doing things which I think will come in my own room."

Sally: "10% maximum. She does not time slot her planbook: too much flex time is part of her management problem. I will not use one aspect of a reading or math program (as she does) without supplementing or having some consistent scheduling pattern."

Mary: "30%...I won't "put-down" a single child in front of the class because it separates him/her and causes unneeded hurt and angry feelings. No spanking or pulling hair because I morally couldn't take my frustration out on a child. I won't let the children sit through a whole morning without a talk break."

Melody: "20%...I wouldn't model her structuredness (?)... By that I mean I would do more group things and have the kids move more during the day instead of having them sit in their seats."

\* Teresa did not respond to this questionnaire.

If the process of analytic thinking and reflection contributes to the positive growth and development of student teachers, if the ability to engage in this process makes a difference in the quality of the experience and/or the outcome, then teacher educators should feel compelled to provide programs that encourage student teachers to clinically observe and reflect on their own teaching and to teach them how to do this. Mills (1980) believes that:

to become adept at learning to teach, teaching and improving their teaching student teachers must be trained to investigate teaching - learning events critically (p.5).

One way to accomplish this, as suggested by this study, is the active intervention and participation on a regular basis of the university supervisor. While research studies tend to show that the university supervisor has little or no effect on the student teacher (Vee, 1969;

Zevin, 1974) the primary focus of these investigations have been on the quantity of time spent by the supervisor rather than the quality of the time spent.

Research that examines the quality of interaction in the time university supervisors spend with student teachers is needed. Questions that might be addressed are: What influence does the university supervisor have in the student teacher's experiences? What is the nature of this influence? How does the university supervisor encourage analytic thinking and reflection? How is this process related to behavior? How is it related to the outcome of the student teaching experience?

The results of this study of the student teaching experience from the perspective of the student teacher generates an additional set of questions that may serve as hypothesis for further research. Would student teachers who are not participating in the EEE program have the same perspective of the student teaching experience as the subjects of this study? Is the identified goal of the student teacher similar among all student teachers? Do other student teachers trained by different preservice programs engage in the same movements as those of the EEE interns? How much of the experience was influenced by the program, by the environment, by the study, by the student teacher herself? These are but a few of the questions which suggest a need for further research on student teacher's perspectives of the student teaching experience. This descriptive study provides data from which hypothesis may be developed for further inquiry. Hence the study serves as a basis for other researchers to continue disciplined inquiry into the student teaching experience so that teacher educators may better design and implement preservice programs that promote positive personal and professional

growth. Certain questions will be amenable to the methods used in this study: participant observation and self report data. If the questions that emerge have to do with not only what the student teacher is exposed to but the specifics of how it is structured, who structures it and the role and perception of the student teacher, then a method such as participant observation which seeks to uncover not only behavior as it naturally occurs but the meanings that are ascribed to those behaviors is both necessary and desirable.

### Summary

In summary, in this study of the student teaching experience from the perspective of the student teacher, three conclusions can be drawn which have implications for practice in teacher education and research. First, learning how to teach may not be a developmental process in which the prospective teacher moves through a regular sequence of stages (or phases or clusters) but rather a consolidation process in which the student teacher orchestrates into a whole the separate parts of her education and training. Second, the separate parts that the intern attempts to consolidate into a whole have both cognitive and affective dimensions and it is the combination of the two dimensions that accurately depicts the nature of the student teaching experience. Third, the process of analytic thinking and reflection contributes to the growth and development of the student teacher and lessens the socialization influence of the cooperating teacher.

The expected outcomes of this study on student teachers' perspectives of student teaching were three-fold. It was posited that the study would (1) increase our understanding of the complex process involved in learning to teach, (2) contribute to the need for descriptive

data on teaching, and (3) contribute to that body of knowledge on student teaching that assists teacher educators in designing perservice programs that promote desired professional and personal growth. To some degree each of these expectations appears to have been met. The quality and significance of the outcomes can only be left to how they are interpreted and used by researchers and practitioners in the future.

