1995

Reconceptualizing a Secondary Content Area Reading Course From a Phenomenological Perspective Using Reflections of Preservice Teachers.

Edith Grossman Mayers
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RECONCEPTUALIZING A SECONDARY CONTENT AREA READING COURSE FROM A PHENOMENOLOGICAL PERSPECTIVE USING REFLECTIONS OF PRESERVICE TEACHERS

A Dissertation
Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy
in
The Department of Curriculum and Instruction

by
Edith Grossman Mayers
B.S., Louisiana State University, 1966
M.Ed., University of Southwestern Louisiana, 1976
December 1995
DEDICATION

To my husband, Kenny, for enthusiastically and lovingly supporting and sharing my visions, my hopes, and my dreams not only during this doctoral program but also throughout the past twenty-eight years.

To my daughters, Elise and Marcy, who shared my higher academic trials and tribulations as well as their own. Their love and concern provided strength during many long hours of research and composition.

To my son, Scott, for spending his entire high school career cheerfully undertaking the many tasks which I neglected while traveling to and from Baton Rouge in pursuit of this degree.

To my son-in-law, David, whose frequent cheerful inquiries eased the process of completing this manuscript.

To my mother, Pearl Grossman, for her devotion and caring; and to my late father, Maurice Grossman, for teaching me tenacity.
ACKNOWLEDGMENTS

This text represents an adventurous journey into the world of educating future teachers and my attempt to reconceptualize a required content area reading teacher certification course. Studies of this magnitude need a support system, and I acknowledge those people who helped me bring this project to fruition.

My committee chair, Dr. Earl Cheek, nurtured and encouraged me to broaden my horizons in my approach to teaching reading. I appreciate his patience as I pursued this voluminous project.

My committee members, Dr. Mary Ellen Jacobs, Dr. Bill Pinar, and Dr. Jan Stuhlmann, each had a role in shaping my study.

Dr. Jacobs started me on this journey by enhancing my ways of knowing through qualitative research and studies of phenomenology. She challenged my thoughts and offered invaluable advice through multiple drafts of this study. At our bi-weekly meetings over the past year, she enticed me to probe further and deeper into the world of preservice teachers. Her generous gift of commitment to this project defies description and interpretation.

Dr. Pinar introduced me to the complex world of curriculum theory and encouraged me to keep reading as a way of understanding those complexities. Through his suggested readings, I now comprehend curriculum as currere.
Dr. Stuhlmann enthusiastically joined my committee this year, and even visited Lafayette to get a sense of me-as-teacher. I am grateful for her interest, input, and guidance.

Dr. Bonnie Konopak, a former member of my committee, instilled in me the quest for knowledge through research. Our frequent meetings provided the framework for this dissertation.

The participants in this study to whom I am so very indebted allowed me to portray and to interpret their stories of how they made sense of teaching. Their frankness and diligence provided accurate descriptions of their lived experiences.

My colleagues, Dr. Frances Zink and Dr. Elizabeth Willis, my friend Judy Konikoff, my daughter Elise, and my husband Kenny read and edited my text and corrected (with humor) my ambiguities, my misplaced modifiers, and my propensity for excessively using "that's" and prepositional phrases.

My colleagues at the University of Southwestern Louisiana provided camaraderie and encouragement, thus enabling me to complete this academic endeavor.

My friends Jeanie, Joy, Pat, Glyn, Laurie, Donna, Carol, Judy, and Shirley allowed me to ignore them, and they still remained my friends.

Finally, I am indebted to my mother-in-law, brother, sisters, sisters-in-law, brothers-in-law, aunts, uncles, and
cousins who thought I was crazy for undertaking this endeavor at my age, but still understood and encouraged me.
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ABSTRACT

This study is the reconceptualization of a secondary education six credit hour content area reading course. Classroom and field experiences were modified to promote preservice teachers' reflections concerning what teaching is, who teachers are, and self-as-teacher. The purpose of the revised multifaceted course was to provide opportunities for students' rethinking of teaching as they were taught or teaching as they experienced such in student teaching. In addition, prior lived experiences and students' resistance to a course in content area reading were examined from a hermeneutic phenomenological perspective.

The existing course classroom experience was modified to include reading autobiographies and construction of personal teaching metaphors. The field experience was modified to include mentor/intern journals and participant observations recorded while observing and teaching in a large urban southern high school. Three pairs of preservice teachers/practicing teachers were selected for study. Student reading autobiographies, personal teaching metaphors, mentor/intern journals, and participant observations were described and interpreted.

Ultimately, the reflections by students and their mentors exhibited strengthening of the attitudes, philosophies, and methodologies the preservice teachers used to understand what teaching is, who teachers are, and self-as-teacher. By gaining a thoughtfulness of themselves as
teachers, preservice students should develop a curriculum for their future content classes which is sensitive to recognizing learners as active constructors of their own knowledge.
CHAPTER ONE
RECONCEPTUALIZING A CONTENT AREA READING COURSE

Understanding of self is not narcissism; it is a precondition and a concomitant condition to the understanding of others. (Pinar, 1988, p. 150)

Reflexivity requires thinking about your own thought. (Grumet, 1989, p. 15)

Personal Experiences as a Starting Point

Reviewing my autobiography of public school teaching experiences enabled me to reconceptualize a content area reading course from several viewpoints: a preservice teacher, a practicing teacher, a college instructor, a community activist, a wife, and a mother. I begin with my memories of Daniel and my first teaching assignment.

Daniel and the Dinosaurs

After receiving my Bachelor of Elementary Education degree, my first teaching position was in a working class neighborhood in the largest city in the state. In August, 1966, as a twenty-two year old novice teacher, I reported to the assigned fourth grade classroom on the second floor of an old red brick building. As I was taught in my education courses, I aligned the thirty-nine student desks in rows from the front of the classroom symmetrically to the rear blackboard.

The other teachers in this small school were all seasoned women who had strict discipline, caring
dispositions, and set routines. The third grade teacher Miss Gladys, who I thought was at least eighty, offered me my first bit of classic teaching advice. "Don't smile until after Christmas." Although a first year teacher, I did not take this statement literally; however, I suspect Miss Gladys' advice has been followed explicitly by decades of teachers.

Believing in active learning even in the mid 1960's, for the first science unit, I decided the class should construct a papier mache' dinosaur using chicken wire, torn bits of newspaper, water, paste, and paint. The students carefully covered the few feet of available space in the front of the room with newspaper and built a dinosaur. Three days into the project, the principal admonished me for causing work for the custodians and having such a messy classroom. The dinosaur project must be removed! Fortunately the children and I successfully pleaded for completion.

In that same classroom sat Daniel. Daniel wanted only to write. He had no other interest in school. Basals, physical education, math, and social studies held no allure for him. So I did what I thought was prudent; I let Daniel write practically all day long. His stubby little fingers pushed a fat pencil on vanilla lined paper. He wrote a book. I neither remember the story line nor what happened to that book, but I remember reading volumes of Daniel's stories. For fear that the administration would require Daniel to
cease writing, I told no one that he was writing a book in my class! I often wonder if Daniel became a successful writer, reader, and learner.

My teaching assignments have always included teaching "at-risk" for which my traditional elementary educational background provided little theory or practice. Children may be considered "at risk" if they come from lower socio-economic families, from single-parent homes, and/or from homes where there are few books (Weaver, 1994). However, after teaching two more years in "at risk" schools, a summer teaching position provided a focus for my concept of teaching.

Roach Van Allen and Elementary Typewriters

In the summer of 1968, I was chosen by the school system to participate in a federal grant for teaching reading to at-risk fourth grade students. For the first time, I connected the teaching of reading with the teaching of writing. Using an elementary manual typewriter with large print and gathering a library of trade books, I adopted a methodology for teaching reading and writing known as the Language Experience Approach, which was popularized by Paul Stauffer and Roach Van Allen. I taught fourth graders how to read by having them reflect on their experiences which I then typed for them. The students read the typed pages of their own stories, illustrated them, and hung them for display. Since children seldom tire of
stories of their own experiences, we had enough reading material for the summer.

In addition to reading stories, the fourth grade students moved vicariously into other experiences using trade books. Having many hours just to read, the students increased their fluency as well as their knowledge. Moreover, field trips added to these experiences. Even a trip to the strip shopping mall only a few blocks away was a new adventure for these youngsters who had never been out of their neighborhood. Of course, we would return to school and write stories about our field trips, reliving the experiences and reflecting on what had occurred. I was totally enchanted by the success of this method of teaching reading and continued to use it as a successful method for teaching reading and writing. The Language Experience Approach has been embellished and described in such seminal works as Nancie Atwell’s *In the Middle* (1987), and Regie Routman’s *Traditions* (1988) and *Invitations* (1991/1994). I value this approach to literacy as much today as I did in 1968.

In 1973, I retired from teaching to be a “stay-at-home” mom and community activist. Nineteen years after my last elementary public school teaching position, after I had spent five years teaching developmental reading and three years teaching reading and language arts courses as an instructor at the college level, I returned to the public school classroom for the 1992-1993 school year. My position
as a sixth grade transition class teacher confirmed the philosophies in which I had always situated teaching. In this sixth grade classroom, practice and theory blended in mutual harmony.

"T" Stands for Terrible

Not having taught in public school since 1973, I decided I needed some current classroom experience prior to completing my doctorate. Therefore, I applied for and received a position with the local public school system. The position was a sixth grade teacher at a crumbling inner-city middle school with a student population of eight hundred. My fifteen students (all "at risk" African-American, eight girls and seven boys) were "transition" students; that is, since they were unable to complete elementary school, they were "transitioned" to the more age-appropriate middle school. My broader definition of "at-risk" is any learner who is in danger of failing. All of my "transitioned" students had failed twice and most three times from grades kindergarten to fifth, making them fourteen and fifteen year old sixth graders. All had experienced discipline problems at the elementary school. All were from lower socio-economic families. In short, these students were labeled "terrible" by administrators and supervisors.

As a pilot for the local school system, a transition class was touted as a solution to handle difficult, over-aged elementary students. My job description was to keep
them out of trouble on the campus, and, if possible, to teach them.

"What a terrible idea I have had," I thought in August of 1992 after my first day of classroom teaching. The first six weeks were formidable. When I was admonished by the assistant principal for not issuing a grade for "science" on the first six weeks report card, I almost quit! The first six weeks were spent establishing classroom routines as well as establishing mutual respect between the students and me and among the students themselves. By the second six weeks, the students walked into class without cursing at each other, seated themselves, and were ready to begin to learn--a new era in the class labeled "6-T." They were terrible, they were transition, they were tough; however, in time we all learned "T" was for tolerance; thus, we began forming a community of learners. More importantly, their educational levels increased, and they even avoided trouble on the campus. Following their transition year, some students remained for a seventh-grade transition, several mainstreamed into regular seventh grade, and several went to the high school in a special job training program. Only one dropped out of school when he reached sixteen. That transition class was a tough but enlightening education for my students and me.

Reflections

In retrospect, that demanding teaching year probably shaped my philosophy more than any other experience. I
returned to a teaching position at the local university in the Department of Curriculum and Instruction where, after much thought and reflection, I perceived a deeper understanding of what teaching really is and who teachers really are. Teachers are more than facilitators of knowledge; classrooms are more than places students go to spend the day. Teachers must be mentors, mothers, fathers, and caregivers as well as facilitators of knowledge. Classrooms must be places in which students can situate themselves as members of a community. Knowledge must be constructed, not funneled into learners’ heads, and must be built from a blending of knowledge obtained both in school and in the community in which students live.

I returned to the university classroom convinced future teachers needed opportunities to think about what teaching is, who teachers are, and themselves as teachers (self-as-teacher). They needed occasions to think about their “personal practical knowledge” and how it affects their understanding of learners. “Personal practical knowledge” is a “particular way of reconstructing the past and the intentions for the future to deal with the exigencies of a present solution” (Connolly & Clandinin, 1988, p. 25). Knowledge of ourselves, which is our personal practical knowledge, is best understood through narrative stories about our past. A narrative is the “study of how humans make meaning of experiences by endlessly telling and retelling stories about themselves that both refigure the
past and create purpose in the future” (Connolly & Clandinin, 1988, p. 24).

My experiences with transition sixth graders influenced my future teaching as did my five years teaching developmental reading to college freshman. Although high school graduates, these freshman had never read a book of any type in high school, relying on Cliff notes, videos, and lecture style classrooms which relieved them of reading. Not surprisingly, their American College Testing scores in reading were below 18 out of a 36 possible which placed them into developmental reading. Nagging questions of why and how students graduate from high school unable to comprehend text or compose a coherent paragraph concerned me. Without support in learning to read and write independently, the majority of these students, I suspect, were doomed to failure at the university level.

However, my dissatisfaction was not with the freshman who were taking developmental reading but rather with the institutions from which these freshman graduated. I conjectured that the answers to my questions regarding the students’ ineffective literary participation were traceable in some part to teacher education courses. Therefore, when the opportunity became available to assist in educating future teachers, I viewed this as my challenge to make a difference in high school students’ lives. Instructing a secondary content area reading course in the College of
Education provided a forum in which to assist future teachers in teaching literacy in high school.

**Reading in the Content Areas**

This study evolved from observations I made as an instructor of Reading and Language Arts in the Department of Curriculum and Instruction at a southern university. A course I routinely teach, “Reading in the Content Areas”, is a six-hour block, three hours more than are required for state teacher certification. On the first day of each semester, I ask students if there is reading in their content area. Jimmy, a music major, presented the typical attitude of secondary majors enrolled in the course.

“Is there reading in your content area?” I queried Jimmy.

“I’ve been thinking about that,” he replied, “No, there is no reading in music.”

“No reading in music?” I reiterated. “But, tell me, what is on those black stands in front of the musicians at the symphony?”

“Sheet music,” responded Jimmy.

“So, why is that sheet music on that stand?” I inquired.

“Oh, I get it!” exclaimed Jimmy. “Of course, there is reading in my content area, but just a different type of reading.”

Then I inquired “What are your thoughts about taking a course in content area reading?” Louise, a mathematics
major, articulated the resistance I encounter each semester from these students whom I refer to as "preservice teachers":

Actually, I viewed this as just one more mandatory course I need for my curriculum. I find it rather upsetting that our school system is so lacking that a secondary teacher should be teaching reading or having to learn to teach reading. I feel this is something students should already know and that their parents at this point should be responsible for this educational gap now. However, the practical and realistic side of me realizes this is not reality. Many parents feel the schools are totally responsible, so I will do what is necessary for the sake of the students since this is also beneficial for society as a whole. Therefore, I am open for whatever the course has to offer.

Louise, like her peers in other disciplines, resisted taking a course in "reading" because secondary students should be able to read. Louise, like some of the other preservice teachers, was "open for whatever the course has to offer"; however, many of them were not ready to set aside their personal histories of what constitutes content teaching in a high school.

The attitudes of Jimmy and Louise arise partly from their prior experiences as students. "We [university educators] are teachers in the only profession in which every single student brings at least 12 years of vocational observation and participation to the very first class in professional education" (Armaline & Hoover, 1989, p. 47). "By the time a person becomes a teacher, that person has spent approximately thirteen thousand hours observing teachers" (Britzman, 1991, p. 3).

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The varied backgrounds of many secondary preservice teachers also influence how they teach (Zeichner & Gore, 1990). Increasingly, preservice teachers now have previous work experiences, some of which may be related like baby-sitting, many have parenting experience, and many were non-certified teachers. Frequently, views of education like those expressed by Jimmy and Louise remain entrenched during their professional education and are transported to the schools to become the cement for the status quo (Armaline & Hoover, 1989). Prior experiences with education have prospective teachers viewing teaching as already organized and thinking teaching is just following the existing path of previous teachers (Britzman, 1991). A restructuring of my content area reading course was needed to assist the process whereby preservice teachers reflect on their prior experiences in education and relate them to current philosophies taught in education courses.

Reconceptualizing Teacher Education

Researchers are only beginning to understand the complexity of the classroom, and they are only beginning to learn how to design better courses to teach novice teachers to make effective decisions in the face of this complexity. (Berliner, 1984, p. 96)

In 1984, David Berliner proposed the need for changing and modernizing teacher education practices pointing out that university educators were in the infancy stages of revitalizing teacher preparation programs to prepare teachers to interact successfully with students.
Researchers in the nineties are still espousing the same need. Teacher education researchers continue to call for radically restructured course curricula citing the inadequacy of current offerings for teacher preparation (Guyton & McIntyre, 1990; Bean & Zulich, 1990, 1993; Zeichner & Gore, 1990; Katz & Raths, 1992; Klein, 1992; Pultorak, 1993; Bean, 1994).

Most current teacher education courses promote the traditional approach to conducting a methods course which includes presenting instructional strategies interspersed occasionally with demonstration lessons which do little to promote instructional competence (Ferguson, 1989). Therefore, reconceptualizing a content area reading course curriculum required a compilation of all my experiences in teaching and learning, and an articulation of my philosophy of how students learn and how teachers teach.

**Personal Practical Knowledge**

One way for me to construct a curriculum for preservice teachers was to use my "personal practical knowledge" (Connolly & Clandinin, 1988, p. 25) of teaching. To explore my "personal practical knowledge", I delved into my prior experiences, seeking self-clarifications of what is teaching, who are teachers, and self-as-teacher. My past teaching experiences which included Daniel, the language experience methodology, and the transition sixth graders became starting points as I reconceptualized a curriculum for a course in secondary content area reading. One way to
study curriculum, Connolly and Clandinin remind us, is to study ourselves.

Defining Curriculum

Curriculum has multiple definitions. A problem with defining curriculum is that various people organize curriculum in terms of different ends (Connolly and Clandinin, 1988). For example, some curriculum writers focus on objectives, some on goals, and some on learning outcomes. Other curriculum writers focus on the situations and experiences of the people for whom the curriculum is developed (Connolly & Clandinin, 1988). The origin of the word curriculum comes from the Latin root currere meaning race course or course of study (Webster, 1983). The traditional definition is “a program of planned activities on specific subject area content” (Miller, 1990, p. 2). This interpretation of curriculum emphasizes curriculum as a course of study which predicts and controls students' educational experiences.

However, some scholars uncomfortable with such a technocratic understanding of curriculum have defined curriculum as a “means of which students of curriculum could sketch the relations among school knowledge, life history, and intellectual development in ways that might function transformatively” (Pinar, Reynolds, Slattery, & Taubman, 1995, p. 515).

Currere. . .is Pinar’s term for educational experience; it describes the race not only in terms of the course,
the readiness of the runner, but also seeks to know the experience of the running of one particular runner, on one particular track, on one particular day, in one particular wind. Thus to talk of education as the dialogue of person and world is not to break down this complex interaction into separate parts, subjecting each to a distinct, isolated analysis. Nor are we describing education as a magical transformation, a metamorphosis of self into the forms of the world. Educational experience is a process that takes on the world without appropriating that world, that projects the self into the world without dismembering that self, a process of synthesis and totalization in which all the participants in the dialectic simultaneously maintain their identities and surpass themselves (Grumet, 1992, p. 28).

Curriculum has always had a fluid meaning for me; that is, I never felt bound by the scope and sequence charts which appeared in curriculum guides and were disseminated by administrators. A state-approved curriculum for a fourth grade, a summer reading program, or a transition sixth grade failed to provide guidelines for helping students become independent learners. I agree with Miller (1990) and Pinar et al (1995) that curriculum cannot be separated from the individuals who create, transmit, or receive knowledge, or from the social, political, cultural, or historical moments and discourses that frame and influence those persons and processes.

**Personal Curriculum**

For teachers to understand the idea of curriculum as "an experience in a classroom situation" (Connelly & Clandinin, 1988, p. 197), a content area reading course must offer opportunities for reflection about teaching and teachers. Thus, one answer to David Berliner’s call for restructuring teacher education programs is that
restructuring must come from teachers themselves. If we, as teachers, understand what constitutes our personal curricula, we can better understand the curriculum we write for our students (Connelly & Clandinin, 1988).

Professionals in the schools and faculties in teacher education traditionally treat curriculum from the viewpoint of the subject matter discipline rather than a combination of the people involved in the discipline and the subject matter (Connelly & Clandinin, 1988). The view of curriculum as a compendium of subject strategies with little regard for the student who will be taught that curriculum is a dilemma which demands reflection on how teachers negotiate content in their classrooms.

**Teaching Literacy across the Curriculum**

Literacy achievement in schools has been the topic of public interest, debate, and discussion for the past thirty years (Weaver, 1994). Secondary preservice teachers believe literacy (reading and writing) should be taught in elementary school, freeing the high school teachers to present their content. Preservice teachers' resistance to taking a course in content area reading is apparent in preservice teachers' desires to only teach science, or teach math without the obligation to teach reading and writing. However, "literacy requirements increase sharply as students move from elementary to secondary school and as our society moves from an industrial-based to a technical/information one" (Moore, Moore, Cunningham & Cunningham, 1994, p. 5).
In addition, the diversity brought about by rapidly changing school populations and the recent entrance of large groups of non-English speaking students into secondary schools present a complex responsibility for teachers attempting to meet the literacy needs of all students (Ruddell, 1993).

