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Preservice Teachers' Evolving Perspectives of Elementary Social Studies.

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Preservice teachers' evolving perspectives of elementary social studies

Wilson, Elizabeth K., Ph.D.
The Louisiana State University and Agricultural and Mechanical Col., 1991

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PRESERVICE TEACHERS' EVOLVING PERSPECTIVES OF ELEMENTARY SOCIAL STUDIES

A Dissertation

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Louisiana State University and
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in partial fulfillment of the
requirements for the degree of
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in
The Department of Curriculum and Instruction

by

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# TABLE OF CONTENTS

**ACKNOWLEDGEMENT PAGE** ............................................................. ii  
**ABSTRACT** .............................................................................................. v  

**CHAPTER**

1. **INTRODUCTION** ........................................................................... 1  
   - Review of Related Literature ......................................................... 3  
   - Need for the Study ........................................................................... 4  

2. **METHOD** .................................................................................... 7  
   - Participants and Setting ............................................................... 7  
   - Materials and Data Sources ......................................................... 15  
   - Procedure ..................................................................................... 17  

3. **RESULTS** .................................................................................... 22  

4. **DISCUSSION** ............................................................................... 90  
   - Conclusion ................................................................................... 110  

**REFERENCES** .................................................................................... 115  

**APPENDICES**

A. **DEFINITION OF TERMS** ......................................................... 119  
B. **REVIEW OF LITERATURE** ....................................................... 122  
C. **CONCEPTIONS OF SOCIAL STUDIES**  
   - INVENTORY (CSSI) ................................................................. 166  
D. **EXPLANATION OF CSSI CATEGORIES** .................................... 172  
E. **BIOGRAPHICAL INFORMATION FORM** .................................... 176  

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ABSTRACT

Recent studies which have focused on preservice teachers' perspectives of elementary social studies have attempted to discover the product of the relationships between their conceptions of social studies and their classroom practices. This research, conducted only during the clinical experience, indicated that the beliefs and ideas which teachers express about social studies have little effect on classroom practice. In order to better understand this phenomenon, this study investigated the evolution of preservice teachers' perspectives of social studies through methods instruction as well as the clinical experience.

The participants for this study were four preservice teachers who were enrolled in the elementary social studies methods course required for all elementary education majors at a large Southeastern public university during the Spring semester 1990. These participants were selected because they held conceptions of social studies consistent with the methods instruction. This was determined by written artifacts (i.e., reflective journal entries) as well as the Conceptions of Social Studies Inventory (CSSI) (Adler, 1982). Also considered were the participant’s age, gender, socioeconomic status, race and school site. These preservice teachers participated in their student teaching experience from August through December 1990. This number of participants allowed for in-depth observations and interviews which determined how these teachers perceived teaching and social studies.

To allow for the incorporation of the ideas, actions, and thoughts of the participants as a major form of inquiry, it was necessary to employ a fieldwork methodology. Through the use of multiple methods and triangulation of observations, interviews,
instructional materials, and pertinent artifacts (i.e., reflective journals, CSSI) the researcher attempted to determine how these preservice teachers' perspectives of social studies evolved.

The results of this research indicated that the participants' conceptions, perspectives, and practice of teaching and social studies were a result of the relationships between each preservice teacher's prior educational experiences, background experiences, the cooperating teacher, the students, the context of the classroom or school setting, the university coordinator, or principal.
CHAPTER ONE
INTRODUCTION

Since the official sanction of the term social studies by the 1916 Committee in the Social Studies of the Commission of Secondary Education, members of the field have failed to agree on a definition of this academic discipline. While different in views and definitions, most scholars of social studies education advocate a social studies approach that can be characterized by one or more of five dominant themes: (a) citizenship, (b) decision-making, (c) reflective inquiry, (d) personal development, and (e) social studies as social science. Furthermore, these scholars agree that social studies teaches skills and actively involves students in the learning process (Adler, 1982). Although one might expect the practice of classroom teachers to coincide with the scholarly literature, research indicates that actual social studies instruction may be quite different (Adler, 1984). (See Appendices A and B for a definition of terms and a review of the literature, respectively.)

Of the five dominant themes in social studies instruction, most teachers view the purpose of social studies as opportunities for personal development and reflective inquiry (Joyce, Alleman-Brooks, & Orimoloye, 1982). Yet, their actual practice does not exemplify these views (Adler, 1982). Most social studies instruction can be described as teacher-lecture, dominated by recitation and textbook instruction (Adler, 1984; Shaver, Davis, & Helburn, 1979). In many cases social studies is more focused on socialization, control, and classroom management than knowledge of the discipline. Some teachers have even indicated that active participation encouraged in the literature will serve to undermine the teacher’s control of the classroom (Palonsky & Jacobson, 1988).
According to the National Council for the Social Studies (NCSS), social studies education in the elementary school is an essential part of the framework of the K-12 social studies program, in that it is in these grades that students develop the foundation for the entire social studies program (NCSS, 1989). Yet, research conducted by Schug (1989) indicated that elementary teachers, pressured to complete basal readers and mathematics skills, viewed social studies as less important than other academic subjects. Furthermore, Schug also found that many elementary teachers felt less prepared to teach social studies than any other academic subject.

At the present time, social studies education, especially in the primary elementary grades (K-3), continues to experience a decline in emphasis (Goodlad, 1984; Hahn, 1985; NCSS, 1989). Some students in primary elementary grades receive little or no instruction in social studies subjects (Atwood, 1986). For instance, daily instructional time in the primary grades averaged 20 minutes each day, while instruction in the upper elementary grades averaged 34 minutes (Lengel & Superka, 1982). According to this researcher's experience, some schools even alternate social studies and science instruction on a weekly basis.

Research has found that elementary social studies classes remain ethnocentric (Atwood, 1986), fail to incorporate political aspects (Palonsky & Jacobson, 1988), and provide low level information for social studies subjects (NCSS, 1989). Students characterize social studies instruction as "difficult, uninteresting, and irrelevant to their present or future lives" (NCSS, 1989, p.20). Yet, in many cases, when students are interested in social studies topics, the method of instruction and classroom treatment of the topic reduce study to recitation of people, places, and dates (low level inferences) and
fails to engage the students in opportunities for critical thinking and higher level skills (Goodlad, 1984).

While demographic data regarding social studies teachers' characteristics, survey data regarding teachers' perceptions of teaching and events occurring in the classroom, and scholarly recommendations of what should occur in the classroom are all available, we know little about the choices, intentions, and beliefs which underlie actual practice. Thus, in this study, the researcher's concerns were teachers' beliefs, thought processes, and practices that underlie the decision-making process of elementary teachers of social studies.

Review of Related Literature

Recently, educational research has addressed the relationship between teachers' cognitive processes and teachers' actions in the classroom. Although previous research focused on observable teacher and student behaviors, recent research has attributed teachers' thinking and planning to classroom interactions (Clark & Peterson, 1986; Shavelson & Stern, 1981; Shulman, 1986).

While reports have described teachers as "thoughtful professionals" (Carnegie Commission, 1986, p. 25; Holmes Group, 1986, p.28), and teachers' theories and beliefs are considered to be a critical aspect of teacher effectiveness (Duffy & Ball, 1986), research on teachers' theoretical orientations constitutes the smallest segment of research on teacher thinking (Clark & Peterson, 1986). It has been asserted that research which attempts to investigate teachers' behaviors without consideration of the theories underlying those behaviors is insufficient (Adler, 1984; Carew & Lightfoot, 1979). Further, Spodek (1988) stated that a need exists for further study of teachers' implicit
theories (theories based on practical experience) rather than explicit theories (theories based on professional development and teacher education). An additional criticism of research in teacher thinking is the lack of concern for teachers’ thought processes in specific subject areas (Clark & Peterson, 1986; Peterson, 1988; Shulman, 1986). In the field of social studies, for instance, only a few studies have addressed this area (e.g., Adler, 1982, 1984; Adler & Goodman, 1985; Ross, 1987).

According to Adler (1984), the beliefs and ideas which teachers express about social studies have little effect on classroom practice. While their beliefs are affected by the scholarly literature, they do not incorporate these notions into the classroom (Adler, 1982). Research (Feiman-Nemser, 1983; Zeichner & Tabachnick, 1985) has indicated that students engaged in the teacher education process lack the opportunities for theory building and conceptualization regarding the processes of changes experienced by individuals learning to teach.

Research in the area of teacher education indicates that the student teaching experience is one of the formative periods of a teacher’s career (Adler, 1984). Lacey’s research (1977) on the socialization and professional development of student teachers reveals that these student teachers forego their own conceptions, attitudes, and behaviors for the more accepted conceptions, attitudes, and behaviors of the society, in this case the classroom and the school. Palonsky & Jacobson (1988) have also suggested that student teachers forego the theories, methods, and techniques presented by their teacher education professors for the behaviors and thoughts presented by the cooperating teacher.

**Need for the Study**

Research on teachers’ thought processes in social studies has examined the
development of preservice teachers' perspectives (Adler, 1982, 1984; Goodman, 1983; Ross, 1987; Tabachnick, Popkewitz, & Zeichner, 1979-1980). Although recent literature (e.g., Clark & Peterson, 1986) focusing on teacher thinking and assumptions does not use the term perspectives, this term is widely used in the social studies research on teachers' thought processes. The concept of perspectives attempts to avoid the dualism of cognition and behavior by focusing on the meanings and interpretations teachers give their work and work situation in the social studies classroom (Adler, 1982). By analyzing student teachers' perspectives, researchers have attempted to discover the product of the relationships between student teachers' conceptions (beliefs and abstract ideas) of social studies and student teachers' classroom practices. Specifically, this research has focused on: (a) how preservice teachers give purpose and meaning to learning how to teach, (b) how they perceive the subject they will be teaching, (c) how they interpret and respond to actions in the classroom, and (d) how these meanings affect the teachers' classroom practice.

Although Adler (1982) found that student teachers' conceptions were not that different from that stated in the social studies literature, observations offered a different picture of their practices. Using a qualitative field work approach, Adler concluded that perspectives that emerged during the student teaching experience were influenced by a variety of factors (e.g., biographical background, beliefs, nature of the school, university instruction, etc.) and were not necessarily practiced in the social studies classroom.

Ross (1987) stated that researchers have been concerned with the relationship between the development of teachers' perspectives and experiences in the teacher education program, as well as the role of the individual in the construction of
perspectives. He indicated that the development of teacher perspectives were a result of three interactive factors: (a) social structural variables, (b) individual personal biographies, and (c) interactional processes (e.g., role-playing, selective role-modeling, impression management, self-legitimation, etc.). Ross concluded that teacher education had a marginal effect on teachers’ perspectives. Furthermore, it was concluded that teachers perceived themselves as resistant to notions that originated in the teacher education program; yet, attempts were made to negotiate these notions with those of the cooperating teacher.

While research has been conducted to determine the effects of student teaching on the perspectives of preservice social studies teachers, no study has investigated the development of preservice teachers’ perspectives throughout the methods instruction and clinical experience. It may well be that a lengthier examination of preservice teachers’ developing conceptions of social studies will provide new insights into the circumstances surrounding their evolving perspectives. Therefore, this researcher investigated the evolution of elementary preservice teachers’ conceptions and perspectives of social studies through these two periods. Specifically, the following questions were examined:

1. What are preservice teachers’ conceptions of teaching and of social studies and what factors seem to influence these conceptions?

2. What are preservice teachers’ perspectives of teaching and of social studies and what factors seem to influence these perspectives?

3. What factors appear to influence the interrelationships that exist between the preservice teacher’s conceptions, perspectives, and classroom practices of teaching and of social studies?
CHAPTER TWO

METHOD

In order to investigate the evolution of preservice teachers' conceptions and perspectives of social studies, it was necessary to employ a qualitative fieldwork methodology that allowed for the incorporation of the ideas, actions, and thoughts of the participants as a major form of inquiry (Ross, 1987). According to Erickson, Florio, and Buschman (1980), fieldwork entails being reflective and thorough in providing descriptions and interpretations of events in the field setting. Additionally, this technique allowed for the investigation of unanticipated phenomena as they emerged (Ross, 1986). Furthermore, the implementation of multiple methods provided a better representation of the data (LeCompte & Goetz, 1982). Finally, this type of methodology yielded thick descriptions and allowed for intensive analyses of the participants.

Participants and Setting

The participants for this study were four preservice teachers who were enrolled in the elementary social studies methods course required for all elementary education majors at a large Southeastern public university during the Spring semester 1990. These preservice teachers participated in their student teaching experience in Fall 1990. This number of participants allowed for in-depth observations and interviews which determined how these teachers perceived teaching and social studies. The researcher purposively selected these participants based upon their conceptions of social studies, as well as the participant’s age, gender, socioeconomic status (SES), race, and school site, in order to obtain a set of participants as diverse as possible (Patton, 1980).
A profile of the participants. As previously mentioned, efforts were made to select a group of participants with a diversity of characteristics. However, in selecting these participants, it was necessary to consider participants with a high score on the May 1990 Conceptions of Social Studies Inventory (CSSI), which determined that their conceptions of social studies were consistent with the methods course instruction. The participant’s race, gender, SES, experiential background, as well as school site were examined. In addition, educational background and the method of social studies instruction employed by the participant’s teachers were considered. The implementation of these criteria allowed the researcher to select participants with different characteristics which may have an effect on the development of preservice teachers’ perspectives of social studies. Additionally, this allowed the researcher to examine differences and similarities which existed between and among the participants.

Teacher A (Amy) was a 21-year-old, white female. She was raised in a small rural area of a Southeastern state where she attended public school from grades K-12. Amy was enthusiastic about teaching. Her experience with children included teaching piano, Sunday school, and vacation Bible school. After receiving a Master’s degree in counseling, Amy planned to teach in Mainland China.

Amy’s score on the CSSI (95 points out of 100), administered in May 1990, indicated that her conceptions of social studies included an emphasis on the implementation of the integrated approach, the use of many resources, and the need for student involvement. Yet, Amy’s attitude at the beginning of methods instruction was quite different. She was the most outspoken student in regard to her dislike of social studies. Having been taught "... social studies by lectures, reading chapters in a text, and
answering given questions," she commented that the subject had been her least favorite. Her descriptions indicated that she viewed the subject as "boring" and was "not looking forward to teaching it...."

Amy’s journal entries and written responses showed that her notion of social studies changed by the end of the semester. In regard to future preservice teachers, Amy commented that it "...would be quite a shock to discover that social studies was more than just names and dates in a textbook, [that there were] ...ways to teach social studies other than reading a text and answering questions at the end of chapter, [and that there] ...is a wide range of subjects and methods of teaching in this discipline." She also wrote that she wished she "...could just go around changing attitudes by increasing awareness of how social studies can and should be."

In her clinical experience Amy taught first grade in a school which offers a multiplicity of programs (e.g., whole language, pilot reading teachers, special education collaborative teaching). Although the school’s total population was 65% white and 35% black, the school’s regular education students, which Amy taught, consisted of 50% white students and 50% black students. The SES of the students was considered to be mixed.

The second participant, Teacher B (Betty), was a nontraditional student. A white female, this participant was 41-years-old and is married with two children. She attended two colleges prior to enrolling in the university from which she graduated. The daughter of a military officer, she lived in several cities in the United States as well as overseas. She was educated in public schools for grades K-12. Prior to entering the teacher education program, Betty held clerical jobs, operated a bookstore, and worked as a teacher’s aide. Her community involvement included volunteer work with the Boy
Scouts, Girl Scouts, and church activities. Her future plans include teaching, writing children's books, and developing curriculum.

Unlike Amy, Betty entered the methods instruction with great interest in the area of social studies. She described it as her "most favorite subject" and had considered becoming a middle school social studies teacher. Also, Betty considered her social studies experiences as an elementary student as nontraditional. She stated, "I was taught social studies with maps, special events (like perhaps studying a particular country..."

As did Amy, Betty's score (96 out of 100) on the May 1990 CSSI indicated her strong interest in social studies. When reflecting on how she planned to teach social studies to her students, she wrote:

I will integrate social studies. I want to teach them that they are an important part in a great big world. I will show them that they can make a difference by giving them issues to deal with. I will teach them their opinion counts.

For her clinical experience Betty taught transition first grade (children who were of first grade age, but not able to handle first grade work) in a school classified as a one-race school (white). As a result of a redesign program, the school had increased its black population to 37 students or 6% of the student body; this was increased from 20 black students or less than 5% of the student population from the previous year. Finally, most students were classified as middle class.

Teacher C (Carol) was a 21-year-old white female. She has lived in a suburb of a metropolitan city in the Southeastern United States for 20 years where she attended parochial school for grades 3-12. The only participant to have attended parochial school, she was also the only participant that described her educational experience as very...
positive on the biographical information form. Furthermore, of the four participants, Carol was the only subscriber to educational literature. Also, she plans to obtain a Master's degree after graduation.

Although, Carol did not regularly participate in the classroom dialogue during the methods instruction, she conveyed her interest in social studies in her writing. For example, Carol expressed her concern that social studies may not receive enough attention in the schools. She wrote, "I feel and know that social studies is just as important for students."

Although Carol had been "...taught straight from history textbooks," she scored an 89 out of 100 on the May 1990 CSSI. Furthermore, despite her score, the results of the CSSI indicated that she planned to rely on curriculum guides more heavily than the other three participants. Additionally, at the end of methods instruction, Carol indicated that "...when teaching social studies there should be a lot of communication and discussion in the classroom..., hands on experience, time for current day issues....[and] local and global issues."

During the clinical experience Carol taught third grade at an elementary school comprised of kindergarten through fourth grade in a rural town outside the school system in which the university is located. Grades three and four were departmentalized. In the third grade, one teacher provided instruction for reading and language arts while the other teacher was responsible for teaching mathematics, social living (social studies and science combined), and handwriting. Students from all socioeconomic levels attended this racially-mixed school.

The final participant, Teacher D (Dora), was a 22-year-old Hispanic female born to
parents who immigrated to the United States from Cuba. While living in a suburb of a metropolitan area in the southeastern United States, Dora was educated in public schools for K-5 and grade 12 and private schools in grades 6-11 where she was involved in bilingual education programs. She held several jobs prior to and during college (e.g., tour guide, bookkeeper, head dorm resident). Additionally, Dora served as an officer of one of the university’s education honorary organizations and was a volunteer for Kiwanis Club projects. After graduation and receiving a Master’s degree in counseling, Dora planned to teach at the elementary level; later she intended to teach at the college level.

Dora’s May 1990 CSSI score (88 out of 100) indicated her strong emphasis for the need for student involvement and the integrated approach to teaching social studies. This was exemplified in Dora’s social studies unit for the methods course. She chose to create a unit which included lesson plans for all subjects (e.g., language arts, science) based on a social studies subject. This unit was similar to her elementary instruction in which she studied about a country’s "physical aspects, cultures, how people live, technology, lifestyles, famous people (explorers, etc.), current events....[and the] food, dress, recreation, dance, etc....in relation to our country." Additionally, her CSSI score and her written responses indicated her desire to select material pertinent to the students’ lives as well as to present material through the method of depth over breadth. Dora commented that students "should choose specific topics which they feel will benefit and interest their students and then study them in depth rather than just touching on a broad range of topics and never really saying much about them."

At the conclusion of the methods instruction she described social studies as "...not just facts and dates for students to memorize. It is a discipline filled with different areas
of study ready to be explored by children." She suggested that the subjects in the social studies should "...be integrated not just with each other but also with language arts, math, science, music, etc. The children must see a connection among all subject areas in order for them to see their relevance. Furthermore, "...even though social studies is taught by listing facts and dates, lecturing, rote memorization, etc., in most cases today, it is not the best way to do it."

In the clinical experience Dora taught second grade at a school whose student body was predominantly middle to upper-middle class. The students attending this school were predominantly white; black students comprise 12% of the student body.

**Description of the methods course.** The elementary social studies methods course in which the participants were enrolled is a prerequisite for student teaching as well as a requirement for state certification in elementary education. During the methods course, the preservice teachers were exposed to a diversity of theories and practices present in the literature on social studies by the researcher who also served as the instructor of the course.

First, through selected readings, class assignments, classroom activities, and field experience work, the instructor attempted to persuade preservice teachers to become cognizant of research, theories, and strategies which may be incorporated into classroom practice. Second, the instructor encouraged the belief that: (a) social studies knowledge should be personally meaningful to the learner, (b) student involvement in the process of critical thinking should be implemented, (c) social studies can be a part of an integrated curriculum, and (d) social interaction is more productive than individual learning. Third, preservice teachers were encouraged by the instructor to utilize resources and methods
that go beyond the school textbook. Finally, the instructor attempted to encourage classroom interaction, discussion, reflective analysis and peer interaction by preservice teachers that could be continued in the school setting.

The social studies methods course, taught concurrently with the mathematics and science methods courses, included a field experience component. Students were assigned to an elementary classroom in a local public school to observe and teach social studies, math, and science. Students began teaching the subjects following an initial orientation and observation visit. The nine days of field experience occurred on random days during the semester in place of methods instruction. Although class was not held on these days, students in the social studies methods course were asked to reflect upon each field experience in their journals.

**Description of the clinical experience.** The clinical, or student teaching, experience served as the culmination of the undergraduate teacher education program and is a requirement for state certification. All course requirements in the area of elementary education must be completed by the end of the preceding semester. Using a lottery system, preservice teachers were allowed to select their school and cooperating teachers from those provided by the Department of Clinical Experiences during the Spring semester 1990. In order to participate as a cooperating teacher, teachers must: (a) have 3 years teaching experience, (b) possess a Master’s degree, (c) complete a course in supervision, and (d) obtain a recommendation from their principal. Additionally, the preservice teachers were asked to meet with their cooperating teachers prior to the end of that semester.

The semester of student teaching required at least 15 days of full-time teaching and
a minimum of 180 hours teaching in a public elementary school. University coordinators employed by the Department of Clinical Experiences were required to observe the preservice teachers a minimum of five times. Furthermore, they were required to meet with the preservice teachers on a weekly basis to provide comments and suggestions.

**Materials and Data Sources**

Materials for this study consisted of the following: (a) methods course materials, (b) instruments designed for participant selection, (c) instruments and materials utilized for collecting observational and interview data, and (d) teacher materials employed during all phases of instructional planning and implementation.

**Methods course materials.** Methods course materials included a variety of required readings compiled into a course packet and handouts. The course packet included articles on theory and practice in the area of social studies. Readings included the work of Herbert Kohl, Jonathan Kozol, John Dewey, Shirley Engle, and Fred Newmann. All class activities—the selected readings, classroom discussions, journal writing, student interaction (small groups and whole class), and presentations—were designed to get students to think about what is and what could be the role of social studies in the elementary school classroom.

The course included a variety of assignments and activities. Student assignments included a unit plan, reflective journals, a qualitative paper on the field experience component of the course, and classroom assignments. Activities included small and large group discussions and modeling of social studies strategies. Students were assessed on their class assignments, class activities, essay tests, and field experience work.

**Participant selection.** The four participants were selected on the basis of four
methods of assessment: (a) an inventory of preservice teachers’ conceptions of the social studies, (b) their written responses to a question concerning their perceptions of the social studies, (c) journal entries from their social studies methods journal, and (d) data collected from a biographical questionnaire. The first method of selection that was employed was the Conceptions of Social Studies Inventory (CSSI) (Adler, 1982). (See Appendix C for a sample copy.) It examined the preservice teachers’ beliefs about content, resources, integrated curricula, and critical thinking. This 25-item inventory was designed to elicit responses in the following categories: (a) knowledge as personal vs. public, (b) knowledge as process vs. content, (c) knowledge as integrated vs. fragmented, (d) learning as social vs. individual, (e) student input into decision making vs. teacher as decision-maker, (f) search for alternative resources vs. reliance on text, and (g) importance of social studies relative to other areas of study (Adler, 1982). (See Appendix D for an explanation of these response categories and the scoring key.) High scores on this inventory indicated beliefs consistent with the methods instruction provided.

The second, third, and fourth methods of assessment served to corroborate the findings of the CSSI. The second method utilized was the preservice teachers’ responses to the question “What are your perceptions of social studies?” written at the beginning and end of the social studies methods course instruction. The third method was an analysis of the preservice teachers’ journal entries. During the methods instruction, preservice teachers were asked to reflect upon issues regarding social studies instruction as well as events that transpired while teaching social studies during their field experience. Journals and written responses were scored holistically by the researcher based on the conceptions specified in the CSSI. The fourth method assessment was a biographical information
form. (See Appendix E for a sample copy.) This information was utilized to provide information to the researcher which allowed for a diverse set of participants in terms of background and experience. This data was also used to supplement information gathered during the interviews and observations.

Additionally, the students were administered the Teacher Belief Inventory (TBI) prior to beginning student teaching (Tabachnick & Zeichner, 1985) to assess their perceptions of various issues and practices in the field of education. (See Appendix F for a sample copy.) This 49-item inventory assessed preservice teachers' beliefs related to six categories: (a) the teacher's role, (b) teacher-pupil relationships, (c) knowledge and the curriculum, (d) student diversity, (e) the role of the community in school affairs, and (f) the role of the school in society (Tabachnick, Zeichner, Adler, & Eagan, 1982).

Observational and interview data. Observational and interview materials were collected throughout the research study. Observational data included handwritten field notes and audiotapes of social studies classes. Interview data consisted of audiotapes and handwritten field notes from discussions with each preservice teacher following each observation as well as initiating and culminating interviews. (See Appendix G for all standard interview questions.)

Teacher materials. Materials pertinent to the planning for and implementation of instruction were also collected. These materials included participants' journals, lesson plans, instructional materials, evaluation instruments, and any other appropriate artifacts. The purpose of these materials was to examine the participants' preactive, interactive, and postactive thought processes and instructional behavior.
Procedure

**Data collection.** Data collection occurred over a period of two semesters. In the first semester the participants were enrolled in the elementary social studies methods course; in the second semester they participated in the clinical experience. During the first semester, the researcher acted as a participant observer since the researcher served as the instructor of the methods course under study and had an opportunity to view the evolution of the participants' conceptions into perspectives of social studies. The following semester, in which the preservice teachers participated in the clinical experience, the researcher served as an observer only.

Preservice teachers were selected at the end of the Spring 1990 semester. Once they were selected by the researcher and consented to participate in the study, it was necessary for the researcher to contact the cooperating teachers who would be working with them since the cooperating teachers would be an integral part of the project. The cooperating teachers participated in interviews as well as completed the CSSI in order for the researcher to ascertain the possible effects of the teacher's perspectives and actions on those of the preservice teacher.

During May 1990, the researcher contacted the participants as well as the cooperating teachers and principals to explain the study. In August 1990, the researcher met with participants in order to administer the TBI to determine general beliefs regarding teaching and readminister the CSSI to determine any change in conceptions that may have occurred over the intervening summer. Both inventories were administered again at the end of the student teaching experience in order to determine the effect of the practical experience.
Observational, interview, and related data were collected throughout all phases of this study. All audiotapes were transcribed for analysis. Further, materials utilized during all phases of planning and instruction were collected. Additionally, preservice teachers were asked to record insights and reflections regarding all phases of instruction (e.g., planning, presentation). Furthermore, participants were asked to provide background data to supplement other information obtained during the research process. According to Adler (1982), this information should be considered because experience and background serve an important role in determining teachers' perspectives.