## APPENDICES

## **APPENDIX A**

### **DUTIES AND RESPONSIBILITIES OF CLINIC PROFESSORS**

## APPENDIX A

### DUTIES AND RESPONSIBILITIES OF CLINIC PROFESSORS

1. Gather information from cooperating teachers, university professors, team leaders and interns (direct observation and discussion concerning the performance level of the intern's required competencies).
2. Observe and give feedback each week to interns relative to teaching, read and give feedback on lesson plans, set and communicate objectives and strategies, and provide needed instruction.
3. During observations, provide on-the-spot instruction through cuing and coaching.
4. Schedule and hold each week a conference with each cooperating teacher for sharing, clarifying and giving feedback regarding internal progress and field instruction.
5. Attend clinic professor/field instructor staff meetings each week.
6. Meet with program coordinator once a week.
7. Schedule a three-way conference between teacher, intern and clinic professor/field instructor three times each term.
8. Design (with cooperating teacher, intern and graduate or undergraduate coordinator) strategies for correcting any observed teaching deficiency.
9. Gather information directly from the cooperating teacher relative to his/her perceptions of the intern's strengths and weaknesses.

10. Write a mid-term evaluation and plan which includes an assessment of goals/objectives, strategies and evaluation procedures. In connection with the EEE and graduate program coordinators, determine and assign an internship grade for the interns each term based on all collected data.
11. Determine the basic nature of the intern's future internship experience each term based on all collected data and develop a written plan for the next experiences. In cooperation with appropriate program coordinators, determine and assign a field experience grade for each intern.
12. Write an end-of-year behavioral description (based on observations and conferences with intern and cooperating teacher) of the intern's teaching competency which will be submitted to the placement services.
13. Facilitate communication within a classroom team when needed and possible.
14. Schedule conferences with building principal to share and receive information about program and the interns.
15. Participate in classroom activities as needed, as appropriate, and as time allows (e.g., teaching demonstrations, taking a small group for instruction, and assisting individual students).

## **APPENDIX B**

### **DUTIES AND RESPONSIBILITIES OF THE COOPERATING TEACHER**

## APPENDIX B

### DUTIES AND RESPONSIBILITIES OF THE COOPERATING TEACHER

1. Share observations, insights, and suggestions with the interns on a regular basis, concerning instructional design and instruction (on-going assessment and evaluation input).
2. Reach agreement on pupil objectives with the interns (whether objectives are initiated either by interns or teachers).
3. Negotiate with the teaching team what teaching responsibilities will be carried out by each member.
4. Permit the interns to design and implement instructional strategies and evaluation procedures for the pupils with perceptions shared.
5. Inform the team leaders and/or clinic professors and/or EEE coordinator when any of the above cannot be actualized and to elicit their help in rectifying the situation.
6. Communicate concerns and/or successes when called upon by either the team leader and/or clinic professor.
7. Negotiate with the intern(s), team leader, and clinic professor when the intern(s) will assume responsibility for instructional design and instruction.
8. Negotiate with the intern and the team leader the appropriate communication links to be established regarding absences for each term. Report to clinic professor any extreme pattern of lateness or absence.
9. Negotiate guidelines with the building team for decision making regarding what is and what is not building policy.

10. Communicate to clinic professors personal feelings as to worth-  
whileness of the intern attending various out-of-building meetings,  
e.g., inservice.
11. Strive to understand the similarities within and between cultures  
as they relate to children, interns and all other program  
participants.
12. Negotiate with intern a place (desk, table, corner) where intern  
can keep his/her things.