Teaching literacy in all subject areas involves bringing past learning to a conscious level and helping students think clearly about what they already know about their reading, writing, studying, and learning (Gordon & Hunsberger, 1991). Helping preservice teachers recognize that literacy is inextricably intertwined with their various subject matters is a critical objective within a reconceptualized content area reading course. If preservice teachers, our future generation of teachers, are composing the curriculum for future decades, reiterating the traditional curriculum that currently prevails in the schools seems unacceptable. However, rethinking, revising, and reconceptualizing the curriculum will require teachers to be active constructors of knowledge. Therefore, teacher education courses must offer occasions for future teachers to understand themselves. By gaining understanding of themselves as teachers, preservice students may develop a curriculum sensitive to how students think and feel, for example, recognizing students as active constructors of their own knowledge (Connelly & Clandinin, 1988).
Reconceptualizing a Content Area Reading Course

Reconceptualizing teacher education has a more comprehensive meaning now than it did for David Berliner a decade ago. Berliner believed preservice programs needed reconceptualization to assist future teachers in practicing teaching behaviors such as providing students with feedback, monitoring students' seat work, and helping students master information on district or state tests. Current researchers suggest preservice programs need reconceptualization to assist future teachers in becoming more reflective about teaching and teachers (Bullough, 1989; Ferguson, 1989; Bullough & Stokes, 1994; Bullion-Mears, 1994). My study is concerned with providing occasions, through a content area reading course, for secondary preservice teachers to reflect on the meaning of teaching, on teachers, and on themselves as teachers.

By addressing Berliner's provocative assertion of restructuring teacher education courses, current researchers have determined that preservice teachers need a process of self-reflection to understand and meet the needs of today's learners (Ferguson, 1989; Schubert, 1989; Surbeck, Han & Moyer, 1991; Kagan, 1992; Pultorak, 1993; Seshachari, 1994). "Novices who do not possess strong images of self as teacher when they first enter the classroom may be doomed to flounder" (Kagan, 1992, p. 162). These studies concur that preservice teachers' reflections on pedagogy are necessary to move beyond teaching as taught or teaching as experienced
in student teaching. Therefore, I began this study to
discover how I, as a university educator, could construct a
course centered within the context of preservice teachers'
lives.

As a university instructor, I restructured the
curriculum for a required secondary teachers content area
reading course to focus on reflection. Having taught this
course since 1990, three years before this research began, I
reshaped the course requirements as shown in Tables 1.1 and
1.2 to provide new opportunities for preservice teachers to
make sense of teaching

Prior to Reconceptualization

My predecessor’s secondary content area reading course
was the traditional lecture consisting primarily of
instruction concerning adaptation of reading strategies to a
variety of subject areas. The field experience devised by a
former professor consisted of a preservice teacher matched
with a middle school student in a tutoring session in a
school cafeteria. The role of the professor was the
information provider in the classroom; the role of the
preservice teacher was the information provider in the field
experience.

My previous content area reading course had two
components: university classroom and field experience. In
the classroom component, Vacca and Vacca’s Content Area
Reading (1989) was the required text. Requirements included
dialogue journals between students and strategy lessons in

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which students researched a strategy, provided a written handout, and presented a model lesson in their discipline to the class. A four to five page "Hot Topic" paper on current research in the students' discipline was also a requisite.

The four week field component consisted of preservice teachers spending two hours two to three days per week with a practicing teacher in a large, urban high school. Fill-in-the-blank observation forms were completed after daily observations. Each preservice teacher taught a minimum of two lessons and evaluated those lessons according to strengths and weaknesses.

Reconceptualized Course

My reconceptualized course consisted of the same two components: university classroom and field experience. In the university classroom, the text was changed to Martha Ruddell's *Teaching Content Reading and Writing* (1993) which presented a stronger and broader rationale than the Vacca and Vacca (1989) text for why content reading and writing are important to secondary teachers. Strategy research, demonstration lessons and the hot topic paper remained. Reading autobiographies, construction of personal teaching metaphors, young adult novel reading, and double entry journals were added.

The five week field component consisted of preservice teachers spending two hours two to three days per week with a practicing teacher in a large, urban high school. Each
Table 1.1

Content Area Reading Course: Classroom Component
Comparison of Original to Reconceptualized

<table>
<thead>
<tr>
<th>Classroom Components</th>
<th>Original</th>
<th>Reconceptualized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>Content Area Reading</td>
<td>Content Area Reading and Writing</td>
</tr>
<tr>
<td>Writings</td>
<td>None</td>
<td>Metaphors of teaching; reading autobiographies</td>
</tr>
<tr>
<td>Strategy Lessons</td>
<td>Research and demonstrate</td>
<td>Research and demonstrate</td>
</tr>
<tr>
<td>Hot Topic</td>
<td>Research topic of interest in content area</td>
<td>Research topic of interest in content area.</td>
</tr>
<tr>
<td>Journals</td>
<td>Dialogue Journals between students</td>
<td>Double Entry Journals in which students respond to questions prior to and following a topic.</td>
</tr>
<tr>
<td>Novels</td>
<td>None</td>
<td>Avi's Nothing But the Truth; and a young adult novel in content area.</td>
</tr>
</tbody>
</table>

Table 1.2

Content Area Reading Course: Field Experience Component
Comparison of Original to Reconceptualized

<table>
<thead>
<tr>
<th>Field Experience Component</th>
<th>Original</th>
<th>Reconceptualized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor/Intern Placement</td>
<td>1-1 in content area</td>
<td>1-1 in content area</td>
</tr>
<tr>
<td>Journals</td>
<td>None</td>
<td>Dialogue Journals weekly with mentor</td>
</tr>
<tr>
<td>Observation Reports</td>
<td>Fill-in-the-blank form of what was observed</td>
<td>Narrative including setting, interactions, events, questions</td>
</tr>
<tr>
<td>Meetings with University educator</td>
<td>One-half hour each day in field</td>
<td>One-half hour each day in field</td>
</tr>
<tr>
<td>Time in Field/No. of Lessons Taught</td>
<td>Four weeks, twice a week for total of 16 classroom hours; 2 required lessons</td>
<td>Five weeks, twice a week with option of third day for total of 20-25</td>
</tr>
</tbody>
</table>

student taught a minimum of two lessons and evaluated them according to strengths and weaknesses. Additionally,
preservice teachers wrote narrative participant observations and exchanged dialogue journals with the practicing teacher.

**Autobiographies**

During the first week of the semester preservice teachers wrote accounts of their prior educational and reading experiences. Using their own literacy life histories, the preservice teachers explored how learning shaped their perceptions of teaching (O’Brien, 1988; Bean & Zulich, 1990; Zeichner & Gore, 1990; Kagan, 1992; Bean, 1994). “The life stories of teachers explain that the practice of classroom teaching remains forever rooted in personality and experience and that learning to teach requires a journey into the deepest recesses of one’s self-awareness, where failures, fears, and hopes are hidden” (Kagan, 1992, p. 163).

In their reading autobiographies, I invited preservice teachers to recall their earliest experiences in reading and writing. Other prompts included how they learned and who taught them to read and write, names of their favorite books, and influences of reading and writing on their lives.

**Metaphors**

At the commencement of the semester, preservice teachers created metaphors representing their idea of teaching and teachers and then revisited their metaphors at the end of the semester. The metaphors gave teachers another language in which they could tell the stories of
their educational experiences and their views on curriculum practices (Connelly and Clandinin, 1988).

Metaphor is derived from the Greek *meta* meaning over and *pherein* meaning to bear or to carry. The preservice teachers' metaphor updates at the conclusion of the semester served as a bridge which carried the preservice teachers toward even more profound "mediation, representation, and symbolism, which in turn allow us to understand experience in new and deeper ways" (Oldfather & West, 1994, p. 23).

**Dialogue Journals**

Much research exists concerning dialogue journals as a vehicle for communication between preservice teachers and their university educators; however, a paucity of research literature exists using dialogue exchanges between preservice teachers and practicing teacher mentors. I felt benefit could be derived by requiring two different types of journals to be kept by the preservice teacher. In the reconceptualized university classroom, the former dialogue journals between students changed to Double Entry Journals (DEJ's). Double Entry Journals are a dialogue method used in Ruddell's (1993) content area reading text which brings the students' prior knowledge and experiences into discussion. With Double Entry Journals the students responded to a question or situation the author of the text (Ruddell) presented prior to reading a text chapter. In groups, the students discussed their responses and read the chapter. After the group and/or whole class discussion and
activities on the topic, the students responded to a closure question offered by the author.

In the field experience, the practicing teacher and the preservice teacher extended their intern/mentor relationship by using dialogue journals. Journals provide "tools for development of reflective teachers" and a window for understanding how students conceptualize their experiences and the role of teachers (Bolin, 1990, p. 18).

Young Adult Novels

Novels were included in the curriculum of the reconceptualized content area reading class because of the importance of combining literary with factual treatment of various topics (Weaver, 1994). After their first week in the high schools, preservice teachers read Nothing But the Truth (1991) by Avi, a Newberry Honor Award fiction trade novel. The novel, written in various genres (conversations, memos, announcements), portrays the role of miscommunication, politics, and economics in the lives of one teacher and one student in a large urban high school. The novel was discussed and debated in groups and as a whole class.

A second novel which related to preservice teachers' discipline was chosen by the preservice teachers. For example, a social studies teacher chose Johnny Tremain (Forbes, 1943) which could be read in conjunction with a unit on the American Revolution. I wanted preservice teachers to consider how trade books could enhance
textbooks. Much class time was spent discussing how literature could enrich a topic, especially in social studies and science.

Because of their very nature, the fact that trade books have the time and room to treat subjects in depth . . . and win hands down over textbooks when it comes to liveliness of text, depth of topic treatment, and interest. Textbooks are written for different purposes than trade books and are held to standards, to topic choice and coverage, pedagogical correctness, and information accuracy that do not affect trade book publication. (Ruddell, 1993, p. 351)

A study of preservice teachers reading autobiographies determined that "very direct methods in a content area reading course will be needed to expand future teachers' understanding of trade book sources and strategies for integrating trade books and texts" (Bean, 1994, p. 379).

**Participant Observations**

To encourage reflection, students participated and observed the mentors' classrooms. Participant observations of the high school classroom allowed the preservice teachers to "observe the activities of people, the physical characteristics of the social situation, and what it feels like to be part of the scene" (Spradley, 1980, p. 33). Preservice teachers used a variation of Spradley's participant observation format to describe in as much detail as possible the classroom events. These observations were submitted to me at the next class meeting (see Appendix A).

An ordinary participant, rather than a participant observer, in the same classroom might not have watched and recorded everything that occurred including a description of
people in the setting, the details of the physical setting, a chronological order of the events as they unfolded, and a formulation of questions which arose from the observation. As participant observers, the preservice teachers watched the classroom people and events carefully enabling them to learn the culture of the classroom. Making the strange familiar enabled the preservice teacher to describe interactions within the classroom situation.

**Uniting Field and Classroom Experiences**

Research suggests that placing students in the school does not necessarily provide preservice teachers with valuable, relevant experiences (Ferguson, 1989). Many content area reading courses have a field experience component; however, two different factors emerged from this study because of my commitment to ensuring an interaction between the field experience and the university classroom. First, the extent of collaboration between the practicing teacher, also called a mentor, and the preservice teacher, also called an intern, resulted in a relationship that allowed both the intern and the mentor to reflect upon experiences in the classroom. Second, by becoming a part of the high school culture, I was able to provide constant feedback to both the mentors and the interns.

**Research Questions**

This study poses the question, "What experiences can a secondary content area reading course provide which allow preservice teachers to reflect on the nature of teaching,
teachers, and self-as-teacher?" Other questions emerged from these main questions:

1. How do preservice teachers view themselves as teachers?
2. What themes are revealed in preservice teachers’ pre-course and post-course metaphors about teaching?
3. What themes are revealed in weekly dialogue journals between the preservice and practicing teachers? What do these journals reveal about mentoring?
4. What themes are revealed in the preservice teachers’ classroom observations during field experiences?

The remainder of this dissertation is concerned with preservice students’ understanding of their teaching experiences. In Chapter 2, I critically review the literature in (1) content area reading, (2) reflection in education courses using specific techniques such as dialogue journals, metaphors, and participant observations, and (3) field experience as it pertains to teacher educators’ reconceptualization of methods courses. Additionally, I place the philosophical grounding of my research within a phenomenological and holistic framework. In Chapter 3, I provide the data collection and setting for the study, including my role as the teacher-researcher and discuss the adventurous business of doing qualitative research. In Chapter 4, I explore the autobiographies of the preservice
and practicing teachers to discover why they chose teaching. In Chapter 5, I discuss the personal teaching metaphors constructed by the mentors and interns and how those metaphors provide a lens through which they view the world of teaching. I examine the perceptions of teaching and teachers which dominate the interns' philosophical paradigms. In Chapter 6, I reveal the conversations preservice teachers had with their practicing mentors and the meaning of those conversations in terms of reflection. In Chapter 7, I examine the interns' participant observations and enter their world of lived experiences in the high school classroom. Finally, in Chapter 8, I return to the questions I posed about teacher education and provide my perception of how this study contributes to preservice teacher education and offers opportunities for greater collaboration between public schools and universities.
CHAPTER TWO

LITERATURE REVIEW

Content reading professors wage a frustrating battle to convince preservice teachers from a multitude of subject area disciplines of the value of content reading instruction. (O'Brien, 1988, p. 237)

Introduction

As shown from my own stories, teaching has led me to consider alternative paradigms of teaching and learning. A paradigm is "a loose collection of logically held together assumptions, concepts, or propositions that orient thinking and research" (Bogdan & Biklen, 1982, p. 30). Alternatively paradigms are defined as "a profoundly new way of looking at things" (Salz, 1992, p. 108).

This chapter presents the theoretical frameworks other researchers have established for reconceptualizing teacher education emphasizing reflection. The following topics were considered: (a) research on content area reading courses and field experiences; (b) alternative paradigms of teaching reading; and (c) phenomenological philosophy which forms a basis for understanding how reflection influences how preservice teachers view teaching.

The purpose of this literature review is to discuss and critique how alternative paradigms of teaching have influenced teacher education courses in general and content area reading courses in particular. I also place my study within the phenomenological philosophical framework as a way of viewing the world of content area reading.
Content Area Reading Courses

A review of the literature on secondary content area reading revealed emphasis on the following topics: (a) how and why teachers should use strategies in their content classrooms (Smith & Feathers, 1983a, 1983b; Gee & Forester, 1988; Frager, 1993); (b) preservice teachers’ conception of their content areas (O’Brien & Stewart, 1990; Gordon & Hunsberger, 1991); (c) beliefs and practices of preservice and practicing teachers (Konopak, Readence, & Wilson, 1994); (d) resistance of preservice teachers to a course in content area reading (Stewart & O’Brien, 1989; Stewart, 1990; O’Brien & Stewart, 1990; Ratekin, Simpson, Alvermann, & Dishner, 1985) and, (e) expanding the rationale of a content area reading course (O’Brien, 1988; Bean & Zulich, 1990). Only the work of O’Brien and Stewart and that of Bean and Zulich have attempt to restructure the curriculum of a content area reading course based on their observations of student resistance to such a topic.

Several textbooks have been written specifically for middle school and secondary content area reading (Roe, Stoodt & Burns, 1991; Ruddell, 1993; Alvermann & Phelps, 1994; Brozo & Simpson, 1995). The prevailing rationale of these and other content area reading textbooks presents preservice teachers with knowledge about organizing information in their content area and provides a body of strategies to help high school students learn information from textbooks (Stewart, 1990; O’Brien and Stewart, 1990;
Bean and Zulich, 1990, 1993; and Zulich, Bean, and Herrick, 1992; Bean, 1994). Other topics include schema theory; reading, writing, and vocabulary strategies; the role of literature in secondary content classes; literacy for special needs learners; assessment and evaluation procedures; and models for professional growth as evidenced by the following introductions to content area reading texts:

The aim of this book is to prepare secondary school teachers to teach content of their subject areas more efficiently. (Roe, Stoodt, & Burns, 1991, p. xiii)

We have infused the book with a steady stream of ideas for integrating each of the language arts into content-rich lessons. (Alvermann & Phelps, 1994, p. xiii)

This text is designed to help you to teach your content more effectively and to help you develop independent learners who can think about your content in creative and critical ways. This text is also designed to help you envision the possibilities for exciting teaching and learning in your classroom. (Brozo & Simpson, 1995, p. v)

Resistance to Content Area Reading Courses

Gee & Forester (1988) confirmed the resistant attitude toward having to teach content reading in their study of 466 elementary (20%), middle (38%) and secondary (42%) teachers. They found 82% of the 466 teachers indicated their schools had no programs in which teachers offered students instruction on how to learn from text. Of the respondents, 207 of them felt strongly that their responsibility was to teach content knowledge and not the reading processes of learning the content. Furthermore, 139 of the teachers felt ill-prepared in their preservice education to guide reading
development. Assuming these practicing teachers took a content area reading course in their teacher education curriculum since such is usually required, what provoked their negative attitudes towards reading?

A solution offered by Gee and Forester was the inclusion of more strategies, modeling, and practicing in preservice content area reading courses; however, their respondents felt that "time spent teaching students to read assignments could be spent teaching content" (p. 507). Missing from Gee and Forester's solutions is a proposal for an expanded content area reading course rationale beyond only learning strategies. Thus, conclusions by Gee and Forester only recommended a well-known traditional format for teaching reading in the content area. Future researchers used Gee and Forester's study results, but went beyond Gee and Forester's conclusions to explore the reasons practicing teachers resisted promoting reading in their content areas.

Expanded Rationale

O'Brien (1988) redesigned a content area reading course based upon "an acknowledgment that preservice teachers' reluctance to embrace content reading is but one symptom of a larger issue that can be explained only in terms of the socio-cultural, political, and organizational constraints on what is acceptable within content subject instruction" (p. 238). The rationale included a global view of how content instruction is embedded in the sociocultural and political
contexts of the school and its activities; why subject areas
teachers resist curricular changes; and how the school
administrations resist changes.

To monitor the impact of the broader rationale with
preservice teachers, O'Brien restructured his content area
reading course to include: learning logs in which
preservice teachers kept narratives of topics in readings;
precourse statements about the value of the course;
narrative course evaluations; taped class discussions; and
interviews with the preservice teachers. O'Brien determined
before preservice teachers can understand why content
reading strategies are used to organize instruction, they
should be apprised of political influence on schooling.

Although a subsequent study by Stewart and O'Brien
(1989) showed less resistance by preservice teachers toward
a content area reading course, the course still lacked
acceptance. O'Brien and Stewart (1990) again investigated
the resistance by secondary preservice teachers to a content
area reading course. In this study, they concluded a
university classroom component of a content area reading
course is insufficient and a field-experience component is
needed to educate future teachers:

The lack of direct experiences, particularly field
experiences running concurrently with the course, might
have accounted for some of the resistance and
frustration expressed by the participants... Hence,
a practicum component... might allow these preservice
teachers to react differently to content reading.
(p. 123)
It may be necessary to radically restructure content reading education by including field experiences in which students engage in focused descriptive and interpretive observations in content classrooms, engage in discussions with teachers about their instructional practices, and talk to students about their reading habits inside and outside of schools. (p. 126)

**Reasons for Resistance to Content Area Reading**

Studies by Bean and Zulich (1990, 1992, 1993) and Zulich, Bean, and Herrick (1992) used student-professor dialogue journals to enable secondary preservice teachers taking a content area reading course to reflect on the course content which consisted of the traditional learning of reading strategies and a two-day field experience. The results of their studies revealed three important reasons for resistance to a course in content area reading. First, the preservice teachers’ major discipline area provided for little reinforcement of the methodologies taught in education courses. Second, the high school field experience yielded an apprenticeship for the preservice teachers, rather than an atmosphere in which the preservice teachers could reflect on the experiences. Third, the preservice teachers’ past experiences in school shaped how they managed the “multiple and often disparate cultures of the discipline, the school, and the content reading course” (Bean & Zulich, 1990, p. 176). The researchers concluded the manner in which preservice teachers integrate content reading concepts with their individual schemata for teaching is highly variable.
The results of these are important to reconceptualizing a content area reading course. Student-professor dialogue journals revealed valuable information about preservice students' views of this course. They also emphasized the potential importance of expanded field experiences.

Field Experiences Prior to Student Teaching

The epicenter of teacher education is somewhere between the university and school system. (Doyle, 1990, p. 7)

Researchers agree the core of reconceptualizing teacher education in general and content area reading in particular is the use of field experience (Cherland, 1989; Livingston & Borko, 1989; O'Brien & Stewart, 1990; Bean & Zulich, 1990, 1993; Doyle, 1990; Freiberg & Waxman, 1990; Guyton & McIntyre, 1990; Zeichner & Gore, 1990; Katz & Raths, 1992). However, researchers disagree as to the degree and type of field experiences which should be included in content area reading courses. I define field experiences, a term derived from anthropology and sociology, to imply preservice teachers spending time in the high school classrooms observing, participating, and interacting with both the practicing teacher and the high school students. Field experience is differentiated from laboratory experience where videos, computer simulations, or case studies are used in the university classroom.

Some researchers suggest a field experience within a content area reading course encourages reflection (Livingston & Borko, 1989; O'Brien & Stewart, 1992). Others
argue field experiences counter current practices taught in the university classroom since practicing teachers view themselves as technicians (Cherland, 1989; Bean & Zulich, 1990; Freiberg & Waxman, 1990). However, other studies revealed bad habits and narrow vision occurred because insufficient thought has been given to field experiences by the university educator. For example, field experiences are usually developed out of "convenience or tradition. . .with little consideration to linking the university classroom to the field based program" (Guyton & McIntyre, 1990, p. 514). In their review of the literature on field experiences, Freiberg and Waxman (1990) determined early field experiences do positively influence the teaching performance and attitudes of prospective teachers, although some researchers propose clinical field experiences.