Three of the four participants were observed a minimum of 10 times during their student teaching experience. One participant was observed only three times because the cooperating teacher did not allow her to teach more than three social studies lessons. The other participants' observations consisted of approximately five continuous observations and five randomly selected observations. The purpose of this procedure was to observe the development and culmination of a social studies unit and to observe development of conceptions and perspectives of social studies throughout the semester. Prior to each observation the researcher collected any plans or other instructional materials pertinent to the lesson. These materials were employed as a frame of reference during the interactive phase of teaching as well as the post-observation interview.

At the conclusion of each observation, the preservice teachers participated in semi-structured interviews with the researcher. The interviews focused on all phases of instruction: preactive, interactive, and postactive (Clark & Peterson, 1986), in relation to the preservice teacher's theoretical orientations. Furthermore, they were asked to discuss their relationship with their students, their cooperating teacher, and the school.
As previously mentioned, initiating and culminating interviews were also conducted. These interviews were more structured and longer in length than the post-observation interviews in order to develop an understanding of the preservice teachers (e.g., experiential background) as well as an opportunity to make comparisons between them.

It was also necessary to interview cooperating teachers and university coordinators as well as administer the CSSI to them to determine whether the preservice teacher’s perspectives could be attributed to the cooperating teacher or university coordinator. Additionally, the principals of the schools were interviewed to ascertain the goals and agenda of the school as well as the administration’s role in classroom instruction.

**Data analysis.** Data was analyzed using constant comparative analysis (Glaser & Strauss, 1967; Miles & Huberman, 1984). Since the field work involved in this study yielded a tremendous amount of data, it was necessary to be involved in ongoing analyses of the data which allowed for the identification of dominant themes that recurred in future observations and interviews (Adler, 1982). Furthermore, with careful reading of the data, identification of meaningful patterns across, between, and within participants were identified.

While using qualitative methods for data collection, the researcher utilized methods suggested by Guba and Lincoln (1981) which increase dependability, transferability, and confirmability as well as safeguard against loss of credibility (e.g. peer debriefing, triangulation, referential adequacy materials, thick description). First, the researcher employed peer debriefing by allowing uninvolved peers to review data analysis throughout the research project. The peer debriefers were two doctoral students in social studies education with previous teaching experience. Second, data patterns and categories were
triangulated (Patton, 1980) in order to produce an accurate presentation of the research data. Third, referential adequacy materials (artifacts and other documents) were analyzed to assist in triangulating of the research data. Finally, the researcher provided a thick description of the data which provided detailed information regarding the contextual information gathered during the project.

Through the use of multiple methods and analysis of observational, interview, instructional materials, and inventories, the researcher attempted to determine how the preservice teachers' conceptions and perspectives of social studies evolved from methods instruction through the student teaching experience.
CHAPTER THREE
RESULTS

As a result of the data analysis which was driven by the research questions, strong patterns emerged across, between, and within participants. The following is a discussion of the results organized around the three research questions.

Question 1: What are preservice teachers’ conceptions of teaching and of social studies and what factors seem to influence these conceptions?

For the first research question, the research team examined all data related to the teachers’ conceptions of teaching and of social studies (i.e., the TBI, the CSSI, journal entries, written responses, interview data) as well as the factors that influenced these conceptions. A discussion of the first research question by teacher is reported below.

Teacher A

Conceptions of teaching. Throughout the data collection period, Amy’s conception of teaching reflected the view that teachers should strive to have a positive influence on their students. For example, in a written response from the first day of the methods class, she wrote: "I love working with children and having opportunities to make them feel good about themselves and have feelings of success that they may not otherwise get the chance to have..."

At the beginning of the clinical experience, Amy’s conception of teaching had not changed. Specifically, during an interview session, Amy described her reasoning behind her conception of teaching. She stated: "You are going to be the most influential person in their lives...you could love them when nobody else would and you have a lot of
power...I want to make a difference in some kids’ lives." At the conclusion of her clinical experience, it was apparent that her conception of teaching still strongly reflected the powerful influence that a teacher should have on their learners. Her concluding journal entry stated: "...I love my kids. I love making a difference. When they all look at me and say, 'Miss Mitchell, please don’t leave us,'--It’s worth it all!"

Furthermore, Amy’s responses to the TBI, which was administered at the beginning and at the end of the clinical experience, indicated a change in conception regarding teacher decision-making. Her answers suggested a stronger belief in teachers being given more power in decision-making in the classroom and school.

Similarly, data collected during interview sessions indicated that her conceptions of teacher decision-making changed. For example, at the beginning of the clinical experience, when asked who should make decisions regarding what is taught, she responded:

The teacher. Each individual teacher should decide what gets taught...The teacher is the final decision maker, but I have a clause to add to that. The state should be involved since some teachers are not going to be capable of making decisions especially in that area. The teacher should be the final decision maker and the students should have some input--the teacher should include things of student interest, but the teacher should have the final say.

However, at conclusion of the study, interview data indicated that her conception had changed. Specifically, when asked the same question, she replied, "I think the teacher and the students..." When asked who really makes these decisions, she responded:

I think people that are over your head that don’t really know what is going on in
your classroom or what is important to your students. That is one of the most frustrating things in the world to me.

**Conceptions of social studies.** Similar to her change in her conception of teacher decision-making, Amy’s conception of social studies appeared to change. At the beginning of the study Amy described social studies as: "...the study of different people, groups, their cultures, and the factors that influence their lives. It’s also the study of living skills--interaction with yourself and others." However, at the conclusion of the methods instruction, her conceptions of social studies had expanded. During an interview session she stated:

I think social studies could be almost everything...I think that social studies is everything. It is your environment and the way you respond to your environment--the things that go on around you. In other words not just history. We learned all the disciplines in social studies last semester. To me it is not just--I think that social studies is everything around you.

From a global analysis of the data, for the most part, her conceptions of social studies showed no change from the conclusion of the methods instruction to the end of the clinical experience. When asked to define social studies at the end of the study, she stated:

Social studies is everything. It is what is going on in each child’s life and it’s what is going on in the environment. It is what is going on in the world, in the community, in all areas. It is real stuff that is really, really happening. It is not just history. To me, you have always heard that term social studies. It is not in a vacuum--you can’t teach in a vacuum and for me social studies comes alive.
Based upon her responses to the CSSI, Amy again showed little change in regard to her conceptions of social studies. Like the TBI, the results of the CSSI suggested that her greatest change occurred in the area of teacher decision-making. In May, Amy's response indicated that the teacher alone could best decide what is taught in the classroom. This changed one point in August and two points in December. Further, a one point shift in one of Amy's final CSSI questions indicates that she decided that curriculum guides were less important to teaching in regard to planning. These findings are consistent with the findings related to Amy's conception of teacher decision-making.

**Influencing factors.** Based upon an analysis of the data, there were several factors that seemed to influence Amy's conceptions of teaching and social studies. Specifically, her teachers appeared to have made a difference in her life. For example, during the initial interview of the clinical experience, she stated:

I remember wanting to be a teacher when I was in fifth grade, because my teacher was so great...I can think of my first grade teacher and remember how she smelled, what she would wear...I think that I could do all these other things. I think I could have twenty kids and be the most influential person in their lives...you have a lot of power and that is part of the reason. I want to make a difference...

Interview data also suggested that her prior educational experiences influenced her conceptions of social studies. In regard to her own educational experiences with social studies, at the beginning of the methods instruction, Amy commented that social studies was "boring" and that this contributed to her reluctance in teaching it. In a written response from the first day of the methods instruction, Amy wrote that she was taught
social studies "...by lectures, reading chapters in a text, and answering given questions". Further, during an interview, Amy described her social studies instruction as "...a coach teaching out of a history book--listening to lecture and answering the questions in the book...My elementary teachers had never made it exciting and my high school teachers had never made it exciting. I had never seen how it should be. I guess my attitudes came out of ignorance."

Although her prior educational experience resulted in Amy's negative feelings toward social studies, as a result of her methods instruction her conceptions of social studies had changed. At the end of the methods instruction she wrote:

Now that I've had the block and have seen how exciting social studies is and can be for the students...I just can't get over the fact that all those teachers out there are still teaching social studies the way they are. I will never be guilty of it. I love it now, and I want to make my kids love it. I just hope there's other teachers out there willing to do the same because a few can't help everyone. In addition, at the conclusion of her clinical experience she was asked to explain how her ideas about social studies had changed since the methods class. She responded:

I didn't know what it encompassed. I know now. My attitudes have dramatically changed because my eyes have been opened--thank God. I see how exciting it can be, what it encompasses, and how needed it is...That class made me aware and changed my total views. I am interested and I want them to be involved.

Teacher B

Conceptions of teaching. Results of the data analysis revealed that Betty's conceptions of teaching changed during the data collection period. A prime example is
the change in regard to the role of the teacher. The first day of the methods instruction she had a very broad conception in regard to her role as a teacher. For instance, she wrote that the teacher should "give to others--particularly the children who need to be guided."

Yet, interview data collected during the clinical experience suggested that Betty developed more specific notions about the role of the teacher. She explained that a teacher, particularly a good one should "...be one that brings a lot of knowledge to her class and does it with enthusiasm and controls the class, yet enjoys and allows a lot of input from the students as far as what they study and giving them choices as to what they study."

Additionally, Betty's scores on the TBI indicated a change in her conceptions of teaching. Betty's greatest single change was in the area of decision-making/input, especially regarding parental input. For example, while strongly agreeing that parents have no right "to tell teachers what to do in their classrooms" at the beginning of the clinical experience, her answer at the conclusion of the clinical experience indicated a drastic change in her conception of parental input; her answer shifted from strongly agree to strongly disagree. This coincided with her responses during both administrations of the TBI that parents should be able to restrict the materials used in the classroom.

Further, during an interview Betty stated that she was a parent and felt that she should have a role in her children's education. While her responses indicated a support for parental empowerment, other responses suggested that her conceptions of teaching diminished the role of the teacher in the area of decision-making. During the clinical experience, Betty's responses decreased by one point from strongly agree to agree.
regarding the teacher's right to "depart from the school district's adopted curriculum" and "to be involved in administrative decisions" in the school.

While the data indicated that Betty's conceptions of teaching changed in regard to parental and teacher decision making, interview data indicated that Betty's conceptions of student decision-making remained the same. At the beginning of the clinical experience, Betty explained that she would not allow her students to "design their own curriculum because they don't know what they need, but I do believe there should be opportunities for choice." Similarly, during the final interview session she explained that "...students should have input. So, I think that I would have that it's my role as facilitator, to give those children opportunities of choices to what they study." She added, "Remember I am a parent and I am aware that they (the students) cannot always make the best decisions." Additionally, this statement further supports her change in conception regarding parental input.

Conceptions of social studies. Just as Betty underwent some changes in her conceptions of teaching, findings from the data analysis indicated that her conceptions of social studies changed as well. For instance, at the beginning of the methods instruction she wrote that social studies "...deals with society and all the things that effect it. For example: who makes up the society? What are the customs? Where do they live?, etc." However, at the end of the methods instruction her definition of social studies widened. When asked to define social studies, she wrote:

Social studies is a subject that covers so many subjects--therefore allowing us to teach so many areas and not be bored...social studies should include: geography, maps, politics, culture, heritage, citizenship, biographies, economics, history,
civics, elections, anthropology, social issues, values, community life, resources, 
environmental issues, human rights, agriculture—and the list goes on.

While a comparison of her definitions of social studies from the beginning to the 
end of the methods course indicated that her conceptions of social studies had expanded, 
a global analysis of the data during the second half of the study showed that her 
definitions of social studies did not encompass as many areas as her previous definition. 
Instead, her definitions of social studies began to focus more on how Betty thought social 
studies should be taught rather than its definition. During an interview session at the 
beginning of the clinical experience she explained that social studies is "knowing great 
people in history, knowing great people in the community and in the family...I want them 
to study literature, fictional stories, autobiographies...." Furthermore, at the conclusion 
of the study, during the final interview session Betty explained that "...social studies is 
so much. It should never, ever be taught with only a textbook. It can be taught with 
poetry, plays, literature—everything."

Based upon her answers to the CSSI, Betty experienced some slight shifts in regard 
to her conceptions of social studies. In particular, her scores changed in all categories 
except process versus content/constructed versus certain knowledge, importance of social 
studies, and innovative methods versus traditional methods which remained the same.

Influencing factors. An analysis of the data indicated that a number of factors seem 
to have influenced her conceptions of teaching and social studies. Specifically, interview 
data and written responses indicated that Betty’s educational experiences during college 
seem to have affected her conceptions of teaching. For instance, she described her 
college preparation for teaching as "excellent." She wrote that she was taught to use
whole language and an integrated curriculum. Yet, after entering the clinical experience, the context of the school, classroom, and cooperating teacher seem to have contributed to her more rigid conceptions of the curriculum and teacher as a decision maker. Data collected during Betty's final interview session suggested that the cooperating teacher's viewpoints may have influenced Betty's conceptions of teaching. For example, although previous interview data indicated that Betty was very opposed to the use of time schedules, basals, and phonics before the clinical experience, at the end of the clinical experience she wrote: "I will not teach like her, yet she has shown me respect for time and schedule. She's also given me phonics and basal experience which has been great." Additionally, her descriptions of the school indicated another source of influence in regard to her more rigid conceptions of teaching regarding teacher decision-making. In a journal entry she described the school as "structured" and explained that the school's philosophy was based on raising standardized test scores.

Similarly, her prior educational experience, especially during elementary school, appeared to have influenced Betty's conceptions of social studies. Specifically, during the methods instruction, Betty stated that her experiences with social studies were very positive during elementary school. She wrote that she experienced a variety of methods as a social studies student and described it as her "most favorite subject." This favorable viewpoint of social studies continued throughout the study. For instance, in one of her final journal entries she wrote that when she begins teaching "social studies will be important. I've only witnessed social studies being taught because it is required."

**Teacher C**

**Conceptions of teaching.** The analysis of the data suggested that Carol's
conceptions of teaching were related to her desire to be a facilitator of student thinking and interaction. This, as well as what motivates her to teach, remained fairly consistent throughout the data collection period. For example, at the beginning of the clinical experience she described a good teacher as one who "cares, lets her students do a lot of talking, gives her students ideas, is not just there to give out assignments." Additionally, during the same interview session she revealed that she had chosen teaching as a career because "I love kids and being around them." She echoed these feelings and explained what she received from teaching in a journal entry that she wrote midway through the clinical experience. She wrote: "My feelings about teaching have been reinforced through my student teaching. I love being around children. I have learned a lot from my students."

According to the TBI, Carol’s conceptions of teaching changed in regard to the area of teacher empowerment, especially teacher control/decision-making. In particular, Carol experienced a shift from August to December in questions which support the teacher’s freedom to: (a) depart from the district’s curriculum, (b) participate in administrative decisions in the school, and (c) choose methods used in the classroom.

These changes in her conception of teacher decision-making are supported by interview data collected during the clinical experience. During the initial interview of the clinical experience, Carol explained that decisions regarding what gets taught should be joint decisions "between principal and teacher and sometimes the children." Yet, it seemed that she was already unsure of this because in the same interview she stated, "I think the children should have input to a certain extent, but the teacher should set up guidelines." However, during the concluding interview Carol stated that only the
"teacher should decide what gets taught." Carol's other responses also indicated a change in the role of the parents and students. For example, her answers changed to agree from strongly agree regarding the students' and parents' rights to participate in planning what is studied. This decrease in the role of the parents was supported by her response that shifted from agree to disagree to the question pertaining to the parents right to reject material used in the classroom.

Conceptions of social studies. Similar to her conceptions of teaching, the analysis of the data indicated that her conceptions of social studies changed slightly during the data collection period as well. According to her written responses, Carol's conceptions of social studies focused, for the most part, on interaction. For instance, on the first day of the methods instruction she described social studies as "the study of the different interactions between people and the society in which they live in and the differences between societies. It includes civics and geography."

Following the methods instruction, her conception of social studies expanded but continued to stress interaction. In particular she wrote:

The social studies are the backbone of our lives, communities, and world.

Students need to learn how people socially interact and how they depend upon one another. We need to talk to children about interactions, past interactions, or how we need to interact in the future...The important purpose of social studies is:

   teaching children how to become active citizens and how to interact with others...

Furthermore, during the introductory interview of the clinical experience when asked to define social studies, she stated: "Social studies is everywhere--how to get along, how to communicate. It is important to learn how we live in society and how we get along."
However, during the final interview session she did not directly mention interaction in her definition of social studies. She defined social studies as "everything."

In addition, Carol’s scores on the CSSI indicated a change in her conceptions of social studies. The results indicated that the greatest changes occurred in three categories: (a) personal versus public knowledge, (b) process versus content/constructed versus certain knowledge, and (c) integrated versus fragmented. Specifically, her greatest change occurred in the process versus content/constructed versus certain knowledge category where her responses resulted in a three point decrease. This change suggested that Carol began to shift toward the learning of facts and textbook material as well as the notion that knowledge should be learned and not questioned.

Influencing factors. Based upon a global analysis of the data, there were a few factors that seemed to influence Carol’s conceptions of teaching and social studies. In particular, written responses and interview data suggested that her prior experiences affected her conceptions of teaching. For example, in the initial interview of the clinical experience, Carol explained that she had selected teaching as her career because of her past experiences with children from babysitting and teaching bible school. Further, post observation interview data indicated that through most of the clinical experience, Carol based her success in teaching upon the interaction and the feedback of her students.

However, in regard to her conceptions of teacher decision-making, the findings of the research team revealed that the cooperating teacher affected Carol’s shift toward greater teacher freedom. In particular, during the second post observation interview session, Carol explained that her teacher provided her with many opportunities to make her own decisions. Carol stated that, although Ms. Burke selected Carol’s social studies
topics, she allowed Carol to teach the material as she desired. Further, Carol explained:

Every morning when I get here, she is already here and we talk about what I am going to do for the day. But she does not tell me to do anything in a particular way and she doesn’t make me show her my plans like a lot of teachers do.

Similar to her conceptions of teaching, it seemed that Carol’s prior experiences influenced her conceptions of social studies. Particularly, journal entries and post observation interviews indicated that Carol’s education in a parochial school which she described as "rigid" appeared to have affected her conceptions of social studies in regard to her views on interaction, factual knowledge, and reliance on the text. Furthermore, a journal entry written during the methods instruction suggested that Carol’s prior educational experiences affected her conceptions which stressed the need for interaction and discussion as well as reliance on the text.

Social studies teachers have a lot to discuss with their students with so much happening in the world today. I’m sure that many students want to know what exactly is going on and want to know more. I hope that teachers are holding discussions with their students...When I was in school, both elementary and high school, my teacher always started with past historical events (the explorers) and never had time to discuss the more recent events. When I was in high school I was always waiting to get around to the Vietnam War. We mentioned it but never had any discussions of it aside from what was in the textbook.

In addition, the analysis of the data indicated that Carol’s cooperating teacher affected her increased support of the textbook as well. For example, during almost all of the post observation interview sessions, Carol stated that Ms. Burke had chosen the social studies...
topic for her to teach because it was next in the textbook. Also, in Carol’s first journal entry of the clinical experience, she explained that Ms. Burke utilized the textbook and workbook, but made it interesting to her students.

**Teacher D**

**Conceptions of teaching.** Throughout the study, Dora’s main goal and conception of teaching regarded, for the most part, her desire to become a guidance counselor. At the beginning of methods instruction, she wrote that "teaching is important because...you can really make a difference in their life and the rest of their school career." She explained that she had previously been a psychology student, but had decided to become an education major. She wrote: "I was in psychology for 1 1/2 years but find the elementary education route much more rewarding." Furthermore, when asked why she choose teaching as her career she responded:

I love working with kids and it’s--I wanted to go into counseling and I thought about education--I thought about education and psychology. I tried both and liked education better. I think it will help me with the counseling...

Throughout the study, Dora continued her interest in counseling. She plans to obtain her Master’s degree in counseling before she begins her first teaching job. However, at the conclusion of her clinical experience, she stated that she "might teach longer than the required number of years before becoming a guidance counselor."

Dora’s conceptions of teaching, according to the TBI, could not be analyzed in the same way the other participants’ scores were analyzed. On the August administration of the TBI, Dora answered all the questions by selecting a corresponding answer of strongly disagree, disagree, agree, or strongly agree (1, 2, 3, 4), but also wrote comments to clarify
her answers. However, on the December administrations of the TBI, Dora would not answer certain questions by circling (1, 2, 3, 4). Instead, she wrote comments. For example, on both administrations, she answered questions regarding omitting or selecting certain subjects to be taught, by writing that integration could be used as an alternative.

In regard to teacher decision-making, Dora's responses lessened the role of the teacher in the decision-making process. In particular, at the beginning of the clinical experience, Dora agreed that the teacher should "feel free to depart from the school district's adopted curriculum when it seems appropriate to do so"; at the conclusion of the clinical experience she failed to select an answer and instead wrote that it "depends on the setting and how you can go about doing it." She also shifted one point suggesting that her students have a greater role in planning areas of study.

This was substantiated in the introductory and final interviews. During the introductory interview conducted at the beginning of the clinical experience, when asked how much input students should have, she said that students should be involved "...maybe just at the beginning of the year...ask what they are interested in..." However, at the end of the clinical experience, she stated that when planning to teach social studies, the teacher should "...ask them, like maybe what they are interested in. If there is anything especially things that are happening currently...try and pick three things that they are interested in that you could focus on..."

Conceptions of social studies. Like her conceptions of teaching, a global analysis of the data concluded that Dora's conceptions of social studies changed during the data collection period, but, for the most part, remained related to the study of culture. For example, at the beginning of the methods course, Dora defined social studies as "the study
of our country and other countries. It is a look at the physical aspects, cultures, how people live, technology, lifestyles, famous people (explorers, etc.), current events. Yet, in a written response collected at the conclusion of methods instruction, her definition had changed. She wrote:

Social studies is not just facts to memorize. It is a discipline filled with different areas of study ready to be explored by children. The social studies curriculum should include not only history, but also geography, political science, economics, anthropology, and archeology.

While her conceptions seem to focus on other areas after the methods instruction, data collected during the initial interview of the clinical experience suggested that Dora focused on the study of cultures again. When asked to define social studies she stated:

...just about different foods, different countries, and you can teach geography to show them where everything is and I think that is neat...You learn everything about the culture and meanwhile--you study the same thing about the different cultures and it lets it stick in your head more--like the economics, the geography, foods, culture, religion and everything.

Similar to the previous semester, by the end of the clinical experience, Dora’s notions regarding social studies had expanded to encompass more than the study of cultures. Specifically, in the final interview she stated that social studies is the:

"...study about society, cultures, and other people, just like the way we live and things throughout our society...Just issues I think is important. Another thing is just to let them know that they can make a difference. As far as if they feel strongly about something, just like discuss issues..."
Just as the other data suggested a change in Dora's conceptions of social studies, the results of the CSSI indicated a change as well. Like her TBI scores, Dora's CSSI scores could not be compared like the other participants' scores. Apparently, her greatest shifts occurred in the category of process versus content/constructed versus certain. Three questions in this category shifted. This change suggested that a greater emphasis should be placed on specific answers rather than developing critical thinking. However, in contrast, she experienced a one point shift strongly agreeing with the statement that "too much time is spent having students learn names and dates."

**Influencing factors.** Based on an analysis of the data, it appeared that Dora's prior educational experiences, especially from her bilingual elementary school influenced her conceptions of teaching and social studies. For example, in regard to her decision to become a guidance counselor, she said, "...counseling...that's my main thing, because I had a real good counselor there." She also explained that she would "like to go back and work in a bilingual school..."

Further, according to the analysis of the data, it appeared that Dora's change in her conceptions of teacher and student decision-making were influenced by her clinical experience, especially her cooperating teacher Ms. Parks. Dora's conceptions changed giving less freedom to teachers and more power to the students. Specifically, Dora stated that "I really don't think that she knows what to do in the classroom by herself." She explained that a lot of time was wasted by Ms. Parks "doing her own thing". When asked to explain this, Dora responded: "She would be making bulletin boards, cutting out patterns, going in the back looking for books to show me, which we could do some other time. Digging through boxes, and doing her insurance and stuff like that." However, her
descriptions of the students were quite different. For instance, during an interview session she explained that the students "can do something if you just give them a chance."

Additionally, it appeared that Dora's elementary experiences influenced her conceptions of social studies as well as teaching. For example, at the beginning of the clinical experience when asked to define social studies she said: "From what I think and how I learned it--we just learned it as different cultures--that way you just learn it in general..." In addition, during the final interview, when asked what factors influenced her ideas about social studies, Dora responded: "I think it has a lot to do with my background and where my family's from, and like the elementary school I went to--how I was taught there."

Summary

In regard to their conceptions of teaching, all four participants experienced changes during the clinical experience in the area of decision-making. However, the changes were different. In particular, Amy's conceptions shifted to empower the teacher and students, while Betty's conceptions changed to provide greater parental input. On the other hand, Carol's conceptions regarding decision-making indicated a greater freedom to the teachers with less to parents and students, while Dora's conceptions shifted to provide more student input and less teacher input. Furthermore, both Amy's and Dora's conceptions of teaching were linked to making a difference in their students' lives; Betty and Carol emphasized the role of the teacher.

In the area of social studies, three of the four participants' conceptions of social studies expanded after the methods instruction; Dora's continued to center on the study of cultures with a only slight expansion after the clinical experience. Furthermore, Carol
and Dora experienced shifts in the area of process versus content knowledge/constructed versus certain knowledge which indicated a greater reliance on the textbook and less importance placed on critical thinking. On the other hand, similar to her conceptions of teaching, Amy placed importance on teacher decision-making in social studies.

The data suggested that a number of factors influenced the participants’ conceptions of teaching and social studies. Three of the four participants, Betty, Carol, and Dora, were influenced by their cooperating teachers. However, these influences were both positive and negative. Prior educational experiences also seemed to influence all four participants’ conceptions of social studies and teaching. Amy, Carol, and Dora indicated that their elementary experiences impacted their conceptions of teaching. On the other hand, Betty’s conceptions of teaching seemed to be influenced by her educational experiences at the university level. Furthermore, Betty’s and Dora’s early educational experiences appeared to have a positive influence on their conceptions of social studies. On the other hand, Amy’s elementary and secondary educational experiences in social studies had a negative impact on her conceptions of social studies. According to Amy, it was her educational experiences in the methods course that positively influenced her conceptions of social studies.

Question 2: What are preservice teachers’ perspectives of teaching and of social studies and what factors seem to influence these perspectives?