## APPENDIX C

### DEMOGRAPHIC DATA FOR THE PARTICIPANTS

## APPENDIX A

### DEMOGRAPHIC DATA FOR THE PARTICIPANTS

#### The Subjects

1. Teresa Danid. White female, age 25. Born in USA to Catholic parents living in suburban Chicago. Father, born in USA, completed law school and is a practicing attorney in Chicago. Mother, born in USA, completed one year of business college, presently employed as a special education bus driver in Illinois. Married and living in own household. Pregnant with first child. Came to MSU March '77, entered EEE program winter term 77-78. Preinternship experiences: 1977-78-4th grade, 20 weeks; 1978-79, 3rd/4th grade, 30 weeks; 1979-80, 3/4th grade, 20 weeks.
2. Sally Triola. White female, age 22. Born in USA to Presbyterian parents living in suburban Detroit. Father born in USA, college graduate employed as an executive at General Motors. Mother, born in USA completed high school, employed by Alma College as a secretary. Single, living in campus dormitory. Came to MSU September, 1976; Entered EEE program January '78. Preinternship experiences: 1977-78-1st grade, 20 weeks; 1978-79-4th grade, 30 weeks; 1979-80-1st grade, 20 weeks.
3. Suzanne Elhart. White female, age 22. Born in USA to Methodist parents living in suburb of Flint. Father born in USA, completed high school, manages a car dealership in Flint. Mother, born in USA completed high school, employed as head teller in a bank. Single, living with roommates in an off campus apartment. Came to MSU in September, 1976; joined EEE program January, 1978. Preinternship experiences: 1977-78: 3rd grade-20 weeks; 1978-79-kindergarten-60 weeks; 1979-80-4th grade, 20 weeks.
4. Melody Sazine. White female, age 23. Born in USA to Catholic parents living in Wyandotte, Michigan. Father, born in USA completed 10th grade, employed as a Heater for Ford Motor Company. Mother born in USA, completed high school, not employed outside the home. Single, living in a rented house with roommates. Came to MSU in Fall '75; entered EEE program Spring '77. Preinternship experiences: 1977-78-1st grade, 10 weeks; 1978-79-2/3rd grade, 30 weeks; 1979-80-4th grade, 20 weeks.
5. Mary Morgan. White female, age 22. Born in USA to parents living in Detroit, Michigan. Father, born in USA completed 2 years of college and is self employed. Mother, born in USA, completed high school and is not employed outside the household. Engaged to be married, living in campus dormitory. Came to MSU-September '76, entered EEE program Spring '77.

### The Informants

1. Nadine Brezick. White female, age 22. Born in USA to parents living in Novi, Michigan. Father born in USA earned BS degree from Michigan State University, is employed as a cost analyst. Mother, born in USA, completed high school and is employed as a Teacher Aide in Detroit. Single, living in an apartment with 3 roommates. Came to MSU in September '76, entered EEE program Winter term '77. Preinternship experiences; 1977-78-1st grade, 20 weeks; 1978-79-4th grade, 30 weeks, 1979-80-6th grade, 20 weeks.
2. Carin Parnell. White female, age 22. Born in USA to Catholic parents living in Detroit, Michigan. Father born in USA, completed high school employed as a tool and die maker for General Motors. Mother, born in USA completed 11th grade, not employed outside the household. Engaged to be married, living in an off campus apartment with 3 roommates. Came to MSU Sept. '76; entered the EEE program, Sept. '77. Preinternship experiences: 1977-78-kindergarten, 30 weeks; 1978-79-3rd, 4/5 grade, 30 weeks; 1979-80-1st grade, 20 weeks.
3. Joy Harris. White female, age 22. Born in USA to Catholic parents living in Detroit, Michigan. Father born in USA, attended college presently employed as police officer in Detroit. Mother born in USA, earned BA and elementary teaching certificate from Wayne State University, presently employed as a teacher in Detroit. Single, living in an apartment with 2 roommates. Came to MSU in Sept. '76; entered EEE program in Dec. '77. Preinternship experiences; 1977-78-2nd grade, 20 weeks; 1978-79-4th grade, 30 weeks, 1979-80-Kindergarten, 20 weeks.
4. Pam Tumah. White female, age 22. Born in USA to Christina parents, living in Flint, Michigan. Father born in USA, completed high school, is presently retired. Mother born in USA, completed high school is not employed outside the home. Single, living in on campus dormitory with 2 roommates. Came to MSU in Sept. 1975; entered EEE program in January, 1978. Preinternship experiences: 1977-78-2/3rd grade, 20 weeks; 1978-79-3/4 and 2nd, 30 weeks; 1979-80-4th, 20 weeks.
5. Meg Velentini. White female. Demographic data not reported.
6. Toni Vedlak. White female. Demographic data not reported.