Clinical Experiences

Some researchers prefer clinical experiences like videotapes, computer simulations, or written case studies of classrooms in lieu of field experiences (Cruickshank, 1985; Livingston & Borko, 1989; Doyle, 1990). One advantage to clinical experiences is they can be "replayed or reread as necessary to stimulate discussion and support analysis" (Livingston & Borko, 1989, p. 41). Cruickshank (1985) advocated clinical experiences calling them "reflective teaching" (p. 705) because the activity takes place on the college campus and is a safe psychological environment for practicing and studying teaching. While agreeing with these
researchers' assumption that participation does not necessarily lead to knowledge, Freiberg and Waxman (1990) countered that videotapes do little to provide a holistic view of real classrooms. The social and political aspects of the classroom are not easily recognized when treated in a clinical setting. Even though videotapes and case studies could be a source of reflection for preservice teachers, I think such clinical experiences would be a different reflection from "being there" in the classroom. However, even those proponents of clinical experiences approve of focused observations of classrooms toward the conclusion of teacher education courses to enable preservice teachers' knowledge development. "Opportunities should be provided for prospective teachers to observe expert teachers and discuss their observations with them" (Livingston & Borko, 1989, p. 41).

Most of the research acknowledges a need for better studies to determine an appropriate model for field experiences. Field experiences, according to O'Brien and Stewart (1990), in which preservice teachers describe and interpret events in the classroom, combined with opportunities to dialogue with practice teachers, should play a major role in an expanded rationale for a content area reading course. Field experiences, though, provide totally different encounters than the student teaching requirement.

**Student Teachers**

The student teaching experience often widens this gap between a content area reading course and practicing teachers' resistance to use what they learned about content reading. Most of the research concerning teacher education has been conducted in the realm of student teacher and supervising teacher relationships (Cherland, 1989; Doyle, 1990; Britzman, 1991; Katz & Raths, 1992). These studies enumerate the existing problems in current student teaching experiences. For example, student teachers are generally involved in a narrow range of activities of which they have no control (Zeichner & Gore, 1990; Pultorak, 1993). Student teaching can be a disruption in preservice teachers' lives where their own teaching agenda must be put aside to complete their supervisor's requirements (Bolin, 1990). Student teachers often viewed student teaching as "one more hoop to jump through" on the journey to becoming a teacher (Feiman-Nemser & Buchmann, 1987, p. 263).
Supervising teachers and university educators tend to undermine each other because supervising teachers encourage student teachers to use traditional teaching methods rather than innovative practices taught in the university classroom (Cherland, 1989). In the schools, the model of the teacher as a skilled technician delivering instruction stands in contrast to the education professor who attempts "to create a professional educator who reads journals, attends conferences, engages in long-range staff development, and continues taking university classes" (Cherland, 1989, p. 172).

The supervising teacher believes that "what you hear at the university isn't connected to the real world" (Cherland, 1989, p. 412); whereas the university educator believes "the teacher you are working with is out of date" (p. 412). Cherland's study found the territories are established: the teachers are involved in the lives of children, while university educators are keeping current with instructional theory. The supervising teacher sees no need to read professionally since once one knows how to teach, one just teaches. Cherland found most studies on student teaching acknowledge a closer match is needed between theory and direct practice. However, even with emphasis on the closing of the "gap" between theory and practice, university educators still maintain a separatist view of theory and practice: (Cherland, 1989; Gordon & Hunsberger, 1991)
Throughout student teaching, it becomes the work of prospective teachers to put into practice the knowledge obtained from college courses. At the same time, they are expected to transform this received classroom knowledge, shifting from a student's perspective to that of a teacher. (Britzman, 1991, p. 47)

These studies provide important insight into reconceptualizing an existing traditional curriculum for a secondary content area reading course. Cherland's (1989) solution to narrowing the gap between what is taught in university education courses and what is found in the classroom is the adoption of a model of reflective practice which rewards both preservice and inservice teachers for being professional educators.

The reflective practice model which treats practicing teachers and preservice teachers as professional educators in a restructured content area reading course included writing autobiographies (Bean, 1994), metaphors (Bullough, 1991; Bullough & Stokes, 1994); and participant observation (Bean & Zulich, 1990, 1993), all of which are increasingly being used to assist preservice teachers in reflecting about teaching. An additional component of reflective practice widely used in teacher education is student-professor dialogue journals (Bean & Zulich, 1990, 1992, 1993; Bolin, 1990; Surbeck, Han, & Moyer, 1991; Gordon & Hunsberger, 1991; Zulich, Bean, & Herrick, 1991; Guillaume & Rudney, 1993). Most of the journals are between professor and preservice student or between professor and student teacher. However, intensive investigation of content area reading courses yielded no studies in which a preservice teacher and
a mentoring secondary teacher engaged in conversations using dialogue journals.

Reading the World

Although the research explores various areas of experiences, methods, and attitudes, studies in the area of content reading appear to be missing a broader definition of the word "reading." Paulo Freire (1987) in his studies with adult literacy discovered problems exist when teachers focus on the word "reading" as meaning "reducing learning to read and write merely to learning words, syllables, or letters, a process of teaching in which the teachers fill the supposedly empty heads of learners with his or her words." (p. 25). This definition shows teachers are conveying their past experiences and ideas about teaching. Freire suggests "reading the world always precedes reading the word" (p. 25). Words, he contends, should be filled with one's experiences. Freire in his studies of literacy in Brazil, concluded:

The student is the subject of the process of learning to read and write as an act of knowing and of creating. The fact that he or she needs the teacher's help, as in any pedagogical situation, does not mean that the teacher's help nullifies the student's creativity and responsibility for constructing his or her own written language and for reading this language. (p. 25)

Freire recommends a new paradigm of teaching reading in which teachers help students make connections between what they are trying to teach and the world in which the student lives. Freire prefers a more critical approach toward reinventing what teachers practice because only when
teachers examine their own experiences and practices will they understand the social, historical, political, cultural, and economic factors relative to those experiences and practices. Developing the process of reflection requires providing opportunities for preservice teachers to engage in those activities, both in the university classroom and in the high school.

Paradigms of Reading

Among reading theorists today, the ultimate purpose of reading is arriving at meaning; however, there are "differing views about what is involved in learning to read (Weaver, 1993, p. 15). Two opposing paradigms for the teaching of reading are referred to as the traditional or bottom up and the socio-psycholinguistic or top down models, each requiring a distinctive role for the teacher as shown in Table 2.1. These parallel the positivist and constructivist paradigms of philosophical inquiry.

Traditional Paradigm of Teaching Reading

The positivist, or traditional approach to teaching reading is a bottom-up or skills-based philosophy which is based on a belief that children learn to read if provided opportunities for isolated sequential skill instruction working from smaller to larger parts combined with carefully selected and controlled reading samples. The basal reader, an anthology of usually abbreviated stories, is the text and the instruction is centered in phonics lessons and answering main idea questions from workbooks. Meaning resides in the
text. Writing is reserved until the learner has sufficient grammar, vocabulary, spelling, and handwriting skills.

Table 2.1

Roles of the Teacher within Paradigms (Weaver, 1994, p. 343)

<table>
<thead>
<tr>
<th>Transmission (Positivist)</th>
<th>Transaction (Constructivist)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor, dispenses information</td>
<td>Craftsperson, mentor, role model, demonstrating being a lifelong learner and literate person</td>
</tr>
<tr>
<td>Explains lessons, determines work to be done.</td>
<td>Stimulates learning by discussing, demonstrating, facilitating, collaborating.</td>
</tr>
<tr>
<td>Creates a climate for competition and comparison</td>
<td>Creates a support community of learners wherein collaboration and assistance are encouraged.</td>
</tr>
<tr>
<td>Students are deficient if they do not meet preset objectives and norms</td>
<td>Students are capable and developing, honoring their unique patterns of development.</td>
</tr>
<tr>
<td>Discourages risk taking and thinking</td>
<td>Encourages risk taking and thinking approximations</td>
</tr>
<tr>
<td>Fosters dependence on teacher</td>
<td>Fosters shared responsibility between teacher and students, encouraging ownership and responsibility for students' learning.</td>
</tr>
</tbody>
</table>

This traditional or positivist transmission paradigm of teaching evolved from the work of behavioral psychologists.

Logical positivism maintained that the only statements that are meaningful are those expressing propositions verifiable either by appeal to the senses (i.e., verifiable empirically) or by definition (i.e. analytically true). All other statements, according to positivists, are meaningless. (Stewart & Mickunas, 1974, p. 6)

In this transmission model of teaching, the observer is separated from the observation. For example, the teacher maintains a neutral stance in the classroom, verifying student knowledge with quantifiable methods such as tests. Teachers adhering to this model believe learning results from habit formation; therefore, much classroom time is
spent in memorization and practicing skills (Weaver, 1994). I reject this paradigm because the purpose of schools, when the transmission model became popular, was to prepare workers for the repetitive work in the factories of the early and mid-twentieth century (McNeil, 1986).

Most elementary, middle, secondary, and university educators still teach in the transmission model, that is, the teacher as the information provider and the student as the information receiver. Often, preservice teachers are taught in their content areas to dispense with the text since students have difficulty reading it anyway and then to supply the information to be learned in a lecture mode. This transmission model of teaching creates passive, dependent learners (Weaver, 1994).

**Alternative Paradigm to Teaching Reading**

An alternate instructional paradigm to teaching reading is to develop literacy within an integrated language arts, an approach to learning and thinking that "respects the interrelationship of the language processes--reading, writing, speaking, and listening" (Routman, 1994, p. 276). In this philosophy, the text might have multiple meanings, one of which is the author's intent. Meaning also resides in the interpretations of the learners based on their experiences and background knowledge. Reading and writing are integrated in authentic experiences. Authentic reading includes reading trade books; that is, books one can buy at the bookstore, instead of the basal anthology, plus
discussing books in group interactions instead of individually answering worksheets of questions. Authentic writing allows for narratives about personal experiences using creative spelling of unknown words. Sentence grammar evolves with maturity of reading and writing.

This constructivist paradigm of teaching draws from cognitive psychology, socio-psycholinguistics, philosophy, ethnography, anthropology, theories of language acquisition, literacy, schema, and the philosophy of whole language (Weaver, 1994). "In constructivism the symbolic status of the world is acknowledge as the construct that evolves from the interacting and mutually constituting reciprocity of subject and object" (Grumet, 1988, p. 15). While Grumet's examples of subject and object are mother/child; father/child; examples related to teaching are the symbiosis of the teacher/student and the reader/text. In the constructivist paradigm, the teacher assumes the role of facilitator, mentor, and supporter of construction of knowledge.

**Paradigm shifts in Content Area Reading**

The shift from a transmission or positivist, represented by the traditional, paradigm to an alternate transactional or constructivist model of teaching has caused changes in the schools not only in reading but also in the concepts of learning, curriculum, teachers roles, and assessment and evaluation. The transactional model is the underlying force for current efforts to reform content area
instruction in the various disciplines (Weaver, 1994). The transactional paradigm required a change in the role of the teacher educator and the classroom teacher. Changing these roles required a reconceptualization of the understanding and application of appropriate educational philosophies.

Phenomenology as a Way of Reconceptualizing

The word phenomenology is “elusive and anyone who uses the term enters a sphere of ambiguity” (Kockelmans, 1967, p. 24). Merleau-Ponty (1994) agrees:

A reader pressed for time will be inclined to give up the idea of covering a doctrine which says everything, and will wonder whether a philosophy which cannot define its scope deserves all the discussion which has gone on around it, and whether he is not faced rather by a myth or a fashion. (p. vii)

Several courses in curriculum theory and phenomenology introduced me to an academic world which contextualized my philosophies of teaching reading and writing.

Phenomenology is the first method of knowledge because it begins with “things themselves”; it is also the final court of appeal. Phenomenology, step by step, attempts to eliminate everything that represents a prejudice, setting aside presuppositions, and reaching a transcendental state of freshness and openness, a readiness to see in an unfettered way, not threatened by the customs, beliefs, and prejudices of normal science, by the habits of the natural world or by knowledge based on unreflected everyday experience. (Moustakas, 1994, p. 41)

This description of phenomenology as the first method of knowledge because it begins with the things themselves is a similar description of literacy as a transactional philosophy because it begins with the things children know best; that is, their life experiences. “But part of the
magic—and indeed the essence—of language is the fact that it must be internalized by each individual human being, with all the special overtones that each unique person and unique situation entail" (Rosenblatt, 1978, p. 20).

Since phenomenology can be practiced and is identified as a manner or style of thinking, phenomenology can be viewed both as a philosophy and as a research method (Husserl, 1907/1964; Merleau-Ponty, 1994). However, as warned by Merleau-Ponty and Kockelmans, working within a phenomenological framework is "rigorous; it requires a profound sense of what is competent and practical in educational conduct, and a sense of political consequence" (Pinar et al., 1995, p. 406). As a philosophy, the work of Edmund Husserl and his student Martin Heidegger presented important dimensions for understanding the role of reflection and experiences in teachers. As a method, Max van Manen in pedagogy and Ted Aoki in curriculum provide a framework for multiple interpretations of how preservice teachers come to understand the nature of teaching (Aoki, 1988, 1992; van Manen, 1977, 1988, 1990).

**What is Phenomenology?**

Phenomenology means a "distinctive way something can be encountered (Heidegger, 1977, p. 78). Phenomenology denotes "a method and an attitude of mind, the specifically philosophical attitude of mind, the specifically philosophical method" (Husserl, 1907/1964, p. 19). Phenomenology is a matter of describing experiences, not of
explaining or analyzing (Merleau-Ponty, 1994). Two contemporary definitions are phenomenology as a “disciplined, rigorous effort to understand experience profoundly and authentically” (Pinar et al., 1995, p. 405), and phenomenology as a philosophy of consciousness as described by Grumet (1989):

Phenomenology is, quite simply, a philosophy of consciousness. “Phenomena” are those things that appear to consciousness; they are the things we think about, and they may be “real” -- the tree or the table, “ideal” -- the formula for relativity or the Judeo-Christian ethic, or “fantastic” -- unicorns or Darth Vader. A phenomenological analysis of knowing or learning helps us to recover the name of the conditions of our own thought. (p. 14)

Phenomenology evolved from a discontent with the positivist philosophy of scientific inquiry which, based on material things, failed to take into account the “experiencing person and the connections between human consciousness and the objects that exist in the material world” (Moustakas, 1994, p. 43). Phenomenology for van Manen (1990) is the “systematic attempt to uncover and describe structures of lived experience” (p. 10) and cannot be separated from a child-centered pedagogy. Current literacy research also is discontented with the positivist view of teaching reading and writing which fails to acknowledge a child’s early life experiences.

Two philosophical methodologies of phenomenology are most widely used: description of experience and interpretation of the language of experience. The philosopher Edmund Husserl preferred the former while his
student Martin Heidegger favored the latter. Max van Manen, a contemporary Dutch phenomenologist credited with bringing the philosophy to North America, used a combination of language and experience called hermeneutic phenomenology described in Chapter 3.

For Husserl, the root of philosophy lies in "an entire field of original experiences" rather than a single concept (Kockelmans, 1967, p. 29). Therefore, his philosophy commences in a field of "primordial phenomena" (Kockelmans, 1967, p. 29). The word phenomena, which is derived from the Greek phainesthai meaning to show itself or to appear, as the appearance or observed features of something experienced as distinguished from reality or the thing in itself (Webster, 1983). Husserl (1929/1968) believed a phenomenological experience as reflection "must avoid any interpretative constructions. Its descriptions must reflect accurately the concrete contents of experience, precisely as these are experienced" (p. 13). Methods used in the empirical sciences were of little value for Husserl because they "presuppose something in addition to what is actually given" (Kockelmans, 1967, p. 29). In this field of primordial phenomena, "presuppositions are simply inconceivable" (Kockelmans, 1967, p. 29).

Heidegger differed from his teacher Husserl in that his phenomenology was hermeneutic or interpretive whereas Husserl's was eidetic or descriptive. The eidetic phenomenology of Husserl describes the meaning of an
experience from the perspective of those who have had that experience and have now attached a meaning to it. The hermeneutic philosophy of Heidegger describes the meaning of an experience from the perspective of those who try to uncover hidden meanings (Cohen & Omery, 1994). This interpretation is based on verstehen, the German word for understanding, rather than on Husserl’s use of description. However, the “original meaning of the text is unattainable and the best we can do is to stretch the limits of language to break upon fresh insight” (Gallagher, 1992, p. 10). Language plays a major role in phenomenological investigation for both Husserl and Heidegger (Stewart & Mickunas, 1974).

**Husserl**

Edmund Husserl (1859-1938) is considered the founder of the phenomenology. A native of Czechoslovakia, Husserl studied mathematics and then philosophy, and began shaping his phenomenology philosophy between 1904 and 1907. For Husserl, viewing phenomena occurred through the process of transcendental reduction. The meaning of a phenomena can be achieved only through transcendental reduction; that is, the putting aside or bracketing out the world of interpretation in order to see the phenomena as it appears (Stapleton, 1983).

Transcendental means to adhere to what can be “discovered through reflection on subjective acts and their objective correlates” (Moustakas, 1994, p. 45). Reduction
means to put aside the world of interpretation in order to see the phenomena in its essence. Reduction is the "process of looking at an experience naively without prejudices and biases" (Cohen & Omery, 1994, p. 148). Transcendental reduction allows the phenomena to be perceived and described in a new way (Moustakas, 1994). This method allows one to see things in different ways and "to see more profound layers behind what we first thought to see" (Kockelmans, 1967, p. 30). Husserl used the terms transcendental reduction, epoche, and bracketing interchangeably.

**Epoche**

Husserl's concept of epoche required eliminating suppositions about an experience in order to discover the essence of that occurrence (Moustakas, 1994). Epoche is the Greek word for suspension of beliefs, and Husserl used the mathematical concept of bracketing to explain suspending beliefs (Cohen & Omery, 1994). Bracketing a phenomena being viewed focuses on listening, connecting issues, describing experiences, determining themes and considering meanings (Moustakas, 1994, p. 65). It is a method whereby one observes an experience in question from a distance or from a state of reflection in order to see the familiar with freshness (Husserl, 1968; Grumet, 1992).

For Husserl, only through distancing, bracketing, and reflecting can we see an object as it really is (Husserl, 1968). Husserl illustrates the importance of epoche:
Before the epoche, I was a man with the natural attitude and I lived immersed naively in the world. I accepted the experienced as such, and on the basis of it developed my subsequent positions. All this, however, took place in me without my being aware of it. I was indeed interested in my experiences, that is, in objects, values, goals, but I did not focus on the experiencing of my life, on the act of being interested, on the act of taking a position, on my subjectivity. (Husserl, 1929/1968, p. 14)

Lifeworld

Husserl's phenomenology centered about the lifeworld, which is the world of experiences one has already lived or the "world of lived experience" (van Manen, 1990, p. 182; Cohen & Omery, 1994, p. 139). Van Manen (1990) offers the following analogy to teaching to understand the concept of lived experience or lifeworld:

When as a new teacher you stand in front of the class for the very first time, you may find it hard for a while to forget that all these kids or teenagers are "looking at you." . . . This "feeling of being looked at" may make it difficult to behave naturally and to speak freely. . . . However, as soon as I get involved in the debate and "forget" the presence of the audience, as it were, then I become involved again immediately and naturally in the activity. Only by later reflecting on it can I try to apprehend what the discussion was like. (p. 35)

Experience for Husserl is anything of which one is conscious. By bracketing, one can distance oneself from all previously held theories. Bracketing "purifies the consciousness and only phenomena remain" (Stewart & Mickunas, 1974, p. 36).

Intentionality and Consciousness

For Husserl, consciousness is characterized by intentionality. "The essence of consciousness, in which I live as my own self, is the so-called intentionality."
Consciousness is always consciousness of something” (Husserl, 1929/1968). Quantitative methods of treating the nature of consciousness were inadequate for Husserl because consciousness is not an object (Stewart & Mickunas, 1974). Through transcendental reduction (epoche, bracketing), one can make meaning of this consciousness.

Consciousness is intentional; that is, always directed toward an object. Therefore, consciousness cannot be viewed as empty or closed (Stewart & Mickunas, 1974). In Husserl’s phenomenology, the subject/object relationship is different from the empirical one in which the subject is separate from the object:

Every conscious experience is reciprocal, or “bi-polar: there is an object that presents itself to a subject or ego. This means that all thinking (imagining, perceiving, remembering, etc) is always thinking about something . . . all human activity is always oriented activity, directed by that which orients it. In this way we discover a person’s world or landscape. (van Manen, 1990, p. 182)

Therefore, Husserl’s transcendental reduction phenomenology uses only the data available to the conscious (the appearance of objects) and “knowledge of objects resides in the subjective sources of the self” (Moustakas, 1994, p. 44). “The thought processes which I really perform are given to me insofar as I reflect upon them, receive them, and set them up in a pure ‘seeing’” (Husserl, 1907/1964, p. 23). Therefore, only following a reflective process can one construct a full description of their conscious experiences including thoughts, feelings,
examples, ideas, and situations because it is “not possible to experience something while reflecting on the experience” (van Manen, 1990, p. 182).