The participants’ perspectives of teaching and social studies were examined according to the overriding theme or themes which emerged from the data. These themes acted as filters through which the teachers’ perspectives were viewed and interpreted.
The research data examined consisted of interview data, written responses, journal entries, and other related data.

**Teacher A**

**Perspectives of teaching.** Findings from the data analysis indicated that Amy's perspectives of teaching were guided by a few dominant themes. To begin with, during the clinical experience, Amy's perspectives of herself as an educator changed from that of student teacher to teacher. At the beginning of the clinical experience, Amy, like many beginning student teachers was concerned about her abilities to succeed as a teacher. For example, during the initial interview of the clinical experience, Amy explained that she felt prepared, but unsure of herself and she described her upcoming clinical experience as "kind of good and kind of scary."

However, Amy quickly began her transformation from student teacher to teacher. For instance, after the second week of the clinical experience, Amy's perspectives began to change. In a journal response she wrote that she was "maturing as a professional." Furthermore, by the midpoint of the clinical experience, her perspectives of herself and her role as the teacher had, for the most part, evolved. When asked how her ideas of teaching had changed thus far, she wrote:

> My primary area of change, and that's in my view of my responsibilities as a teacher. I'm learning a lot about myself and my priorities...I also view teaching more as a profession than before. I feel more competent in my knowledge of methods, philosophies, development, and the kids themselves. I am comfortable in talking to parents and see the confidence they have that I am capable of knowing what's best for their child....
Although she appeared to have established her confidence in her new role as the teacher, she was ambivalent about the responsibilities that lay ahead. Specifically, Amy was offered a teacher's aide job, to begin after the clinical experience, while she finished her course requirements at the university. However, she declined the offer in order to return to her former job at a local bank. In regard to this situation she wrote:

I learned the demands of a teaching job, the stress, the outside work. It is not at all where you can leave your work/job at the office. I had a hard time balancing my outside life with teaching. It has been made clear to me the awesome responsibility you take when you accept a teaching position. I'm not ready to take that plunge yet. I have two more classes...and I just don't feel that I could give 100% to teaching next semester.

While Amy’s role as a teacher made a tremendous impact on the development of her perspectives of teaching, it became apparent that the students played a critical role in the development of her perspectives of teaching as well. For most of the data collection period, Amy focused her teaching on the needs of her students and their affects on her teaching. For example, during Amy’s field experience, she was located at what she described as "one of the poorest schools" in the area with students who were "low SES, who were streetwise and had everything on their mind but school." In a writing assignment, she wrote about these students and how they affected her teaching:

...The students had everything but school on their minds. Therefore, motivation was a key factor in reaching them. Boring ditto sheets didn’t do the job.

School was an escape for them, so they needed to be given a reason to be there. Learning needed to be exciting to them...I decided to incorporate strictly active hands-on types of activities...I think in a lot of ways that I’d rather teach at a
school like this than anywhere else.

The importance of the student continued during the clinical experience. For instance, during the second month of the experience, she explained: "My priorities are changing in a lot of ways—one of those being the child/individual vs. the curriculum/skills. The child and their pace and ability is what is important." Furthermore, the students were influencing the decisions Amy made during the preactive and interactive phase of teaching. After the midpoint of the semester, when asked to describe her preactive processes, she wrote in her journal: "My first step in planning a lesson is to think of my kids' needs...I consider their needs not only in academic areas, but also in social areas." In addition, when asked to describe her interactive decisions, she responded: "The students are affecting my decisions...I can see it when they are growing and learning and when they are not." Furthermore, during a post observation interview session conducted during the second month of the clinical experience she explained how the students affected her preactive and interactive decisions by stating: "I really didn't have a plan. I was going to let them rule what happened. I was going by their understanding."

Although Amy described herself as "student-centered" during the first few weeks of her clinical experience, she explained that she had begun to notice a difference in her attitudes about her students and how this affected her teaching. For example, early in the semester, she felt that this change allowed her to become more realistic in her ideas about the students. Specifically, in her journal she wrote:

I am learning first hand what it means to value each child as an individual and treat them equally (socially) in the classroom. I previously thought that kids were all
precious and I wouldn't have any of those problems that I saw other teachers having with certain children. This semester, however, I'm coming to the realization that there are some children that basically aren't likeable! I'm learning to deal with these children in positive ways.

Additionally, later in the semester, a student modeling inappropriate sexual behaviors that he had witnessed outside of school caused Amy to experience some troubling feelings. In a discussion with the researcher she voiced her concerns over the problem. For her, this student did not fit the "mold of a first grader." In addition, she expressed concern at her inability to dispel the negative feelings she felt toward the student. She realized that it took a great deal of effort to treat him like her other students, although she said that she was not always successful.

In addition to her development as an educator and the importance of the students, another recurring theme that emerged from the data in regard to Amy's perspectives of teaching was the importance of being real. This idea could be seen throughout the clinical experience from her lessons to her journal reflections. For example, at the beginning of the clinical experience, when Amy was asked about lesson preparation she wrote in her journal:

The students are affecting my decisions in that they are teaching me to become real...The materials are things that are real and relevant to my kid's needs and interests...I choose activities that are real...If I want to work on problem solving skills we discuss real problems in the classroom and how to approach these.

The idea of real also appeared when she wrote about her relationships with the
parents and students. In particular, in a journal entry written near the end of the clinical experience, she wrote, "I have had many opportunities to deal with parents and have learned to do so professionally. This was my major concern. I need to be a 'real' teacher." Also, when describing the students' effects on her decision-making, she also explained that "they are teaching me to become real."

**Perspectives of social studies.** While Amy's perspectives of teaching were evolving her perspectives of social studies were changing as well. In particular, Amy's perspectives regarding the methods to be used during social studies instruction began to change. During her semester of methods instruction she began to realize that social studies could be taught in ways other than what she had experienced as a student and as an observer in other classrooms. In regard to her field experience cooperating teacher, she wrote:

> My teacher's method for teaching is the same one sadly used by millions of other teachers. She has them read the chapter and answer questions, either from the book or ditto sheets. The whole class hates social studies...I can't blame them. It's boring!

Subsequently, she tried to use a variety of methods with her students. In her journal she described lessons that employed role playing, group work, and even a lesson where she "took away all structure by giving the groups no limitations, and allowing each group to present materials in the way they wanted." To describe the experience, she wrote, "I was amazed. They used their free time to practice on their presentations and came up with things such as plays, raps, and stories to present social studies topics."

During the clinical experience, the context in which Amy taught social studies was
quite different from the field experience. Specifically, during the first meeting with Amy’s cooperating teacher, Ms. Baker explained that the curriculum was organized around themes, mainly social studies or science related. However, Ms. Baker’s main goal was to teach reading and math, so science and social studies were taught in center activities, one activity per week or "whenever they come up." Subsequently, Amy requested that the shared language lesson which consisted of a language warm-up, songs, and the reading of a book be integrated with social studies because she felt that it was important to teach this subject.

Since there was no textbook for social studies in Ms. Baker’s class, and she would be integrating social studies with language arts, Amy thought that she would be able to use a variety of methods, especially since Ms. Baker had no restrictions regarding the methods used. During the initial interview of the clinical experience, when asked what methods and approaches she would employ when teaching social studies she explained that she planned "to use discussions, tons of media, books, outside reading,—like literature—there’s tons and tons,—like magazines—lots of reading material." However, as the clinical experience progressed, the variety of methods used diminished even though she stated that she could choose whatever methods she wanted. During subsequent post observation interview sessions, Amy usually stated that she had utilized only literature and discussion for her lessons.

Although Amy’s methods of teaching social studies had lessened, she still felt that she emphasized the subject. In a post observation interview conducted in the middle of the semester, she stated: "I am so social studies-oriented that it’s not even funny." Furthermore, while she supported Ms. Baker’s approaches to teaching, she explained that
she would teach social studies differently. At the beginning of the semester, when asked to compare her social studies instruction with Ms. Baker’s, she wrote:

Ms. Baker doesn’t teach social studies directly, but is constantly teaching skills that I would label as social studies throughout the day—How to have manners, dealing with others, getting along, social skills, geography, etc... She does it as the opportunity arises from real circumstances that go on in the classroom. I honestly do feel, however, that my classroom would be centered around social studies because it covers so very much, and it easily incorporates things that are relevant to the kids lives...My methods would probably differ slightly though in that I would want to do more whole group things with the kids on different subjects. I would still integrate thematically...My major, underlying goal would be more than teaching the kids to read. I don’t feel that I would be as limited with the things I could do. Her perspectives in this area remained consistent throughout the clinical experience.

In a subsequent entry 12 weeks later, she wrote:

Even though I plan to continue to integrate all my students’ real issues into my lessons. When I get my class, I plan to have more direct teaching of social studies. I love the way my classroom is now, but there just isn’t a spare minute left over for any interesting lessons on social studies topics. The kids’ hands-on social studies lessons consists of their independent center job for that week. That limits me...

Additionally, during the clinical experience, Amy’s reasons for selecting the social studies topics she taught began to change. For instance, during the methods course and beginning of the clinical experience, when given the choice, Amy selected lessons that
were of interest or need to the students. For example, Amy had focused her first unit on a social studies-oriented theme; she chose feelings and emotions, and had planned to do the same with the other unit she was to teach. However, she did not. For the second unit, rather than teach a social studies-oriented unit, Amy chose a literature-based unit centered on one of her favorite stories, Sylvester and the Magic Pebble. According to Amy, she selected the first unit topic because the students "are not sensitive to each other's feelings and can't handle things. So, I wanted to do something practical." However, Amy's reasons for selecting her second unit taught during the last few weeks of the clinical experience were for other reasons. She stated: "...I wanted their oral language skills to increase. I wanted them to discuss..." During this unit, Amy did not see social studies as the theme. Additionally, when describing the unit she spoke of social studies separately in regard to the center activities. She explained: "In social studies we did things in 'Sylvester' like missing children. We characterized ourselves...and talked about families and family systems."

Influencing factors. The analysis of the data indicated that Amy's perspectives of teaching were influenced primarily by her cooperating teacher and her students. For instance, Ms. Baker played an important role in shaping her perspectives of teaching. During the sixth week of the clinical experience Amy wrote:

I am at a point where I am keeping a certain part of her but becoming more independent with my own personality as a teacher. I used her as a crutch for a while because I was insecure in making decisions or judgements about my students...She has contributed to my increased attitude of myself as a professional.

In addition to Ms. Baker's influence, Amy's students played an important role in
shaping her perspectives of teaching. For instance, in a journal entry written in the middle of the clinical experience she explained the importance of the students to her teaching. She wrote:

I learn more from the extended time I spend with them than I could possibly learn from reading texts, getting advice from master teachers, to sitting in class...They affect my decisions. They show me if those decisions are good or bad--if I have been a success or a failure. That’s how it should be. The children are my reason for being here. They are what’s important.

Throughout the data collection period, Amy’s perspectives of social studies changed. To begin with, the analysis of the data indicated that the cooperating teacher had an impact on the development of Amy’s perspectives of social studies. For example, during the sixth week of the clinical experience, she wrote: "My cooperating teacher had been my model and guide. At first, I found myself imitating everything she did--her methods, her nature with the kids, etc..." However, when asked what had influenced her ideas about teaching social studies, Amy attributed her greatest changes to her university preparation. In particular, during the final interview of the study she stated: "That class (methods) made me aware and changed my total views. I am interested and I want them to be involved. I don’t want them, my students to be ignorant, like me."

Teacher B

Perspectives of teaching. Betty’s perspectives of teaching, were, for the most part, shaped prior to beginning the clinical experience. In many cases her perspectives were reinforced or more firmly established. To begin with, Betty came into the clinical experience program with plans to teach a student-centered, integrated, whole language
curriculum. However, Betty faced numerous conflicts with her cooperating teacher, Ms. Phillips. To begin with, Ms. Phillips' philosophy of teaching conflicted with Betty's. For example, Betty began the semester as a proponent of a whole language, integrated curriculum. Throughout the clinical experience, from the first journal entry to the final unit she taught, Betty commented that she would like to be permitted to integrate her material more. However, this was not done by the cooperating teacher. According to Betty, Ms. Phillips was the type of teacher whose method was "let's cover every subject every day. Karen feels the need to divide subjects into given time slots." When asked to describe the differences between the two teachers in a post observation interview session during the second month of the clinical experience, Betty explained that she wanted to integrate her lessons while "the way we are doing it is like running up to them with a lollipop and then leaving."

The difference between the two teachers, for the most part, reinforced Betty's perspectives of teaching. When asked about their relationship during the final interview, Betty explained:

At the beginning I was very leery of her. I was afraid of her, because I didn't know where she stood on a lot of things. And as I got to know her, I got more leery, because I realized we were very different.

For example, Betty was interested in developing the child's desire to learn. However, according to Betty in a post observation interview during the second month of the clinical experience. Karen's "main objective was the skills test at the end of the year." By the middle of the semester she described their differences in a journal entry, as "Karen teaches phonics when I would do poetry."
Although she expressed her displeasure about the conflict between Ms. Phillips' philosophy and the ideals that she had developed during the university preparation she also experienced conflicts with her university preparation. In particular, Betty began to change in regard to the need to teach skills. For example, by the second month of the semester, she described the conflict between her prior education and the practical setting. She stated:

We are taught whole language, but they don't teach us how to deal with skills. We could be taught to include blends, etc., with good literature. We need to be told how to document, how to teach skills with literature. I want to do whole language, but I am confused about including skills.

Furthermore, after the midpoint of the semester when asked to discuss her university preparation she responded, "The only real difficulty is that there are few classrooms that are doing integrated lessons or whole language." In addition, later in the semester it seemed that Betty had received knowledge from Ms. Phillips which she had not received at the university level. Specifically, in regard to reading instruction she stated, "I think I gained a certain respect for Karen in that her knowledge of what to teach the kids was so broad. And I also learned how to do phonics which I never learned at school."

Although, Betty went through changes in her ideas about skills and whole language, one thing that was maintained during the study was Betty's confidence in her ability as a teacher. During her university preparation, she had experienced challenges and felt successful at dealing with them. Thus, she came to the clinical experience confident in her ability to teach. For example, during her first week of the clinical experience she set up centers and a reading area in the classroom. Despite what Betty described during the
third week of the clinical experience as her cooperating teacher making her feel that her lessons "are not taken as important," she still expressed confidence in her ability. For example, during the sixth week of the semester she wrote in her journal, "One thing has changed—I am more determined to teach. I know I can do better than what I've seen."

In fact, it seemed that her confidence had been increased by the semester of student teaching. In journal responses written after the midpoint of the clinical experience she wrote:

Yes, I'm ready to teach. At least this baby bird is quite prepared to try her wings.

I want to teach now! I know there will be difficult times, but I am not afraid of them anymore. I know that I can meet these challenges, because you must...I am an excellent teacher.

Perspectives of social studies. A global analysis of the data indicated that Betty's perspectives of social studies, for the most part, remained the same throughout the study. To begin with, at the conclusion of the methods instruction, Betty wrote that she would like to utilize "surveys, films, newspapers, TV, speakers, oral histories, biographies, dramas, art, creative writings, songs of a period, dramatizing, student participation etc. to teach social studies." Additionally she wrote: "I am very excited about getting my class excited about 'thinking' and participation in the subject of social studies."

While she was not given the opportunity to employ the methods she desired, during the sixth week of the clinical experience she wrote in her journal that she still planned to use the methods she had been taught during her university preparation. She explained: "No, I still want to teach as I have been taught--groups, integration, oral history, videos, games, drama, and so on, but am still developing the methods or procedures. I've had little
opportunity to put these methods into practice."

Furthermore, although Betty acknowledged her inability to employ the methods she wanted, she still employed a wide variety although she felt she could have used more. During the final interview Betty was asked what methods she had used and she replied:

I've used filmstrips, I've used my overhead. I've used class discussion. I would say that we’ve used, that we’ve integrated things by using arts and crafts and visual things. I've used flannel board stories. I can’t think of all the things we’ve done. We’ve actually dramatized a couple of times. And we also tried to do a field trip....There were a lot of things that I could have brought in but didn’t get the chance to.

When she began the clinical experience, since her class did not have a textbook for social studies, Betty hoped to have the opportunity to utilize a variety of resources and methods. For instance, she hoped to utilize integration throughout the curriculum. However, throughout the semester she mentioned her inability to integrate her social studies lessons with other lessons. For example, in her first journal entry she wrote that she was hopeful she "would be given opportunities to do more integration. However, during the majority of the post observation interviews she commented that she had not been permitted to integrate the material of the social studies lesson with the other subjects. For example, during the fourth post observation interview when asked if she would do anything differently if she were to teach this lesson again she explained:

It would be integrated. We would have written about trees, read books on trees. I have a story about animals that live in trees. I would incorporate art. I would have used sketching to show the symmetry. I would have done much more. You
can integrate throughout the curriculum.

When asked why she didn't get the chance to use these desired methods to teach social studies, she explained that Ms. Phillips did not want her to integrate because she had certain topics she wanted to be taught in the subject areas. Also, Ms. Phillips only allotted 23 minutes for social studies which did provide Betty with enough time. The lack of time for social studies and science was a major point of contention between Ms. Phillips and Betty. Betty became so concerned that she asked her university coordinator to intervene. During the fourth week of the clinical experience, in a journal entry she wrote, "Time is the only thing I fight with regularly." Furthermore, she discussed how the time constraints had affected her. During the fourth post observation interview session, she stated, "Time...You either have it or you don't. It is like money. It is like having your pocketbook empty." Frequently during the semester, she explained that the lack of time affected her social studies lessons. In addition, near the end of the clinical experience, she wrote in a journal entry, "I often am able to accomplish what I want to do, but time has been a problem."

Additionally, as the semester progressed Betty began to manipulate Ms. Phillips' schedule in order to have more time to teach social studies. Specifically, during the third post observation interview she explained:

It would have been more effective to have them draw it but there wasn't time. The only time I can do that is when I integrate with art on Mondays and Fridays. Then I can jive it. The only thing is that my art lesson always comes before the social studies lesson. I have to do acrobatics.

Further, during the next post observation interview she described how she gained more
time to do a recycling activity. She stated, "I pulled a fast one. I am calling it social studies and art. I have earned 30 extra minutes. That is more than I have for social studies and science. So, now I have 53 minutes!" In addition, during the final interview, when asked what had been her greatest challenge she explained that one of her greatest obstacles was having to teach social studies in 23 minutes. In addition, at the end of the clinical experience she wrote in a journal entry, "My social studies lessons have not been what I wanted because of time allowed for my lessons."

**Influencing factors.** The research findings indicated that for the most part, Betty's perspectives of teaching were affected by her prior educational experiences and to some extent the conflicts she encountered during the clinical experience. While her notions about teaching remained basically the same, it was apparent that the events that transpired during the clinical experience had served to shape her perspectives in some manner. In regard to the influence that her cooperating teacher had on her teaching she stated that "...she requires that I teach as closely to the state assessment instrument if possible..."

For the most part, Betty's prior educational preparation influenced her perspectives about teaching. Specifically, her ideal of a whole language, student-centered, integrated curriculum was established during her university preparation. She described the instruction she received in regard to these areas as "excellent". Further, in regard to the use of integration throughout the curriculum, she credited her "education and child psychology courses" in illustrating the importance of this.

An analysis of the data indicated that Betty's perspectives of social studies were based upon prior background and educational experiences. For the most part, the clinical experience had little effect except that the conflicts she experienced with Ms. Phillips
served to deepen her resolve to teach social studies the way she wanted.

When asked what had influenced her ideas about teaching social studies she responded:

I think as far as myself, I have always loved history. I was very fortunate, as I came up from first grade through sixth grade to have teachers who loved history. And I ended up in Honors history all through junior high and high school...In other words, I was in advanced classes and got the best teachers. And I think that enhanced my love of history. And then I had parents who watched the news, and we traveled a great deal. Being in the Air Force exposed me to a lot of cultures which is something you read about a lot in social studies. You know, that is something that you carry from your life's experiences.

Although she battled time constraints with Ms. Phillips during the semester, it appeared that they had some effect on her ideas about time and schedule. For example, by the midpoint of the semester she complimented Ms. Phillips' ability to "keep things going." Also, she wrote: "Routine is great for kids--at least some." Further, near the end of the semester in a journal response, she wrote that the university should offer more instruction in regard to time and scheduling.

Teacher C

Perspectives of teaching. An analysis of the data revealed that Carol's perspectives of teaching appeared to be guided by a few themes. One of the most important aspects in the development of her perspectives of teaching was her transformation from a student teacher to a teacher. At the beginning of the clinical experience, Carol was very open about the anxieties she felt about teaching. During her first unit, a social studies unit, she explained her initial feelings of uncertainty. In a post observation interview she described
how she felt when teaching her first lessons. She said, "I was nervous to start doing activities outside of the textbook."

However, as Carol felt her lessons were successful, she became more self-assured in regard to her ability to teach. Specifically, near the end of the clinical experience, Carol had become more confident in her abilities and readiness for teaching in her own classroom. This became evident in her journal entries. During the last three weeks of the semester she wrote in her journal:

Through my past field experiences and student teaching I feel confident and ready to have my own class. I'm anxious and excited!...I feel that I can be a good teacher and I definitely have the desire to become one of the best!

In Carol's final entry, when given the opportunity of writing a free response, she summarized the development of her feelings which had progressed from ambivalence to confidence. When asked to write about anything that occurred during the clinical experience she wrote:

Student teaching was more enjoyable than I ever thought it could be. I was so nervous and scared at the beginning I never thought I'd be finished and able to handle the work. Now, I know that I truly enjoy teaching. The time is finally here. I'm getting ready and am ready to be on my own.

Although discovering her identity as a teacher was an important component of the development of Carol's perspectives of teaching, her relationship with the students was a critical aspect as well. In particular, Carol's primary reason for becoming a teacher was because she enjoyed "being with children." During the clinical experience, it was clear that the students were Carol's motivation for teaching. Midway through the clinical
experience, when Carol was asked to describe her relationship with the children she wrote: "It is so rewarding teaching them. They appreciate what I do. I always thought that it would be wonderful playing a part in these children’s lives. I now feel that I am a part of their lives."

In journal entries written after the midpoint of the semester, she described her relationship to her students and the effect on the classroom environment. She wrote: "I treat them how I want to be treated, with respect and honesty." Near the end of the clinical experience, she explained how her relationship with her students influenced the classroom. She wrote: "I have a good relationship with my students. I feel that not only do I have a teacher-student relationship but also a friendly one. This makes the atmosphere in the room a true learning environment." In addition, the importance Carol placed on teachers' respect for their students was evidenced in a journal response she wrote after she observed another teacher at the school teach an English lesson. Carol described the observation in her journal focusing on the students: "...Students were off task which showed me the students were not interested. There are so many ways to motivate students and I feel she could have put more of herself into the lesson."

Furthermore, Carol began to link many aspects of her teaching from success to decision-making to her students. In a post observation interview session during her first unit, Carol described a lesson that she felt was a success. She said, "I was so happy about last Tuesday. I finally felt they enjoyed what they were doing." Additionally, at the conclusion of her first unit, she again tied the students to her success. She explained, "They enjoyed the lessons and told me so. I can honestly say I thoroughly enjoyed my three weeks of teaching social studies." Additionally, the students greatly affected the
decisions she made in the classroom. Specifically, when asked what affected her decisions during the interactive phase of teaching she explained, "The kids...You just never know and you hate to quit when there is so much going on."

While Carol’s relationship with her students played an important role in the development of teaching classroom management, discipline and control emerged as important components of her perspectives of teaching. However, this did not appear to emerge until after the midpoint of the clinical experience. In particular, in a journal entry regarding her university preparation she described the need for instruction in classroom management. She stated:

More methods courses should be offered and a course in discipline. I understand that different things work for different people and situations, but these different techniques could have been offered. I now know that in order to teach you must have discipline.

Also, a week later she described her successes in teaching and focused on discipline. In particular, she explained:

Through all day teaching, discipline had become more easy and effective in my lessons. With my present students and hopefully with my future students I have used a lot of positive reinforcement and have seen how effective it can be.

In a post observation interview conducted near the end of the clinical experience, Carol seemed to place an emphasis on her students’ talking during the lesson. When asked what affected her decisions during the lesson she replied:

Their behavior...I’m not saying they were bad. They were just more talkative than usual...I attribute part of this to the atlas...Putting this new book on their
desks with all those pictures and everything... I think what I should have done is just let them look through it at the beginning.

Further, Carol even described her ability to handle classroom management as her "greatest development" during her clinical experience.

**Perspectives of social studies.** Based upon an analysis of the data, Carol’s perspectives of social studies changed during the data collection period. While focusing on interaction during the field experience and beginning of the clinical experience her perspectives began to change. Specifically, at the beginning of the clinical experience, Carol said that she planned to use "not so much textbook work, but a lot of interaction" and that she would find resources "everywhere--in the newspapers, other people, the libraries for teaching." However, as the semester progressed, Carol began to discuss opportunities for interaction less and a greater reliance on the use of the textbook.

At the beginning of the clinical experience, it was apparent that Carol intended to employ activities for interaction in her lessons. In a post observation interview, when asked how she would change this lesson if it were taught again, she replied that she would "maybe do some small group work or get together in small groups or discuss what they have read." When asked if the teacher or class had not permitted her to do this she stated: "I think I could do it in here, but not this first week. I am still trying to feel my way, but I know I will do that." Yet, it was not until near the end of the clinical experience that Carol focused on discussion and interaction again. However, this time she linked it to the use of the textbook. In her journal she wrote:

> I feel comfortable with them and they feel at ease with me. This makes social studies an enjoyable time. Discussion flows comfortably and easily. My students...
are always willing to contribute and share. This makes using a textbook a hundred times more interesting for them and for me.

While her need to include interaction and discussion had diminished, the way that she discussed her lesson preparation showed that she had become more reliant on the textbook. At the beginning of the semester, she wrote that "while teaching social studies I got to supplement my lessons with activities of my choice. I realized that teaching can be fun when you make it fun." During the first post observation interview, she explained that in preparing for the lesson she looked "through some books at home. We have some children's encyclopedias and I used the textbook." By the second month of the clinical experience in a post observation interview, it was apparent that while still trying to employ other methods for teaching, she was becoming more dependent on the textbook. When asked how she prepared for the lesson, she explained: The ideas I got they had in the teacher's manual, but I elaborated on them. They said draw a picture of an Indian, I had them draw a picture for the Big Book. Later in the semester, when asked the same question, her reply showed that this reliance was strengthened. She stated, "In preparation I read through the text and workbook pages to become familiarized."

Although, Carol seemed to become more dependent on the textbook, she did make attempts to include more resources and methods in her social studies instruction. In particular, Carol began including art activities to supplement the textbook lessons. When asked about the lesson she responded:

I spent a lot of time trying to think of how to make it exciting. And the only thing I could come up with was the poster. I thought it was a cute idea...I hate just reading and answering questions, so I try to make them do stuff, but all I
can think of is drawing stuff and illustrating...