## APPENDIX D

### QUESTIONS THAT WERE ASKED ON THE WEEKLY QUESTIONNAIRES

## APPENDIX D

### QUESTIONS THAT WERE ASKED ON THE WEEKLY QUESTIONNAIRES

#### Questionnaire #2,3,4,5,7,9,10:

What is the most important thing that happened to you in your school this week? Describe the event in detail. What were your feelings when this happened?

#### Questionnaire #2,3,4,5,7,8,10:

Describe your most successful lesson during the past week. Tell what materials were used. Give an outline of what you attempted to do. How did the children react? Why did you feel this particular lesson was more successful than others you undertook?

#### Questionnaire #2,3,4,5,7,10:

Describe your least successful lesson during the past week. Tell what materials you used. Give an outline of what you attempted to do. How did the children react? Why did you feel this lesson was less successful than others you undertook?

#### Questionnaire #2,3,4,5,8,9:

Describe in detail your interaction with your Clinic Professor this week. For each event that you describe, tell as fully as you can what was involved in the interaction.

#### Questionnaire #2,3,4,5,8,9:

Describe in detail your interaction with your Cooperating Teacher this week. What have you learned from him/her this week? What things have you discussed?

#### Questionnaire #2:

What do you plan to do with your class this coming Monday morning?

Questionnaire #2,4:

Have any of your pupils said or done things which have surprised you? If so, please tell what happened and why it surprised you.

Questionnaire #2:

Describe your class as it existed as of Friday, January 4th, 1980. How many students are there? How many boys? How many girls are there? Insofar as you can tell, what is the socio-economic background of the children? What is the ethnic background? What is the range of reading scores of the children in your class? Math scores?

Questionnaire #3,4,9:

Describe the two or three children with whom you had the most difficulty during the past week. Had you had difficulty with these children before? What did you do to handle those children who were difficult? What do you plan to do about the problem in the future?

Questionnaire #3,4,9:

Describe the two or three children with whom you had the least difficulty during the past week. How is their behavior different from that of the most difficult children?

Questionnaire #3:

Give as complete a description of your school building as you can. Be sure to include such items as the following: the location of the school, the year it was built, the modernization the school has had in recent years (if any), any special features of the physical layout (such as an annex). In describing your building, assume that I have never seen it. First describe the outside.

Then take me through the building giving the location of classrooms, offices, lunchrooms, etc. Where is your room in relation to the rest of the building? What special features of the building are an asset in teaching? A liability? If you could change the building, what improvement would you make? If you would find it easier to draw a floor plan of your building rather than to describe it, feel free to do so.

Questionnaire #3:

Is the arrangement of your room (bulletin boards, use of wall space, exhibits, books, arrangements of furniture, etc.) largely a matter which you decide and over which you have control? Or are there special requirements? What are they?

Questionnaire #4:

Please list the names, authors, and publishers of the textbooks and workbooks you are using in your class. Do you find these textbooks and workbooks adequate for your class? Are they too advanced or too easy for your group or do you find them about right? What has led you to this conclusion? If you could write or change the textbooks and workbooks, what changes would you make?

Questionnaire #4,8:

At this point in your internship, what concerns you most about teaching? Please explain.

Questionnaire #5:

Are you keeping an anecdotal record about any of your children? If so, for which children are you keeping the record? Why are

you keeping records on these children? How will you use this record?

Questionnaire #5:

What problems do you have planning lessons for your classes? What difficulties (if any) do you have in finding appropriate materials for your lessons? Making transitions between lessons or within a given lesson? Providing for individual or group differences in the class?

Questionnaire #5:

How many children in your class have been held back? Give their means, how many times he or she has been held back, and the number of years he or she was held back on each occasion.

Questionnaire #5:

Describe an event that has occurred recently that made you really feel like a teacher. Please be as specific as you can.

Questionnaire #5:

How do you feel about teaching? About your class? About the school? Do you ever secretly wish that you had not gone into teaching or had a different class or were in a different school? What would you rather do?

Questionnaire #7:

Describe in detail your interaction with the administrative staff of the school this week. Insofar as you can, tell when and where the interaction took place. Who was involved in the interaction, and who initiated the interaction? For each event that you describe, tell as fully as you can what was involved in the interaction.