Dewey (1933/1964) presents his argument for why reflective thinking must be a part of teacher education:

> We all acknowledge . . . that ability to think is highly important; it is regarded as the distinguishing power that marks man off from the lower animals. . . . It emancipates us from merely impulsive and merely routine activity. Put in positive terms, thinking enables us to direct our activities with foresight and to plan according to ends-in-view, or purposes of which we are aware. . . . It converts action that is merely appetitive, blind, and impulsive into intelligent action. (p. 212)

Reflective thinking is a “state of doubt. . . in which thinking originates, and an act of searching, hunting, inquiring to find material that will resolve the doubt” (Bullough, 1989, p. 18). Bullough calls for changes in teacher education curricula to encourage reflective thinking by “restructuring all field experiences so that students could engage in reflective decision making and act on their
decisions in the spirit of praxis [practice plus action]" (p. 18). However, he cautions, teacher education programs cannot be built on reflection alone. They must be situated within the conceptual framework which shares a “commitment to and understanding of the constituent concepts” (Bullough, p. 15). In a study involving teacher certification students, Bullough (1993) abandoned the use of journals for Personal Teaching Texts, which included a portfolio or a collection of the semester’s readings and writings. He also had students construct personal metaphors. Metaphors enabled an inward reflective turn, allowing students to think about their thinking about teaching and self-as-teacher. However, to have critical reflection “necessitates getting outside of self” (Bullough, 1993, p. 387) and putting the reflection in context. The question becomes, “How does one reflect?”

The purpose of phenomenological reflection is to try to grasp the essential meaning of something (van Manen, 1990, p. 77). We all have notions of what a teacher is; however, it is difficult to come to a reflective determination and explication of what a teacher is (van Manen, 1990). Phenomenology appeared to be an appropriate reflective philosophy for reconceptualizing a content area reading course which provides a constructivist paradigm for teaching.
Relationship of Study to Literature

Dissatisfaction with public high schools receives daily news coverage, and educational reform has been the topic of many books and articles offering solutions to the problem (Powell, Farrar, & Cohen, 1985; McNeil, 1986; Grant, 1988; Kozol, 1991; Noddings, 1992; Berliner, 1993). However, public high schools remain the same despite the research. The major responsibility for “improving teaching ought to be in the hands of the teachers themselves” which involves “putting teachers in charge of their own practice” (Grant, 1988, p. 228). While Grant proposes having novice teachers mentored by a master teacher for two years to gain experience for handling the demands of a classroom, he does not address how the master teacher will become a “master.” Who will teach the teachers? The answer must ultimately reside in teacher education.

The research on secondary content area reading courses appears to be lacking in its resolution of the problem of the disparity between what is taught in the university classroom and what is implemented in the high school classroom. Having reviewed the literature, I wonder if the importance of reconceptualizing a content area reading course, which is required for all secondary majors, exists in the long-term effect it may have in the high school classroom. The question becomes: What opportunities can a content area reading course give teachers to reflect on the nature of teaching, on who teachers are, and on themselves
as teachers? This study investigates the reading autobiographies, metaphors, journals, and observations of three preservice teachers as they attempt to make sense of teaching as they experience it.
CHAPTER THREE

RESEARCH DESIGN

It was different when I stepped into the classroom to see how the kids reacted to each other and how they reacted to their differences. (Abdu, Interview)

Introduction

After several years of teaching a course to secondary majors in content area reading, I pondered a phenomena that appeared to be consistent among the preservice teachers and practicing teachers in the high schools. As the literature indicates, secondary teachers fail to implement the current theories of teaching and learning into their content classrooms even if they have recently graduated from a teacher education program.

Research Question

Research indicated preservice teachers need an education program emphasizing teacher reflectivity and a curriculum that enhances this reflectivity (Cruickshank, 1985; Bullough, 1989; Bolin, 1990; Pultorak, 1993). This led to the research question:

What experiences can a secondary content area reading course provide which allow preservice teachers to reflect on the nature of teaching, teachers, and self-as-teacher?

This study evolved because of my concern that existing teacher education courses in general and content area reading courses in particular failed to adequately educate teachers preparing to teach the next generation of learners. A qualitative method of inquiry was selected to answer the research question because these issues concern philosophies,
not just measurable reactions or applications. Qualitative inquiry provided the tools with which to perform this type of human science research involving description, interpretation, and reflection of the experiences preservice teachers had while enrolled in a content area reading course.

Qualitative research is an inclusive term for many philosophical orientations of interpreting research and is defined as the understanding and interpreting of events and people as they unfold in their natural setting (Glesne & Peshkin, 1992). Qualitative research "assumes that the most efficient way to know what people do is to watch, listen, and participate with them in their own setting, as they go about their normal routines" (Ratekin, Simpson, Alvermann, & Dishner, 1985, p. 433). Researchers collect their data through "sustained contact with people in settings where subjects normally spend their time" (Bogdan & Biklen, 1982, p. 2).

**Data Collection**

**The Settings**

**A Southern City near the Gulf**

Located in the heart of Cajun country accessible from the east by traveling on an interstate highway elevated bridge through twenty miles of swampland, and from the west through miles of rice fields, the area in which this study takes place is known for its joie de vivre or joy of living. The casual ambiance of the people enhances a city where the
natives value family, hard work, and play. Delicious food served in homes and restaurants and Cajun music abound alongside art museums, a symphony, and a thriving university.

The majority of the people derive from French speaking Catholic Acadians who lived in Nova Scotia until 1755 when the people were forced from their homes for refusing to pledge allegiance to the British Crown. Many of those exiled journeyed to this area in the south central part of the United States where they could live among other French speaking Catholics. The French language is a predominant part of the culture and still spoken in commerce and homelife.

The University

The university in this study, established in 1900, is a Doctoral II state university with over 16,000 students. The College of Education with fifteen hundred students is one of nine colleges. To be admitted to the college, a student must have completed 60 hours of general education course work in a junior division, have a 2.5 grade point average, and have scored a 645 on each of the first two parts of the National Teachers Examination. For students with a baccalaureate degree to be admitted for teacher certification, a 2.2 grade point average and a score of 645 on the first two parts of the National Teacher's Examination are required.
Southside High School

The high school in this study is a microcosm of the parish of 171,313 in which it resides. Racially, ethnically, and socio-economically, this school resembles the population of the city as shown in Table 3.1. The urban school has 1,857 students (879 males and 978 females) in four grades. The demographics of the school according to the local school board's 1994-1995 Enrollment Report of May 3, 1995 are shown in Table 3.1

Table 3.1
Demographics of City Population and Southside High Student Body

<table>
<thead>
<tr>
<th></th>
<th>No. of Students</th>
<th>Percent City Population</th>
<th>Percent City Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indians</td>
<td>8</td>
<td>.43</td>
<td>362</td>
</tr>
<tr>
<td>Asians</td>
<td>47</td>
<td>2.53</td>
<td>1,594</td>
</tr>
<tr>
<td>Blacks</td>
<td>390</td>
<td>21.0</td>
<td>36,846</td>
</tr>
<tr>
<td>Hispanics</td>
<td>26</td>
<td>1.44</td>
<td>2,613</td>
</tr>
<tr>
<td>Caucasians</td>
<td>1,386</td>
<td>74.6</td>
<td>125,340</td>
</tr>
<tr>
<td>Total</td>
<td>1,857</td>
<td>100</td>
<td>171,313</td>
</tr>
</tbody>
</table>

The high school has 103 professional staff including teachers, assistants, administrators, librarians, and counselors as shown in Table 3.2 (Elementary and Secondary Staff Information Report, November 1, 1994).

Southside High School offers a broad spectrum of courses including Advanced Placement, Honors courses, and
Vocational Technology Preparation. Ability levels from special education to gifted classes are accommodated.

Table 3.2

Southside High School Staff

<table>
<thead>
<tr>
<th></th>
<th>Caucasian male</th>
<th>African-American/Hispanic male</th>
<th>Caucasian female</th>
<th>African American female</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>35</td>
<td>6</td>
<td>54</td>
<td>8</td>
<td>103</td>
</tr>
<tr>
<td>Assistants</td>
<td>0</td>
<td>2</td>
<td>9</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Administrators</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Librarians</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Counselors</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

The Participants

Secondary Education Majors

Thirty-seven secondary education majors enrolled in my content area reading courses in two consecutive semesters: nineteen in the Fall of 1994 and eighteen in the Spring of 1995. Two content reading classes were offered by the university in the Fall of 1994, of which I taught one section on Tuesdays and Thursdays from 9:30 a.m. to 12:30 p.m. I also taught the only section offered in the Spring of 1995 on Mondays and Wednesdays from 9:00 a.m. 12:00 p.m. and Fridays from 9:00 to 10:00 a.m. Each section was limited to twenty-two students. Students chose their own classes, usually based on which class period accommodated
their schedule. All students were secondary majors who would student teach the semester following my course.

**Mentoring Teachers**

Obtaining practicing teachers to mentor preservice teachers was a difficult task for three reasons. First, teachers received no compensation for having interns in their classroom. Second, teachers must have a schedule that fits into the time slot of the class. Third, teachers needed in any given semester are determined by preservice teachers’ content area.

After determining the interns’ majors and reviewing the high school teacher assignments and schedules, I spent several weeks visiting with potential mentors. I overcame the lack of compensation by relying on personal relationships which I have established through several years of involvement with the faculty. Thirty-two practicing teachers from Southside High School volunteered to serve as mentors to the thirty-seven preservice teachers during the fall and spring semesters. Four preservice students had two mentors and one mentor had two students due to scheduling problems. Some teachers were used one semester and not the other. The teachers represented the content areas as shown in Table 3.3.

The preservice teachers, those who have not experienced student teaching, faced the same problem student teachers encounter in the field; that is, being taught one pedagogy in the university classroom and not finding that pedagogy
utilized in the high school classroom (Cherland, 1989). However, while not all of the mentors were necessarily teaching with the latest methodologies or influenced by the latest teaching philosophies, the practicing teachers were volunteers whom I knew from reputation and/or my personal observations to be nurturing, kind, and caring teachers.

Table 3.3

**Academic Content Areas: Southside High School Mentors**

<table>
<thead>
<tr>
<th>Academic Discipline</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Home Economics</td>
<td>1</td>
</tr>
<tr>
<td>Business Education</td>
<td>2</td>
</tr>
<tr>
<td>Art</td>
<td>2</td>
</tr>
<tr>
<td>Social Studies</td>
<td>6</td>
</tr>
<tr>
<td>Special Education</td>
<td>2</td>
</tr>
<tr>
<td>Speech and Drama</td>
<td>2</td>
</tr>
<tr>
<td>Band</td>
<td>1</td>
</tr>
</tbody>
</table>

Participants in the Study

At the beginning of each semester, I selected potential intern/mentor pairs for this study. The only criteria was the intern and mentor must exchange journal conversations and be willing to be interviewed. From these practicing
teachers and preservice teachers, I decided to select students from varied disciplines representing a balance of race and gender of interns and mentors. Four pairs were chosen from the Fall 1994 semester and two pairs from the Spring 1995 semester as possible research participants. In the Fall, one pair was unusable because the mentor would not journal with the intern. A second pair dissolved when the intern did not show up for interviews. In the spring semester, two pairs were selected; however, one pair was voided because the intern’s handwriting was illegible. Notwithstanding the loss of two pairs, the remaining pairs were still diverse in discipline, race, and gender as shown in Table 3.4. Therefore, two pairs from the fall remained in the study: Chloe with Mrs. Graves, and Paul with Mr. Richard. The remaining pair, Abdu with Ms. Patterson, was from the spring semester.

Table 3.4

<table>
<thead>
<tr>
<th>Intern/Mentor Pairs Used in Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discipline</strong></td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Gender/Gender</td>
</tr>
<tr>
<td>Race/Race</td>
</tr>
<tr>
<td>Intern/Mentor</td>
</tr>
</tbody>
</table>
Methodologies

Phenomenology as a Method of Inquiry

Phenomenology is both a philosophy and a methodology. Phenomenology as a philosophy was described in Chapter 2. As a methodology, phenomenological human science research begins and ends with "lived experience" (van Manen, 1990, p. 35). For the phenomenological researcher, experience is itself an interpretive process (Cohen & Omery, 1994). Deeper understanding and unexpected possibilities are the outcomes of interpretations:

In phenomenological studies, the investigator abstains from making suppositions, focuses on a specific topic freshly and naively, constructs a question or problem to guide the study, and derives findings that will provide the basis for further research and reflection. (Moustakas, 1994, p. 47)

Hermeneutic Phenomenology

Van Manen (1977, 1990) blended Husserl's eidetic or descriptive phenomenology and Heidegger's interpretive phenomenology to form a type of qualitative research which studies persons (van Manen, 1990, p. 6). This methodology permitted the interpretation of the dialogue in the mentor/intern journals and of the participant observation narratives because "within the context of a hermeneutic framework, curriculum is seen as the study of educational experience and as the communicative analysis of curriculum perspectives, orientation and frameworks (van Manen, 1977, p. 213). The methodology I used for interpretation is best explained by Gallagher (1992):
On one account the meaning of the text does not reside within the text alone, nor totally in the mind of the text's author; nor does it come to reside ideally in the mind of the reader. In the process of interpretation no one element--reader, text, meaning, and so on--exists in itself, in an isolated manner. Understanding a text involves building a complex series of bridges between reader and text, text and author, present and past, one society or social circumstance and another. . . . One task of hermeneutics is to identify the different factors, including the epistemological, sociological, cultural, and linguistic factors, that condition the process of interpretation. (p. 5)

David Jardine (1992) elaborates on hermeneutic inquiry as a way to give voice to the ambiguous nature of life, especially life in the classroom, and supports van Manen's ideas for teacher reflection:

A hermeneutic notion of understanding is centered on the disposition of understanding from its methodical, prepared self security. It returns inquiry in education to the original, serious, and difficult interpretive play in which we live our lives together with children; it returns inquiry to the need and possibility of true conversation. (p. 124)

Van Manen uses the German word for understanding, verstehen, to underscore the importance of understanding in human science research. Verstehen involves empathy which van Manen believes is only obtainable by understanding ourselves and others by "inserting our own experienced life into every form of expression of our own and others' lives" (p. 214). Verstehen is central to a human science orientation to education since the key to understanding the world is to maintain a "thoughtful and conversational relation with the world" (van Manen, 1990, p. 16) that requires reflection. This study is built on the concept of
verstehen to provide a context for reflection in preservice teachers’ lives.

Ethnography as a Method of Inquiry

Besides hermeneutic phenomenology, this study used methodologies of ethnography. Ethnography is the study of lived experiences which examines how we construct and organize what has already been experienced. Wolcott (1988) cautions educators against claiming they are doing an ethnography, when in fact, they are “drawing upon ethnographic approaches in doing descriptive studies” (p. 202). Although my project is not an ethnographic study, I utilized the ethnographic methodologies of field experience, interviews, and participant observation.

Field Experience

Field research, a term used by anthropologists and sociologists, indicates that data is collected “in the field as opposed to laboratories” (Bogdan & Biklen, 1982, p. 3). Ethnography requires the fieldworker to hear, see, and write what is witnessed and understood during a stay in the field. “Culture is not itself visible, but is made visible only through its representation” (van Maanen, 1988, p. 3). Culture, in this study, was the high school (its students, teachers, and administrators) in which my students performed fieldwork. Fieldwork consisted of “ongoing interaction with the human targets of study on their home ground” (Geertz, 1973, p. 2). Fieldwork usually involves full time immersion into the environment; however, even though the preservice
teachers were only in the field two or three times a week for three hours per day for five weeks, they became a part of the culture of the high school and their mentor's classroom.

My field experience was carefully planned to prevent many of the problems the preservice teachers may encounter as student teachers. By carefully screening the practicing teachers, the interns participated, observed, and taught in the public school high school setting without the main restraints imposed during student teaching, namely, grades given by supervisors or having to teach like the practicing teacher (Guillaume & Rudney, 1993; Katz & Raths, 1992; Britzman, 1991; Bolin, 1990; Guyton & McIntyre, 1990; Cherland, 1989). Without the restraints usually encountered in student teaching, my field experience may be the preservice teachers' only opportunity to teach using the current methodologies of content area reading.

The content area reading students actually became part of the culture of the high school for five weeks out of the fifteen week semester. They had free access to the campus and were issued parking stickers. To fit our university schedule, most interns taught or observed "third hour" which began at 9:35 a.m. and "fourth hour" which began at 10:35 or 11:05 a.m. ("First hour" began at 7:35 a.m., "second hour" at 8:35 a.m.) From 10:35 a.m. until 11:05 a.m. the interns, whose mentors had the first lunch shift, met with me in the reference room in the library where we discussed various
topics and/or had speakers from the administration or faculty. The rest of the group met with me from 11:35 a.m.-12:05 p.m. during second lunch. The interns often returned to the high school classroom during non-class time for extra teaching assignments with their mentors, which was not a requirement of this course or of their mentors. Many interns were eager to obtain as much experience in the classroom as possible.

Central to this study was my desire to offer opportunities through a secondary teacher education course with a field component that would allow preservice teachers to experience what it is like to teach in a high school prior to actual student teaching, which is usually their first significant teaching encounter. The practicum included a one-on-one matching of a practicing teacher (mentor) and preservice teacher (intern) in the intern's major or minor field of certification at an urban high school. This practicum also included opportunities for observing and interacting with high school students and dialoging and interacting with high school teachers.

**Participant Observations**

A variation of Spradley's (1980) participant observation format was provided each intern (see Appendix A). The narrative of each observation included a map of the setting (if changed from previous observations), a description of the people and objects, verbal and non-verbal behavior, and a description of the talk that occurred.
between and among the persons in the setting. The interns elaborated on the activities in the setting and included any questions they had about the observation. Following each day's observation, students cogitated about what they saw and submitted these reflections in writing to me at the following class session. I coded the themes and patterns according to Glaser and Strauss' constant comparative method (1967). The analysis of the preservice teachers' participant observations appears in Chapter 7.

**Interviews**

Through interviewing, another methodology used in ethnography, researchers attempt to understand social behavior from the participants' frames of reference (Spradley, 1980). I conducted formal semi-structured interviews of three preservice teachers and three practicing teachers using Seidman's (1991) three interview format. Interviews were used for clarification and elaboration of topics revealed in the metaphors, journal exchanges, and observations. Also, in the interviews, I explored the concepts of the nature of teaching, the role of teachers, and the self-as-teacher. Each interview was transcribed immediately after it occurred.

**Semi-Structured Interviews with Interns and Mentors**

Although I began each interview with prepared questions, the interview generally became more conversational as other topics emerged. Tables 3.5 and 3.6
describe the structured questions asked during interviews with mentors and interns.

Table 3.5

Semi-structured Interviews with Mentors

<table>
<thead>
<tr>
<th>Interview</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
<th>Question 5</th>
<th>Question 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>What experiences can you reconstruct about your family, school, friends, neighborhood, and work that brought you to teach?</td>
<td>Tell me about yourself.</td>
<td>Describe how you were taught in high school?</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>#2</td>
<td>What do you do as a teacher?</td>
<td>Talk about your relationship with your students, other faculty, and the community</td>
<td>Reconstruct a day in your teacher life.</td>
<td>What are the literacy needs of students in your content area?</td>
<td>What is your role in providing for these needs?</td>
<td>What is your metaphor for teaching?</td>
</tr>
<tr>
<td>#3</td>
<td>Given what you have said about your life, how do you understand teaching? What sense does teaching mean to you?</td>
<td>Where do you see yourself in the future?</td>
<td>How did your high school experiences shape your teaching today?</td>
<td>In what ways did your university courses influence the way you teach?</td>
<td>How do you see yourself as a teacher?</td>
<td>Do you have any advice for providing secondary students opportunities for reflection?</td>
</tr>
</tbody>
</table>

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Table 3.6

**Semi-structured Interviews with Interns**

<table>
<thead>
<tr>
<th>Inter-view</th>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td><strong>Tell me about yourself.</strong></td>
<td><strong>Describe early experiences in your family, at school, with friends, in your neighborhood, and at work.</strong></td>
<td><strong>What experiences brought you to teach?</strong></td>
<td>None</td>
</tr>
<tr>
<td>#2</td>
<td>Explain your intern experience.</td>
<td>Tell me about your relationship with students in your mentor's class, and with your mentor.</td>
<td><strong>Reconstruct a day in your life as an intern.</strong></td>
<td>None</td>
</tr>
<tr>
<td>#3</td>
<td>Given your experiences prior to becoming an intern, how do you understand teaching?</td>
<td><strong>What sense does teaching mean to you?</strong></td>
<td><strong>Where do you see yourself in the future?</strong></td>
<td><strong>What factors brought you to this present situation?</strong></td>
</tr>
</tbody>
</table>

**Autobiography as a Method of Inquiry**

"Autobiography has become important to recent approaches to teacher education" (Pinar et al, 1995, p. 517). Pinar (1988) reminds us that qualitative understanding requires subtle and quiet attention to both self and the self through the situation. "Autobiographical method can be employed to cultivate such attention: to situation as element of the self, to self as situation, and to transformation and reconstitution of both" (Pinar, 1988, p. 148). Therefore, by having students employ autobiographical methods, they become the subject and the object of the research (Grumet, 1992). This Husserlian subject/object concept allowed preservice teachers to talk not only about themselves but also about what they were observing as well. Then, using the hermeneutic emphasis on
verstehen enabled me to interpret the thoughts and feelings of the preservice teachers' journal exchanges, reading autobiographies, and personal teaching metaphors.