However, she became concerned that the students may be tiring of this supplemental activity she said, "I feel like they are learning something, but I don't know if they are getting sick of doing all this...I guess I would know if they were getting tired. I guess they would start moaning and groaning."

**Influencing factors.** Based upon a global analysis of the data, there appeared to be a few factors that seemed to influence Carol's perspectives of teaching. In particular, Carol had received a great deal of positive feedback from her students and cooperating teachers which apparently led to the development of her identity as a teacher. In particular, Carol had been concerned about teaching her first unit. After she had completed the unit she wrote about Ms. Burke's and the students' reactions in her journal. She wrote: "Being the beginning of the semester this helped me a lot and helped me gain confidence. My students are great also...They reacted in the way I hoped." Additionally, Carol appeared to become more confident with Ms. Burke's use of Carol's social studies lesson plans and ideas. During Carol's second week of teaching, when she was asked if the cooperating teacher discussed her social studies teaching with her, she replied:

Oh, yes, she has. She has used a lot of things with her afternoon social studies class. Like the test last week--I made it myself and she copied it and used it for her class.

In regard to what Carol felt was her "biggest change" during the clinical semester, her classroom discipline, she attributed her success with discipline to her language arts cooperating teacher. During the final interview, she explained:

I just can't believe the biggest change for me has been the management. It's this
classroom right here. I have not heard her raise her voice once. And I’ve learned, too. It’s no problem whatsoever...She doesn’t even stop what she is doing...

It appeared that the outside demands and the cooperating teacher influenced Carol’s perspectives of social studies. According to Carol, outside demands shaped the way she taught social studies. For instance, in her third journal entry when asked about the preactive, interactive, and postactive processes of teaching she wrote:

I don’t really have a decision on what to teach because there are certain skills that have to be covered. I do get to decide what materials and activities I want to use to an extent. There are certain things I need to do. I do have a time schedule to follow.

Furthermore, in the eighth post observation interview session she explained her reasons for requiring the students to complete workbook pages and questions from the book. She explained:

I feel like I have to give them a grade every week and a lot of the time the parents will say, you know, "Tell my child what to bring home to study." So, I feel that I have to give them something concrete to bring home and study.

In addition to the effects of the outside demands, it seemed that Carol’s cooperating teacher made an impact on her perspectives of social studies. For example, in her first journal entry, Carol was asked to describe her teacher’s method of teaching social studies and how her methods would differ. She wrote:

Her method was the textbook. The students looked up vocabulary words, read the selection, and answered questions. Although she teaches directly from the book, she has a way of keeping the selection interesting and the students interested.
hope I will be able to extend my lessons from the textbook. Social studies is an interesting subject to me and can be for students. I plan to personalize the lessons more.

However, at the end of the clinical experience when asked to describe how her class instruction of social studies would be different from her cooperating teacher's methods of teaching social studies she responded:

When I begin teaching on my own I honestly have to say that I will rely on the textbook. Just starting off, I think I will need it in order to feel that I am accomplishing what I should. Truthfully, I also definitely know that I will supplement with as many hands-on activities as I can. Hopefully, one day I won't have to use any textbooks or workbooks. During student teaching, we would do one unit in social studies and then one in science. This I hope to do differently. I feel that there should be time allotted to both!

Teacher D

Perspectives of teaching. A global analysis of the data suggested that Dora's perspectives of teaching were guided by a few overriding themes. To begin with, during the clinical experience, Dora realized the role the students played in shaping her teaching. For example, when asked how her students affected her teaching, during the sixth week of the clinical experience, she wrote: "The students have short attention spans, so I try to keep discussion short and allow them to get hands-on activities such as writing, coloring, etc. They also do better with materials they can relate to." Furthermore, when asked during the seventh week of the clinical experience how her teaching had changed during the clinical experience, she replied: "I have realized just how much the children
you have affects the way you teach. Their personalities, attention spans, maturity levels, etc., are all factors you must not overlook." Furthermore, when asked to describe her relationships with her students near the end of the semester, she wrote in her journal: "I have a great relationship with my students. We have a respect for each other and this comes out in the lessons. The children see me as an authority figure, but they also see me as a friend. They are loving. The openness we share...helps with discussions." Further, in her final journal entry, when given the opportunity for free response, she chose to focus on the students and how they affected her views of teaching. She wrote: "I really enjoyed my experience and will miss the kids. I know that teaching is what I definitely want to do. Working with children is very rewarding for me. Seeing them accomplish things makes my whole day."

Another theme that emerged from the data analysis was Dora’s assertiveness. During the field experience, Dora’s journal entries reflected that while she felt prepared she was also unsure of herself. Dora’s cooperating teacher served as a mentor to Dora. For example, during the field experience, she wrote in her journal:

My teacher made me feel so comfortable...I am very lucky to have such a wonderful supervising teacher. She expects a lot from me but helps me through. She makes me feel comfortable and at home in her class. She also gives me a lot of moral support."

However, during the clinical experience, Dora found herself in a different situation. According to Dora, Ms. Parks was not the mentor that her field experience teacher had been. Further, she explained how Ms. Parks’ actions in the classroom led to her ability to assert herself. Specifically, Dora explained that while Ms. Parks did "her own thing"
she began to take charge of the classroom. In the final interview she explained:

...It was like 10 o'clock and we had not even started doing anything. I just told them to get their spelling books out and start spelling...When I first started there I wouldn't say anything because I didn't want to be out of place. But, towards the last month, I would just start the subject even if it wasn't mine. I would be like, I will go ahead and teach it just because it would drive me crazy. She would say, "It's O.K. Go ahead." It would not phase her.

Furthermore, in an interview session during the last month of the clinical experience, Dora also explained how she asserted herself to make certain that the students learned what she wanted. In particular, near the end of the semester, she described how she made sure that the students made a banner which allowed them to take a stand on the issue of the environment. She said:

As far as making the banner, I just did that the next day. I didn't even do that in the lesson. I just pulled kids out while she was teaching and had them come back there and I discussed it with three of them at a time. Then, I had them draw their individual pictures. I figured otherwise I would not get it done.

Another theme that emerged from the data analysis was the importance of discipline. Throughout the data collection period discipline remained an issue with Dora. For instance, in a journal entry written during the fourth field experience of the methods course, she commented about the problems she encountered with discipline. She wrote:

...The second she leaves me alone with them they go wild. I don't know what to do. I've tried everything and they won't listen to me or behave. I had to take them to the bathroom...They went WILD!!! They started punching and tackling
each other. They started talking back to me and would not listen.

While discipline was a concern for Dora during the field experience, it became more of an issue during the clinical experience. Specifically, Dora’s fifth journal entry of the clinical experience addressed the problems she encountered in this area. She wrote: "Discipline is very important also. You must have a discipline plan set up and stick to it. I have realized that discipline is a problem no matter where you are or what type of school you teach in." Classroom discipline also affected her teaching. Specifically, during the first post observation interview session, when asked what affected her interactive decisions during the lesson, Dora explained that the students’ behavior was the most important factor. Also, during the final interview of the clinical experience she explained that classroom management had been an issue with her during the clinical experience. She stated, "I think I managed it pretty well, but it was hard." Further, she described the various techniques she and Ms. Parks utilized for discipline which were not successful. She said:

One thing I would not use is yelling at them. They had a light system which started two weeks after I was there, because even she admitted that they were terrible...They were so loud that without yelling they could not even hear you. Then I would just turn the lights off. That even got to the point where they would keep talking and I would say, "Excuse me, could someone tell me what it means when the lights are off?" Then they would continue...Then, we sent progress reports home. That was three weeks into the thing...We carried them around with us everywhere.

Perspectives of social studies. According to an analysis of the data, Dora’s
perspectives of social studies changed slightly during the clinical experience. For instance, while previous responses about social studies revolved around the study of cultures, by the end of the clinical experience, she had an expanded view of social studies and how it should be taught. For instance, during the final interview she explained that social studies could include social issues and "things throughout society...," in addition to the study of cultures.

Although her notion of social studies expanded slightly throughout the data collection period, Dora continued to emphasize the use of integration. For instance, during the methods instruction Dora described the value of using the integrated approach. While preparing her unit plan, she chose to construct an integrated plan which included plans for subjects across the curriculum. She wrote:

As I work on my unit plan I am noticing just how much learning can occur when you integrate all the subjects into one topic. The students can learn so much more about Greece when it is dealt with in math, language, science and social studies. I also find it more meaningful and interesting. The students can feel like they are actually in Greece for a week. I will definitely remember this when I become a teacher.

Frequently, during the clinical experience, she commented that she hoped to be given opportunities to teach social studies by using integration. At the conclusion of the semester, during the final interview she stated that "it's important to teach social studies...It is just so easy to integrate."

Throughout the data collection period, for the most part, Dora opposed the strict use of the curriculum guide. For instance, when teaching social studies her field
experience teacher, Ms. Dallas, required her to select topics based on the curriculum guide requirements. Specifically, at the conclusion of the field experience she wrote in her journal: "The source of all my lessons was the curriculum guide. I sometimes didn’t agree with this, especially when I had to teach banking in first grade. Some of the lessons were very irrelevant." Furthermore, during the clinical experience, Dora explained that the teacher should be responsible for selecting the material studied. However, there appeared to be a slight support for the use of the curriculum guide after the clinical experience. For instance, she stated: "I guess you have to incorporate some of whatever is in the book or the curriculum guide has."

Influencing factors. An analysis of the data suggested that Dora’s perspectives of teaching were influenced by a few factors. In particular, Dora’s students were a motivating factor for her perspectives of teaching. In the final interview of the clinical experience, she explained the impact the students made on her perspectives of teaching. She stated: "The last day they came and you get all these little notes from them and you know that you make some sort of difference...I mean it’s all worth it when you read the notes."

In regard to the development of Dora’s assertiveness, an analysis of the data indicated that Dora’s cooperating teacher, Ms. Parks, was responsible for Dora’s assertive role in the classroom. In the final interview, Dora explained the problems she encountered in the classroom and how this led her to react to the situation created by Ms. Parks. She stated: "I tried to get the most out of it. At first, I could not stand it and then I decided that if I did not get it taught then it would not be taught. So, I just tried my best..."
While the context of the classroom and the cooperating teacher affected Dora's development of assertiveness, the situation again affected her emphasis on discipline and classroom management. While she had been concerned about discipline throughout the study, during the final interview of the semester, Dora explained how the clinical experience specifically affected her perspectives regarding discipline. She stated:

I wish I could have had a classroom that had a little more control just to see but I realized how important it is to have it. But, I really don't think that it was the kids' fault. I think that if they would have had the structure and they knew what would happen they would not have been like that. That was the main problem—they were just so unstructured that they were able to run wild...I mean they are not going to just sit there if they don't have anything to do or say nothing. So, I think a lot of it has to do with that. So, when I was teaching I did not give them that much free time. As long as you keep them going they were not really that bad. There needed to be set standards. Because she would be like, "Oh, do this page" and then she would not check it or anything. Then she would say, "O.K., put away your books." Half of them were not doing it and she would never know. I just think that you have to be really consistent, especially with younger kids. They need to know just what is expected of them and I think these kids did not. I think that was the main problem. I did realize some things that I know that I am not going to do and now I know exactly why I am not going to do them. I don't want that to go on in my classroom.

While the context of the clinical experience made an impact on Dora's perspectives of social studies because she was not provided with many opportunities to teach it, the
analysis of the data suggested that Dora's perspectives of social studies were influenced the most by her educational and background experiences. Throughout the data collection period, Dora described her elementary school education as the primary influence of her perspectives of social studies. Further, she also explained that her family's background as well as her methods instruction were important to the development of her perspectives of social studies. In particular, when asked about how her social studies instruction would be different when she got her own classroom, she wrote in her journal near the end of the semester: "...I haven't had much experience teaching social studies, but I feel that the methods class and my background will allow me to do a good job when I get my own class."

**Summary**

The four participants' perspectives of teaching were guided by a few characteristics. In particular, Amy's and Carol's perspectives of teaching centered around their change from student teacher to teacher. Betty and Dora were affected by their confidence; although Betty brought her confidence to the clinical experience and the context of Dora's clinical experience led to the emergence of her assertiveness. Also, for Amy, Carol, and Dora, the students played an important role on the development of these participants' perspectives of teaching. Furthermore, Amy incorporated the concepts of real and unreal into her perspectives of teaching, while Betty struggled with teaching skills or whole language. On the other hand, discipline became an important component in Carol's and Dora's perspectives of teaching.

In regard to their perspectives of social studies, especially methods used, the four participants were different. For example, Amy's opinion of desirable methods diminished
as did Carol’s. However, while Carol became more reliant on the text, Amy was simply employing social studies methods less. On the other hand, after the clinical experience, Dora’s perspectives of social studies methods and definition of social studies expanded beyond cultures, while Betty’s perspectives regarding methods remained the same. Amy, Betty, and Dora all discussed the importance of integration throughout the data collection period. However, Betty was the most adamant about this technique. Furthermore, Carol’s perspectives of social studies began to center around a reliance on the textbook.

In sum, all four participants’ perspectives of teaching were influenced in some way by their cooperating teachers. Amy, Carol, and Dora were also influenced by their students. Furthermore, Amy, Betty, and Dora credited their background and/or prior educational experiences with shaping their perspectives of teaching and social studies. Amy and Betty both appeared to be influenced by the context of the school setting. Interview data suggested that Amy’s perspectives of teaching were influenced by the school’s emphasis on reading and writing while Betty developed an appreciation for skills instruction (i.e., phonics) which was stressed by both her cooperating teacher and the school. None of the participants indicated that the university coordinator or the principal had any impact on their development of teaching or social studies. None of the participants’ perspectives of teaching or social studies appeared to have been affected by the state assessment instrument. Of the four participants, only Betty mentioned the state assessment instrument. Although, her cooperating teacher required her to follow the instrument’s guidelines, Betty did not indicate that her perspectives of both teaching and social studies were affected.
Question 3: What factors appear to influence the interrelationships that exist between the preservice teachers’ conceptions, perspectives, and classroom practices of teaching and of social studies?

To answer this question it was necessary to examine the interrelationships between the preservice teachers’ conceptions, perspectives, and classroom practices of teaching and social studies as well as the influencing factors. Having established the participants’ conceptions and perspectives and influencing factors of teaching and social studies in questions one and two, the relationships between them will be described as well as the relationships which coincide or conflict with each participant’s practices.

To answer this question, all related data were examined by the research team. The following is a discussion of the results related to question three.

**Teacher A**

**Interrelationships between conceptions, perspectives, and classroom practices of teaching.** The data analysis indicated that Amy’s conceptions and perspectives of teaching were related in the areas of teacher empowerment and her development as an educator. In particular, during the clinical experience, interview data, survey data, journal entries, and written responses revealed that Amy developed both conceptions and perspectives of teaching which suggested that she was more capable of making decisions about her students, classroom, and curriculum than others. However, these conceptions and perspectives did not always surface in her practice. In particular, although she explained that she had the freedom to teach the way she wanted, Amy began to model Ms. Baker’s teaching. For instance, as the semester progressed, when given opportunities...
to teach, Amy employed Ms. Baker's schedule, format, and discipline techniques. However, she would comment frequently that the lesson would be different if she taught it again in her own classroom. When asked what affected her teaching she stated: "We had things to do. Her schedule was so packed. If I would have been able to fit things in, she would have allowed it."

Furthermore, the students were extremely important in her conceptions and perspectives of teaching. Specifically, Amy wanted to make a difference in her students' lives and build their self-esteem. Frequently, Amy could be seen hugging her students. However, it is interesting to note that while Amy discussed the importance of openness, discussion, and sharing, her practice began to reflect a need for teacher control. For example, during the first observation, Amy told a student that was trying to share his feelings on what made him sad: "I can't listen to you until you raise your hand." Instances such as this occurred throughout the field experience. Consequently, during the final observation she placed an emphasis on teacher control. Specifically, she stated: "Today it starts. Remember yesterday I told you...that every time a child speaks out of turn I have to stop listening...If you want to say something, raise your hand."

While Amy's prior educational experiences and the students seemed to have influenced her conceptions of teaching, her cooperating teacher and students appeared to have influenced her perspectives of teaching. When asked during the final interview what had caused this change in regard to her practice, she replied: "My cooperating teacher and me...We sat down and she led me to make my own conclusion."

Interrelationships between conceptions, perspectives, and classroom practices of social studies. Amy's conceptions and perspectives of social studies were related in the
area of her notion of the subject and its importance. Although Amy's conceptions of social studies were negative initially, following the methods instruction she developed wider conceptions as well as perspectives of social studies. Specifically, Amy requested that the shared language lesson be integrated with social studies. Although Ms. Baker allowed her to do this, as the semester progressed the lessons became less obviously social studies-oriented. For example, during the first and second observations Amy taught lessons on feelings and related them to self-esteem and respect for others. However, by the final unit, Amy chose to teach a literature-based unit, like Ms. Baker, rather than teach a social studies-oriented unit as she had previously planned. The books that were read during the shared language lesson were related to the main book of her unit *Sylvester and the Magic Pebble*, which focused on wishes instead of social studies-oriented topics.

There were observations in which the social studies concepts were introduced. For instance, as they read one story, Amy incorporated a discussion of family into the lesson. Yet, for the most part, Amy's social studies instruction during the last five observations of the study was based in the social studies center. The social studies activity for the entire unit was, according to Amy's weekly lesson plan: "Children will record characteristics of themselves on a "Missing Child Sheet" (Name, age, thumbprint, etc.)."

Furthermore, despite placing an emphasis on different methods in her conceptions and perspectives at the beginning of the clinical experience, the methods Amy employed to teach social studies lessened as the semester progressed. For instance, during the first unit on feelings, Amy employed role-playing, puppetry, literature, and discussion. However, it was not until her last week of teaching that any methods aside from
discussion and literature were utilized again. As a result, she did not employ the "media, newspapers and...non-traditional things"... she explained she would during the initial interview of the clinical experience. Although her conceptions and perspectives of social studies and the methods to be employed had been influenced by her prior educational experiences, it seemed that her practice was impacted by her cooperating teacher.

**Interrelationships between conceptions, perspectives, and classroom practices of teaching and social studies.** Amy’s perspectives and practice of teaching and social studies both reflected the importance of the notion of real. Specifically, during the third and fourth observations, Amy’s lessons revolved around the notion of real. She decided to teach the lesson because the class had been studying about Halloween, and she wanted them to understand the concept of real and not real in regard to the characters and symbols of Halloween. According to Amy, if they "don’t know the difference, then ghosts and witches could terrify them." During the first lesson, the students were unable to distinguish between the two concepts which led her to teach a subsequent lesson the following day. Again, Amy was not able to convey the meanings she wanted. However, she continued to teach this concept throughout the semester. For instance, during the final unit, when reading *Sylvester and the Magic Pebble*, she specifically requested that the students "start to really notice which parts are pretend and which parts aren’t."

In regard to teaching social studies, she explained that real and not real "...alone is social studies. I think that the way that they approach things is important. Some kids had different opinions of real and not real. They listened to other people. I think the interaction they are having is something different." Further she added: "Critical thinking was all in this lesson and reflective inquiry was important because I probably did more
in that one period than they will do all day. Even though we didn’t reach the conclusion, they are having to think and they are only first graders, but they are having to think. They thought critically about it. I was just excited that they were thinking and trying to figure it out.”

Teacher B

Interrelationships between conceptions, perspectives, and classroom practices of teaching. Despite the slight impact of Ms. Phillips in some areas (i.e., time, schedule) of Betty’s conceptions and perspectives of teaching, they were for the most part, consistent with her practice and appeared to have been influenced by her prior educational experiences. However, one area of Betty’s practice that was influenced by Ms. Phillips was in the area of treatment of the students. During the final interview, Betty described the effects on her perspectives and practice regarding classroom management and the treatment of the students. She stated:

So, I had to be as ugly as she was or be so firm that it was distracting from everything that I was doing, and I hated it. I was just accepting it and saying I’m not going to be here very long. I’ll do it the way she wants me to, you know, or I’ll at least make them play like I’m doing it, you know and so on. And so I relinquished some of myself in that classroom and I am not very proud of it, you know the way I have done.

Indeed, there were examples of her practice that supported this. A prime example of this occurred during the seventh observation. While showing a movie on the Pilgrims’ settlement Betty confronted a student. She stated:

You are in trouble with me and you know it! Now, shut your mouth. Now, when
that tape goes back on, your head better swing around. You better not open your mouth. We are going to review because you are ruining this movie. Thank you.

Aside from this change, Betty’s practice continued to support the conceptions and perspectives she had developed prior to the clinical experience. For instance, she was confident enough to attempt to teach concepts that Ms. Phillips did not think the students were capable of learning. For example, during the third observation, Betty taught the students about the earth’s rotation, revolution, and temperature, despite Ms. Phillips lack of support.

**Interrelationships between conceptions, perspectives, and classroom practices of social studies.** Differences were found to exist in some areas of Betty’s conceptions, perspectives, and classroom practices of social studies. Specifically, Betty’s CSSI score indicated that her conceptions of social studies had changed, especially in the area of process versus content/constructed versus certain knowledge. This indicated that her conceptions of social studies were related more to a reliance on textbook and factual information than critical thinking and questioning. However, throughout the clinical experience, her perspectives continued to dispute this. In particular, in a journal entry written near the end of the clinical experience she wrote:

I’ll expect my students to learn to be thinkers—not just students with correct answers. I believe students learn by making choices and taking risks. What better place than within the four walls of a classroom and with a teacher that respects and trusts them?

Additionally, Betty’s practice supported her perspectives which she said were based upon her prior educational and background experiences. Frequently, she asked her
students to explain how they would have felt in certain situations. For example, she asked her students how they would have felt to be the Pilgrims during their first winter in the "New World." Furthermore, when teaching the unit on Thanksgiving, she refused to comply with her cooperating teacher who wanted her to spotlight only the Pilgrims. During the sixth observation, she credited the Native Americans with many of the contributions they made that are frequently overlooked. In addition, she introduced material into the lesson to illustrate the injustices afforded the Native Americans.

For the most part, while the interrelationships between Betty’s conceptions, perspectives, and classroom practices were fairly consistent regarding the use of critical thinking and importance of subject, she was extremely consistent across the three regarding the use of a variety of methods to teach social studies. Based upon the prior educational experiences noted in her journal, Betty attempted to utilize methods such as oral histories, storytelling, flannel board stories, small group activities, and writing activities to teach social studies. For example, when teaching her Thanksgiving unit, Betty read diary accounts of the journey to the students. However, while she continued to express a desire to implement a variety of techniques into her instruction, she wrote in her journal that she "had little opportunity to put these methods into practice."

Interrelationships between conceptions, perspectives, and classroom practices of teaching and social studies. According to Betty, as a result of her university preparation and educational experiences, she was a strong proponent of integration. Furthermore, Betty was extremely consistent in her view of integration across her conceptions, perspectives, and practice of teaching and social studies. Although she was not satisfied with the amount of integration she was able to employ nor was she supported by her
cooperating teacher, Betty often integrated her lessons across subject areas. In particular, she frequently integrated her social studies topics with language arts and reading. For example, prior to the visit of Betty’s husband, a minister, for her community helpers unit, Betty read the book, Andy and the Church Mouse, during language arts time. Also, during the same unit she integrated language arts and social studies by reading a book on dentists she discussed later during social studies.

Further, she did more than read books to integrate other subjects with social studies. In particular, during the fifth observation, which introduced the unit on Thanksgiving, her language arts lesson centered on November words to which she planned to add onto as the social studies unit progressed. Furthermore, she also integrated the math lesson with the Thanksgiving unit. After, discussing the Pilgrims’ voyage to the New World and the provisions they needed to make the trip, Betty provided the students with a math worksheet entitled "Pilgrims Provisions" which showed illustrations of various categories of provisions (i.e., flour, beans) and asked the students to add each category. When asked how she had integrated, she explained:

We have math this afternoon and one of the things we are doing is counting and classifying. I wanted to make a graph and will probably do that...We are making cornucopias in art today. As we go on, I will emphasize Mayflower and Pilgrims, and they will go into their November words.

Teacher C

Interrelationships between conceptions, perspectives, and classroom practices of teaching. While both Carol’s conceptions and perspectives of teaching reflected the importance of the students, this was not always apparent during the observations, possibly
because of the structured formats she employed. However, following her instructional lessons, while students were working at their desks, Carol circulated throughout the room to assist the students. Also, during the observations Carol could be seen hugging and praising her students.

Also, there were instances where her students affected her teaching. Specifically, the two times that her lessons were modified were a result of the students’ needs. Carol had been instructed by Ms. Burke to begin instruction on a unit that focused on a western city. Carol, after assessing the students’ prior knowledge, realized that some of the students were unaware of their own state’s location and name. As a result, she refused to begin the unit until she taught lessons to her students to familiarize them with their own state and the use of maps.

While Carol’s conceptions of teaching stressed the emphasis of teacher empowerment and her perspectives of teaching included her development as an educator, there were times that both her perspectives and practice indicated otherwise. A prime example of this was the incorporation of written assignments that resulted from the parents’ requests, despite her conceptions indicating less parental input. According to Carol, this aspect of her lessons was guided by the parents as well as other constraints (i.e., time, curriculum guide).

Furthermore, although she felt capable of designing her lessons, her lesson topics were selected by the cooperating teacher and she frequently employed Ms. Burke’s format. However, Carol took the initiative to include the map lessons even though the teacher did not assign it. Also, in subsequent lessons she incorporated direction and mapping skills, despite those concepts not being in the text or the cooperating teacher’s
assignment because she felt that she knew her students' needs. In sum, both her perspectives and practice seemed to have been influenced by factors other than the strong emphasis on teacher empowerment in her conceptions.

**Interrelationships between conceptions, perspectives, and classroom practices of social studies.** As the clinical experience progressed, Carol was consistent in that her conceptions, perspectives, and practice of social studies all began to stress the use of, or reliance on, the textbook. Typically, Carol introduced the lesson with a review of the previous material and then began the new material. Although the introductions of her lessons involved questions, sometimes application questions, as she indicated by her perspectives of teaching social studies, she began to rely primarily on the textbook. Frequently after the introduction, Carol would ask the students to turn to the next page and begin round robin reading. Then, the students would be asked to answer the questions in the book at the end of that section. However, the lessons were supplemented frequently with an art or writing activity designed by Carol. Her practice was consistent with her change in her conceptions of social studies regarding the process versus content/constructed versus certain knowledge that indicated the increased support of the text.

This area also changed in regard to an increased use of factual knowledge which was evident in her practice as well. A prime example of this occurred during the tenth observation conducted in the week prior to the conclusion of the clinical experience. Basically, the entire lesson centered on factual question and answers. For example, employing the workbook questions:

C: Let's look in our workbook on page 20. Number one. Take out your folder.
The Missouri River is blank of Omaha.

S: East.

C: East. Now put east on your papers. Number two. Who has got the answer to number two? (No response) Find Mexico City and Omaha. If you are going from Omaha to Mexico City, which direction are you traveling? (No response) Mexico City is south of Omaha.