Questionnaire #7,10:

Describe in detail your interaction with other teachers in the school this week. Insofar as you can, tell when and where the interaction took place and who initiated the interaction. With what teacher or teachers have you had the most interaction? What have you learned from other teachers? What things have you discussed with other teachers this week?

Questionnaire #7:

Have you recently had to fill out report cards for your class? What problems (if any) did this present to you? Who are the five children in your class who received the best report? Who are the five children who received the poorest report? For each child you name, summarize briefly the report you made about him or her.

Questionnaire #7:

Insofar as you can, describe the informal grouping of teachers within your school. How many definite cliques or subgroups have you been able to distinguish? Who is in each of these groups? What common characteristics, if any, do the members of each subgroup have? (For example, teach the same grade, all of one sex, graduates of the same school, etc.) What would you say are the most common attitudes about teaching, the schools, and related matters of the different subgroups?

Questionnaire #7:

Since you began teaching this year, how many times have you been absent? How many times have you been late?

Questionnaire #7:

Are there teachers in your school that you would hold up as models of good teaching? Who are they? What (if anything) have you learned from them? What qualities do these teachers have that make you feel they are good models of teaching?

Questionnaire #7:

Are there any teachers in your school that you would hold up as models of poor teaching? Who are they? What (if anything) have you learned from them? What qualities do these teachers have that make you feel they are the poor models of teaching?

Questionnaire #8:

Describe as fully as you can the system of rewards and punishments which you have found to exist in your school. What types of discipline are used in the schools? How is good behavior rewarded? Have you been under any special pressure to adopt one or more forms of discipline as contrasted with others? Is corporal punishment ever used in your school? If so, when? Who administers it?

Questionnaire #9:

What effect have you had on the children, your cooperating teacher, the classroom environment, your cooperating teacher? How are things different as the result of your presence in the room?

Questionnaire #9:

So far, what is the best thing that has happened to you in your teaching career? Describe the event and how you feel about it.

Questionnaire #9:

What is the worst thing that has happened to you in your teaching career? Describe the event and how you feel about it.

Questionnaire #9:

What are the things that have happened that you had not expected?

Questionnaire #8:

Now that you have been teaching for seven weeks, how do you feel about teaching? What things have you enjoyed the most? What things have you least enjoyed? What things had you hoped to accomplish with your class by this time that you have been able to accomplish? Unable to accomplish? What has facilitated or hindered the accomplishment of these things?

Questionnaire #8:

What is the current number of children in your class? How many boys are there? How many girls? Out of this number, how many children do you feel are keeping up with the amount and kind of work that you perceive as desirable for your class? How many are behind in their work but making sufficient progress for you to feel that they are among the working members of your class? How many are so far behind that you feel they cannot participate meaningfully in classroom work? Are there any children in your class who you feel really belong in another class? Which children? Why do you feel they should be elsewhere? Where should they be?

Questionnaire #1-10:

Describe your most successful lesson during the past week.

Questionnaire #1-10:

Describe your least successful lesson during the past week.

Questionnaire #10:

How do you feel about your student teaching experience? What things have you enjoyed the most? What things have you least enjoyed? What things had you hoped to accomplish with your class by this time that you have been able to accomplish? Unable to accomplish? What has facilitated or hindered the accomplishment of these things?

Questionnaire #10:

As of today, do you plan to teach next year? If you had a choice, describe the type of school in which you would teach. What would you like your class to be like?

Questionnaire #10:

So far, what is the best thing that has happened to you in your teaching career? Describe the event and how you feel about it. What is the worst thing that has happened to you? Describe the event and how you feel about it. What are the things that have happened to you that you had expected? What are the things that have happened that you had not expected?

Questionnaire #10:

How do you feel about teaching? About your class? About the school? About your C.T.? About your C.P.? Do you ever secretly wish that you had not gone into teaching? Have you ever thought about doing substitute teaching rather than regular teaching? Why?

Questionnaire #10:

What influence (if any) do you think participating in this study has had on your experiences as a student teacher? Do you think it has influenced your teaching in any way? How?

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