**Autobiographies**

An autobiography of school and reading experiences was written by the preservice teachers during the first week of the semester; however, they were not reconceptualized at the conclusion of the course. My request was for them to recount their earliest reading experiences and their earliest classroom experiences. In interpreting the autobiographies, I focused on how their previous life experiences in education affected their current theories of the nature of teaching, teachers, and themselves as teachers.

**Dialogue Journals**

Upon accepting an intern, the mentors agreed to an open dialogue with the preservice teachers in the form of weekly journal exchanges. At least four written journals were exchanged weekly between the mentor and the intern. These conversations are analyzed in Chapter 6.

**Metaphors**

Prior to field experiences, preservice teachers were asked to construct a metaphor in illustration and in print that best exemplified their view of teaching and teachers. A metaphor update followed completion of the course and field experience. At the conclusion of the semester, the original personal teaching metaphors were updated.
Role of Researcher

My perspective on the findings of this study is from a female college instructor who has had life experiences as once a preservice teacher and a practicing teacher as well as a community activist, a wife, and a mother. However, as the researcher, I sought to understand and interpret the data sources to determine what themes preservice teachers revealed from the multiple sources of autobiographies, metaphors, mentor/intern journals, and participant observation report. Within the lived experiences of the interns and mentors, I looked for the nature or "essence" of their experiences and attempted to describe these experiences with a "certain degree of depth and richness" (van Manen, 1990, p. 11). Bogdan & Biklen (1982) remind us qualitative researchers not to narrow a field, but to portray the multiple dimensions of it. I wanted to enrich teacher educators' knowledge base to include occasions for preservice teachers' reflections on the nature of teaching.

Also, as the researcher/teacher, my role in this study entailed constant interaction with the participants as their confidant, their instructor, and their peer teacher. In the field, I met with the participants each day immediately following their field experience to discuss their experiences. However, I did not observe their classes fearing my presence would hinder the mentor-intern relationship I was striving to accomplish. Frequent informal meetings with the mentors enabled me to maintain a
sense of the interaction between the practicing teacher and the intern.

Data Analysis and Interpretation

Qualitative Analysis

I used two methods of analysis. First, qualitative analysis was conducted according to Miles & Huberman’s (1984) three concurrent flows of activity: data reduction, data display, and verification or conclusion drawing. However, in phenomenological studies, conclusions are usually not drawn from a given study (Wolcott, 1990). Therefore, instead of the terminology of “verification” or “conclusion drawing”, I used the term “trustworthiness of interpretation” (Glesne & Peshkin, 1992, p. 146).

Qualitative researchers depend on a variety of methods for gathering data. The use of multiple data collection methods contributes to the trustworthiness of the data. This practice is commonly called “triangulation.” (Glesne & Peshkin, 1992, p. 24.)

In order to ensure trustworthiness, I, as well as another education professor in my department who was unfamiliar with this course, triangulated the multiple sources of data by discerning themes and patterns independent of one another.

Phenomenological Interpretation

The second method used was van Manen’s three-fold method of phenomenological interpretation. First, descriptions of experiences were gathered in everyday language. Next, the descriptions were examined for language clues that signal a deeper meaning. Finally, from the
deeper understanding of the experience, a practical application was derived (Brown, 1992). By meshing these two analytical methods, the narrative of three preservice teachers' experiences trying to make sense of teaching, teachers, and themselves as teachers unfolded.

Data Reduction

Reducing data according to Miles and Huberman (1984) is the process of selecting, focusing, simplifying, abstracting, and transforming the raw data that appeared in the participants' intern/mentor journals, interviews, participant observations, autobiographies, and metaphors. The process of coding and establishing themes is not linear, but cyclical, and different themes continuously emerged during the data reduction.

Using the constant comparison method of Glaser and Strauss (1967), I analyzed the data for categories and concepts, and coded the data as shown in Table 3.7. Then, I integrated and collapsed categories as necessary. Finally, I refined the categories and rediscovered emerging themes.

Themes

I examined themes based on van Manen's (1990) concept of theme as a guidepost. First, themes come from asking "What is the point?" when reading anecdotes. Second, formulating themes is a simplification of the data. Third, themes are not objects encountered at certain moments in a text. Finally, themes attempt to capture the phenomenon one tries to understand.
Examining metaphors, dialogue journals, and observation reports involved being conscious of the many themes which emerged from these exchanges. The question to be asked was: "How does a theme relate to the phenomenon that a researcher is interested in studying?" (van Manen, 1990, p. 87). The word "themes" is defined by van Manen (1990) metaphorically:

They are more like knots in the webs of our experiences, around which certain lived experiences are spun and thus lived through as meaningful whole. Themes are the stars that make up the universes of meaning we live through. By the light of these themes we can navigate and explore such universes. (p. 90)

My analysis of the themes found in the preservice teachers’ metaphors is detailed in Chapter 5, the mentor/intern journals in Chapter 6, and the participant observations in Chapter 7.

Data Display

The recursive nature of qualitative analysis involved constant movements between coding, displaying, reflecting, and interpreting. Van Manen (1990) reminds us the aim of phenomenology is

\[
\text{to transform lived experience into a textual expression of its essence—in such a way that the effect of the text is at once a reflexive re-living and a reflective appropriation of something meaningful: a notion by which a reader is powerfully animated in his or her own lived experience. (p. 36)}
\]

Transforming the experiences of the preservice teachers into a textual expression of its essence was complex work.

Initially, I had planned to devise a computerized file making system to keep track of data or possibly use a commercial qualitative analysis program. After attempting
to formulate a file system, I abandoned the idea. Reducing data to sterile parts without the whole meaningful text became counter-productive in terms of interpretation of the text. I employed Glaser and Strauss' (1967) constant comparative method for analysis. Collecting each preservice teachers' participant observation reports, mentor/intern journals, and interviews as these artifacts occurred allowed me to read and to analyze them immediately for themes.

Next, I gathered all data on each participant and bound the data into individual booklets. For the interns, their metaphors, their participant observations, their interviews, their mentor/intern journals, their autobiographies, and their consent forms, as well as my field notes, formed the booklet. For the mentors, their interviews, their consent forms, and my field notes were bound. The booklets enabled me to access the material as a whole.

I examined the bound booklets for themes, noting and highlighting such in the margins. Then, charts on each participant were constructed by cutting apart copies of the intern/mentor journals, the participant observation reports, the interviews, the metaphors, and the reading autobiographies and taping text pieces to the charts according to themes. A few of the initial themes appear in Table 3.7. The smaller categories collapsed into broader categories as revealed in Chapters 5, 6, and 7. Themes developed from the recursive method of reading the whole texts and then comparing and contrasting the pieces until
the categories were limited and saturated, revealing the major themes.
Table 3.7.

**Initial Themes from Data**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Perspective of high school students</th>
<th>Changes in high school students</th>
<th>How teachers teach</th>
<th>Influences of teachers</th>
<th>Influence of content area reading course</th>
<th>Self-as-teacher</th>
</tr>
</thead>
</table>

**Trustworthiness of Interpretations**

**Triangulation**

Triangulation is the "use of multiple sources to support findings" (Hubbard & Power, 1993, p. 92). In order to establish the trustworthiness of the interpretation of this study, multiple data sources as shown in Table 3.8 provided for triangulation. As discussed below, the four factors of credibility, transferability, dependability, and confirmability furthered ensured trustworthiness of this study (Lincoln & Guba, 1985).

Table 3.8

**Triangulation of Data Sources**

<table>
<thead>
<tr>
<th>Metaphors</th>
<th>Participant observations</th>
<th>Interviews</th>
<th>Reading Autobiographies</th>
<th>Mentor/Intern Journals</th>
</tr>
</thead>
</table>

**Credibility**

Credibility was enhanced by the length of this study, and was achieved by spending sufficient time in the high school enabling the preservice teachers and researcher to

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understood the daily events as they unfolded. The preservice teachers described and reflected upon those classroom activities after removing themselves from the high school. Also to ensure credibility, review of data and feedback from colleagues at the university in which I teach, unfamiliar with the context of the study as well as feedback from colleagues familiar with the study, were used to verify data interpretations.

**Transferability**

Transferability, that is, the extent to which the interpretations of the study can be applied to other contexts, was achieved by the interns describing events and activities of the high school in great detail. Geertz (1973) calls this “thick description,” which is a “description that goes beyond the reporting of an act, but describes, probes the intentions, motives, meaning, and contexts of a situation” (Geertz, 1973, p. 6).

**Dependability**

Dependability occurred with documentation. Interview transcriptions, journal entries, metaphors, literacy autobiographies, and participant/observations are all available for review. The three interview structure enhances dependability. According to Seidman (1991), “the interviewer can strive to have the meaning being made in the interview as much a function of the participant’s reconstruction and reflection as possible, the interviewer must nevertheless recognize that the meaning is, to some
degree, a function of the participant’s interaction with the interviewer” (p. 16).

Confirmability

All conclusions and interpretations were tracked to their source to ensure confirmability. For example, the information given in the first interviews of the participants is consistent with information given in the second and third interviews. Also, by reading the transcript, one can tell that the interviewer has “not tried to redirect [the interns’] thinking while she was developing it; so [the interns’] thoughts seem to be [theirs] and not the interviewer’s” (Seidman, 1991, p. 18).

Confidentiality

All names and places in this study are identified by pseudonyms chosen by the interns and mentors. Consent forms were signed by each intern and mentor (See Appendix C).

Multiple Discourses

These multiple discourses of autobiographies, journals, observations, metaphors, and interviews, enabled me to describe and interpret the stories of the interns and mentors. Popkewitz redefines discourse to mean not just conversation with words, but “set [ting] the conditions by which events are interpreted and one’s self as an individual is located in a dynamic world” (Popkewitz in Britzman, 1991, p. 17). This study established the conditions for the events located within a content area reading course and
within the phenomena of teaching as seen through the lenses of three interns and three mentors.
CHAPTER FOUR

LIFE HISTORIES

Vicariously, I have been a lover in New York, an Ibo warrior in Nigeria, a pimp, a construction worker, and a blues musician on Beale St. (Abdu, Reading Autobiography)

Personal is something in the past, something in the present, something in the future. (Connelly & Clandinin, 1988, p. 24).

Introduction

In this chapter, I present the participants in my study and their reasons for choosing teaching as a profession. For each pair of participants, I describe their characteristics, their reasons for becoming teachers, their classrooms, and their perceptions of themselves as teachers. Through the reading autobiographies, interviews, and conversations with mentors, I gained a sense of the preservice teachers’ a priori experiences, that is, their past experiences both educationally and socially, and how those experiences flavored their concepts of self-as-teacher.

In order for preservice teachers to reflect on life experiences, life history methodologies are needed in teacher education (Zeichner & Gore, 1990; Britzman, 1991). Students’ own personal experiences or biographies of learning shape their perceptions of teaching since they have been influenced by thousands of hours spent as pupils and by the model of their former teachers (O’Brien, 1988; Bean & Zulich, 1990; Zeichner & Gore, 1990; Britzman, 1991).
Students bring their personal "biographies" to the classroom and are heavily influenced by their entire learning career—elementary, middle, high school, and college (Britzman, 1991; Zeichner & Gore, 1990). The majority of content area reading students have spent many hours in rows, answering questions from the back of the chapter, reiterating math problem after math problem, and executing worksheet after worksheet from grades kindergarten through twelfth. Britzman (1991) observed students quite naturally leave their public high schools believing anyone can teach.

Personal biographies often provide insight into the reasons teachers abandon the philosophies and practices they learn in teacher education courses when they enter their own classrooms. Teachers' educational career of taking standardized tests promotes the problem of coverage rather than mastery of content as one of the dilemmas facing teacher educators (Katz & Raths, 1992). High school teachers are under pressure to get through their material in order to keep pace with the standardized test schedule. O'Brien (1988) argued that the current positivist competency-based test driven curriculum which holds teachers accountable has discouraged teachers from being creative and innovative. Furthermore, according to O'Brien, even secondary teachers willing to teach content strategies are reluctant to do so because the strategies do not produce standardized test results. Classroom time should be spent
on those skills, like memorizing information, which produce test results.

In order to better understand how preservice students viewed teaching and how they viewed themselves as teachers, the three pairs of stories, as shown in Table 4.1, separated, then interwoven, provided insight into their worlds of teaching.

Table 4.1

<table>
<thead>
<tr>
<th>Mentors and Interns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair One</td>
</tr>
<tr>
<td>Mentor</td>
</tr>
<tr>
<td>Mrs. Graves</td>
</tr>
<tr>
<td>Mr. Richard</td>
</tr>
<tr>
<td>Ms. Patterson</td>
</tr>
</tbody>
</table>

The first story describes Chloe, a senior Speech secondary education major, and her mentor, Mrs. Graves, a Speech and English teacher. The second story depicts Paul, a senior Social Studies education major, and his mentor, Mr. Richard, a Social Studies teacher. The final story portrays Abdu, a senior Art education major, and his mentor, Ms. Patterson, an art teacher. In the next section, I introduce my participants.

Chloe

Characteristics

Chloe is a twenty-one year old senior majoring in speech and minoring in English education with a 3.0 grade point average. Having entered speech competitions in high school, Chloe became one of the few nationally ranked high school competitors in the state. Matriculating at the
university in her hometown, she continued competition and is now nationally ranked number fourteenth in Program Oral Interpretation.

A petite blue-eyed blond, she describes herself as "shy." Chloe still lives at home with her mother, a library aide at a local private elementary school, her father, an engineering inspector, and her sister, an eleventh grader. She describes her family as "close." Chloe is a first generation college graduate. As a member of the university speech team, Chloe had the option of remaining in college for a fifth year; however, she chose not to use your fifth year of eligibility and graduated in May, 1995.

**Teacher as a Dancer**

When asked what life experiences brought her to the teaching profession, Chloe focused on three factors: nurturing middle school and negative high school teachers, college experiences in speech and debate, and dancing. Her elementary and middle school teachers were "really good to us," in contrast to high school which was "a bad time for me... some [teachers] just didn't care... and that made it hard for me... I want to be one of those teachers that I remember making it good for me" (Interview, November 10, 1994). Her fondest recollection is her fifth grade teacher taking her to dinner and the movies. In her four years of competition at the college level, Chloe had three different coaches; two of whom were "pretty wild" and "verbally abusive." "I went into speech education because
I’m going to focus on the classroom because I know how ugly it can get in college, you know, because I’d seen it” (Interview, December 6, 1994).

Chloe’s decision to enter education came from having danced at two different inner-city dancing schools. She discovered that urban students have few opportunities for dancing lessons due to lack of resources, transportation, and money. She attended middle school next to an inner-city recreational center that served a majority African-American youth population. Having fond memories of her life in that middle school, Chloe, as a high school sophomore, approached the recreational director about her plan to conduct dancing classes for the neighborhood students. He agreed to provide her space in the center in exchange for a portion of each tuition. Chloe began her own dancing school and instructed twenty students in tap and ballet. Classes were, and still are, conducted twice a week for students three to seven years old and eight to thirteen years old. Tuition is minimal at $10.00 per month.

Not only has this program succeeded for the past seven years, but Chloe herself purchases costumes, constructs decorations, schedules rehearsals, and publishes programs for her students’ dance review each spring. However, she credits the young dancers’ mothers for their tenacity and interest since most walk their children to and from classes from a neighboring housing project. When Chloe leaves for
graduate school, she hopes her younger sister will assume her role as dancing teacher.

**Mentor**

Mrs. Graves was chosen as Chloe’s mentor because both had combined certifications of Speech and English. Chloe and Mrs. Graves had never met prior to this experience. During the Fall 1994 semester for five weeks, Chloe became an observer, participant, and teacher in Mrs. Graves’ Public Speaking I and Drama I classes on Tuesdays and Thursdays from 9:35-10:35 a.m. and from 11:05 a.m. until 12:00 p.m.

**Mrs. Graves**

**Characteristics**

Mrs. Graves, a vivacious woman in her mid-forties, has been teaching Speech and English at Southside High School for all twenty-two years of her teaching career. She earned a Bachelors of Arts in Speech Education from the local university, and a Masters of Liberal Arts in Communication from the University of Tennessee. Credentials for teaching secondary English were obtained after five years of teaching speech and drama. Mrs. Graves is a wife and mother to two sons ages 13, 11, and one daughter, age 8.

Mrs. Graves was the first mentor to volunteer for this field experience and she enthusiastically welcomed conversing with the intern through dialogue journals: "I love the journaling. I think it’s wonderful. I think putting your thoughts on paper is so important" (Interview, May 3, 1995). Sitting in her unorganized organized
classroom which, as Chloe observed, was never in the same configuration two days in a row, Mrs. Graves discussed her entrance into the teaching profession.

Teaching in the Neighborhood

According to Mrs. Graves, career options were limited to teaching or nursing for women who graduated from high school in the late 1960's. Therefore, she became a teacher because of the many positive experiences she personally had as a speech and an English student in the same high school where she now teaches. "That was my goal from the beginning. . . . I'm one of those focused human beings in the world. . . . Very focused on what I wanted to do" (Interview, December 6, 1994). She described her world as "small. . . . I live right down the street" from school, and her children attend neighborhood schools.

Mrs. Graves' philosophy of teaching was influenced by her dislike of high school English classes where memorization was the key to success. In reflection, she never realized how much this influenced her teaching. While using traditional methodologies for teaching English for the first seventeen years of her career, she has, during the last five years, changed to constructivist methodologies. This shift allowed her to teach speech and English with the same philosophy, a problem she had been grappling with for many years. Also, her movement from a traditional to non-traditional philosophy enabled her to view teachers from various perspectives: as one of them and as an outsider.
Mrs. Graves and Chloe had many spirited conversations about teachers.

**Mrs. Graves’ Classroom**

Chloe described Mrs. Graves’ classroom in her participant observation reports as “hard to approximate because there is so much activity going on... The classroom contains a student teacher’s desk, speaking rise, and class library in the front of the room. The middle of the room is made up of desks in rows. The back of the room is filled with costumes, stage supplies, books and the teacher’s desk. Chloe’s drawing appears in Figure 4.1.

However, at the beginning of each observation report, Chloe noted how the classroom continued to change. One day “instead of rows, the students’ desks were in a large circle around the room that included the teacher, not putting her on the outside.” Another day, Chloe exclaimed, “Today the desks were in a different place again! Talk about variety!!! They were along the side wall facing the chalk board.” Another day she wrote, “The rows of desks are now facing the board (side wall). The students seem to like it that way. I have noticed that although their desks are not assigned, the students tend to sit in the same place every class.”
Figure 4.1 Mrs. Graves' Classroom
Paul

Characteristics

Paul is a twenty-three year old senior majoring in secondary social studies education with a 3.76 grade point average. With a shock of dark brown hair, a ruddy complexion, and solidly-built 5'10" frame, he avoids looking one in the eye. He graduated from Southside High in 1991, and lived at home while attending the local university. He earned his Bachelor of Arts in Education in May, 1995. Active in his church, Paul served as youth director during college.

As the youngest of six siblings, Paul has a twin brother three minutes older than he. He is the second child in this family of four boys and two girls to graduate from college, and has a sister who teaches at a local private elementary school. His twin brother dropped out of high school and eventually received a Graduate Equivalency Diploma. One sister is in college on the "long term plan;" his other two brothers either never attended college or attended and dropped out. Neither parent attended college; his mother is a secretary for an oil company and his father is a security guard at a local psychiatric hospital. 

Teacher or Supermarket Trainee

When asked what prompted him to decide on teaching as a career, Paul named two middle school social studies teachers as model teachers because "they did a lot of things for me that my other teachers didn't try to do and they got in me
They pushed me to excel" (Interview, November 8, 1994). Lacking one course to certify for middle school teaching, Paul would like to “do the same thing for somebody else that they did for me” (Interview, November 8, 1994).

While attending college, Paul worked at a large supermarket, where, if he accepts a position with them following graduation, he will earn $7,000 more than a teaching position. This dilemma, social studies teacher or supermarket management trainee, is further complicated by the school board’s policy of not hiring new teachers until late summer, just prior to the beginning of the school year. Should the trainee’s position become a reality prior to a job offering, the supermarket program would be more viable.

This conflict of teacher or trainee was intensified during Paul’s field experiences when he realized he could teach:

I go back and forth a lot of times and say I really want to be a teacher and then other times, I say it might not be so good for me, but, I think, I don’t know if there’s such thing as a calling, but I’m getting some pretty strong confirmation when I teach a lesson or when I’m just interacting with adolescents. (Interview, November 8, 1994)

Mentor

Mr. Richard was chosen as a mentor for Paul because of Paul’s interest in teaching World Geography and American History. He participated, observed, and taught in Mr. Richard’s World Geography and American History classes on...
Tuesdays and Thursdays from 9:35 - 10:35 a.m. and from 10:35 - 11:35 a.m. The two had not previously met.

Mr. Richard

Characteristics

Mr. Richard (pronounced in French as Re-shard), Paul's mentor, has been teaching for eighteen years, the last two have been at this high school. Paul described him in his first observation report: "Mr. Richard is dressed very stylishly with a print, short-sleeve, button-up shirt and white pants. He has a bushy, black mustache and slightly shaggy black hair" (October 18, 1994). Mr. Richard and Paul resembled each other.