As a result of this format, there were no opportunities for critical thinking in this lesson, simply factual recall. According to Carol, her cooperating teacher’s success with the textbook as well as her concerns about being a new teacher led her to rely more on this textbook format.

Interrelationships between conceptions, perspectives, and classroom practices of teaching and social studies. As previously established, both Carol’s conceptions and perspectives of teaching and social studies focused on the need for interaction. However, while her emphasis in regard to perspectives seemed to decrease during the clinical experience, her practice, for the most part, never emphasized it. Frequently modeling Ms. Burke’s instruction, Carol’s lessons consisted of round robin reading, notetaking, and answering questions rather than discussion and interaction. Although, during the first post observation interview session, Carol mentioned that she would probably include small group activities as she became more comfortable with the class, she never did. However, during the 10 observations there were two opportunities where the students did interact with one another. First of all, during the seventh observation which focused on the building of the western railroads, Carol asked four students to volunteer to serve as "railroad builders." She explained that the other students could ask questions to the
railroad builders about the railroad’s construction. The students and railroad builders were very involved with this activity. Secondly, during the eighth observation, the students were studying the inventions of the late nineteenth century. As a culminating activity, the students were asked to design posters to sell these inventions. After this, Carol asked for volunteers to share their posters and the students were encouraged to ask questions to the presenters. Although Carol mentioned in both post observation interview sessions the importance of the students’ interaction, she failed to include opportunities for it during the final two observations.

Teacher D

Because Dora was only allowed to teach social studies three times during the entire clinical experience, the response to this question is necessarily limited. Furthermore, Dora’s practice was difficult to analyze because two of the three lessons were under the total control of Ms. Parks.

Interrelationships between conceptions, perspectives, and classroom practices of teaching. Although Dora’s conceptions and perspectives of teaching stressed her need to make a difference in the students’ lives, it was difficult to discern this from her practice since it was controlled, for the most part, by Ms. Parks. Possibly, one example occurred during the third observation in which Dora taught about the environment. In that lesson she talked about ways they could make a difference in society. Specifically, she discussed how they could "work together to clean up the earth." Additionally, during all three observations, Dora attempted to introduce material relevant to the students’ lives.

Like Dora’s perspectives of teaching, discipline and classroom management guided Dora’s practice. For example, Dora was forced to revise her lessons because of the
students' behavior. During the first observation, Dora discontinued the filmstrip because students were talking and not paying attention. Also, she frequently switched the lights on and off in a bid to implement Ms. Parks' discipline approach. Furthermore, during the second observation, due to interruptions from the cooperating teacher and teacher's aide, Dora stopped the writing activity she had implemented and began an impromptu show and tell from volunteers in the class.

In regard to Dora's perspectives of teaching, the emergence of Dora's assertiveness was also seen in her practice at the end of the semester. For example, during the second observation, while Dora was discussing the writing activity with the class, Ms. Parks walked to the front of the room and began handing out papers and talking about a writing contest. As soon as she could, Dora attempted to stop the interruption. She instructed the students to "just go on back to your story." Furthermore, during the third observation, although Dora had run out of time, she informed Ms. Parks that she would be pulling students from Ms. Parks' class the following day to draw or write environmental slogans on an environmental banner. Like her perspectives of teaching, it appeared that Dora's practice in teaching was influenced by the context of the classroom as well as the cooperating teacher.

**Interrelationships between conceptions, perspectives, and classroom practices of social studies.** Although both Dora's conceptions and perspectives of social studies focused on the study of culture, her practice, for the most part, did not. Yet, there were attempts to introduce the idea of culture into one of the lessons. Specifically, during the first observation, after viewing the filmstrip, "The First Thanksgiving," Dora introduced some notion of culture and tradition into the lesson. In particular, she asked: "Is there
anything that was different or the same as we celebrate Thanksgiving today, or you celebrate it in your house?" Dora's question led to a class discussion about family traditions as well as the different foods eaten for this holiday. This was consistent with her conceptions and perspectives of social studies which modeled her elementary educational experiences by focusing on "...the study of culture, traditions, and the different foods."

Although Dora's conceptions of social studies emphasized a change in process versus content/constructed versus certain knowledge which indicated a reliance on the textbook and factual information as well as the diminished use of critical thinking, this was not consistent with her perspectives or practice. Although there was a textbook, Dora told Ms. Parks that she did not want to use it. Further, in her third journal entry she wrote: "The social studies textbooks are in my opinion useless. They are poorly structured and cover some topics that I feel are unimportant." Further, Dora's practice never focused on the textbook or factual information, rather, it often focused on the feelings and thoughts of the students. For example, she frequently provided background information and then posed questions to the students about how it was relevant to them. Specifically, during the final observation on the environment, the class discussed pollution and abuses. Then she asked the students what they could do to stop this problem. This aspect of her practice seemed to model her prior educational experiences.

Interrelationships between conceptions, perspectives, and classroom practices of teaching and social studies. Across her conceptions and perspectives of social studies, Dora was a strong proponent of the use of integration which seemed to have been influenced by her prior educational experiences. Although her attempts were minimal,
she did attempt to employ integration in her social studies lessons. For instance, during the first observation, she integrated her language arts lesson which focused on Thanksgiving words into her social studies lesson. Also, she designed a bulletin board that centered on a Thanksgiving writing activity that she said "they would integrate" with the social studies lesson.

**Overall Summary**

In regard to the interrelationships of the conceptions, perspectives, and classroom practices of teaching, similarities and differences existed between the four participants. To begin with, while both Amy’s and Carol’s conceptions of teaching focused on teacher empowerment and their perspectives emphasized their development as professional educators, their practice was not always consistent with these conceptions and perspectives. Particularly, both teachers began to model their cooperating teacher’s practices as the semester progressed. Further, Carol was affected by other factors such as the parents, although her conceptions shifted to provide less parental input. On the other hand, despite Dora’s change in her conceptions regarding less teacher input, both her perspectives and practice demonstrated an increase in assertiveness in her role as the teacher. Further, while Betty’s conceptions reflected greater parental input, neither her perspectives or practice reflected this. In fact, throughout the data collection period, Betty increased her confidence in herself as a teacher.

Of the four participants, the role of the student was important across Amy’s, Carol’s, and Dora’s conceptions, perspectives, and practice. In addition, regarding practice, Amy emerged as the teacher that began to control her students. It seemed to have resulted from the influence of the cooperating teacher, Ms. Baker. Further, although
the student did not emerge as a dominant theme in regard to Betty’s conceptions or perspectives of teaching, it did emerge as a negative aspect of her practice. According to Betty, she began to model Ms. Phillips’, her cooperating teacher, behavior and this was something for which she was "...not proud of..."

Like the participants’ conceptions, perspectives, and practice of teaching, similarities and differences existed between these relationships regarding social studies. For example, of the four participants, Betty was the only one that remained consistent across her conceptions, perspectives, and practice throughout the clinical experience. On the other hand, while Amy’s conceptions and perspectives of social studies remained strong, for the most part her practice did not throughout the clinical experience. Further, Carol’s conceptions, perspectives, and practice began to model her cooperating teacher and reflected a reliance on the textbook and factual information. Finally, despite her lack of teaching time, Dora’s conceptions, perspectives, and, to some extent, her practice expanded during the clinical experience to include more than the study of cultures.

Additionally, two of the participants, Carol and Dora, experienced a shift in regard to process versus content/constructed versus certain knowledge which indicated a reliance on the textbook and factual information as well as the diminished use of critical thinking. To begin with, Dora’s perspectives and practice did not reflect this shift in her conceptions. On the other hand, both Carol’s perspectives and practice were consistent with this change.

While both Amy’s and Betty’s conceptions and perspectives of social studies suggested that she would employ a variety of methods, this was not always the case. Amy, modeling her cooperating teacher, began to employ less methods to teach social
studies during the clinical experience. On the other hand, Betty used a variety of methods consistently throughout the data collection period, although, according to Betty, her cooperating teacher "...hated social studies."

In regard to integration in teaching and social studies, Amy, Betty, and Dora indicated high conceptions and perspectives in regard to this method to teach social studies. However, Betty was the most successful at implementing this into her practice although she did not receive support from the cooperating teacher. Amy, while receiving support from her cooperating teacher, began to integrate less as the clinical experience progressed and she modeled Ms. Baker more while Dora attempted to integrate her social studies lessons across other disciplines. However, Dora was limited in that her lessons, for the most part, were controlled and limited by her cooperating teacher. In addition, Amy was the only participant that indicated the importance for the notion of real versus unreal across both her perspectives and practice of teaching and social studies.
CHAPTER FOUR
DISCUSSION

The purpose of this study was to examine the evolution of preservice teachers’ conceptions and perspectives of elementary social studies from the beginning of methods instruction throughout the clinical experience. In taking into consideration the generalizability of the results of the study, the following limitations should be considered. First, due to the participation of only four preservice elementary teachers, the results are not generalizable to the total population of preservice elementary teachers. Second, due to the data collection methods employed which required audiotaping, interviewing, and observational notetaking, the participants may have altered their behavior to produce inaccurate or distorted results. Third, since the researcher served as the methods instructor for each of the participants, that relationship may have influenced the participants’ lessons, responses, etc., despite the researcher’s requests for this not to occur. Also, the presence of the researcher and the questions asked may have affected the practices as well as the responses of the participants. Fourth, for three of the four participants, only 10 teaching episodes were observed and audiotaped by the researcher; as a result, the data are not a total representation of the participants’ practices. Fifth, one of the participants was only permitted to teach social studies three times and that was primarily as a result of the researcher’s needs. Thus, this participant may have not been afforded opportunities to develop fully her practice in social studies. Finally, the study focused on lower elementary teachers; the results may have been different for preservice teachers of upper elementary classes.
Despite the limitations of the study, several conclusions can be drawn. In particular, there were differences and similarities between the participants’ conceptions, perspectives, practice, and interrelationships of teaching and social studies. The variation of relationships was thought to be a result of the following factors: (a) background experiences, (b) prior educational experiences, (c) the cooperating teacher, (d) the students, and (e) the context of the school setting. A complete discussion of the results is presented below.

Teacher A

Conceptions of teaching and social studies. Amy’s conceptions of teaching, which centered on making a difference in the students’ lives, seemed to have been shaped initially by her previous educational experiences. In particular, she stated that her elementary teachers had made an impact on her life; as a result, she hoped to do the same for her students. However, her change in the area of decision-making, which gave more power to the students and teacher, may be attributed to the cooperating teacher and the classroom environment as well as the context of the school setting. For example, the importance of the students in the decision-making process may be due to what the cooperating teacher described as the development of a curriculum "based on the needs of the children." Further, in Ms. Baker’s class the cooperating teacher appeared to have a great deal of respect for the students. She described it as "a real family." So, the increase in Amy’s conceptions of teacher and student decision-making may be partly due to the atmosphere created in the clinical experience classroom.

Furthermore, the principal had developed a relationship with her teachers in which she trusted them to know what was best for their students. Specifically, the teachers
played an instrumental role in the decision-making process. She stated:

Well, at this school, I really feel like the teachers can come to me with their innovative ideas, they can help each other learn how to do it, and accomplish it. Most of them have suggestions for frequent changes such as instructional changes and book changes. They will ask, "Can I just throw the book out? Will you let me do that, at least until January?" If I can monitor it and go in and observe, I will let them. First of all, the trust is there.

Similar to her conceptions of teaching, Amy's conceptions of social studies were influenced by her prior educational experiences. To begin with, her negative conceptions of social studies at the beginning of the methods instruction were due probably to her prior social studies experiences. In particular, Amy said that neither her elementary nor her secondary teachers had made social studies "exciting." However, following the methods instruction, she described social studies instruction as just that and explained that her attitudes about the subject had changed as a result of the methods course.

Furthermore, Amy's scores on the CSSI were extremely high and consistent. Her score was the same at the end of the methods instruction (94 out of 100) as it was at the end of the clinical experience. In addition, it appeared that her cooperating teacher had little effect on Amy's score since Ms. Baker's score was lower (83 out of 100) overall and considerably lower in the area of importance of subject.

Perspectives of teaching and social studies. It appeared that Amy's cooperating teacher played an important role in the development of her perspectives of teaching, especially in her transformation from student teacher to teacher. To begin with, Amy seemed to be in awe of Ms. Baker's accomplishments; she was a well-known educator
in the state having received both the local and state Elementary Educator of the Year awards as well as the President’s Award for teaching math and science during Amy’s semester of clinical experience. As a result, Amy explained that she began to model Ms. Baker’s teaching style. Furthermore, the manner in which Ms. Baker treated her also affected her perspectives of herself as an educator. For example, Amy wrote that Ms. Baker "respects my judgements and treats me like a peer and not like an inferior student teacher." In addition, the context of the school may have influenced her perspectives of herself as a professional. According to the principal, this school "is the best school in the state." Furthermore, she stated: "We are a professional school...we promote good teaching...we impact a lot of educators."

Further, the students also served as an influencing factor in the development of her perspectives of teaching. Amy stated: "My children have been my primary teacher this semester." In addition, the students played a critical role in the development of Amy’s perspectives of teaching in the area of preactive and interactive planning. According to Amy, her students were the basis for her planning. Rather than content, she considered the students’ social as well as academic needs. As the clinical experience progressed, her lesson plans began to be less detailed and "ruled by the students." Subsequently, Amy became more reliant on interactive planning than preactive or postactive planning. According to Amy, this allowed for greater participation by the students. Her perspectives of interactive planning are supported by research by Zahorik (1970) which concluded that teachers who did not plan, but who employed interactive decisions, stimulated their students’ creativity and originality.

Similar to her conceptions of social studies, Amy’s perspectives, for the most part,
continued to emphasize the importance of the subject and integration. It seems likely that her perspectives, like her conceptions, were shaped by the methods instruction. However, the cooperating teacher seemed to influence Amy's perspectives of social studies, especially in the areas of topic selection and methods employed. In particular, Ms. Baker stated:

There's one big focus... to teach children to read and write. But you have to have something to talk about or something to read about, something to measure or problem solve about. So that's the area I go at it (social studies)...Yes, it's done in terms of the books we read, the charts we use...It's brought in through those kinds of areas.

Interrelationships between conceptions, perspectives, and practice of teaching and social studies. It appeared that Amy's cooperating teacher and perhaps the context of the school setting made the greatest impact on Amy's practice. In particular, Ms. Baker was a model for Amy; as a result, she tried to model her teaching, her voice, her discipline techniques, etc. Further, there was a schoolwide emphasis on the integrated curriculum which spotlighted reading. For instance, according to the principal, teachers from this school made nine presentations at the state's Reading Association Conference. The school's philosophy may have led Amy to implement a literature-based unit instead of a social studies-oriented unit.

In regard to the decreased emphasis of social studies instruction, this appeared to have been the result of the cooperating teacher's own perspectives and practice of social studies. To begin with, according to Amy, Ms. Baker's focus was teaching reading, writing, and math. Subsequently, this was reflected in Ms. Baker's professional
memberships. To begin with, she was a member of local, state, and national reading organizations as well as the local and national math organizations. In addition, she was a member of the national science organization. However, she belonged to no social studies organizations. When asked which journals she read on a regular basis Ms. Baker named *The Reading Teacher* and *The Arithmetic Teacher*, again showing an emphasis on subjects other than social studies.

Furthermore, it seemed that Ms. Baker minimized the importance of social studies instruction despite the use of the integrated curriculum. For example, when asked about her prior experiences with social studies she chose to discuss a seminar at a reading conference where a noted social studies educator explained to the group that "social studies is dead." Further, in reference to her own education, she described her prior educational experiences in social studies as "boring."

In addition, the school’s philosophy of social studies may have influenced Amy’s practice. In particular, when the principal was asked about her philosophy of social studies, she replied: "I don’t think it should be a separate subject. I think it should be woven into everyday life." However, she appeared to consider social studies as a supplement to other academic subjects. She added: "I just think that social studies has a very big place in reading and writing and math. That’s my philosophy on the subject." In addition, although the school is noted for a variety of special programs across the curriculum (i.e., fine arts, reading, writing), there were no special programs available in the area of social studies.

In sum, the lack of consistency between Amy’s conceptions and perspectives and her practice of teaching and social studies may be due, primarily, to the cooperating
teacher as well as the principal and the school’s emphasis on reading. From the data obtained, it appeared that Amy’s instruction began to support Ms. Baker’s instruction (i.e., discipline, literature-based) and the school’s instructional curriculum. As a result, her instructional agenda began to coincide more with these factors than her own conceptions and perspectives, particularly in the area of social studies. These findings are consistent with the research conducted by Adler (1982) which indicated that a variety of factors influenced a preservice teacher’s perspectives and are not necessarily practiced in the social studies classroom.

**Teacher B**

**Conceptions of teaching and social studies.** Betty’s initial conceptions of teaching which stressed the importance of the child seem to have been affected by her background experiences. In particular, it may have been due to her involvement with activities that supported children (i.e., Girl Scouts, Boy Scouts, Sunday school). However, it seemed that her change in conceptions following the clinical experience which suggested greater input by the parents may be a result of what Betty observed in her cooperating teacher’s as well as other teachers’ classrooms. In Betty’s opinion, Ms. Phillips was not a dedicated teacher and "stopped working at 3:00." Also, after observing a number of different teachers at her clinical experience site and other schools, Betty stated: "What I see most of the time is students in desks or in centers that pass time rather than stimulate." Further, she wrote: "I can do better than what I have seen." Thus, Betty, a parent, began to feel that parents had a right to know what was happening in classrooms like Ms. Phillips’ class.

For the most part, Betty’s conceptions of social studies were based upon her prior
educational experiences, especially elementary school. Specifically, her own educational
experiences in social studies were so positive that she wanted to be a secondary social
studies teacher until an advisor told her she would never find a job in that area. As a
result, she came into the methods instruction with positive conceptions of social studies
which remained consistent throughout the data collection period. In addition, at the
beginning of the clinical experience, she joined the National Council for the Social
Studies; she was the only one of the four participants to do so.

**Perspectives of teaching and social studies.** Betty’s perspectives of teaching were,
for the most part, shaped by her prior educational and background experiences. However,
while she felt that her university preparation was very good, she did not feel that it totally
prepared her for the context of her school setting which stressed skills. In regard to this
change, it appeared that the cooperating teacher, the context of the school setting, as well
as the university coordinator, may have attributed to her increased support of skills which
conflicted with her university instruction. For example, Ms. Phillips employed a skills
approach which Betty found to be successful for some students.

Further, when meeting with the school’s principal, she discussed a recent state
evaluation which ranked this school very high primarily because "we did well on our test
scores." Also, she based the progress made by Ms. Phillips’ students on their test scores.
This supported Betty’s opinion that the school "puts a great deal of emphasis on
standardized test scores" which added to her anxiety over skills instruction. In addition,
when Betty experienced tension with Ms. Phillips in regard to the whole language
approach and integration, she was not supported by the university coordinator. In a
journal entry she wrote: "My coordinator does not feel my frustration over whole
language or lack of integration. She feels like that stuff is fantasy." As a result of these influences, it appeared that Betty, by the end of the clinical experience saw some value in skills instruction. This result is consistent with research by Palonsky and Jacobson (1988) in which preservice teachers discovered that the techniques and methods advocated at the university level were not viewed positively in the schools.

In the area of social studies, her perspectives, like her conceptions of social studies, remained high throughout the data collection period especially in the areas of methods, integration, and importance of subject. Betty’s high regard for an integrated curriculum may be attributed to her overall university preparation, as well as the methods instruction. Also, her notions regarding the use of a variety of methods seem to be a result of her reading/language arts and social studies methods courses. Further, her continued interest and importance of the subject of social studies seem to have developed because of her background experiences as a military dependent as well as her educational experiences in which social studies was her favorite subject. It seemed that Betty’s perspectives of social studies were unaffected by the cooperating teacher or context of the school setting.

Interrelationships between conceptions, perspectives, and practice of teaching and social studies. For the most part, Betty’s practice was influenced by factors outside of the clinical experience. The only area where Betty visibly changed her practice to adhere to Ms. Phillips’ instructional agenda was in regard to her treatment of the students. However, although she realized that it was not the correct way to deal with students, she employed these methods of intimidation as a means to survive in Ms. Phillips’ classroom. Although, in regard to her perspectives of teaching, Betty began to respect Ms. Phillips’ time and schedule, this was never apparent during her practice except that she felt
constrained by Ms. Phillips' strict adherence to a schedule.

On the other hand, for the most part there appeared to be no aspect of Betty's practice in social studies that was based upon her cooperating teacher's instructional practice. However, her social studies instruction may have been influenced by Ms. Phillips in that, according to Ms. Phillips, she gave Betty the "freedom to hang herself." Further, Betty stated that Ms. Phillips "...does allow me to bring in new materials, but not if it takes more time than allotted that subject." Further, Betty felt that social studies "...was not taken as important..." in Ms. Phillips' class. So, although the principal stated that "social studies is not one of our strongest things" and social studies being Ms. Phillips least favorite subject, it appeared that the clinical experience had little effect on Betty's teaching of social studies.

In summary, although Betty stated that her prior educational experiences and background experiences affected her teaching and social studies, the most important influences appeared to be a combination of Betty's university preparation, the methods instruction, her background experience, and her prior educational experiences at the elementary and secondary levels. This finding is inconsistent with previous research (Lacey, 1977) which indicated that attitudes formed during the teacher education program are supplanted by the clinical experience.

Although it seemed that the context of the school and the university coordinator had some influence on Betty's notions of skills instruction, she seemed to have been affected in no other area. Specifically, in regard to her university coordinator, Betty stated: "She has not given me any feedback except, 'Your discipline is better' or 'I see a lot of improvement'." On the other hand, the cooperating teacher was important in that, aside
from the time and topic selection constraints she placed on Betty’s lessons, she allowed Betty to implement her instructional plans in a manner that was suitable to help her conceptions, perspectives, and practice of teaching and social studies remain consistent throughout the data collection period.

Teacher C

Conceptions of teaching and social studies. Carol’s conceptions of teaching regarding the importance of the student seemed to have been shaped by her prior experiences such as babysitting, Sunday school teaching, and selling uniforms at her K-12 parochial school. However, her change in conceptions regarding teacher empowerment appeared to be a result of her relationships with her cooperating teacher, her students, and her university coordinator. Although Carol was unsure of her teaching abilities at the beginning of the clinical experience, she was consistently praised by Ms. Burke, her students, and university coordinator. It seems likely that these attitudes may have increased her confidence and made her feel that teachers should be more capable of making decisions on their own.

Similar to her conceptions of teaching, Carol’s conceptions of social studies were influenced by her prior experiences, primarily her previous relationships with children. As a result, she envisioned her students as active participants in her social studies classroom. However, during the clinical experience she underwent a shift in her conceptions of social studies which focused on a reliance on the textbook and factual information. This seemed to be shaped by two factors. First, Ms. Burke’s method of social studies instruction centered on the textbook, from topic selection to information. Second, it appeared that Carol was overwhelmed with the responsibilities of being a
classroom teacher and, as a result, felt that the text could serve as a support in her beginning years of teaching. It seems likely that the textbook was both a convenient and supportive instructional tool for Carol to employ while she became accustomed to the teaching experience.

These changes, reflected in Carol’s CSSI scores which decreased from the end of the methods instruction (88 out of 100) to the end of the clinical experience (83 out of 100), corresponded with Ms. Burke’s score. However, Carol’s score was lower following the semester break (80 out of 100). This decrease in her score may have been due to her anxiety over the upcoming clinical experience.

**Perspectives of teaching and social studies.** During the clinical experience, Carol’s perspectives of teaching began to emphasize her change from student teacher to teacher. This aspect of Carol’s perspectives of teaching seemed to be consistent with her conceptions of teaching in the area of teacher empowerment. Furthermore, like her conceptions of teaching, the student was important to the development of Carol’s perspectives of teaching. However, this seemed to decrease as the clinical experience progressed. In particular, this was evidenced in Carol’s planning. With the exception of two lessons, her planning began to indicate a greater concern for the conveyance of content than the needs of the students. This perspective of planning has been evidenced in previous research (Peterson, Marx, Clark, 1978; Shavelson Stern, 1981; Zahorik, 1975).

Similar to her conceptions of teaching in regard to teacher empowerment, Carol’s perspectives of teaching regarding her development from a student teacher to a teacher seemed to have been affected by the cooperating teacher, students, and university
coordinator. In particular, during the clinical experience, Ms. Burke began to implement Carol’s lessons with her afternoon class. Furthermore, during the cooperating teacher’s interview, Ms. Burke commented that she had learned as much from Carol as Carol had learned from her. As a result, a peer relationship had developed between the two teachers. Furthermore, Carol’s instruction was often reinforced by the reaction of the students. In addition, her university coordinator described Carol as "a natural" teacher and had no criticisms of her teaching. As a result, Carol felt that she had successfully made the transition from student teacher to teacher and became content with the instructional agenda employed at that time.

While there were consistencies between her conceptions and perspectives of teaching, there were also consistencies between her conceptions and perspectives of social studies. In particular, although she wanted to employ a variety of methods to teach social studies (i.e., interaction, discussion), her perspectives began to indicate a reliance on the textbook. Specifically, Carol’s perspectives of social studies seemed to have been a result of the cooperating teacher and the context of the situation. To begin with, although she hoped to "personalize her lessons more" by supplementing the textbook lessons with activities, Carol viewed Ms. Burke as a successful teacher even though her social studies instruction focused on the textbook. Furthermore, her reliance on the textbook was also influenced by what she felt were a great deal of responsibilities for a beginning teacher. Thus, Carol seemed to view the textbook as well as the typical factual question format as the most efficient ways to deal with classroom constraints (i.e., time, curriculum requirements).
Interrelationships between conceptions, perspectives, and practice of teaching and social studies. For the most part, Carol’s conceptions, perspectives, and practice of teaching were consistent with one another. However, one aspect of here conceptions of teaching did conflict with her practice. In particular, an inconsistency existed in regard to the decrease in a belief in parental decision-making; however, her practice indicated that outside constraints, especially parents guided her practice.

Supporting previous research (e.g., Goodlad, 1984), Carol’s conceptions, perspectives, and practice of social studies were all consistent in that they indicated her increased reliance on the textbook and, for the most part, her decreased emphasis on interaction and discussion. According to the data obtained, it seemed that the cooperating teacher was the most influential in regard to this development. In particular, Carol appeared to model Ms. Burke’s instructional planning and practices. Furthermore, when Ms. Burke was asked to describe her approaches to teaching social studies, she replied: "First of all, I have to become familiar with the material itself. Then, I want to be able to discuss it, so I try to use innovative methods. So, I went and got ditto books and pulled units from those and the textbook." It is interesting to note, that Ms. Burke seemed to like social studies although she did not employ what she described as "innovative methods." Further, Ms. Burke appeared impressed at Carol’s social studies instruction. In particular, she stated: "She pulled in more. She would create things. She contributed more to me than I did for her."

In conclusion, the consistencies between the changes in Carol’s conceptions, perspectives, and practice of teaching and social studies were supported by previous researchers (Lacey, 1977; Palonsky Jacobson, 1988) who suggested that the attitudes
formed during the teacher education process are supplanted by the clinical experience.

**Teacher D**

Conceptions of teaching and social studies. When Dora entered the methods instruction her conceptions of teaching basically emphasized making a difference in students' lives and her desire to become a guidance counselor. For the most part, Dora’s prior educational experiences, especially her bilingual elementary school which had a guidance counselor on staff, appeared to influence her conceptions of teaching. However, following the clinical experience, her change in conceptions of teaching which lessened teacher input in favor of greater student input appeared to be a result of her cooperating teacher and the context of her clinical experience rather than the students. In particular, Ms. Parks' classroom, which Dora described as a "fiasco", appeared to be in disarray. For example, there were times in which there was no instruction for the students. At one point, Dora commented that "the students knew more than they were given opportunities for in this classroom." It seems likely that Dora's change in conception, which allowed for less input by the teacher in the decision-making process, was a result of Ms. Parks' inability to teach her students.

In regard to her conceptions of social studies, Dora’s emphasis on the study of culture seemed to be a result of her elementary experiences at the bilingual elementary school. There, social studies focused on the study of the cultures represented at the school. In addition, Dora’s family background (her parents were Cuban immigrants) reinforced her desire to teach social studies as a study of cultures. While this continued throughout the data collection period, her observation experiences outside of Ms. Parks' classroom seemed to influence her expanded conceptions of social studies methods (i.e.,
newspapers). Furthermore, her background experiences (i.e., her participation in Earth Day) as well as the methods instruction, increased her desire to discuss social issues and critical thinking. However, her conceptions also indicated a reliance on the textbook. This also appeared to be a result of Ms. Parks' lack of instruction. Possibly, for Ms. Parks' class, Dora viewed textbook instruction as better than "no social studies at all."

Perspectives of teaching and social studies. Dora's perspectives of teaching differed from her conceptions. Specifically, there was a greater focus on the role of the teacher than in her conceptions. Specifically, her perspectives developed in the area of assertiveness and discipline. Again, this seemed to have been necessitated by the context of Ms. Parks' classroom. Thus, for the most part, Dora's perspectives of teaching were affected by what she experienced during the clinical experience. In particular, the lack of instruction by Ms. Parks and Dora's concern for the students led to the development of her assertiveness. Further, the context of the classroom and Ms. Parks' inability to effectively run her class may have emphasized her perspectives in the area of discipline. It is interesting to note that Dora's perspectives of teaching may have developed differently had she worked with a different cooperating teacher.

Although Dora only taught social studies three times this, as well as Ms. Parks' lack of social studies instruction, made Dora realize the necessity of teaching social studies. Furthermore, Ms. Parks' own notions of social studies may have led to the lack of frequency in which it was taught. When asked to describe her social studies instruction, Ms. Parks responded: "Social studies is a content area and most of it is factual..." So, instead of Ms. Parks' perspectives of social studies influencing Dora, it seemed that her prior educational experiences affected her perspectives of social studies instruction. For
instance, her support of integration seem to have resulted from her university preparation and methods instruction.

**Interrelationships between conceptions, perspectives, and practice of teaching and social studies.** Although Dora’s prior educational experiences played a major role in the development of her conceptions and perspectives of teaching, the context of the classroom and cooperating teacher served as an important role in Dora’s instructional practices. In particular, while Ms. Parks seemed to enjoy not having to teach, she still managed to control Dora’s practice. For instance, Ms. Parks would tell Dora what topic she wanted to be taught, what filmstrip she wanted shown, and what materials she wanted employed. As a result, for the most part, Dora was unable fully connect her conceptions, perspectives, and practice. However, the connection between her perspectives and her practices regarding assertiveness and discipline appeared to be directly related to the clinical experience.

Furthermore, the cooperating teacher and clinical experience also affected Dora’s practice of social studies in a similar manner. However, by Ms. Parks not allowing her to concentrate on the study of cultures as she wanted to do, there seemed to be an expansion in Dora’s conceptions, perspectives, and practice in social studies. Further, the clinical experience did not adversely affect her conceptions, perspectives, and practice of integration which she seemed to adapt as a result of her prior college experiences.

In short, the changes in Dora’s conceptions, perspectives, and instructional practices of teaching and social studies were based on the constraints and lack of structure in her cooperating teacher’s classroom as well as her background and educational experiences. Furthermore, when given the opportunity to implement her own instructional agenda, her
background and prior educational experiences were an important aspect in these three processes. In addition, it should be noted that while Dora faced a number of obstacles in her clinical experience, they served to strengthen rather than weaken the positive conceptions and perspectives which she had already developed.

In sum, as opposed to previous research (Adler, 1982, 1984; Lacey, 1977, Ross, 1987), Dora's conceptions, perspectives, and practice of teaching and social studies expanded during the clinical experience. However, this was not due to any outstanding teaching that she observed. Instead, this expansion appeared to stem from just the reverse, the ineffective teaching she observed by her cooperating teacher.

**Overall Summary**

As previously mentioned, the development of the participants' conceptions, perspectives, and practice of teaching and social studies were probably a result of the variation of relationships between prior educational experiences, background experiences, the cooperating teacher, the context of the school or classroom setting, the students, and the principals or university coordinators.

To begin with, prior educational experiences influenced all of the participants in at least one area. For example, Amy's initial conceptions of teaching and social studies were based heavily upon both positive and negative educational experiences. However, as the clinical experience progressed, these influences were supplanted by the influence of the cooperating teacher. On the other hand, Betty's prior positive educational experiences at the elementary, secondary, and college levels seemed to play a greater role in Betty's conceptions of social studies, perspectives of teaching and social studies, and practice throughout the study; these influences were one of the most important aspects of
her development as a teacher. Initially, Carol’s prior educational experiences had some impact on her perspectives of teaching and social studies, especially in regard to her desire to incorporate interaction and discussion into her teaching; however, this was less evident as the clinical experience progressed. Conversely, Dora was guided by her prior educational experiences, especially her bilingual elementary experiences, throughout the study in almost all of the areas of teaching and social studies. Additionally, with the exception of Carol, the participants mentioned the importance of the social studies methods instruction on their development.

While prior educational experiences appeared to impact all of the participants, background experiences seemed to be influential for only three of these preservice teachers, Betty, Carol, and Dora. For example, Betty’s background as a military dependent as well as her parents were important to the development of her perspectives of teaching and social studies and practice throughout the study. Carol, on the other hand, was influenced by her background experiences, primarily her interaction with children, only in regard to her initial conceptions of teaching and social studies. Dora, like Betty, was influenced by her background experiences, especially her family throughout the data collection period, particularly, in regard to her conceptions, perspectives, and practice of social studies.

The cooperating teacher appeared to be an important influence for all of the participants. To begin with, Amy’s and Carol’s conceptions, perspectives, and practice seemed to have been impacted by their cooperating teachers. However, while Carol’s cooperating teacher impacted all areas of teaching and social studies, Amy’s teacher did not influence her conceptions of social studies. Betty, on the other hand, was only
slightly influenced by her cooperating teacher, particularly in the area of skills instruction. Although her conceptions, perspectives, and teaching were changed by the cooperating teacher, her conceptions, perspectives, and practice of social studies were not. Dora was influenced by her cooperating teacher in almost all areas of her development; however, unlike the others, she did not model or adapt the cooperating teacher's notions of teaching or social studies. On the other hand, the cooperating teacher's inabilities seemed to cause Dora to develop or strengthen her conceptions, perspectives, and practice of teaching and social studies.

Similar to their cooperating teachers, the context of the school or the classroom setting appeared to affect their conceptions, perspectives, and practice of teaching and social studies in some degree. First, Amy's conceptions of teaching, perspectives of teaching, and practice seemed to have been influenced by the school's emphasis on the reading as well as the classroom environment. Betty's conceptions, perspectives, and practice of teaching which strengthened regarding skills instruction were slightly altered by the schoolwide emphasis on test scores. Carol's conceptions, perspectives, and practice of teaching and social studies were influenced by a variety of constraints she encountered in her classroom such as parents, curriculum guides, and time schedules. Dora was not influenced by the school setting, but rather the classroom setting created by her cooperating teacher. The lack of structure, management, and instruction especially impacted her perspectives of teaching as well as her practice.

For three of the participants, Amy, Carol, and Dora, the students were important to their development as teachers, primarily in regard to their perspectives of teaching. For Amy, especially during the field experience and beginning of the clinical experience, the
students were important in regard to her perspectives of teaching and social studies. However, as the clinical experience progressed the students became less important in her perspectives of social studies, she began to see her students in a different light, and her practice began to evidence attempts to control her students. For Carol, her conceptions and perspectives of teaching were affected by her relationships with her students throughout the study. However, her desires to allow her students to interact and discuss was only slightly apparent in her practice. Dora’s perspectives of teaching were also influenced by her students. However, similar to Amy, as the clinical experience progressed she began to stress control. On the other hand, she seemed to develop an awareness that her students were capable of much more than they were allowed to do in her cooperating teacher’s classroom.

Finally, the principals and university coordinators had some impact, although slight, on the participants. In regard to the development of Amy’s perspectives of teaching and social studies and practice, the principal’s philosophy of the importance of reading seemed to set the tone for the instruction in this school. Although Betty never mentioned her principal, it is possible that the principal’s emphasis on test scores may have contributed to her increased support of skills instruction. The university coordinator, like the principal, had only a slight effect on two of the four participants. For example, Betty’s change in regard to skills instruction may have been influenced by the university coordinator’s lack of support for the whole language approach. Further, Carol, who had the same university coordinator as Betty, may have been influenced by her as well. It appeared that Carol’s perspectives of herself as a professional educator were strengthened by the support of the university coordinator.
Conclusion

The findings that are reported here are both consistent and inconsistent with previous research (Adler, 1982, 1984; Palonsky Jacobson, 1988; Ross, 1987) that focused on preservice elementary teachers of social studies as well as studies that examined teachers’ beliefs and practices (e.g., Duffy Ball, 1986). A discussion of how earlier findings relate to this investigation follows.

Adler (1982) examined four preservice elementary teachers and found that their conceptions of social studies were not that different from the ideas presented in the social studies literature. However, while she concluded that the perspectives of these preservice teachers were influenced in a variety of ways (i.e., background, university instruction), they were not necessarily practiced in the classroom. To some extent, these findings pertain to the participants of the present study. A good example of this was Amy, whose conceptions and perspectives of social studies following the methods instruction and throughout the clinical experience. However, during the clinical experience, she abandoned her favored practices for those of the cooperating teacher. On the other hand, another participant, Betty, differed from Amy as well as Adler’s findings. In particular, her conceptions, perspectives, and practice, especially in the area of social studies remained consistent throughout the study.

In addition, researchers (Palonsky Jacobson, 1988) indicated that preservice teachers’ perspectives of social studies were affected by the classroom setting. To begin with, in agreement with previous research (Schug, 1989), Palonsky and Jacobson suggested that social studies is viewed as a low priority subject in the schools. In the present study, three of the four participants found this to be true during the clinical
experience. However, these participants differed in that this led to different reactions. In particular, while Betty’s cooperating teacher disliked social studies Betty’s conceptions, perspectives, and practice remained positive throughout the study. Further, Amy’s teacher considered other subjects more important than social studies; however, Amy’s conceptions and perspectives remained positive while her practice lessened. Also, Dora’s teacher only taught social studies once. Yet, her lack of instruction seemed to strengthen Dora’s conceptions, perspectives, and practice of social studies. It is interesting to note that Carol’s cooperating teacher viewed social studies the most positively; yet, her conceptions, perspectives, and practice decreased during the clinical experience.

While previous researchers (e.g., Ross, 1987) suggested that the teacher education program had only a marginal effect on a preservice teacher’s perspectives, the findings of this study indicated otherwise. This was most evident regarding Amy’s perspectives of social studies. Although she entered the methods course with negative conceptions of social studies, both her conceptions and perspectives remained positive throughout the clinical experience. However, in support of Ross’ findings, Carol’s conceptions, perspectives, and practice were altered during the clinical experience despite her university preparation.

In summary, the findings reported here are both consistent and inconsistent with previous research. Specifically, even though the four participants viewed social studies and teaching positively following the methods instruction, considerable variation existed between their conceptions, perspectives, and practice of teaching and social studies at the conclusion of the clinical experience. As a result, for the most part, the differences were caused by the varying social, psychological, and environmental realities of the
participants' classrooms which served to either strengthen or weaken their conceptions, perspectives, and practice of teaching. For example, this study substantiated previous research findings (Johnston, 1990) which indicated that preservice teachers' practices were a result of the methods instruction, the prior educational experience, the background experience, and the context of the classroom. Further, the findings are inconsistent with previous research (Ross, 1987) that indicated that teacher education program had little effect on the preservice teachers' perspectives.

In conclusion, research on teacher thinking is still in its infancy; thus, the study of the relationship of teachers' conceptions, perspectives, and practice remains an important area of investigation. Further, the implications of this study's findings suggest that teacher educators should give greater attention to assisting students with making connections between the theories presented in the teacher education program and the practices affected by the realities of the classroom as well as how social studies is viewed in the schools. Furthermore, these findings indicate that special consideration should be taken when selecting cooperating teachers.

Recommendations for future research include extending this study beyond one year to include the teacher's transition from preservice teacher to inservice teacher. This study could be replicated to include upper elementary teachers as well as secondary social studies teachers. Similarly, other research could be conducted to examine the conceptions, perspectives, and practice of teaching and social studies for inservice teachers. Also, research could examine the possible change of these processes when inservice teachers participate in graduate level social studies courses. In addition, research could focus on the different types of social studies instruction and their effects
on the students. In particular, as posed by Alder (1982), "Do all students experience a particular type of social studies instruction in the same manner?"

Additionally, statistical research could be employed as well. The CSSI could be administered to a larger group of respondents in the form of a pre-test and post-test at the beginning and end of the methods instruction as well as the end of the clinical experience to discern the effects of these processes on their notions of social studies. Also, following administration of the CSSI, observations could be conducted by a research team who could code their behaviors during the field and clinical experiences. The survey data and researchers' codes could be correlated and analyzed for results.

For inservice teachers, an intervention study could be conducted. The teachers' perspectives of teaching and social studies would be examined. Following an intervention (i.e., workshop), the teachers' perspectives of teaching and social studies would be analyzed again to see if any changes resulted from the intervention. Another study involving inservice teachers could examine the effects of teachers' perspectives of teaching and social studies in two different schools on student achievement test scores.

In conclusion, whether future research examines the preservice teacher, the inservice teacher, or the students, the research will help define and understand the realities of the classroom.
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APPENDIX A

DEFINITION OF TERMS
DEFINITION OF TERMS

For the purpose of this study, the following terms are defined:

interactive phase of instruction—The period of instruction when teachers interact with students as they implement instructional plans (Clark & Peterson, 1986).

preactive phase of instruction—the period of time in which teachers prepare for instruction (Clark & Peterson, 1986).

postactive phase of instruction—the period of time following instruction in which teachers reflect on their teaching (Clark & Peterson, 1986).

social studies—the academic subjects which: (a) help students gain knowledge which enables them to understand human affairs and human conditions in the areas of history, geography, anthropology, government law, economics, sociology, psychology, the humanities, and the natural sciences, (b) allow students to learn basic democratic values and beliefs as they relate to topics studied and current events and to provide students with models of these values in the classroom and the school, and (c) enable students to develop skills needed for acquiring information, organizing and utilizing information, and skills for interpersonal relationship and social participation (NCSS, 1981).

teacher planning—actions which occur during the preactive and postactive phases of instruction (Clark & Peterson, 1986).
teachers' actions—teachers’ classroom behavior, students’ classroom behaviors, and student achievement (Clark & Peterson, 1986).

teachers' conceptions—beliefs and abstract ideas about educational experiences (Clark & Peterson, 1986).

teachers' perspectives—how the situation of school and classroom is experienced, how this enters into the teacher’s prior experience, beliefs, and assumptions, and how this is manifested in interpretations and behaviors (Adler, 1982).

teachers' thought processes—the thinking, planning, decision-making, and implicit beliefs that underlie teacher behavior (Clark & Peterson, 1986).

theoretical orientation—a personally held belief and value system that guides individual teachers’ thought processes (Clark & Peterson, 1986)
APPENDIX B

REVIEW OF LITERATURE
REVIEW OF LITERATURE

This review of the literature first discusses the social studies curriculum, past and present. Next is a discussion of teachers’ thought processes. Specifically, that section is organized around three categories that make up the domain of teachers’ thought processes: (a) teacher beliefs, (b) teacher planning, and (c) teachers’ interactive thoughts (Clark & Peterson, 1986). The review then concludes with a discussion of teacher thinking in the social studies. The primary focus will be the evolution of preservice elementary teachers’ perspectives of social studies.

Social Studies Curriculum

In 1916, the term social studies was given official sanction by the Committee for the Social Studies, a newly created committee established as part of the reorganization effort across the field of education. For the first time such a committee, with the exception of historian James Harvey Robinson, was composed of public and higher education educators and philanthropists (Lybarger, 1987), rather than the academic area specialists that usually made decisions on social studies curricula. This group rejected the instruction that had dominated this area for so long, the study of history "for the sake of history" (Barr, Barth, & Shermis, 1977, p. 25) for the primary aim of the social studies to develop good citizenship. It was the intent of the members of this committee to design a curriculum that would meet the needs of the students and the society. In the opinion of Lybarger (1987), the goal of meeting the immediate needs of the student has caused the field of social studies to be considered ambiguous and less significant than other fields.

Following this redesign of the social studies, Harold Rugg and others presented the
social problems and needs of society to students. Such works remained in wide usage until the World War II period; then, suddenly, these works were considered subversive. Textbooks and instructional materials written in this light were no longer allowed in the schools. What followed was a period which can be described as "antiseptic" (Fitzgerald, 1979, p. 17) which failed to examine actual institutions of society. Scholars' attempts at correcting these problems resulted in the New Social Studies of the 1960's and 1970's. Yet, following the period of the New Social Studies, the field found itself in disarray. The works created during this period were never fully implemented into the curriculum because of the failure of practicing teachers and educators in higher education to collaborate on the creation and implementation of these projects. Thus, it was difficult to examine and analyze this field when there appeared to be no common agenda.

As a result, this led to the publication by Barr, Barth, and Shermis of Defining the Social Studies (1977) and later The Nature of the Social Studies (1978). In these works, the authors sought to explain how social studies was being taught in the classrooms, not how it should be taught, in order to provide a perspective for researchers and practitioners. In The Nature of the Social Studies (1978), a descriptive study, the authors provided discussions of the three areas of social studies they considered to be the most prominent in the field at that time: (a) citizenship transmission, (b) social studies as social science, and (c) reflective inquiry. In addition, the authors concluded that the area of citizenship was considered to be the most agreed upon framework for social studies instruction.

While efforts continue at structuring the social studies curriculum, citizenship remains a goal. Today, five dominant themes of the social studies have emerged: (a)
citizenship, (b) reflective inquiry, (c) decision-making, (d) personal development, and (e) social studies as social science (Woolever & Scott, 1988). To begin with, the goal of citizenship is often accepted as the major goal of social studies education (Jarolimek, 1977). Butts (1980) argued for the need for citizenship education to serve as a basic element of education:

I believe the prime purpose, the highest priority, for a genuinely public education is the political goal of empowering the whole population to exercise its rights and to cope with the responsibilities of a genuinely democratic citizenship. (p.74)

The theme of reflective inquiry in social studies education attempts to encourage and train students to develop and employ reflective thinking skills (Barr, Barth, & Shermis, 1977). Reflective inquiry covers a number of thinking processes which include: critical thinking, problem solving, scientific inquiry, discovery or inductive thinking (legal, ethical, or jurisprudential reasoning), and value inquiry (Woolever & Scott, 1988).

Others (Engle, 1960; Banks, 1985) have suggested that the major goal of the social studies is to teach students how to make rational decisions. While similar to reflective inquiry, rational decision-making intends to teach students to utilize higher intellectual skills in order to explore, examine, and answer personal as well as social questions.

Still others have focused on personal development as a theme of social studies education. Jarolimek (1977) described personal development as the development of social, emotional, physical, and cognitive aspects of the students to their fullest potential. Proponents of the approach believe the development of individuals to their fullest extent will positively affect society (Woolever & Scott, 1988). To achieve this goal, Woolever and Scott (1988) speculated that teachers will adopt a child-centered approach rather than
Yet another theme of social studies education is social science. According to Barr et al. (1977), this can be defined as "acquisition of knowledge-gathering skills of social scientists" (p. 62). The study of social studies would divide social studies into eight separate subjects: anthropology, economics, geography, history, philosophy, political science, psychology, and sociology. Students taught under this approach would be expected to answer questions in a scientific manner, much like the empirical research of the social scientists.

While there are many paradigms for social studies instruction, the area of citizenship is still considered to be the most important goal for social studies instruction by scholars (Leming, 1989). However, research shows that actual classroom practice is very different from that suggested in the scholarly literature (Shaver, Davis, & Helburn, 1979). Of the five dominant themes in social studies instruction, most teachers view the purpose of social studies as opportunities for personal development and reflective inquiry (Joyce, Allemen-Brooks, & Oriomolye, 1982). In fact, survey research conducted by Schug (1989) noted the near omission of citizenship as a purpose of social studies education by elementary teachers.

The works of Leming (1989) and Shaver (1976, 1981) have explored the differences which exist between what has been described as the "two cultures of social studies education" (Leming, 1989, p. 106). Specifically, Shaver (1981) described these two groups in the social studies as: (a) the intelligentsia, "those who think about social studies as a major part of their professional lives" (p. 107), and (b) the teachers of the social studies who do social studies. Furthermore, Leming (1989) posited that the purposes of
social studies for both groups are very different. For example, while members of the intelligentsia or social theorists (Leming, 1989) promote notions such as countersocialization (Engle & Ochoa, 1988), independent thinking, and responsible social criticism, the teachers of social studies continue to practice socialization, transmitting values of the past, and promotion of the ideas of the status quo.

Without a common goal in the social studies, Leming (1989) calls for a meaningful dialogue between the two cultures to take place. Yet, research has concluded that teachers are unreceptive to the views of scholars (Adler, 1982). While scholars agree that social studies should teach skills and actively involve students in the learning process (Adler, 1982), teachers are fearful that social studies instruction as suggested in the literature will supplant the teachers' management and control in the classroom (Morrisett, Superka, & Hawke, 1980).

Indeed, in many cases, social studies instruction is more focused on socialization, control, and classroom management than knowledge of the discipline (Fontana, 1980; McNeil, 1986; Weiss, 1978). Because of this, teachers concerned that active participation, encouraged in the literature, will serve to undermine the teacher's control and management of the classroom (Palonsky & Jacobson, 1988) utilize a method of instruction that can be characterized as teacher-lecture, dominated by recitation and textbook instruction (Shaver et al., 1979). As a result, students characterize social studies instruction as "difficult, uninteresting, and irrelevant to their present or future lives" (NCSS, 1989, p.20).

When students are interested in social studies topics, this dominant method of instruction and classroom treatment of the topic reduces study to recitation of people,
places, and dates (low level inferences) and fails to engage the students in opportunities for critical thinking and higher level skills (Goodlad, 1984). Still, there are others who are actively pursuing higher level cognitive skills, critical thinking, and active participation in their classrooms (NCSS, 1989). Although these social studies classrooms exist, far too many fail to provide such opportunities to students (NCSS, 1989).

It becomes apparent that "social studies is searching for sense of identity" (Morrissett et al., p. 570). This notion received support by Goodlad's research (1984) which concluded that social studies appears to lack certainty about appropriate goals. For instance, the goal of the elementary and secondary teacher are often different. Elementary teachers are usually interested in teaching the children, while secondary teachers are teaching the content (NCSS, 1989).

According to recent research (e.g., Goodlad, 1984; Hahn, 1985; NCSS, 1989), social studies education, especially in the primary elementary grades (K-3), continues to experience a decline in emphasis. Atwood's (1986) research indicated that some students in primary elementary grades receive little or no instruction in social studies subjects. These findings substantiated earlier research (Lengel & Superka, 1982) which found daily instructional time in the primary grades averaged 20 minutes each day, while instruction in the upper elementary grades averaged 34 minutes. Further research (Goodlad, 1984) concluded that teachers spend only 12% of the instructional time on social studies. In addition, elementary classes continue to neglect political aspects (Palonsky & Jacobson, 1988), remain ethnocentric (Atwood, 1986), and provide low level information of social studies subjects (NCSS, 1989). Often elementary teachers, pressured to complete basal readers and mathematics skills, view the social studies as less important than other
academic subjects (Schug, 1989; Thorton & Wenger, 1990). Therefore, these teachers often fail to form a foundation for social studies learning that will continue into the secondary grades.

While the predominant theme of social studies in the elementary grades is the understanding of self and others in the context of the community (NCSS, 1989), most secondary teachers are interested more in promoting the knowledge of their particular subject area (e.g., history, geography, economics, civics) rather than information intended for integration with other social studies knowledge (Shaver et al., 1979). Additionally, research has shown that the majority of secondary social studies teachers are white, middle-class, male, history majors (Rutter, 1986) who are uninterested in national curriculum projects or curriculum findings (Lowe, 1983). These social studies teachers often present a growing population of minorities and women with a history of the white male perspective (Tetreault, 1987). As a result, the knowledge provided to the secondary social studies student is often restricted in its focus.

With a study of the social studies curriculum, it soon becomes apparent that no consistent pattern unites the social studies experience for grades K-12. Structured on the basis of the expanding environments approach first presented during the 1930's, social studies teaches students about themselves and progresses to the global communities (Patrick, 1989). As a result, few connections are made between the different areas of the social studies throughout the education experience. For example, the present structure of expanding environments has practically eliminated the study of history during the elementary grades (Patrick, 1989). Recently, several commissions (e.g., Bradley, CIVITAS, Joint Council on Economic Education, Joint Council on Geographic Education)
have been formed to study various aspects of the social studies curriculum. While each commission makes its own recommendations, many agree that the present structure of the curriculum is severely inadequate (Patrick, 1989). Although the various committees are making numerous recommendations in support of their subject area, an integrated history and geography approach is frequently suggested (Patrick, 1989). This approach would provide a basis for teachers to develop a cohesive pattern of instruction between previous, present, and future materials for grades K-12. Regardless of what reforms occur in the curriculum, the future reforms of social studies must consider the way teachers think about social studies before progress can be made (Adler, 1982).

While demographic data regarding social studies teachers’ characteristics, survey data regarding teachers’ perceptions of teaching and events occurring in the classroom, and scholarly recommendations of what should occur in the classroom are available, "researchers on classroom practices in the social studies point out that the teacher is the key to what happens in the classroom" (Adler, 1982, p.7). Similarly, Carew & Lightfoot (1979) asserted that "teachers are the most profound and experienced knowers of the classroom scene, and their perceptions and reasoning should be an integral part of the research" (p. 21). Furthermore, according to Superka, Hawke, and Morrisett (1980), "the entire social studies experience for the...students is...channeled through these individuals" (p. 367). At present, little is known about the choices, intentions, and beliefs which underlie actual practice. Thus, it is necessary to explore the teachers’ beliefs, thought processes, and practices that underlie the decision-making process of teachers.