Upon entering the university after graduating from a local high school, Mr. Richard first majored in Forestry and Wild Life Management before changing his major to Education. Mr. Richard's degree is in Secondary Education with a major in Health and Physical Education and a minor in Social Studies. Prior to teaching, he worked for nine years in the petroleum industry in northeastern Texas. When the oil economy declined, he returned to his native city to teach social studies at the career center in a federal program for high school dropouts. When that program ended, he entered high school teaching.

He is married to an office manager for a large insurance company. They have a daughter and son at the local university. His hobbies are fishing, hunting,
watching television, reading sporting magazines, and reading National Geographic.

Mr. Richard sees himself as remaining at Southside High School for twelve more years (to retire with 30 years) even though he would like to return to his alma mater high school. However, "it's kind of political trying to get a job in another school. . .the principal has to know you" (Interview, April 10, 1995). He does, though, enjoy working with his current principal because "he's easy to get along with" (Interview, April 10, 1995).

Teacher with the Vine

When asked in an interview how he came to be a teacher, Mr. Richard credits his former high school history teacher, and Mr. Richard admitted that he teaches as he was taught. His high school history teacher lectured and students furiously took notes. Therefore, Mr. Richard lectures; however, unlike his high school history teacher, he also places the notes on an overhead projector so students can copy them, enabling the slower students to keep pace with the class.

The first few years I taught, I just talked out loud, and lectured out loud, and they copies what they felt was important. . .there is a mixture of all types of students in here, so I put everything on the board for the slower ones. . .because a lot of them can't spell. . .they don't know what's important to put down. So everything is on the overhead projector. So, I do that for them, and then I review a lot with them, just repetition. I believe in that to try to get to them. Because I tell you, nowadays, it's hard to find a group of kids that really want to put the time in their study. (Interview, December 6, 1994).
In college, the professors also lectured, reinforcing this teaching technique. Even though his memory of College of Education methods courses was vague, Mr. Richard does not believe any of them influenced his teaching style. "I think our job is just to prepare these kids . . . for college. I just teach as much as I can [so they can pass the tests]" (Interview, December 6, 1994).

Mr. Richard even uses a pointer like his former history teacher's pointer except "his [pointer] was an old vine, you know, you just varnish it and it shines. But it was like a walking cane. It was just an old stick. He'd point out things, or tap people on the shoulder" (Interview, April 10, 1995).

Mr. Richard's Classroom

Paul drew an extremely detailed map of Mr. Richard's classroom as shown in Figure 4.2. Each future observation report indicated the setting had not changed, except for one observation report which revealed the "overhead was on the cart and the podium was on a vacant desk near the door" (Observation, October 20, 1994). In other observation reports, Paul would state the setting was "the same, as usual."
A set of pictures featuring the Presidents of the United States

Bulletin Board with current events posters and an old world map.

Figure 4.2 Mr. Richard's Classroom
Abdu

Characteristics

Abdu is a twenty-eight year old senior majoring in art education with a 2.65 grade point average. Graduating from an African-American Catholic high school in 1985, he alternated between work and college until he graduated from the local university in 1992 with a Bachelor's degree in General Studies. Abdu entered restaurant management while still in college, working at a several popular local restaurants before entering a manager's training position at one of them where he is still employed.

Having entered the Navy reserves in 1984 prior to his senior year in high school, Abdu served five months active duty and eight years reserve duty before being discharged in 1992. When asked why he chose to leave the military, he stated he realized the politics of getting a job within the Navy was wrought with hindrances.

You have to kiss a lot of butt, so to speak. And I didn't. That's not one of the skills that I had developed over the years. And I learned, and really, and I'm still not that way. . . . But, I learned that . . .sometimes you have to get along, you know, go along just to get along. So that's a philosophy I learned that sometimes things aren't going to go your way, but, you know, you just try to work out things. (Interview, April 13, 1995)

Abdu described his childhood with affection and realism. He, a young sister, his mother and his grandmother shared a home on the northside of the city until he moved to this own apartment several years ago.

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I grew up in a pretty quiet neighborhood. The families that are there are almost country as far as their ways of living and I have a lot of relatives that live around me. . . . I didn’t have a father in the house, but I had a lot of male influences that were relatives that were close by. . . . I always had somebody there to fix a bike for me and show me how to do, you know, things on my own. (Interview, April 13, 1995)

Abdu recalled the negative aspects of his neighborhood:

There were things that I saw as a kid that just came to me to be natural. And I think I’d be shocked if I saw kids being exposed to it now. . . . There were guys that . . . they wanted to give a tattoo when I was little. I was about five years old and I said, “Momma, can I get a tattoo?” . . . I mean kids are basically innocent. And I was an innocent kid. But the people that I looked up to weren’t so innocent. . . . But, those guys were nice . . . compared to now . . . no matter what illegal things they did . . . I did see the gambling . . . smoking dope on the corner. . . . One of the main guys that I looked up to when I was little, they called him “The Mack” and he was involved with a lot of illegal . . . dealings. . . . He got killed. . . . I was real young, maybe six or seven years old. And he got killed living the lifestyle that he was living. (Interview, April 13, 1995)

Abdu credited his Catholic education with his ability to avoid the negative aspects of his neighborhood life.

Interestingly, he views the Catholic education as a replacement for the lack of a father to guide him with no mention of his mother or grandmother in that role:

I think that I could’ve probably ended up, you know, going in the wrong direction. But I had that education, you know. The reason why I say I could’ve gone in that wrong direction is because I didn’t have a father to show me what was right and what was wrong. But I had my Catholic education. (Interview, April 13, 1995)

Abdu sees his mother and grandmother in the traditional matriarchal role in his family and acknowledges the direction and stability they provided to his early life:
My grandmother, I think, was the main driving force, you know, in the house, as far as discipline was concerned. So, but I thank them for that, as well as the education that I did receive. It’s not so much that I knew what was right and what was wrong. But I knew what my mom and grandmother didn’t like. They made it clear without even having to say it... Whatever they spoke of in a negative tone of voice, that’s what I perceived as being wrong. (Interview, April 13, 1995)

Abdu described himself as a follower in high school, but “I always sought to be a leader. And I learned that to be a leader, you had to be a good follower... In the military you learn about being a follower as well as a leader, and there are certain instances where my leadership qualities came out because I was around followers” (Interview, April 13, 1995). Being a follower was how he came to be a teacher.

Teacher as a Restaurant Trainer

Abdu did not even consider college, much less teaching, until as a high school junior, he entered a summer program for underprivileged youth called Upward Bound. The director urged him not to go into the Army and told Abdu, “I think you have the talent to go to college” (Interview, April 13, 1995). Wanting to study architecture since the age of nine, Abdu entered the local university, found the curriculum for architecture too demanding, and changed to Advertising and Design. That major, coupled with a thirty hour work week and weekend Navy Reserve activity, was also too demanding, so he continued with art classes and graduated with a general studies degree. However, it was the work in the restaurant business that led him to teaching.
As an undergraduate, he was employed by several restaurants being promoted to a management position in one of them. In these management positions, he trained employees, who then trained other employees, concerning restaurant procedures. Abdu remembered that “I was beginning to realize that I had the patience to deal with people who knew less than I did” (Interview, April 13, 1995). Furthermore, his peers and co-workers began to inform him that he would make a good teacher. He credits 1989 as the crucial point in his decision to teach.

In 1989, between working in restaurants and going to college, Abdu began to read. His first book was The Autobiography of Malcolm X. The fact that Malcolm X had an eighth grade education, yet knew so much about the world inspired Abdu to want to learn more. He was graduating from college and felt he did not know as much as Malcolm X with an eighth grade education. Continuing to read about the plight of black children, Abdu realized that young black males lose interest in school by fourth grade because teachers apparently have no idea how to handle their aggressive behavior at that stage of their lives. Young Black males “lose interest in playing with their trucks and they gain more interest in what’s going on in the streets. And one of the main problems is they don’t have Black role models” (Interview, April 13, 1995).

The thought of making a difference in the lives of males, especially black males, coupled with his co-workers’
confidence in his teaching talents, changed Abdu’s career and his life. Abdu decided to pursue teaching certification and re-entered college in Fall, 1994.

**Mentor**

Abdu’s mentor for his field experience was Ms. Patterson, an art teacher. Abdu was an observer, participant, and teacher in Ms. Patterson’s Art I and Fine Arts Survey classes for five weeks from 8:35-9:35 a.m. and 9:35-10:35 a.m. The two had not previously met.

**Ms. Patterson**

**Characteristics**

Ms. Patterson, a charismatic, feisty woman in her early 40’s, graduated from high school in the northern part of the state and moved to the southern part to attend a predominantly African-American state university. She earned her Bachelor of Arts in Secondary Education with a major in Art and a minor in Mathematics. Her first and only teaching assignment has been Southside High and she has continuously taught there since 1974. Art and math are very much related, emphatically states Ms. Patterson, “from an analytical point of view. It’s just that you go from the right to the left brain mode at the right time” (Interview, May 8, 1995).

**Teacher as Independence**

As a very young child, Ms. Patterson wanted to be a nurse. “I was just going to be the helper, you know, I was going to heal people” (Interview, May 8, 1995). However, in
high school, the characteristics of several teachers influenced her to consider teaching. "I liked their independence, I liked their stick-to-it-ness, I liked the attitude they projected" (Interview, May 8, 1995).

Ms. Patterson had abilities that were not recognized nor cultivated in school. No one told her she was talented, and her mother never encouraged her. However, Ms. Patterson remembers sewing her own clothes and serving on decoration committees in high school, yet never considered art as a major. Mathematics was her interest. An event in college changed that major.

A college mathematics professor gave her a difficult time in calculus:

The male students could get away with murder in his classroom. . . . And the females. . . you would ask questions for more clarification and he would just bite your head off. If you got one of the guys sitting next to you to ask Dr. So and So about this question, he explained it beautifully. And I just took it too personal. . . . He definitely had a gender preference. And it wasn't female. (Interview, May 8, 1995)

Ms. Patterson, then a college sophomore, had friends who were art majors, so she took art electives. Her calculus teacher’s gender bias was more than she could handle at that time.

Ms. Patterson’s Classroom

Abdu’s drawing of Ms. Patterson’s Classroom included pinpointing where two of the more problematic students sat. He described her classroom as shown in Figure 4.3 in an observation report:
There are many books on art within the classroom. There are paint cabinets with bottles of primary color paints. There is a color wheel with color charts on the wall. Students' works are posted throughout the class. The class almost seems messy, but the messy is as organized as I've seen any art classroom at the university. There are bones and mannequins for figure drawing. There are bottles and glasses for still life drawing (Observation Report, March 17, 1995).

Figure 4.3 Ms. Patterson's Classroom

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Constructing Images of Self-as-Teacher

If the concept of my secondary content area reading course is to broaden the rationale beyond that of just schooling, then education must be viewed as a “narrative of experience that grows and strengthens a person’s capabilities to cope with life” (Connolly & Clandinin, 1988, p. 27). Therefore, having Chloe, Paul, and Abdu reflect on their past reading experiences as well as their present classroom experiences was one way for me to focus on how those experiences impacted images of themselves as teachers. Interviews with Mrs. Graves, Mr. Richard, and Ms. Patterson provided their articulation of self-as-teacher.

Chloe

In her reading autobiography, Chloe relates how her parents read to her from the time she was a newborn infant, and as a result she has “never been intimidated by any book or library, regardless of complexity.” Although she read from the age of four, she found a different purpose for reading in high school. As a speech student, she read to research suitable material for speech. As a college speech education student, her reading purpose included not only obtaining suitable research material for herself, but also appropriate material for her soon-to-be speech students. Chloe believes without a joy of reading, she would not have attempted a speech-related profession. However, she stated in her autobiography that “a big part of who I am today
stems from how I was introduced to the world of literature as a child."

Mrs. Graves believes Chloe will be successful in the speech classroom because of her personal successes in speech competition. Chloe acknowledged knowing the material will help her, but the field experiences should eliminate the nervousness when she student teaches. An audience doesn’t scare her; however, she believes high school classrooms are tougher than competition audiences.

**Self-as-teacher: Chloe**

Self-as-teacher to Chloe meant being a more critical evaluator of her actions in the classroom. Teachers, according to Chloe, should be required to evaluate themselves because “you have more of a basis, and you know what to do differently next time because you have more options at hand” (Interview, December 6, 1994). This self-as-critical-evaluator was confirmed by Mrs. Graves who described Chloe as a “self-evaluator and a tough self-critic” of her two lessons she taught the Public Speaking I class (Mentor to Intern Journal, November 18, 1994). Chloe confirmed she is always hard on herself because her parents expected “no less than the best I could do” (Interview, November 17, 1994).

**Self-as-Teacher: Mrs. Graves**

“Teaching is my identity, a scary thought,” stated Mrs. Graves when questioned about herself as a teacher. Teaching is as important to her as being a wife or mother (Interview,
December 6, 1994). This identity as a teacher permeates her thinking and values, as well as her civic and church work, as she frequently has the role of teacher in other organizations.

Mrs. Graves believes one’s teaching is shaped by other wonderful teachers who teach you. For her first eighteen years, she used the paradigm of teacher as information provider. The parish English supervisor introduced her to the philosophy of whole language. Through her readings and inservice workshops, Mrs. Graves’ philosophy of teaching changed from a positivist to a constructivist one necessitated a redefining of her role as teacher:

I used to feel guilty if I was not in front of the class controlling every minute. . . . You know, the old expressions of “Sage on the Stage” versus the “Guide on the Side”. . . . A lot of the new methodology sort of freed me from that. I really thought to be a teacher, you had to be standing up there pronouncing all the great truths of the world. . . . You’re not doing the kids a favor, because they’re not thinking. (Interview, December 6, 1994)

She admitted the traditional educational system does “a hell-of-a-job with exactly who it was designed to fit . . . the middle fifty percent of students” (Interview, December 6, 1994). However, a constructivist philosophy of teaching freed Mrs. Graves to do what made sense for her classroom.

Paul

In his reading autobiography, Paul stated he never “developed an interest in reading for enjoyment” in
elementary or high school; however, in college, he recognized the need for reading:

Several history classes I have taken have shown me the valuable statements books make about the lives of people and times past. I have recognized the necessity of reading. I have come to think of the ability to read as a survival skill.

Even though he rarely read in high school, his history classes showed him the "valuable statements books makes about the lives of people and times past." While he developed an enjoyment for science fiction, Paul still has viewed reading as a survival skill: "I know that I will never be jobless because I could not read and complete an application."

Self as Teacher: Paul

Even though Paul is trying to decide between the teaching and supermarket management career, the field experiences proved to him he could teach. He realized from his observations he could do "at least as well as most of the teachers that are teaching now" (Interview, November 8, 1994).

His concerns about the lack of procedures and changes in the high school caused an uneasiness not exhibited by Chloe and Abdu. As a former student of Southside High, he had trouble distancing himself from the setting. Perhaps, the setting was too familiar. Paul may have continued to view the school as a high school student and not as a future teacher.
Self as Teacher: Mr. Richard

Mr. Richard was, at first, unsure whether or not he would have interns in his classroom. He likes students to talk in his class and perceived that observers may count this as a negative trait. In fact, a reason for maintaining his lecture-only style is the administration; he feels he would be perceived as a poor teacher if he was not in front of the class.

He equates self-as-teacher with how much work he gives students. "I'm probably not a good teacher because I do not give outside assignments like other social studies teachers who required term papers (Interview, December 6, 1994)." Mr. Richard feels the students have enough work from other teachers and the students like him for not burdening them with more. Mr. Richard has defined his role as "nice guy" to students but continues to separate himself from the students in an unchangeable teacher-centered classroom. He fears being evaluated by the administrators and makes certain any videos or television shows students watch in his classroom have been previewed and pertain to the topic because he does not "want to lose my job" (Interview, December 6, 1994).

Abdu

In his reading autobiography, Abdu reveals that "at age six, I had a love for phonics. At age seven, most of my classmates could read fairly well; I, however, could not. The teacher was harsh and critical of my inability to read."
I felt stupid. With my mother supervising home practice, my confidence grew and I learned to read fluently.” He was in middle school before he read a full length novel. High school literature did not excite him until the English teacher introduced him to poetry and “a whole new world opened itself to me.” Abdu even wrote poetry during high school. However, it wasn’t until college that he began to read historical books from an “Afro-centric point of view. I’ve learned to become proud of my heritage and my culture.” These early reading experiences revealed an entire new world to Abdu as a teacher.

Self-as-Teacher: Abdu

Abdu expressed himself as a teacher quite eloquently through his reading autobiographies and interviews. “I see myself now as a teacher, ready to apply the knowledge I’ve gained through books, and ready to provide a positive role model, especially to underprivileged youth” (Reading Autobiography). He realized he could be a good teacher, recognizing his patience and his ability to teach young children how to handle their aggressions. He has also continued to read:

I’ve read so many books not so much about education, but about what’s happening in some of the kids that maybe to stop some of the bad things that are happening with these young males, these young Black males especially, was to reach them at an early age because by the time they get to high school, it’s too late. (Interview, April, 1995)

Abdu is what he reads. Through literature, he’s been “a lover in New York, an Ibo warrior in Nigeria, a pimp, a
construction worker, and a blues musician on Beale Street" (Reading Autobiography). For Abdu, self-as-teacher relates to his late found love of reading because "what I feed into my head is what I become. You are what you eat or read in my instance" (Reading Autobiography).

Self-as-Teacher: Ms. Patterson

As I sat with Ms. Patterson in her office adjacent to the art classroom, I noticed the glass windows are filled with pictures of former students, her "babies" as she calls all her students. I asked Ms. Patterson how she gets away with calling these students her babies. She replied that if she sees a current or former student and calls them by their given name, they say, "'Oh, I'm not your baby?' Big old men, 'I'm not your baby anymore?' Yeah, you're my baby." I asked if other teachers call them babies. She doubted that they do because

I tell them [students], I'm going to give you a hundred and one percent, and what you get from me, this is it. This is me. I'm loving and I'm kind and I'm considerate. I'm all these things, but I'm also a woman who does not believe in half-stepping. If this is my best, I want it all the time. (Interview, May 8, 1995)

During interviews with her, her "babies" wander in and out, asking questions or just wanting to visit. Some of these students, Mrs. Patterson explained, are not her art students. Many of them she knows from her position as the Behavior Clinic Moderator. Behavior Clinic is a required after-school detention instead of a one day suspension. She declared, "You'd be surprised the relationships I even built
Ms. Patterson's concept of self-as-teacher is the motherly teacher image she has created in her classroom and among students. As the nurturer, she provides students with a safe environment, unconditional acceptance of all races and genders, and plenty of advice as evidenced in her journals exchanges with Abdu.

Choosing Oneself as a Teacher

This study presents three pairs of teachers as they sought to understand themselves as teachers through their lived experiences. Having practicing and preservice teachers write and discuss their reading autobiographies gave the mentors and interns a voice in which to think about themselves as teachers. Bullough (1993) states that central to teacher empowerment is the ability to “choose oneself as a teacher” (p. 386). In his study of preservice teachers’ development of reflection, he discovered that by defining self-as-teacher, teachers also defined students’ roles and responsibilities.

Chloe’s early experiences with teaching dance allowed her to view teaching in a reciprocal relationship with students and parents, whom she viewed as integral to the success of the dancing school. A paradigm change after many years of traditional teaching redefined the role of both teacher and student for Mrs. Graves. She went from the "sage on the stage" to the "guide on the side."
struggling to define self-as-teacher, unsure of whether or not teaching for a lower salary should take precedence over supermarket management. While insecure about himself as a teacher, Mr. Richard is content to remain in the position until he retires, doing what he can to prepare students for college. Abdu, after one degree in General Studies with an emphasis in art and a career in restaurants, is just beginning to consider a teaching career. His past experiences influenced him in making the decision to teach. Giving all her energies to her students as a mother gives to her children defines Ms. Patterson's concept of self-as-teacher. For Ms. Patterson, students must do the same at whatever levels they are capable.

By first thinking about themselves as teachers and reflecting on their past life experiences, preservice teachers were asked to construct their personal teaching metaphors. In Chapter 5, the three pairs share their metaphors for teaching which assisted the teachers to turn "inward and think about their thinking about teaching and themselves as teachers" (Bullough, 1993, p. 387).
CHAPTER FIVE

METAPHORS WE TEACH BY

Metaphor is a useful theoretical device for further exploring the nature of teachers’ knowledge. (Munby, 1987, p. 378)

Metaphors are the transferring to one word the sense of another. Metaphors are implicit comparisons, omitting the “like,” “as” or “as if” of similes. (Seitz, 1991, p. 295)

Introduction

Teaching is a Kaleidoscope

In my reconceptualized content area reading course, on the first day of the semester I shared my metaphor for teaching with the preservice teachers: Teaching is a Kaleidoscope. Kaleidoscope is derived from the Greek words kalos meaning beautiful, eidos meaning form, and skopein meaning to view. Invented by Sir David Brewster in 1815, kaleidoscope is defined in Webster’s dictionary as “an optical instrument which by an arrangement of reflecting surfaces and loose bits of colored glasses, exhibits various symmetrical patterns as the device is rotated. A secondary definition is “anything that constantly changes, as in color and pattern.”