Teacher Thought Processes

Recently, research in the field of education has focused on teacher effectiveness.
According to researchers (e.g., Duffy & Ball, 1986), teachers' cognitive processes are a critical aspect of teacher effectiveness. Clark and Yinger (1977) suggested that the study of the teachers' thought processes grows logically from this type of research which has previously focused on observable behavior. Further, Bussis, Chittenden, and Amarel (1976) asserted that "the internal mental processes are the major determinants of behavior and the environments people create" (p. 1).

Thus, although previous research focused on observable teacher and student behaviors, recent research has attributed teachers' thinking and planning to classroom interactions (Clark & Peterson, 1986; Shavelson & Stern, 1981; Shulman, 1986). As a result, educational research has addressed the relationship between teachers' cognitive processes and teachers' actions in the classroom. Based on the belief that teachers' actions are affected by what they think (National Institute of Education, 1975), this approach suggests that what is taught cannot be understood apart from teachers' interpretations of what is to be taught (Bussis et al., 1976). As a result, researchers (Clark, 1988; Clark & Peterson, 1986) have posited that teachers' beliefs, planning, and interactive decision-making act as determinants of pedagogical practice.

Philip Jackson provided early research in the area of teacher thought processes in his book *Life in Classrooms*. Using a descriptive approach, Jackson (1968) focused on the diversity of the classroom and the distinctions between the preactive and interactive phases of teaching. Further, he claimed that the mental processes of teachers greatly impact instructional effectiveness. Jackson asserted that "beneath the surface of the classroom events lies the complex world of individual psychology" (p. 172).

Following Jackson's research on teacher thinking, several studies were conducted
which focused on teacher thinking (e.g., Clark & Yinger, 1977; National Institute of Education, 1975; Shavelson, 1976; Shulman & Elstein, 1975). Parker (1987) called Clark and Yinger's (1977) review of the research on teachers' planning, judgements, implicit theories, and interactive decision-making "the watershed in inquiry on teachers' cognition" (p.3). According to Parker (1987), this remained the most influential work on teachers' thought processes until Clark and Peterson's 1986 review of the literature in the Handbook of Research on Teaching (Wittrock, 1986). Through their research, Clark and Peterson developed a framework for the study of teacher thought and action. This framework provides two important domains that are part of the teaching process: (a) teachers' actions and observable effects, and (b) teachers' thought processes. According to this framework, teachers' actions and effects are defined as: (a) teachers' classroom behavior, (b) students' classroom behaviors, and (c) student achievement. Previous researchers of this area have primarily employed correlational or experimental research to analyze the relationships between the three variables of the action domain (Shavelson & Stern, 1981).

According to Clark and Peterson (1986), teachers' thought processes can be categorized as: (a) teacher planning, which includes the thinking that occurs prior to instruction, the preactive phase, as well as the thinking which occurs following teaching, the postactive phase; (b) teachers' interactive thoughts and decisions, the thinking that occurs during instruction; and (c) teachers' theories and beliefs, which generally guide teachers' guide thoughts and actions. Generally, research which focuses on this aspect of pedagogy utilizes a characteristic set of methods which differs somewhat from previous research. These methods attempt to examine teachers' thought processes, in other words...
to probe teachers' thoughts and decisions. These methods include policy capturing, lens modeling, process tracing, stimulated recall, case study, and ethnography (Shavelson & Stern, 1981).

Clark and Peterson's model (1986) also takes into consideration other variables which may serve as constraints or opportunities which influence the process of teaching. For example, available learning materials, educational facilities, district and school administration, and the local community may serve to empower or constrain teachers as they participate in the process of teaching. Researchers (e.g., Brophy & Good, 1986) have suggested that the greater the teacher involvement in the decision-making process, whether there are constraints or opportunities, the greater the effect on effective schooling.

In reviewing the research on teachers' thought processes, Clark and Peterson (1986) explain:

First, the research shows that thinking plays an important part in teaching...Teachers do plan in a rich variety of ways, and these plans have real consequences in the classroom. Teachers do have thoughts and make decisions frequently (one every two minutes) during interactive teaching. Teachers do have theories and belief systems that influence their perceptions, plans, and actions. This literature has given us the opportunity to broaden our appreciation for what teaching is by adding rich descriptions of the mental activities of teachers to the existing body of work that describes the visible behavior of teachers. (p. 292)

In summary, Clark and Peterson's model for teacher thinking consists of two domains: (a) teachers' actions and observable effects, and (b) teachers' thought processes. This study will focus on teachers' thought processes. For that reason, these designations
will serve as organizing topics for the rest of the review of the literature. Teacher beliefs will be discussed first. Then, teacher planning will be reported, followed by teacher interactive thoughts and decision-making.

Teacher Beliefs

While reports have described teachers as "thoughtful professionals" (Carnegie Commission, 1986, p. 25; Holmes Group, 1986, p. 28), research on teachers’ theoretical orientations constitutes the smallest segment of research on teacher thinking (Clark & Peterson, 1986). It has been asserted that research which attempts to investigate teachers’ behaviors without consideration of the theories underlying those behaviors is insufficient (Adler, 1984; Carew & Lightfoot, 1979). Further, Spodek (1988) stated that a need exists for further study of teachers’ implicit theories (theories based on practical experience) rather than explicit theories (theories based on professional development and teacher education). Additionally, Munby (1982b), stated that "the significance of teachers’ beliefs or implicit theories to our understanding of teacher decision making and teacher thinking cannot be overemphasized" (p. 216).

Previous research (e.g., Onosko, 1989) indicated that teachers possess a variety of theories and beliefs regarding classroom instruction (e.g., notions regarding learning, classroom management, student motivation, reading, discipline, etc.). Subsequently, researchers suggested that these theories and beliefs guide teachers’ pedagogical practices (Brophy & Good, 1974; Clark & Peterson, 1986; Marland, 1977). For example, that teachers hold varied beliefs as they teach was revealed in an interview study (Bussis et al., 1976). The interviews of 60 teachers were guided by questions dealing with: (a) overall teaching and learning activities, (b) physical settings and materials, (c) children
in the classroom, and (d) perception of teaching requirements and rewards. The researchers coded the information in order to determine which constructs appeared to be operating and how these seem to be organized. This intensive research product demonstrated the complex range of teachers' beliefs.

Further, a series of studies in the area of reading has provided insights into the concept of teacher beliefs. To begin with, Harste and Burke (1977) posited that reading teachers base instructional decisions on the theories and the assumptions they hold regarding reading and learning. Utilizing observational and interview data, Harste and Burke concluded that teachers' belief systems will influence the actions of teachers during the preactive and interactive phase of reading instruction. While other researchers agree with this viewpoint (Kamil & Pearson, 1979; Shavelson, 1983), others cannot substantiate this claim (Bawden, Burke, & Duffy, 1979; DeFord, 1985; Hinchman, 1985; Kinzer, 1988).

Further examination of teachers' conceptions of reading was conducted by Duffy (1977). Duffy's study compared the teachers' theoretical orientations to their classroom practice by employing a qualitative fieldwork approach. Based on ethnographic field notes and post-observation interview data of eight participants, Duffy concluded that four of the teachers' classroom practices were consistent with their teacher belief systems, while four were inconsistent with their belief systems in varying degrees. Such research has suggested that teacher beliefs are often affected by factors other than their belief systems (Duffy, 1982).

This notion was further investigated by Kinzer's (1988) study of preservice and inservice teachers' theoretical orientations. Considering previous research (Tabachnick
which claimed that preservice and inservice teachers’ practices differ, Kinzer (1988) attempted to determine if these differences were based on differing theoretical orientations and if their instructional choices were consistent with their theoretical beliefs. In order to identify preservice and inservice teachers’ beliefs, Kinzer administered two instruments which were to determine the teachers’ beliefs on how reading takes place and how reading develops. Then, to determine if these beliefs about reading were consistent with instructional practices, the teachers were given lesson plans and asked to select the one that they would most likely implement in a classroom setting; each plan focused on beliefs represented in the first instrument.

From this, Kinzer concluded that while preservice and inservice teachers were likely to share theoretical orientations, inservice teachers’ theoretical orientations were inconsistent with their instructional choices. Furthermore, research (Lampert, 1985) suggested that factors other than theoretical orientation affect teachers’ decisions (e.g., contextual variables). Thus, it is quite clear that "more attention needs to be directed specifically at teachers’ beliefs, theories and repertoires of understanding and the ways in which these might be understood" (Munby, 1982a, p. 27). To fully understand teachers’ beliefs, other phases of the teaching process should be considered as well.

**Teacher Planning**

Teacher planning, which occurs during the preactive phase of instruction has a "profound influence on teachers’ classroom behavior and on the nature and outcomes of the education children receive" (Shavelson, 1983, p. 401). Clark and Peterson (1986) described teacher planning as "a set of basic psychological processes in which a person
visualizes the future, inventories means and ends, and constructs a framework to guide his or her future" (p. 260). Furthermore, teacher planning influences the materials, content, social climate, and activities of classroom instruction (Shavelson, 1983). It appears that teacher planning is a difficult and intricate task (Clark, 1988, McCutcheon, 1981). Thus, to understand teacher planning is to understand "how teachers transform and interpret knowledge, formulate intentions, and act from that knowledge and those intentions" (Clark, 1988, p.8).

When a teacher plans for a particular lesson, much of the teacher’s behavior can be predicted (Stern & Shavelson, 1983, Parker, 1987) because this plan serves as a blueprint, a script, and an influence for instructional procedure. This is supported by the results of a study by Smith and Sendelbach (1979) which examined how four teachers adapted published curriculum material into lesson plans for their particular classes. The results indicated that teachers develop an image of what they expect will happen during the lesson and thus shape the lesson to adapt to that mental image. Further investigation led Smith and Sendelbach to additional conclusions. By conducting observations of one of the four teachers from the previous study, the researchers found that the teacher deviated from the instructional plan provided in the curriculum materials. Further, the researchers deemed this instruction to be less effective. Smith and Sendelbach claimed that both planned and unplanned deviations could be attributed to: (a) the teacher’s lack of content knowledge, (b) the teacher’s failure to locate pertinent information in the teacher’s instructional materials, and (c) the incorporation of concepts that were difficult to understand.

Further research on teacher planning indicated that teachers plan for a variety of
reasons, such as the study of content and structure of classroom interaction (Peterson, Marx, & Clark, 1978). Studies of teacher planning have drawn two conclusions about this phase of teacher thinking: (a) teachers are more concerned with subject matter during the planning phase (Shavelson & Stern, 1983), and (b) teachers do not employ the rational model of lesson planning they were trained to implement (Morine-Dershimer & Vallance, 1976; Yinger, 1977).

For example, in a study by Zahorik (1975), 194 teachers were requested to write the decisions made prior to instruction and to specify the order in which they were made. This research on teacher planning indicated that these teachers placed a greater emphasis on pupil activities and instructional content than the development of lesson objectives and purposes. These findings were substantiated by the findings of Peterson, Marx, and Clark (1978). Using the think aloud technique, they investigated the procedures of 12 secondary teachers (e.g., social studies) as they planned their lessons. Like Zahorik (1975), these researchers concluded that most of the teachers’ planning time was spent thinking about the content to be taught, while the least amount of time was spent planning instructional objectives.

Additional research (Morine-Dershimer & Vallance, 1976) regarding teacher planning concluded that, although preservice teachers are trained to use the rational model (i.e., objectives, goals), this model was not used regularly by experienced teachers. The researchers analyzed the lesson plans of 20 second-and fifth-grade teachers. One lesson plan was employed for math instruction while the other was used to teach reading. The researcher indicated that while teachers gave little attention to goals and objectives, diagnosis of student needs, or alternative approaches to instruction, the lesson plans could
be characterized as an outline of specific content material. Similarly, this is substantiated by studies of curriculum projects by Reid and Walker (1975).

Thus, these studies indicate that planning may become "counterproductive if teachers become single-minded and do not adapt the lesson to the students' needs" (Shavelson & Stern, 1981, p. 482). Conducting one of the earlier studies focused on teacher planning, Zahorik (1970) examined the relationship between teacher planning and teacher behavior. Using two groups of teachers, he gave one group a lesson two weeks prior to the time of instruction; he requested that the other group reserve an hour of their time to perform a task for the researcher which would be revealed at a later time. Consequently, after audiotaping and analyzing the lessons presented by the prepared and unprepared teachers, Zahorik concluded that teachers who planned extensively were less sensitive (i.e., failed to encourage student ideas, provided less discussion, etc.) than those who had not planned. On the other hand, those teachers that did not plan utilized interactive decisions which enhanced the students' creativity and originality. Further, research found that students of extensive planners had lower attitude scores than those of teachers who did not (Shavelson & Stern, 1981).

In summary, the research in the area of teacher planning suggests that: (a) teachers utilize their lesson plans and they serve as a blueprint which influences what occurs in the classroom, (b) teacher planning focuses on content matter, classroom management, and fails to utilize formal models of instruction, and (c) strict adherence to plans may be a hindrance to effective teaching.

The study of teacher planning "reveals a great deal about which features of subject matter, students, and of the physical, psychological, administrative, and political
environments actually influence classroom instruction" (Clark, 1988, p.8). While such research is imperative to gaining an understanding of teachers' thought processes, research must further examine the link between the planning phase and the implementation of these plans in the interactive phase of teaching.

**Teachers' Interactive Thoughts**

As previously mentioned teacher behavior is based on a blueprint, mental scripts, or images (Stern & Shavelson, 1983). Yet, teaching does not always proceed as planned. So, it is necessary for the teacher to assess the occurrences during actual instruction in order to determine if changes should be implemented. According to Yinger (1977):

The teacher is seen as constantly assessing the situation, processing information about the situation, making decisions about what to do next, guiding action on the basis of these decisions, and observing the effects of the action on students.

(p. 247)

So, research which focuses on the interactive thought processes usually centers on events that occur when the teaching routine is not proceeding as planned. (Clark & Yinger, 1979; Joyce, 1978-1979; Mackay & Marland, 1978). Teachers characterize a lesson as problematic usually because of a lack of student involvement or behavioral problems (Peterson & Clark, 1978). Usually when this occurs teachers will choose to either change the lesson or to continue the lesson (Joyce, 1978-1979; Peterson & Clark, 1978; Snow, 1972). For the most part, teachers do not choose to revise their lessons (Clark & Yinger, 1979). According to Joyce (1978-1979), changes that are made are usually minor adjustments. Peterson and Clark (1978) speculated that this occurs because the teacher's future plans are contingent on the execution and completion of the present
plans.

Research regarding teachers' reluctance to revise their plans when not proceeding as anticipated has failed to indicate the reason why this behavior occurs. Shavelson and Stern (1981) speculated as to the reason for this failure: (a) the task planned was, on the basis of prior experience, found to be superior to the alternatives available, (b) the present task is the only one presently available and an alternative developed spontaneously will not be expected to fare as well, or (c) changing a lesson will create uncertainty for teachers and students. To begin with, changes in the lesson will require teachers to focus on the implementation of this new process which in turn will detract from teachers' abilities to assess the behavior and the participation of the students. Furthermore, research has concluded that when a problem arises teachers focus primarily on the students' behavior (McNair & Joyce, 1978-1979). Further, changes in lessons may serve to interrupt the students' learning process and result in learning and classroom management problems (Doyle, 1980).

In an attempt to better understand teachers' decision-making during the interactive phase of teaching, researchers (Peterson & Clark, 1978; Shavelson & Stern, 1981) have designed two theoretical models. Based on Snow's (1972) description of interactive thinking as a cyclical process, Peterson and Clark (1978) proposed that environmental stimuli (e.g., student behavior) trigger teachers' decision-making. Accordingly, this process begins with an observation of student behavior which is followed by a decision on the appropriateness of this behavior. If the behavior is not within the teachers' guidelines, the teacher can either: (a) continue the teaching process or (b) select other strategies which lead to student behavior deemed acceptable. However, if the teacher has
no prior knowledge of additional strategies, the instruction will continue as planned. While Peterson and Clark (1978) purport that teachers' interactive decisions are based upon student behavior, research has concluded that when instruction is not going as planned, teachers rarely take into consideration additional strategies.

The second model (Shavelson & Stern, 1981) is based on a synthesis of prior research (Joyce, 1978-1979; Peterson & Clark, 1978; Shavelson, 1976; Snow, 1972). This model posits that the interactive phase of teaching can be described as "carrying out well-established routines" (Shavelson & Stern, 1981, p. 483). In order to determine if these routines are occurring as planned, the teacher assesses the classroom situation by seeking cues such as student involvement during the process. If, from this monitoring, the teacher determines that student behavior is intolerable, the teacher can take immediate action. Contingent upon this decision is whether alternatives are available to the present routine. If not, the teacher may decide to postpone action until appropriate alternatives or preparations can be explored.

In summary, the Peterson and Clark (1978) model suggested that the interactive phase of teaching involves continuous observations and assessment of student behaviors which act as cues to determine the appropriateness of those behaviors. On the other hand, according to Shavelson and Stern's (1981) model, the teacher, utilizing a well-established routine, is uninvolved in interactive decision-making process unless the student behaviors have been determined to have fallen below appropriate limits.

Although these models shed light upon the interactive-decision making process, they fail to consider any cues other than student behavior. Consequently, researchers have declared these models insufficient (Clark & Peterson, 1986). Clark and Peterson (1986)
suggested that:

A model of teacher interactive decision-making should reflect the finding that the majority of teachers' reported interactive decisions are preceded by factors other than judgements made about the student. These factors might include judgements about the environment, the teachers state of mind, or the appropriateness of a particular teaching strategy. Thus, while a large proportion of a teacher's interactive decisions do seem to occur as a result of a teacher's judgement about student behavior, a model that focuses only on student behavior as the antecedent of teacher interactive processes (as in the Peterson & Clark and Shavelson & Stern models) does not accurately portray the process involved in teacher interactive decision-making. (p. 277)

While student behavior is an important factor of interactive-decision making, failure to consider other factors presents an inadequate picture of this phase of the teaching process. Several factors exist which may influence teachers' decisions (e.g., teacher's beliefs, school policies, curriculum guidelines, community pressure). Such factors may constrain or extend the alternatives available for the teacher to utilize during this process.

Thus far, in this review of the literature, the teacher is presented as a thoughtful professional. Research on teachers' cognitive thought processes in the last two decades has grown immensely. Yet, some areas continue to be ignored. For example, with the exception of a few studies (e.g., Shulman, 1986; Shulman & Elstein, 1975), teachers' and students' knowledge has failed to be considered in the research on teaching thinking. Furthermore, researchers have noted the lack of concern for teachers' thought processes in specific subject areas (Clark & Peterson, 1986; Peterson, 1988; Shulman, 1986). In
the field of social studies, for instance, only a few studies have addressed this area (e.g., Adler, 1982, 1984; Adler & Goodman, 1985; Ross, 1987).

Overview of Research on Teacher Thinking for Social Studies

Although recent literature (e.g., Clark & Peterson, 1986) which centers on teacher thinking and assumptions does not use the term perspectives, this term is widely used in the social studies research on teachers’ thought processes. This concept attempts to avoid the dualism of cognition and behavior by focusing on the meanings and interpretations teachers give their work and work situation in the social studies classroom (Adler, 1982). In regard to teachers’ perspectives of curriculum, Cornbeth (1985) stated:

"How we conceive of curriculum is important to the social studies education made available to students. Our conceptions and ways of reasoning about curriculum reflect and shape how we think and talk about, study, and act on matters of social education. (p. 2)

By analyzing student teachers’ perspectives, researchers have attempted to discover the product of the relationships between preservice teachers’ conceptions (beliefs and abstract ideas) of social studies and student teachers’ classroom practices. Realizing the need to investigate teacher thinking in the social studies, recent research has attempted to examine this area. What follows is a discussion of recent research studies.

To begin with, Evans (1989) investigated teacher thinking in the area of history. In this study, he attempted to describe and analyze factors which may affect teachers’ conceptions of their meanings of history (Evans, 1989). After administering a survey to 160 secondary history teachers which asked about their conceptions of history and
personal background, Evans selected 30 of the respondents as participants in his study. The interview questions addressed: (a) the teachers' conceptions of the meaning of history (including the purposes of historical study, patterns in history, generalizability, and relevance), (b) a description of the participants' teaching style, and (c) teacher opinions on the origins of their conceptions.

Utilizing data from both the survey and the interviews led Evans to three conclusions. To begin with, while concluding that teachers conceptions vary, he indicated that five typologies emerged from the data. While not exclusive, Evans concluded that teachers fall into one of the following typologies: (a) the storyteller (practices mostly teacher talk and an emphasis on facts), (b) the scientific historian (utilizes open-ended inquiry), (c) the relativist reformer (helps students draw lessons for the future), (d) the cosmic philosopher (sees all experience as part of a larger pattern with profound meaning), or (e) the eclectic (borrows rationales from various traditions).

Further, results indicated that teacher conceptions of history appear to be related to teacher: (a) background, (b) beliefs, and (c) knowledge. Finally, the interview data suggested that pedagogy may relate to conceptions of history. Although this was indicated in the interview data, the survey data also suggested that the relationship between teacher conception and teacher style may not be so strongly related. Evans concluded that teacher conceptions of history "appear ingrained in teacher beliefs, knowledge of pedagogy, and political and religious ideology" (p.238). Furthermore, he suggested that additional research would be needed in order to help teachers clarify their images of history.

Another study on teacher thinking in the social studies was conducted by Onosko
Recognizing that the theme of developing students' higher order and critical thinking skills had received increased emphasis in: (a) national reports, (b) scholarly works, (c) instructional methods, (d) staff development, and (e) national and state policies, Onosko contended that research and reform failed to "understand and learn from the work of practitioners" (p.174). Assuming that the more elaborate one's conception of an instructional goal, the greater the likelihood one will deliver and design thoughtful lessons, Onosko's qualitative research of 10 teachers at five secondary schools compared beliefs and theories of teachers outstanding at promoting students' thinking with the theories and beliefs of other teachers who were considered to be less outstanding at promoting students' thinking.

In accord with the previous assumption, Onosko revealed that differences existed between the two groups in regard to: (a) instructional goals, (b) conceptions of thinking, and (c) views of depth vs. breadth of content coverage. According to Onosko, the study's findings "highlight a connection between teachers' thought and practice" (p. 191). Thus, the researcher suggested that these results provide direction for preservice and inservice training efforts by engaging teachers in reflection about practice.

In an attempt to determine the influence of school culture on the implementation of curriculum by teachers, McNeil (1986) conducted an ethnographic study which examined the teaching of economics in American history classes by four high school teachers. Her findings indicated that the teachers had two main goals in regard to conveying course content to students: (a) to provide information about United States history and economics and (b) to impose limits on the complexity and topicality of course discussions. McNeil found that teachers employed teaching methods, such as little discussion and much
memorization, which served as a means of controlling content and students. Additionally, a major finding of her study was the preoccupation of teachers for students to maintain a positive image of American institutions. McNeil concluded that the perspectives of these teachers were mediated by the capabilities of students and their need for control, as well as the consensus point of view.

Another ethnographic study (White, 1981) concluded that the way teachers transmit elementary social studies knowledge is determined within the constraints of the classroom. According to her research, these constraints included: (a) an emphasis on students to be good citizens, (b) conveying middle class social values, (c) maintaining management and control, and (d) observing politeness toward other cultures. White’s research of elementary social studies concluded that social studies knowledge in the classroom is negotiated within a framework of unspoken assumptions about social traditions and education.

Further research has attempted to explore the ideas and assumptions that give purpose to elementary social studies. Schug (1989) interviewed 29 experienced teachers concerning their thinking of social studies and the curriculum. The interview centered on the following questions: (a) What subject do you feel is most important in the curriculum for students in your class? Why? (b) What subject do you feel is the least important for the students in your class? Why? (c) What subject do you most like to teach to your class? Why? (d) What subject do you least like to teach? Why? (e) Do you teach social studies? and (f) What do you feel are important reasons for teaching social studies to your class? Why?.

According to these teachers, reading was the overwhelming choice as the most
important subject to be taught as well as the most liked to teach subject. On the other hand, social studies was not regarded as important or well-liked by the participants. According to Schug, in regard to the importance of social studies, teachers most frequently cited human relations training as the importance of social studies. Further, the researcher noted the teachers' near omissions of citizenship, social issues, and reflective inquiry as a response to this question. The research speculated that most teachers may not think of why social studies is included in the curriculum; they simply teach it. In conclusion, Schug suggested that the teachers' practices may be much different from their interview responses. As a result, he called for observational research in this area.

Subsequently, the low priority for social studies in the elementary schools was substantiated by observational research by Thorton and Wenger (1990). Recognizing differences in the recent reforms in geography education and the curriculum presented in the classroom, Thorton and Wenger conducted a qualitative study to examine curriculum and instruction in the geography classroom. According to the researchers, their central aim was to "understand the intended and operational curricula as well as to gather information about the curriculum students experience" (p. 518). This study of three fourth-grade teachers examined three major facets of geography instruction. First of all, the researchers contrasted the teachers' conceptions of the geography curriculum with those held by the geography reformers. Second, they examined how school and district policies appear to determine the geography curriculum. Finally, the researchers described the teachers' instruction.

Through interviews, observations, and school and district policies, the researchers concluded that the teachers, administrators, and parents considered geography or social
studies a low priority in elementary education. For example, the school had no objectives for social studies or geography, although math, language arts, and reading had schoolwide objectives. Additionally, the teachers had little educational preparation to teach geography and had attended no inservice sessions on geography. During instruction, Thorton and Wenger observed the reliance on textbook material and skills. As a result, Thorton and Wenger substantiated the earlier findings of Goodlad (1984) and Shaver (1989) in regard to textbook-dominated, fact-oriented social studies instruction.

While Thorton and Wenger's (1990) study found that teachers utilized certain teaching methods (e.g., fact-oriented approach) when teaching social studies, LeSourd's study (1984) was conducted to understand why teachers select certain teaching strategies. For this study, the researcher selected seven experienced teachers enrolled in a social studies methods course, administered questionnaires, and conducted interviews. In order to discern teacher attitudes about instructional strategies, the researcher selected five instructional strategies (making graphs, inquiry teaching, concept development, directed reading, and values clarification) presented as instructional strategies in the methods.

LeSourd found that three categories emerged from the data. First, teachers stated that they have a responsibility to "fulfill the diverse intellectual needs of students and adjust instruction to accommodate group and individual differences" (LeSourd, 1984, p.38). Second, teachers showed a concern for the interaction between teacher and strategy. As a result, the teachers believed that the successful implementation of the strategy as well as the effectiveness of the strategy were dependent upon the teacher. Finally, the teachers indicated their expectations to achieve results with new teaching strategies. In summary, the "teachers' attitudes toward instructional strategies are
influenced by the diverse intellectual capabilities of their students, the role which the
teacher plays in implementation, and the expectation that implementation will produce results" (p. 39). Also, the teachers seem to assess social studies instructional strategies by considering the realities of the teaching situation.

Another study (Wilson & Wineburg, 1988) examined four novice social studies teachers' knowledge of subject matter and wisdom of practice. This study specifically studied the role of disciplinary perspectives in teaching history. Since social studies teachers are recruited from disciplines that comprise the humanities and social sciences (e.g., anthropology, sociology) and, at some point will probably teach some type of history, the researchers sought to explore how novice teachers who were specialists in other social studies areas would think about teaching history.

The researchers organized the participants' thoughts of history according to the following dimensions: (a) the role of fact, (b) interpretation and evidence, (c) chronology and continuity, and (d) causation. Wilson and Wineburg posited that what a teacher knows about a discipline acts as a "powerful sieve" filtering new information. As a result, this research concluded that a teacher's discipline perspective, as well as a teacher's background, influence what history teachers teach. Although a teacher's knowledge of history was central to teaching, Wilson and Wineburg found that it is not the sole determinant of teacher practices. Furthermore, the researchers noted the way in which these novice teachers were influenced by their undergraduate training and "the courses they taught were subsequently influenced by what they did and did not know" (Wilson & Wineburg, 1988, p. 535). As a result, in order to fully understand the formulation of the perspectives of practicing social studies educators, the teachers' preservice experiences

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should be considered. The following section reviews recent research in this area.

**Research on Preservice Teachers' Perspectives of Social Studies**

Recent research on teachers' thought processes in social studies has examined the development of preservice teachers' perspectives (Adler, 1982, 1984; Goodman, 1983; Ross, 1987; Tabachnick, Popkewitz, & Zeichner, 1979-1980). According to Adler (1984), the beliefs and ideas which teachers express about social studies have little impact on classroom practice. While practitioners' beliefs are affected by the scholarly literature, they do not incorporate these notions into pedagogical practice (Adler, 1982). Research (Feiman-Nemser, 1983; Zeichner & Tabachnick, 1985) has suggested that students engaged in the teacher education process lack the opportunities for theory building and conceptualization regarding the processes of changes experienced by individuals learning to teach.

Research in the area of teacher education indicates that the student teaching experience is one of the formative periods of a teacher's career (Adler, 1984). Lacey's research (1977) on the socialization and professional development of student teachers reveals that these student teachers forego their own conceptions, attitudes, and behaviors for the more accepted conceptions, attitudes, behaviors of the society, in this case the classroom and the school. Palonsky & Jacobson (1988) have also suggested that student teachers forego the theories, methods, and techniques presented by their teacher education professors for the behaviors and thoughts presented by the cooperating teacher. Preservice teachers entering the classroom soon discover the lack of congruence between teacher education and practical experience in the area of the social studies. Research indicates that the attitudes formed during the teacher education process are supplanted by
the student teaching experience (Lacey, 1977). Some preservice teachers discovered that
the methods and techniques advocated by the methods course were not seen in a positive
light in the schools (Palonsky & Jacobson, 1988). Also, student teachers were
discouraged from using certain methods in favor of reading/question assignments that
maintain a quiet classroom. As a result, student teachers felt less prepared to teach social
studies than other subjects (Palonsky & Jacobson, 1988).

Preservice teachers' perspectives of the social studies may be further affected by the
status of social studies in the practical setting. Preservice teachers reported that social
studies classes were often the last to be taught each day and the first to be eliminated
from the schedule, as well as the first class they were permitted to teach, since any
mistakes made would not be of much consequence (Palonsky & Jacobson, 1988). Other
preservice teachers stated that the purpose of the social studies in the practical setting was
to teach students: (a) to take turns, (b) to be civilized, and (c) the things people do daily
(Palonsky & Jacobson, 1988). Following the field experience, this research concluded
that no general agreed-upon definition of social studies existed among the preservice
teachers.

Recent research has been conducted to better understand the development of
preservice teachers perspectives regarding social studies. Specifically, Ross (1987), in his
review of the research, suggested that this research has focused on: (a) how preservice
teachers give purpose and meaning to learning how to teach, (b) how they perceive the
subject they will be teaching, (c) how they interpret and respond to actions in the
classroom, and (d) how these meanings affect the teachers' classroom practice.

A study of 56 students at two universities by Palonsky and Jacobson (1988) examined
the perspectives preservice teachers adopt toward teaching elementary social studies. Specifically investigated were: (a) the preservice teachers' definitions of social studies, (b) their views of the status of social studies in the elementary curriculum, and (c) their views of the cooperating teachers.

Through interview data researchers found that most of the participants noted the relationship of social studies to citizenship, but their interpretations of citizenship were linked with classroom demeanor and deportment. Most of the participants found that social studies was a low priority subject in the schools. Furthermore, the participants viewed the cooperating teachers as a source of critical knowledge; the knowledge of the university professor had been supplanted. Palonsky and Jacobson (1988) recommended that educators involved with teacher education give greater attention to how social studies is viewed in the school. Also, they suggested that special consideration should be taken when selecting cooperating teachers.

Ross (1987) stated that researchers have been concerned with the relationship between the development of teachers' perspectives and experiences in the teacher education program, as well as the role of the individual in the construction of perspectives. Observational and interview data collected on 21 social studies education majors suggested that the development of teacher perspectives were a result of three interactive factors: (a) social structural variables, (b) individual personal biographies, and (c) interactional processes (e.g., role-playing, selective role-modeling, impression management, self-legitimation, etc.). Ross concluded that teacher education had a marginal effect on teachers' perspectives. Furthermore, it was concluded that teachers perceived themselves as resistant to notions that originated in the teacher education
program, yet attempts were made to negotiate these notions with those of the cooperating teacher.

In an interpretive case study of two certification students participating in a year-long teacher education program for post-baccalaureate elementary educators, Johnston (1990) indicated the following: (a) the social studies methods course and certification program influenced the students' educational beliefs and teaching practices, (b) the students' background knowledge, beliefs, personalities, and prior educational experience molded what was learned in the program and subsequently how it evolved into practice in the classroom, and (c) the context of the school in which the students participated in their field placements, student teaching, and first year of teaching were influential. Further, Johnston concluded that the influences of each of these factors were both complex as well as different for each teacher.

Although Adler (1982) found that student teachers' conceptions were not that different from that stated in the social studies literature, observations offered a different picture of their practices. Using a qualitative field work approach which examined four preservice elementary teachers, Adler focused on three questions: (a) What conceptions of social studies did these preservice teachers hold at the start of the student teaching experience? (b) What were their perspectives during this experience? and (c) What factors influenced this development? Adler concluded that perspectives that emerged during the student teaching experience were influenced by a variety of factors (e.g., biographical background, beliefs, nature of the school, university instruction, etc.) and were not necessarily practiced in the social studies classroom. Furthermore, she argued that preservice teachers' perspectives of social studies cannot be considered separately from
their thoughts on learning and teaching. Additionally, Adler noted that each preservice teacher defined the student teaching experience in their own particular way.

While research has been conducted to determine the effects of student teaching on the perspectives of preservice social studies teachers, no study has investigated the development of preservice teachers' perspectives throughout the methods instruction and clinical experience. It may well be that a lengthier examination of preservice teachers' developing conceptions of social studies will provide new insights into the circumstances surrounding their evolving perspectives. Therefore, this researcher investigated the evolution of elementary preservice teachers' conceptions and perspectives of social studies through these two periods. Specifically, the following questions were examined:

1. What are preservice teachers' conceptions of teaching and of social studies and what factors seem to influence these conceptions?

2. What are preservice teachers' perspectives of teaching and of social studies and what factors seem to influence these perspectives?

3. What factors appear to influence the interrelationships that exist between the preservice teacher's conceptions, perspectives, and classroom practices of teaching and of social studies?
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APPENDIX C

CONCEPTIONS OF SOCIAL STUDIES INVENTORY
CONCEPTIONS OF SOCIAL STUDIES INVENTORY

On the following pages are a number of statements about social studies. The purpose of this inventory is to gather information regarding the attitudes of participants in the elementary education program toward social studies. You will recognize that statements are of such a nature that there are no correct answers or incorrect answers. Please indicate agreement or disagreement with each statement by circling one of the numbers (1-4) that accompany it.
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<td>1.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td></td>
<td>I hope to get my students involved in planning what they will be doing in social studies.</td>
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<td></td>
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<tr>
<td>2.</td>
<td>1</td>
<td>2</td>
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<td></td>
<td>It is important to teach social studies as a separate subject.</td>
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<td>3.</td>
<td>1</td>
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<td>We should not be asking questions in social studies for which there are no definite answers.</td>
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<td>4.</td>
<td>1</td>
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<td>In order to really learn social studies, students need to work individually.</td>
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<td>5.</td>
<td>1</td>
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<td></td>
<td>When there is not enough time to do everything it is better to cut social studies than to cut reading.</td>
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<td>6.</td>
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<td></td>
<td>As a teacher, I believe there are some basic facts in social studies that all students need to learn.</td>
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<td>7.</td>
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<tr>
<td></td>
<td>I plan on using school curriculum guides in social studies so that I am teaching the students what they need to know.</td>
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<td></td>
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<tr>
<td>8.</td>
<td>1</td>
<td>2</td>
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<td></td>
<td>Social studies should be integrated with other areas like reading or science.</td>
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</table>
9. The classroom teacher alone can best decide what his/her class ought to be doing in social studies.

10. It is more important for elementary school students to learn the important facts in social studies than it is for them to learn how to think critically about our society.

11. Whatever the weaknesses, the textbook is the single most useful tool for teaching social studies.

12. The reason for students to work together in social studies is so that they can learn how to get along with other people.

13. In my social studies teaching, I would like to incorporate other disciplines like literature, art, and drama.

14. Social studies teaching in elementary school should not be neglected despite the need to teach basic skills.

15. I would rather not have my students work in small groups because these tend to get out of hand.

Strongly Disagree Disagree Agree Strongly
Disagree Agree

1  2  3  4

1  2  3  4

1  2  3  4

1  2  3  4

1  2  3  4

1  2  3  4
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. It is OK to stick with the same topic in social studies for a long time if the students are interested.</td>
<td></td>
<td>1 2 3 4</td>
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<tr>
<td>17. The concerns and interests of students should be the starting point for what gets taught in social studies.</td>
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<td>1 2 3 4</td>
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<tr>
<td>18. Students should be encouraged to be skeptical and to question what they read and learn.</td>
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<td>1 2 3 4</td>
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<tr>
<td>19. Students will waste time if you let them have some input in deciding what will be done in social studies.</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>20. In social studies as it is often taught, too much time is spent having students learn names and dates.</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>21. When there is not enough time for everything, it is better to cut out social studies than to cut out math.</td>
<td></td>
<td>1 2 3 4</td>
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<tr>
<td>22. Social studies can best be taught when students bring their own experiences and knowledge to lessons.</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>23. A lot of questions in social studies really have no right answer.</td>
<td></td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>24. Elementary school children are not emotionally prepared to handle learning about problems in our society.</td>
<td></td>
<td>1 2 3 4</td>
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</table>
25. Social studies’ learning best takes place when students can test out their ideas with other students.
APPENDIX D
EXPLANATION OF CSSI CATEGORIES

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EXPLANATION OF CSSI CATEGORIES

A. Knowledge as Personal vs. Public—The first conception of knowledge, personal knowledge, views knowledge in accordance with its value to the individual knower. Furthermore, knowledge is deemed useful in as much as it allows the knower to make sense of experience. On the other hand, public knowledge represents the tradition that worthwhile knowledge consists of the accumulated traditions that are considered valuable independent of the knower. Knowledge as public is considered to be the skills and facts which are accepted by a community of authorities.

B. Knowledge as Process vs. Content—Knowledge as process places emphasis on the processes of thinking, reasoning, and testing to ascertain truth or accuracy (e.g., the inquiry approach). However, knowledge as content places emphasis upon the established knowledge of society and academia.

C. Knowledge as Integrated vs. Fragmented—This category raises the question of the relationship of social studies to other academic subjects in the curriculum. An integrated perspective holds that there is considerable overlap in the skills and content of many disciplines which allows for instruction in these areas at the same time. On the other hand, knowledge viewed as fragmented contends that the knowledge of the various disciplines are separate and must be taught separately.

D. Learning as Social vs. Individual—Learning as social supports the view that the best
learning occurs when there are social interactions among students. This is contrasted with the view that the best learning occurs as a result of a single student’s interaction with the material and teacher; learning is based upon self-reliance and independence.

E. Student Input into Decision Making vs. Teacher as Decision Maker- This category considers who should make curriculum decisions. According to one view, the teacher should ask for and consider curriculum suggestions by students. The other view maintains that the teacher has the expertise and knowledge to make all decisions regarding what is taught.

F. Search for Alternative Resources vs. Reliance on Text-This category represents the different methods of instruction utilized by teachers. Some teachers employ a variety of methods while using the textbook as another resource. Other teachers’ predominant method of instruction is the textbook, despite the biases and inadequacies that may be contained in them.

G. Importance of Social Studies Relative to other Areas of Study-This category considers the importance placed upon the interactions and skills experienced through social studies instruction in relation to other subjects.
CSSI SCORING KEY

A. Knowledge as personal versus public: 6, 16, 17, 22
B. Knowledge as process versus content: 3*, 10*, 18, 20, 23, 24*
C. Knowledge as integrated versus fragmented: 2*, 8, 13
D. Individual student input into decision-making versus teacher as
decision-maker: 1, 7*, 9, 19*
E. Learning as social versus individual: 4*, 12, 15*, 25
F. Importance of social studies: 5*, 14, 21*
G. Innovative versus traditional methods: 11*

* Negative item. Values should be reversed.
Student Number __________

BIOGRAPHICAL INFORMATION

Name______________________________________________________________

1. Age:__________

2. List the places you have lived in chronological order:

<table>
<thead>
<tr>
<th>Place</th>
<th>No. of years in residence</th>
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<tbody>
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</tbody>
</table>

3. a. What kinds of schools did you attend prior to Louisiana State University?

<table>
<thead>
<tr>
<th>Grades Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public ________</td>
</tr>
<tr>
<td>Private ________</td>
</tr>
<tr>
<td>Parochial ______</td>
</tr>
</tbody>
</table>

b. Did you attend any other college/university other than Louisiana State University?

Yes_____ No_____ If yes, please name.

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</table>

4. Generally, how would you rate your experience as a student in schools (K-12)? Check one.

   Very positive ______
   Positive ______
   Satisfactory ______
   Unsatisfactory ______
5. Father’s Occupation: ________________________________

6. Mother’s Occupation: ________________________________

7. Experiences with children other than teaching: _________

____________________________________________________________________

____________________________________________________________________

8. Work experience: ________________________________

____________________________________________________________________

9. Involvement with community and political organizations: ________________________________

____________________________________________________________________

____________________________________________________________________

10. Periodicals that you read on a regular basis (not necessarily professional periodicals): __________

____________________________________________________________________

____________________________________________________________________

11. Books you have read in the last year: __________

____________________________________________________________________

____________________________________________________________________

12. Long term career aspirations: ________________________________

____________________________________________________________________

____________________________________________________________________

13. Where can you be reached in August 1990?

Address______________________________________________

____________________________________________________________________

____________________________________________________________________

Phone _________________________________________________
APPENDIX F

TEACHER BELIEF INVENTORY

179
THE TEACHER BELIEF INVENTORY

On the following pages there are a number of statements about teacher beliefs. The purpose of this inventory is to gather information regarding the attitudes of participants in the elementary education program. You will recognize that statements are of such a nature that there are no correct answers or incorrect answers. For items 3-49 circle the number which best reflects your agreement or disagreement.
1. I plan to teach next year.
   Yes__________ No_______

2. In 10 years from now, I see myself (check one)
   a) as a classroom teacher ______
   b) working in education ______
   c) working outside of education ______

   Strongly Disagree Disagree Agree Strongly
   Disagree

3. The public schools as they now exist are generally doing a good job for most students.
   1 2 3 4

4. A teacher should start the year as a strict disciplinarian and gradually become more approachable as his/her class comes to respect his/her authority.
   1 2 3 4

5. Teachers should use the comparison of one student’s work with that of another as a method of motivation.
   1 2 3 4

6. Schools should emphasize the similarities among people rather than their differences.
   1 2 3 4

7. Teachers should encourage parents to work with them inside the classroom.
   1 2 3 4

8. A teacher’s political beliefs have no place in the classroom.
   1 2 3 4
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Deciding how to teach the curriculum is the major problem confronting teachers as opposed to deciding what to teach. What to teach is already known for the most part.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>Generally, it is a poor idea for students to sit on the floor during a lesson.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
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<tr>
<td>11.</td>
<td>Multiple and diverse criteria should be employed by teachers to evaluate students. It is not fair to use the same criteria to evaluate all students.</td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>12.</td>
<td>Parents should participate in hiring teachers for their children’s school.</td>
<td>1 2 3 4</td>
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<tr>
<td>13.</td>
<td>It is as important for students to enjoy school as it is for them to acquire skills.</td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>14.</td>
<td>Teachers should feel free to depart from the school district’s adopted curriculum when it seems appropriate to do so.</td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>15.</td>
<td>Students from economically disadvantaged backgrounds cannot be expected to assume the same degree of responsibility for their learning as students from more economically advantaged backgrounds.</td>
<td>1 2 3 4</td>
<td></td>
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</tbody>
</table>
16. Instruction in the 3 R’s should take up most of the school day. Other subject areas (e.g., Science, Social Studies) should be given less emphasis in the curriculum.

17. Schools should seek to help students to fit as smoothly as possible into our present society.

18. Teachers should be involved in administrative decisions in their school (e.g., allocating their school’s budget, hiring staff).

19. One of the main problems in the classroom today is diversity among pupils.

20. Parents and other community members should have the right to reject school books and materials.

21. Teachers should ignore school regulations when they feel that they interfere with the welfare of their students.

22. It is important for teachers to divide the school day into clearly designated times for the different subject areas.

23. No matter how hard they work some students will never be able to make it in school.
24. Teachers should allow students to go to the bathroom at just about any time.

25. Teachers must lower their expectations regarding academic performance for those students who come from economically disadvantaged backgrounds.

26. Parents have no right to tell teachers what to do in the classroom.

27. The knowledge of different subject areas should be taught separately because important knowledge is overlooked when subjects are integrated.

28. Teachers should be left free to determine the methods of instruction that they use in the classroom.

29. Schools today pay too much attention to the socio-emotional needs of students and not enough emphasis is given to academic skill development.

30. Teachers should tell students a great deal about themselves.

31. The home backgrounds of many students are the major reasons why those students do not succeed in school.
32. A teacher’s primary task is to carry out educational goals and curricular decisions that have been formulated by others.

33. Parents should have the right to visit their child’s classroom at any time given that the teacher is given prior notice.

34. It is more important for pupils to learn to obey rules than that they make their own decisions.

35. Teachers should design their own learning activities for students rather than relying on prepackaged materials.

36. Teachers should encourage students to speak spontaneously without necessarily raising their hands.

37. Schooling as it now exists helps perpetuate social and economic inequalities in our society.

38. Students should have some control over the order in which they complete classroom assignments.

39. Boys require closer control by the teacher than girls.
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>40. Teachers should not participate in local political activities when it involves criticism of local school authorities.</td>
<td>1 2 3 4</td>
<td></td>
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<tr>
<td>41. It is more important to teach children the 3 R’s than the skills of problem solving.</td>
<td>1 2 3 4</td>
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<tr>
<td>42. Teachers should be concerned to change society.</td>
<td>1 2 3 4</td>
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<tr>
<td>43. Teachers should attempt to devote more of their time to the least capable students in order to provide an equal education for all.</td>
<td>1 2 3 4</td>
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<tr>
<td>44. Teachers should consider the revision of their teaching methods if these are criticized by their pupils.</td>
<td>1 2 3 4</td>
<td></td>
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</tr>
<tr>
<td>45. Given the highly competitive nature of our society, it is more important for students to be taught to compete successfully than to learn how to cooperate.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
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<tr>
<td>46. There should be set standards for each grade level and teachers should evaluate all students according to those standards.</td>
<td>1 2 3 4</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>47. Students should be given some options for deciding what to study during the school day.</td>
<td>1 2 3 4</td>
<td></td>
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</tbody>
</table>
48. Parents should play active roles in formulating school curriculum.

49. There is a great deal that is wrong with the public schools today and one of my priorities as a teacher will be to contribute as much as possible to the reform of public schooling.
STANDARD INTERVIEW QUESTIONS

Questionnaire/Interview #1

Background Information

Father's Education:

_____ (a) Less than high school graduation

_____ (b) High school graduation

Vocational, trade, or business school after high school:

_____ (c) Less than two years

_____ (d) Two years or more

College program:

_____ (e) Less than two years of college

_____ (f) Two or more years of college (including two-year degree)

_____ (g) Finished college (four or five year degree)

_____ (h) Master's degree

_____ (i) Ph.D., M.D., or other advanced professional degree

Mother's Education

_____ (a) Less than high school graduation

_____ (b) High school graduation
Vocational, trade, or business school after high school:

_____ (c) Less than two years
_____ (d) Two years or more

College program:

_____ (e) Less than two years of college
_____ (f) Two or more years of college (including two-year degree)
_____ (g) Finished college (four or five year degree)
_____ (h) Master’s degree
_____ (i) Ph.D., M.D., or other advanced professional degree

What level of education do you plan to achieve?

_____ (a) BA or BS
_____ (b) BA or BS plus graduate credits
_____ (c) Master’s degree
_____ (d) Master’s degree plus graduate credits
_____ (e) Doctorate degree

To what professional organizations do you belong?

What educational magazines, periodicals, or journals, if any, do you read regularly?
Name an article or book in the area of social studies, if any, that particularly impressed you, and briefly describe what it is about.
Introductory Interview Questions

1. Why did you choose teaching as your career?

2. What is your idea of a "good teacher", particularly as you think about teaching social studies?

3. As you know, I am interested in your ideas about social studies. In your opinion, what is social studies and why should it be taught?

4. What are the main goals you will try to achieve when you teach social studies?

5. What goals will guide your lesson planning in social studies?

6. What approaches to social studies do you plan to use?

7. Where do you think a teacher can get ideas about teaching social studies?

8. Who should decide what gets taught?

9. What kind of input should students have in deciding what gets taught?

10. Are there circumstances under which teachers should change what they plan to teach as a result of suggestions from their students?

11. In planning to teach social studies, what (if anything) are the kinds of things you would want to know about the students you will be teaching?

12. As you think about teaching, what types of students would you most like to work with?
Post Observation Interview Questions

1. How did you select the topic for this lesson?
2. What did you want your students to learn?
3. What did you do to prepare for this lesson?
4. What affected the decisions you made while teaching this lesson?
5. Did your students learn what you expected them to?
6. If you teach this lesson again, what (if anything) will you do differently?
Final Interview Questions

1. What is your idea of a "good teacher", particularly as you think about teaching social studies?

2. As you know, I am interested in your ideas about social studies. In your opinion, what is social studies and why should it be taught?

3. What are the main goals you will try to achieve when you teach social studies?

4. What goals will guide your lesson planning in social studies?

5. Who should decide what gets taught?
   (a) Who really decides?

6. What kind of input should students have in deciding what gets taught?

7. Are there circumstances under which teachers should change what they plan to teach as a result of suggestions from their students?

8. In planning to teach social studies, what (if anything) are the kinds of things you would want to know about the students you will be teaching?

9. As you think about teaching, what types of students would you most like to work with?

10. Where do you think a teacher can get ideas about teaching social studies?

11. Is classroom management an issue with you?
   (a) What approaches do you employ?

12. How would you characterize your relationship with the students?

13. How would you characterize your relationship with your cooperating teacher?
   (a) In your opinion, what is your cooperating teacher’s view of social studies?

14. How would you characterize your relationship with your university coordinator?
   (a) In your opinion, what is your university coordinator’s view of social studies?
15. What approaches to social studies have you used this semester?
   (a) Are there things you would like to try but have not tried?
   (b) What influence does your cooperating teacher have over this?

16. What factors do you think have influenced your ideas about teaching social studies?
   (a) Cooperating teacher?
   (b) University coordinator?
   (c) Social studies methods course?
   (d) Students?
   (e) Your own experiences?

17. Thinking of your teaching in general, what do you think have been the most important changes or developments over the semester?

18. What did you see as your most pressing problems this semester? Did this affect what you did in social studies?
Cooperating Teacher Interview

1. Do you belong to any professional organizations?
2. What educational journals or magazines do you read regularly?
3. Have you taken any education courses recently? What did you think of them?
4. In your opinion, how do students benefit from learning social studies?
5. What are your approaches to teaching it?
6. Describe your own experiences in elementary, high school and college with social studies.
7. How would you describe your student teacher at the beginning of the semester in terms of their teaching and their ideas about teaching?
   (a) in terms of teaching social studies?
8. What kinds of changes have you seen in your student teacher over the course of the semester?
   (a) in terms of social studies?
9. How do you feel about these changes?
   (a) How do you feel you personally contributed to these changes?
University Coordinator Interview

1. Do you belong to any professional organizations?

2. What educational journals or magazines do you read regularly?

3. Have you taken any education courses recently? What did you think of them?

4. In your opinion, how do students benefit from learning social studies?

5. What are your approaches to teaching it?

6. Describe your own experiences in elementary, high school and college with social studies.

7. How would you describe your student teacher at the beginning of the semester in terms of their teaching and their ideas about teaching?

   (a) (if observed) in terms of teaching social studies?

8. What kinds of changes have you seen in your student teacher over the course of the semester?

   (a) (if observed) in terms of social studies?

9. How do you feel about these changes?

   (a) How do you feel you personally contributed to these changes?
Principal’s Interview

1. Would you describe this school in terms of faculty, students, curriculum, facilities, and anything else that represents it?

2. What are the goals of this school?
   (a) How does the community affect the goals of this school?

3. What are your conceptions of social studies?

4. What types of special social studies programs are available for the students?
VITA

Elizabeth K. Wilson received her Bachelor of Science in Secondary Education from the University of Alabama in 1983, her Master of Arts in Secondary Education from the University of Alabama in 1985, and her Doctor of Philosophy in 1991 from Louisiana State University. Her major was Social Studies Education and her minor was Reading Education.

In addition, she is certified in secondary social studies. She taught social studies (seventh through twelfth grade) for three years. She was an instructor at Louisiana State University where she taught social studies courses (elementary and secondary) and reading/language arts courses.
Candidate: ELIZABETH K. WILSON

Major Field: EDUCATION

Title of Dissertation: PRESERVICE TEACHERS' EVOLVING PERSPECTIVES OF ELEMENTARY SOCIAL STUDIES

Approved:

[Signature]
Major Professor and Chairman

[Signature]
Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination: [Date]

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