My metaphor is appropriate because my personal teaching experiences have been so varied. Each teaching experience showed a different pattern and rotated to provide me with a variety of colors and shapes. The students I have taught are as colorful as the patterns one could construct by turning the knob on a kaleidoscope: all socio-economic
classes, all colors and ethnic backgrounds, and all levels of ability. The levels of students I have taught are as varied as the patterns in a kaleidoscope: elementary and middle learners, adults, college developmental freshman, and college juniors and seniors. However, as I discussed with the preservice teachers, merely viewing the colorful patterns in itself would not help me make sense of my teaching experiences. My reflection and re-living of those experiences were essential to provide a meaning to those patterns.

This chapter examines preservice teachers’ metaphors about teaching and teachers in terms of giving new meaning to the preservice teachers’ prior life experiences as well as daily teaching activities. In one class, students constructed their metaphors for teaching in a narrative form; in the next semester’s class, students not only constructed their metaphor in a narrative form, but drew a visualization of the metaphor (See Appendix B). On the last day of the semester, following a semester long course in content area reading which included five weeks of field experiences, the students updated their metaphors reflecting any changes that may have occurred in their thinking about teaching, and about themselves as teachers. The explanations of their metaphors were constructed by Chloe, Paul, and Abdu. I interpreted the metaphors in view of the preservice teachers’ attempts to make sense of teaching and teachers.
Chloe and Paul maintained the same metaphors before and after the content area reading course: "Teaching is Life" and "A Teacher is a Credit Card." Abdu changed his metaphor dramatically from "Teacher is Cultivator of Knowledge" to "Teacher is an Artist.

Chloe

Teaching is a Lifetime

Pre-course Metaphor: Teaching is not just a full-time job. Influence takes place in the classroom as well as in extracurricular activities and within each community. It doesn't begin with a contract, but with any type of contact between an adult and a child. All lives, including adult ones, are shaped by teaching. The process is ongoing, just as in life (Metaphor 9/8/94).

For Chloe, field experiences did not change her opinion that all lives are shaped by teaching and influenced by classroom, school and community activities. However, Chloe's metaphor update was embellished with adjectives and included her description of teaching, neither of which was found in her pre-course metaphor.

In Chloe's metaphor update following the field experience, she added two descriptions. Her first description added the phrase "teaching has ups and downs like life itself." Perhaps the field experiences of interacting with students who viewed speech class as just another elective course to get through high school challenged her idealistic world of students intent on winning speech competitions. The adjectives of "exciting," "exhilarating," and "heartbreaking" conveyed that roller
coaster effect of winning and losing competitions. Her second description, "teaching as an ongoing process" contained descriptors of "time," "reflection," "patience," and "love;" qualities she admired in "good" teachers.

Post-Course Metaphor Update: Teaching is not just a full-time job. Influence takes place in the classroom as well as in extracurricular activities and within each community. It doesn't begin with a contract, but with any type of contact between an adult and a child. All lives, including adult ones, are shaped by teaching. Like life, teaching has many ups and downs. It can be exciting, exhilarating and heartbreaking, all at the same time. Just as living does, teaching takes time, reflection, patience, and a lot of love. Teaching is an ongoing process, just as is life.

(Metaphor, 11/10/94)

In the metaphor update, the addition of descriptors provided a personal dimension not found in the original metaphor. Chloe's image of teaching as life evoked warm images of who teachers are; that is, people who give of themselves in an unselfish manner so others, the students, may grow and flourish. Also, teachers, according to Chloe, should move beyond classroom teaching to provide the support for extra-curricular school and community activities which enhance a high school students' life.

For Chloe, "teaching is a lifetime" since she determined in high school she would pursue a coaching career. Her mentor, Mrs. Graves, shares this teaching concept of unselfishness.

Mrs. Graves: Teaching is a Coffee Table Book

During an interview, I asked Mrs. Graves to describe her metaphor for teaching. She responded with "Teaching is
a coffee table book of inspirational sayings." She explained that most books found on coffee tables are shallow and not worth reading. Much of what teachers teach is like that as well. However, teachers have every opportunity to enrich their lives with unselfish giving to others (Interview, May 3, 1995). Mrs. Graves described her coffee table book as dog-eared with well worn pages. Like that book, teachers have unlimited opportunities to enrich their lives and those of others with unselfish giving. Teachers, according to Mrs. Graves, must give of themselves every day just as the coffee table book must be inspirational enough to be read each day.

Mrs. Graves realized that unconditional selflessness of teachers in pedagogical relationships is not always the norm among her peers. Her dismay was articulated with the metaphor "My Way or the Highway" which she believed guides many teachers' pedagogy:

There are a lot of teachers that this is their discipline. You either do it my way or . . . hit the road . . . there is no discussion. . . . I will never change my lesson plans to meet your needs. I will never listen to your concerns. . . . There are people who believe. . . . that there is no value in anybody else’s culture except I guess from Western Europe. (Interview, December 14, 1994)

This metaphor contrasted sharply with Mrs. Graves' holistic teaching paradigm and selflessness. Her dismay with teachers who are unwilling to change their attitudes or alter their lessons to accommodate the needs of a
pluralistic student body was a topic of conversation with Chloe throughout her field experience.

Munby's (1987) study with practicing teachers concluded that teachers need to be aware of why they use the language they do to describe their teaching. Mrs. Graves' language for describing teaching represented her perception of professional teaching reality. "Teaching is life" and "teaching is a well-worn coffee table book" were for Chloe and Mrs. Graves commentaries as well as metaphors that expressed their view of teaching and teachers.

Paul

**Teaching is a Credit Card**

**Pre-Course Metaphor:** Students use the teacher's knowledge as credit to build up their own possession of knowledge. They must then pay back what they borrowed by making use of what they have learned. If they default on payment, they are given a poor credit report which makes using the knowledge of the next higher credit card difficult. (Metaphor 9/8/94)

Paul's metaphor parallels those found in Bullough's (1994) study of student teachers, the majority of whom revealed the metaphor of "teacher is one who knows" (p. 201). This metaphor, according to Bullough, is the most supported metaphor in the secondary schools. Furthermore, Bullough detected high school constraints discourage teachers from having different metaphors. Therefore, Paul's metaphor of teacher as information provider and student as information seeker is perpetuated by the schools themselves.
and, as Bullough observed, is often a source of conflict between teachers and administration.

However, a second interpretation of Paul's metaphor might be the importance of the credit card to a young college student like Paul. Credit cards allow one to obtain purchases immediately without having to accumulate the money. Students, who usually do not have credit cards, can draw from the credit (knowledge) the teacher has available.

**Teacher-as-Expert, Student-as-Other**

The teacher, according to Paul, is the most important authority figure in the classroom and students must prove to the teacher they have learned the material presented. The teacher-as-expert, student-as-other metaphor reflected Paul's positivistic paradigm of teaching. In developing the concept of self-as-teacher, Bullough's (1994) study discovered that "metaphors play a role in the process of teacher self-formation and self-exploration" (p. 200). He concluded the institutionally preferred metaphor of "teacher as one who knows" may be harmful to teachers who do not want to be the master and also harmful to students who don't want to be the "disciple" or "the other." Bullough discovered student teachers in his study perceived the other (the student) negatively in their metaphors. For example, in the "teacher as policeman" metaphor of one student teacher, the other is viewed as the "criminal." However, while Paul depicted the student as "other," his metaphors do not view the student negatively.
Post-course Metaphor: I feel that "teacher as a credit card" still expresses my view of teaching. In observing several classes over the semester, I can see that the teacher is indeed the authority figure and the most knowledgeable individual in the classroom. Also, the students do, in some way, still have to show what they have learned, either through tests or some other assessment technique (Metaphor Update, November 29, 1994).

In the pre-metaphor, students had to pay back what they borrowed, and if they defaulted on the payment, using a higher credit card limit would be difficult. However, in the post-course metaphor, the teacher remained the authority figure; however, students had some options. For example, students could show what they learned through tests or alternate assessment procedures. The poor credit report of the first metaphor is missing from the second. A credit card is an important commodity, just as Paul's students. Teachers, no matter what their style of teaching, should adjust instruction to accommodate the various needs of students. In the space between Paul's two metaphors appears to be a mellowing of Paul toward the others, the students. Providing students with knowledge (credit) is an important role of a teacher.

Mr. Richard: Teacher is a Jokester

When I asked Mr. Richard in an interview for his metaphor for teaching, he responded: "Teacher is a Jokester." Mr. Richard thought teachers should make teaching fun for the students and he liked to joke and tease with them between lecturing. Also, having students pass and
enjoy the class were important criteria for Mr. Richard's teaching style:

I just act up here. I'm an actor . . . . I cut up . . . . There's a list trying to get in here with me you know. And in a way, that's bad, too. I get the people who want to cut up and don't care. (Interview, April 10, 1995)

Having relaxed, unstressed students in his classroom was very important to Mr. Richard as a teacher. Teacher-is-Jokester appeared to reveal a dichotomy within his concept of teaching he has not resolved: providing a happy environment in which students and teachers coexist and motivating students to want to learn the subject matter. However, in actuality this dichotomy has been resolved and was not as permeable as Mr. Richard would like me to believe. The lecture style of teaching placed Mr. Richard in the teacher-as-expert role, a pedagogy which distanced him and will continue to distance him from the students. Apparently, teacher-is-expert and teacher-is-jokester are one and the same as evidenced when I asked Mr. Richard what teaching is to him. Mr. Richard had his own philosophy about how he wishes to teach social studies. That theory is not the prevailing one to which preservice teachers are introduced during a content area reading class. However, his practice matched his theory, and he is comfortable with what he does as a teacher. His strength may be his providing for self-esteem building in students:

I try to make sure I prepare the kids, no matter what they're going to do--college or just go straight out to work. I want to make sure I give them the topic I'm
teaching. I try to cover the entire book. I can't quite make it each year, but I make sure I give them all the material I can and I try to prepare them. I try to do it where it would be fun. You know, the same monotone boring lecture. I'll carry my pointer and I'll joke and I'll make as if it's a golf club. I'll swing every once in a while. At least I have their attention and I try to make them laugh and enjoy the course. (Interview, April 10, 1995)

The boundaries between teacher and students are well-defined for Mr. Richard. He is the teacher-expert who tries to entertain the students as he delivers information; they are the students who absorb as much as possible in order to pass the next test. No other possibilities for interaction exists.

Abdu

Teacher is a Cultivator to Teacher is an Artist

Pre-Course Metaphor: A teacher is a cultivator of knowledge. We plant seeds of knowledge into the minds of students. After planting those seeds, we help the knowledge to grow by cultivating it and nurturing that seed into a seedling. Without our watchful eye and caring touch, the seeds may never grow. They'll only remain buried. Our job as a teacher is to water those seeds, make sure they get adequate sunlight and plant food. As a teacher, we do this by providing students with certain exercises to increase understanding as well as modeling and guided practice. They'll grow on their own through their own independent practice, while still under the teacher's watchful eye. (Metaphor, January 31, 1995)

The Nurturer

At the beginning of the semester, Abdu envisioned a teacher as one who nurtures students' education by modeling and by providing enough practice so that the students will become independent learners. His constructivist metaphor exhibits the caring atmosphere that enveloped Abdu during
his own life experiences at home and school. His pre-course metaphor revealed a teacher as the watchful nurturer under whose care students will grow and learn.

However, field experiences, which occurred between the spaces of the first two metaphors, altered Abdu's metaphor, changing it from "Teacher is Cultivator of Knowledge" to "Teacher is Artist." Abdu depicted his metaphors in art form as well as a narrative (see Appendix B for drawing).

The "Teacher is Cultivator of Knowledge" metaphor was rather generic; Abdu's view of self-as-teacher did not include self-as-art-teacher. However, following his field experience with Ms. Patterson, his metaphor update was very specific to art.

**Teacher is an Artist**

**Post-course Metaphor Update:** All arts are needed for teachers. Teachers should fill their pallets with a multiple of talents, incorporating life experiences into the lessons. Life is Art. All forms of creativity are art. The teacher pulls the students into the art that they are producing. They then stop, observe the students and help the students form their own art out of life. (Metaphor Update April 30, 1995)

The concept of a pallet of multiple colors representing the multiple voices that permeate today's classrooms, especially in Abdu's art classroom, changed his metaphor of teaching from that of a cultivator. In this metaphor update, the shift in the teacher's role occurs when high school students are able to create their own art. The teacher became a "helper," still the nurturer from the first metaphor, but now more of an observer who allowed the students to
construct their own form of art. Abdu's metaphor parallels the constructivist paradigm of teaching where he views students taking part in the construction of their art. His metaphor update was strongly influenced by his field experiences with Ms. Patterson.

Ms. Patterson: Teaching is a Sponge

When I asked Ms. Patterson to construct her metaphor of teaching, she explained that "Teaching is a Sponge":

What is the function of a sponge? You clean up. But I absorb. . . information and . . . I also dispense it. . . . And sometimes I get very, very dirty and raggy, and then other times I'm brand new. If you clean me real good with lots of soap and water, I'm good as new and can be used over again. Longevity, you know, if I'm taken care of. (Interview, May 17, 1995)

Taking care of her students, her "babies" as she describes them, is of primary importance for Ms. Patterson. The key to teaching, though, is taking care of her students: "It took me a while to understand that I couldn't save all of my babies. But I wanted to because I really want all of my students to be successful in every class, not just in art" (Interview, May 8, 1995).

Ms. Patterson cares deeply about her community of art students. While she dispenses, as well as absorbs, information, she allows students to make their choices concerning the amount of work they do in her classroom:

You know, we talk different, we walk different, we create different, we express ourselves different, so you could be successful. But sometimes you meet a student who says, "I don't want to do it. I can't do it. I'm not going to do it. And it hurts. It used to hurt me, but now I just accept it. [I tell them] I
The language in Ms. Patterson's metaphor is consistent with her concept of teaching: If one takes care of something, it will last. Ms. Patterson takes care of her babies (her students) with hopes for their successes. Teaching is a sponge; the more attention given it, the longer it lasts.

Understanding Metaphors

Teacher educators are beginning to use metaphors to understand how preservice, graduate, and practicing teachers make sense of teaching (Munby, 1987; Bullough, 1992; Bullough & Stokes, 1994; White & Smith, 1994; Sperling, 1994). Sperling's study with graduate students seeking teaching certification revealed the use of metaphors as a powerful tool for exploring self-as-teacher and what teaching is.

If teachers, as a community, are constituted in part by a common discourse, then these texts are powerful social mirrors. Reflecting more than the personalities of their creators, they reveal, through ordinary narrative and linguistic devices, the writer's cultural assumptions as they define both their teaching individuality and their teaching community. (p. 154)

As the researcher, I hunted for the common discourse or language among the interns within the spaces created between the pre-course metaphors and the metaphor updates that reflect the institutional society of the high school. White and Smith (1994) analyzed the metaphors of preservice teachers taking an English methods course. The students were asked to write a metaphor that captured their vision of
the kind of classroom they wanted to have. Those who wrote their metaphors prior to having any field experiences in English education constructed metaphors which pertained to what they believed about teaching. Those who wrote their metaphors in the middle of their student teaching constructed metaphors which pertained to what they felt about teaching. For example, metaphors by preservice teachers not yet in the field were “philosophical and theoretical”; while those composed by students in the field were “emotional and experiential, intensely and particularly focused, not upon teaching in general, but upon what might be described as ‘my teaching experience’” (White & Smith, 1994, p. 169). White and Smith concluded that metaphors have the ability to reveal students’ perspectives on teaching English; however, when metaphors are composed determines their usefulness as guides to teaching.

In my study of the preservice teachers’ metaphors, I had similar results to White and Smith. Chloe’s “teaching is life” metaphor, Paul’s “teacher is a credit card”, and Abdu’s “teacher is a cultivator/artist” each revealed a philosophical and theoretical nature of teaching. Their metaphors focused on teaching or teachers in general, not on their specific teaching experiences; however, Abdu’s metaphor update of “teacher as artist” becomes experiential with teaching specifics of “stop, observe the students, and help the students form their own art out of life.”
The themes of affective nature of teaching, power and control, and experience revealed the uniqueness of Chloe, Paul, and Abdu as they articulated their emerging understandings of teaching through metaphors.

**Affective Nature of Teaching**

In their metaphors, Chloe and Abdu focused on the theoretical nature of teaching. Chloe, in her “teaching is life” metaphor, concentrated on its affective qualities with language such as “teaching takes time, reflection, patience, and a lot of love.” Like her intern Chloe, Mrs. Graves’ choice of metaphor, “teaching is a coffee table book of inspirational sayings,” highlights her devotion to enriching students’ lives. Also, her transactional constructivist philosophy of teaching allows student-centered classrooms. However, according to Mrs. Graves, student-centered classrooms have a “price for teachers since students are always questioning them.” In spite of this, she believes teachers should “create thinkers and lifetime learners” as a first priority.

Abdu’s pre-course metaphor also dealt with the affective nature of teaching. His language was more specific for he created a teacher who “provided students with certain exercises to increase understanding as well as modeling and guided practice.” However, his metaphor update of “teacher is an artist,” portrayed teachers as “filling their pallets with a multiple of talents, incorporating life experiences into the lessons.”
Power, Control, and Teaching

An element of power and control existed in each of the metaphors. In Chloe's metaphor, the teacher has the power to shape lives. For Paul, the teacher has the control over what the students learn because knowledge is dispensed. In Abdu's pre-course metaphor, the teacher has the power of planting the seeds of knowledge and control over how much water those seeds receive. However, his post-course metaphor greatly minimized power and control as teachers are obligated to "fill their pallets with a multiple of talents, incorporating life experiences into the lessons."

The power and control theme was prevalent in the mentor's metaphors. Mrs. Graves remembered that she "used to feel guilty if I was not in front of the class controlling every minute." Most teachers, according to Mrs. Graves, have as their teaching metaphor "My Way or the Highway" in which the teachers have all the power and all the control.

For Mr. Richard, his metaphor "Teacher is Jokester" implied teacher as the clown. However, the teacher maintains the control of the classroom much like the clown commands center stage at the circus. Mr. Richard enjoys his role as jokester and is pleased many students want him as a social studies teacher. However, he knows allowing students to "cut up and don't care" is bad, yet he has no plans to change his teaching style.
Control for Ms. Patterson rests with the ability to clean or not clean a sponge. She controls the dispensing of information; however, acknowledges her absorbing information as well. Power and control are softened by her nurturing image where she and her "babies" take care of one another. Ms. Patterson provides her students with attention for "those kids really need somebody to listen to those poor babies express themselves" (Interview, May 22, 1995). The students energize Ms. Patterson. "I’ve been teaching twenty-one [years], but I feel like I’ve been teaching five. . . . Some people who have been teaching twenty-one feel like they’ve been teaching five hundred" (Interview, May 22, 1995).

Experience

The word "experience" appeared in each of the interns' metaphors. Chloe's metaphor of "Teaching is a Lifetime" compared the ups and downs of life's experiences with the ups and downs of teaching. Paul's use of the word "experience" had teachers as the most experienced person in a classroom. Abdu's use of the word experience implied the use of students' life experiences which should be incorporated into any classroom. These metaphors revealed "life experiences are the accumulation of lived experiences and the understandings and sense we may have made of these experiences" (van Manen, 1990, p. 177).
Reflections on Metaphors

"The essence of metaphor is understanding and experiencing one kind of thing in terms of another" and the use of metaphors gives "coherent structure to a range of our experiences and creates similarities of a new kind" (Lakoff & Johnson, 1980, p. 5). This idea of experience makes the use of metaphors in teacher education a powerful research tool. Metaphors can also provide comfort to the novice teacher because they enable the exploration of self-as-teacher in which "forming an identity as a teacher requires coming to terms with that which is not self, most importantly, students (Bullough & Stokes, 1994, p. 202). The preservice students posted their metaphors, together with their metaphor updates, around the classroom which provided a forum for dialogue between the future teachers, and between the interns and me. The physical act of moving from text to text provided a critical reflection of the concepts of teaching, teachers, and self-as-teacher. Metaphors provided Chloe, Paul, and Abdu a vehicle through which they could reflect on their views of teaching and teachers. By having to construct then re-examine their metaphors gave new meaning to the concept of learning to teach.

Teaching for Chloe, Paul, and Abdu is having a consciousness about their role as a teacher and how it affects students. Therefore, for Chloe, Paul, and Abdu teaching is forming pedagogical relationships. This concept
prevailed throughout the interns' journals and observations. The next chapters further explore the concepts of reflection, thoughtfulness and watchfulness as I examined what was revealed in the mentor/intern dialogue journals and the interns' observations of classroom activities.
CHAPTER SIX
INTERNS AND MENTORS IN CONVERSATION

Self-reflection is the manner by which pedagogy tries to come to terms with self [the parent, the educator] and other [the child]. (van Manen, 1990, p. 89)

Introduction

Reflective opportunities allow teachers to “foster reflective capabilities of observation, analysis, interpretation, and decision making” (Doyle, 1990, p. 6). Reflection derives its meaning from the Latin “reflexion” or the action of bending back, and involves a thought or opinion formed or a remark made as a result of meditation (Webster, 1983). Therefore, self-reflection involves re-examining an experience and relating that past experience to a situation at present.

A dialogue journal is a “bound composition book in which each student carries on a private written conversation with the teacher for an extended period of time (Staton, 1987). The primary benefit of dialogue journals, as outlined by Staton, includes opportunities to engage in reflection about experiences and to think together with an adult about choices, problems, and ideas. This chapter focuses on the thoughts and ideas exchanged in weekly journals as Chloe, Paul, and Abdu dialogued with their respective mentors, Mrs. Graves, Mr. Richard and Ms. Patterson.

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Levels of Reflection

To ascertain whether the preservice teachers were reflecting on their experiences in their mentor’s classroom or whether they were merely describing those activities, I loosely constructed my codings of reflection according van Manen’s (1977) three levels of reflectivity. Other studies analyzing preservice teachers’ levels of reflections have used variations of van Manen’s levels of reflection (Ross, 1989; Roth, 1989; Richardson & Boutwell, 1992; Pultorak, 1993). Schubert’s (1989) Paradigms of Inquiry also parallel van Manen’s levels.

I prefer van Manen’s (1977) use of “three orientations of social science” (p. 225) to the term “level.” My concern, like Pultorak’s, was that the word “level” implied a hierarchy. However, after studying the etymology of the word, I disagree with Pultorak’s conclusion that “level” suggests “hierarchy.” Webster’s dictionary shows “level” derives from the Latin “libella” meaning a balance or equality of rank. Therefore, I preferred to consider van Manen’s levels of reflection, as shown in Table 6.1, to be equal in importance instead of hierarchical in importance. While the levels are equal in importance, interpretation of the dialogue journal conversations centered upon whether the interns were shifting their teaching paradigms from the traditional empirical-analytic to either the hermeneutic phenomenology or the critical dialectical. However, as a researcher who adheres to a constructivist paradigm of
teaching, my bias towards that model kept creeping into my interpretations.

Table 6.1

van Manen's Levels of Reflection

<table>
<thead>
<tr>
<th>Level One</th>
<th>Empirical-Analytic Paradigm</th>
<th>Transmission Model of Teaching</th>
<th>Dialogue reflects on events by (a) considering classroom efficiency, methodology and effectiveness; (b) being past-oriented; (c) skill oriented; (d) cause and effect images of experience (e) stratification in society.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hermeneutic Phenomenology Paradigm</td>
<td>Transaction Model of Teaching</td>
<td>Dialogue reflects on events by (a) using personal experiences; (b) a discovery of knowledge in the sense of verstehen (understanding) by re-experiencing an event; (c) being future oriented; (d) friendly conversations.</td>
</tr>
<tr>
<td>Level Three</td>
<td>Critical Dialectical Paradigm</td>
<td>Transaction Model of Teaching</td>
<td>Dialogue reflects on events by (a) considering ethical and moral issues; (b) seeking alternate paradigms of teaching; (c) knowledge aimed at emancipatory practical action and self-determination; (d) critiquing dominations in society, institutions, and repressive forms of authority.</td>
</tr>
</tbody>
</table>

The empirical-analytic paradigm reflects the transmission model of teaching which emphasizes the measurable outcomes of learning outcomes, quantifiable
achievement, and manageable educational objectives (van Manen, 1977). At this level, the interns described the events within the classroom but accepted no ownership of the problem (Roth, 1989).

The hermeneutic phenomenological paradigm parallels the transactional model of teaching in which curriculum is the study of educational experiences. This approach to curriculum focuses on “interpersonal communication, on group process, on practical deliberation, and on critical analysis of meanings” (van Manen, 1977, p. 213). Understanding in this paradigm is explained as the German verstehen. Verstehen is not “purely a cognitive operation of the mind at all, but that special moment when life understand life” (van Manen, 1977, p. 214). Van Manen used Heidegger’s concept of verstehen in which “disclosures of a person’s lifeworld are instances of knowledge as understanding” (p. 215). Reflection at this level involved the interns’ descriptions, followed by an analysis of events, in which they related their personal biases, their pedagogical theories and their past experiences to the events.

The critical-dialectical paradigm also follows a transactional model for teaching. To differentiate from hermeneutic-phenomenology, this level addresses questions of “wisdom and the art of living” (van Manen, 1977, p. 221). The critical-dialectical approach establishes interpersonal and social conditions needed for a self-understanding of events. Reflection at this intense level included the
interns’ descriptions and analysis of experiences in the classroom as those activities pertained to morals, ethics, and society. Critiques constantly focused on dominations, institutions, and repressive forms of authority (van Manen, 1977). At this level, the interns scrutinized and clarified problems they encountered (Roth, 1989). Although, each of the paradigms represents a level of reflection, this study focused on whether the interns’ conversations exhibited insightfulness and perceptiveness into the nature of teaching beyond the empirical-analytical paradigm.

**Dialogue Journals**

Dialogue journals are written conversational exchanges between student and teachers (Weaver, 1994). The use of dialogue journals is prevalent in teacher education courses; however, the dialogue is usually between the preservice teacher and the university educator or the student teacher and the university supervisor rather than with preservice teacher and mentor (Livingston & Borko, 1989; Bean & Zulich, 1990; Bolin, 1990; Zeichner & Gore, 1990; Doyle, 1990; Surbeck, Han, & Moyer, 1991; Hennings, 1992; Guillaume & Rudney, 1993; Hoover, 1994). While research may exist on the use of dialogue journals between preservice teachers who are not student teachers and practicing teachers with whom they did an internship, my literature search did not discern any.
Mentors

The word "mentor" derives from Mentor, the elderly friend and advisor of Odysseus, one of the Greek leaders of the Trojan War. Before Odysseus went to battle, he made Mentor the guardian of his son, Telemachus. Today, the word connotes a wise and faithful counselor (World Book Encyclopedia, 1978). In the secondary content area reading course, I provided an experience in which prior to engaging in battle (student teaching), the preservice teachers would have a guardian who acted as a faithful counselor.

Mentors for first year teachers are common (Howey, 1988; Carter, 1988; Zimpher & Rieger, 1988; Feiman-Nemser & Parker, 1990; Huling-Austin, 1992). Whereas preservice teachers are frequently placed with practicing teachers while taking coursework, my reconceptualized content area reading course established a mentoring relationship with practicing teachers for the preservice interns. From the literature on mentors, I formulated a list of mentor characteristics. The mentors for Chloe, Paul, and Abdu possessed many of the traits on the list: offered assistance and support to the intern, provided a role model, derived reciprocal benefits from the relationship, exchanged personal information deeper than just student/teacher, assisted the intern in making the transition from university student to classroom teacher, and had more experience and achievement than the intern (Feiman-Nemser, 1987; Parkay, 1988; Jacobi, 1991). The goal of a mentor-intern
relationship was to bring intern and mentor together to learn those things essential to their mutual growth as human beings (Parkay, 1988; Jacobi, 1991). It was "those things" that I explored in my analysis of the three pairs of dialogue journals. Personal interviews provided elaboration on these conversations.

**Chloe**

Chloe’s educational biography played a major role in her conversations with her mentor, Mrs. Graves. From her early elementary years through college, Chloe remembers not actual teaching but rather the positive and negative behavior of her teachers. These personal experiences with teachers shaped her concerns about teaching and her evolving pedagogical beliefs in her chosen disciplines of speech, drama, and English.

**Chloe and Mrs. Graves in Conversation**

"Those things" that Chloe and Mrs. Graves discussed in their journal conversations included Chloe’s attitudes toward her teachers, perception of students, motivation of speech and drama students and valuation of speech and drama courses. Mrs. Graves provided not only feedback and advice on Chloe’s concerns but also a holistic philosophical stance on teachers and teaching. Throughout the entries, Chloe’s dialogue journals communicated reflections on her prior experiences of schooling and revealed the evolution of her own teaching paradigm.
Good and Bad Teachers

Chloe’s discussions of teachers’ attitudes subdivided into themes of “good” and “bad” teachers whom she encountered during high school and college. During her field experiences, a Public Speaking I student enlisted the assistance of Mrs. Graves and Chloe to diagram sentences for an English assignment. Chloe explains the assignment:

One sentence to diagram. And it was a thirty-five points, or none at all. . .and the next day she came and we had placed a bracket in the wrong place, so she didn’t get her points.” (Interview, December 6, 1994)

As for the English teacher involved, Chloe said, “It was just plain mean” (Interview, December 6, 1994). She and Mrs. Graves pondered this in their journal exchange:

Chloe: I think when people become teachers to manipulate kids and abuse power (and I have seen quite a few along the way) that they need to seriously reassess their career choices. This profession is much too difficult and important to be in it for the wrong reasons. I guess these people just forget what it is like to be a kid. (Intern to Mentor Journal, November 4, 1994)

Mrs. Graves was extremely vocal about teachers who rarely change their lesson plans and make no effort to relate classroom experiences to students’ lives. She responded to Chloe’s critical reflection about teachers:

You are so very insightful about the many “bullies” whose professional philosophy goes no further than “My way or the highway!” (Mentor to Intern Journal, November 10, 1994)

This “My Way or the Highway” metaphor of teaching was observed by Chloe and defined by Mrs. Graves as “there is no discussion, you do it my way,” (Interview, December 14,
1994). Many exchanges occurred about classroom teachers who followed this philosophy.

Chloe remembers the following situations from her own schooling experiences:

Good teachers would come and have dinner at our house. . . . I remember after the last day of school in third grade, my best friend and I were in Ms. Mouton's class and she took us out for dinner and a movie because she just enjoyed us so much. . . . In middle school, the teachers cared about us more. In contrast, "bad" teachers, especially in high school, didn't care . . . if we were there or not. And that made it difficult. (Interview, November 10, 1994)

High school teachers, particularly the speech and drama teachers whom Chloe encountered the most, made Chloe's life difficult. For example, Chloe's high school speech coach was one of the "bad" teachers. Speech, explained Chloe, was an elective in her high school; however, the speech coach would

hold your grade against you if you'd say, "I can't go to this tournament." . . . She just was never understanding that you wanted to go to this dance at school. You should be allowed to do that. The debate coach in high school was just really mean. (Interview, December 6, 1994)

Chloe felt her high school speech and drama coaches were "mean" to students and viewed these extracurricular subjects as a "sport." She clarified her image of the drama coach:

I mean, he was just a mean man, and. . . .from time to time they would put him with behavior disordered classes because he was just so mean that he could control them. (Interview, December 1994)

To Chloe, speech and drama is not like playing football; it is not a sport which consumes your entire high school life.

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Her concept of high school is an institution where students can experience activities like speech, drama, band, or whatever else interests them, and where students can "figure out where they want to go. And I think if you close off a whole field to them, you restrict them much too much" (Interview, December 6, 1994). As a future high school speech coach, Chloe plans to be flexible with students who would like to attend some speech tournaments and not others, or students who want to play sports and compete in speech. She felt she "missed out on life because I did the speech thing every weekend. It was either speech or ballet" (Interview, December 6, 1994).

Another image of "bad" teachers were those "teachers in high school who just let kids read and look up words" (Interview, November 17, 1994). In her own lesson for Public Speaking I which she taught during her five week practicum, she provided more meaningful ways for students to participate in learning. She had five groups, each investigating a different topic. Students enjoyed the grouping because "I think they [the students] liked teaching themselves. . .and explaining to the whole class" (Interview, November 17, 1994).

Some "bad" teachers were verbally abusive. Chloe described one "bad" teacher in college; a first year speech coach who was hired from an area high school.

The female teacher was "verbally abusive. . .And it gets really old, really fast, when you spend every
weekend with someone who’s like that. . . Like there was one girl who was allergic to cigarette smoke; the teacher would smoke in the van, and she wouldn’t quit. We had to stop every fifteen minutes for the girl to get sick on the way home from Kansas one weekend. And she [the teacher] told her, “If you’re going to get home, you’re just going to have to take it.” (Interview, December 6, 1994)

Of ten competitors on the college speech team that year, Chloe was the only one who remained because “I wasn’t going to let someone else make me leave” (Interview December 6, 1994). “And I think if I had to teach in high school, I would want to be one of those teachers that I remember making it good for me” (Interview, November 10, 1994). Chloe used the words “had to” because her goal is to obtain higher degrees and coach university teams. Chloe and Mrs. Graves had spirited discussions about how the “bad” teachers affect classroom discipline.

Perceptions of Students

The “My Way or the Highway” metaphor discussed in Chapter 5 sparked many conversations between Chloe and Mrs. Graves concerning how teachers perceive students. Mrs. Graves addressed her concerns in her journal to Chloe:

These same teachers scream about discipline problems and want all methods to address this real problem to come from outside the classroom. Basically, most teachers want principals with bigger ‘sticks’ to solve all our discipline problems. But these problems I believe must also be addressed with methodology within the classroom as well as outside. . .we must empower students to help our discipline. It is the student who sees no relevance and power in the classroom who creates the problems. (Mentor to Intern Journal, November 10, 1995)

Mrs. Graves recommended William Glasser’s book, Control Theory in the Classroom (1986) to Chloe. Glasser argues
that the traditional classroom approach where the teacher is in charge of deciding what is taught and how to teach it, and the students compete as individuals will be the demise of the secondary school. Classrooms should follow a learning-team approach that provides students with a sense of belonging by working together. Chloe responded with "I think many problems can be handled by organization within the classroom" (Intern to Mentor Journal, November 16, 1994) noting that using grouping allowed her to "walk from group to group and talk about their ideas and questions on a personal basis. I think this made me more approachable to the students. . . . If I would have done a traditional lecture, I really do not think that the kids would have gotten much out of it" (November 16, 1994 Lesson Evaluation). Without reading Glasser's book, Chloe has developed a sense that offering students opportunities for problem-solving and cooperative learning activities are how students should be taught.

**Motivating Students**

Conversations about teacher attitudes led to Chloe's analysis of why speech students are not always motivated in the classroom. Teaching for Chloe is motivating students and relating speech skills to other courses and to life. However, since speech and drama courses are electives, Chloe blamed administrators for the problems with teaching speech when she wrote to Mrs. Graves: "How can you inspire kids to do their best when they don't always see the class as an
academic challenge?" (Intern to Mentor Journal, October 26, 1994). Chloe perceived the school staff does not equate elective courses like speech as important as academic subjects and this attitude is communicated to students.

In a journal conversation, Chloe and Mrs. Graves rationalized the importance of speech classes:

Chloe: Both drama and public speaking classes offer so many valuable traits that students will never be able to learn anywhere else! I think, however, that the opinions of the students don't start with them. I think, because so many administrators view these classes as being trivial, that these beliefs about such classes are "taught" to students indirectly. That is why I admire teachers who can start good, balanced drama, speech, and debate departments and maintain them. (Intern to Mentor Journal, October, 27, 1994)

Mrs. Graves: I agree that the speech students do not get the recognition they deserve in high school, but what wonderful life-time skills we are giving them. These skills and talents will certainly serve them as adult professionals. Here's where their recognition will surface. The ability to "sack a quarterback" will seldom move you up the corporate ladder. (Mentor to Intern Journal, November 3, 1994)

Chloe is figuring out how to inspire students to do their best in speech and drama by providing group work within the classroom. However, Glasser (1986) believes the many school reforms over the past forty years have been detrimental to secondary schools because the reforms were based on external motivation which does not work for humans. People can only be motivated if "programs are made available in which they [students] believe that hard work will lead to fulfillment" (Glasser, 1986, p. 74). Finally, Chloe argued

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an important point about the significance of speech and
drama courses in the high school curriculum.

Valuation of Speech Courses

Both Chloe and Mrs. Graves perceived speech courses as
a complement to English courses. The concept of reading
classical literature from a speech class perspective is, in
their opinion, more exciting than reading classical
literature from an English class perspective.

Mrs. Graves views teaching speech as preparation for
being an English teacher because “speech made me into a
lifelong learner and lover of literature. It was the speech
approach; it wasn’t memorizing the five things in Macbeth, I
promise you” (Interview, December 14, 1994).

For example, Mrs. Graves’ used a readers’ theater
format to study *Cyrano de Bergerac*. Chloe had never seen
high school students use readers’ theater, an oral reading
in which two or more persons present a form of literature
aloud. No costumes, make-up, props, or scenery are used;
therefore, readers’ theater depends on skillful oral
interpretation (Weaver, 1994).

Chloe: Readers’ theater is so much fun - they [the
students] will really enjoy it. And, on top of that,
they will be using solid, classic literature. . . . You
made a remark in class about how you learned about
great literature in speech classes more than English
classes. That is so true! (Intern to Mentor Journal,
November 4, 1994)

Chloe remembered that she learned more about “writing,
literature, and analytic thinking in speech classes than I
ever did in English” (Intern to Mentor Journal, November 4,
1994). She believed all students should take speech to assist them in English, even suggesting that Speech and English be mandatory co-requisites.

*Perspectives on Being Mentored*

Chloe described her feelings about having a mentor in her first dialogue entry. Her negative experiences with teachers remained in her consciousness as she observed her mentor. "I am amazed at how you can get so many things going at once and keep a handle on all of them. I am going to learn so much from you" (Intern to Mentor Journal, October 25, 1994).

In her first journal entry to Mrs. Graves, Chloe described her excitement about the field experience:

I was very nervous about this field experience, but I feel so much better about it now. I have really enjoyed being in your class. I have known since I was 15 that I wanted to work in the field of speech education, but in the past year I started to doubt my decision. But, I want you to know that the first thing I did after leaving your class the first day I was here was to call my mother at work and tell her I really did make the right decision about my major. (Intern to Mentor Journal, October 25, 1994)

Mrs. Graves responded: "Wow! What a wonderful note. Thank you so much!"

In the final journal entry, Chloe re-visited her mentoring experience. "This has really helped me see teaching from someone with a positive point of view. You are a wonderful person, and an equally wonderful teacher" (Intern to Mentor Journal, November 16, 1994).
Mrs. Graves’ closing journal to Chloe offered advice and welcomed Chloe to the Speech Department as a Student Teacher for the next semester. She related a story of who teachers are.

Student teaching and good teaching is a constant learning process. I have never taught the same way twice and I’m proud of that. However, those stereotypical teachers with those yellowed notes assembled ten years ago do exist in high school. I had a friend who retired two years ago who complained constantly about how the grades had gone down from when she began giving her tests in 1973. I don’t think she lost sleep—as you have—planning innovative activities to meet student needs. She was, by the way, very unhappy with her profession and her students, but quite content with herself! I am delighted you are now a part of the speech department. What an asset! (Mentor to Intern Journal 11/18/94, emphasis belongs to Mrs. Graves).

Levels of Reflection

In her lively, written conversations with Mrs. Graves, Chloe moved beyond describing her experiences in the classroom and was able to articulate her emerging pedagogical theory. Chloe’s perception of what is teaching was clear as she appealed for classroom instruction to be reorganized to allow more hands-on learning.

Chloe’s reflections on who are teachers offered a critique of the moral and ethical nature of teachers she experienced as a student. Her personal experiences with schooling meshed with her experiences with Mrs. Graves to make sense of “good” teachers, “mean” teachers, “manipulating” teachers and “abusive” teachers. She
summoned teachers to leave the profession if they were in it only to manipulate children.

By frequently challenging the ethics of teachers, Chloe, in her journal exchanges with Mrs. Graves, exhibited a critical dialectical level of reflection. Her entries revealed a sensitivity to the social and academic needs of high school students. However, her personal biography, more than any other component, shaped how Chloe imagined managing the multiple cultures of the content discipline of speech, the high school, and content literacy demands. For example, Chloe realized that as important as competition and performance are, the social demands on students should take precedence over content.

"Those things" which Chloe conversed about with Mrs. Graves still reflect a teacher in progress. The conversations portrayed Mrs. Graves as a very unselfish teacher, dedicated to her students’ well-being and growth in her classroom. Chloe’s conversations focused on herself and how she perceived teaching and teachers; rather than on individualized students. She dwells upon the negativity of speech teachers in particular, revealing how past experiences highly influenced her reflections. However, some movement from the role of a speech and drama competitive student to the role of a speech and drama professional was evident. Perhaps working through her ideas of teaching and teachers with Mrs. Graves was the first step toward achieving that transition.
Teaching is serious business for Chloe and Mrs. Graves and teachers who are less than serious should find other work. In particular, teaching speech demands an unselfishness many teachers are not willing to give. This unselfishness manifests itself in the qualities of competence, compassion, and sensitivity for the students who give of themselves to compete in the name of the school. For Chloe, only teachers who are unselfish need apply for teaching positions.

Paul

Paul graduated from Southside High School four years before his placement there as a preservice teacher. Although he described himself as being very shy in high school, he played trumpet in the marching band and sang in the chorus. Prior experiences with schooling indicated an obedient student who read only because it was required and who accepted the institutional regulations of school unconditionally. Paul’s understanding of what is teaching was complicated by his perception that the school is slacking in enforcing handbook rules.

Paul and Mr. Richard in Conversation

The majority of Paul’s conversations with Mr. Richard can be described as policy and procedures. According to Paul, he rarely, if ever, broke any rules at Southside High School when he was a student and was very concerned about the current lack of rule enforcement. Other dialogue centered on teaching styles and political correctness. Mr.
Richard answered Paul's questions with great detail and attention. However, he never posed new questions nor raised theoretical issues with Paul.

Perceptions of Students

Several journal exchanges noted Paul's uneasiness with student behavior and his desire to determine who was responsible for what he perceived as a neglect of the school rules.

Paul: I must say, the school has changed greatly in the last four years. I can remember when we were not allowed near the buildings at lunch, and certainly not at our lockers in between classes. What do you think has accounted for the lessened enforcement of these policies? Have the students changed that much in that short time? (Intern to Mentor Journal, November 1, 1994)

In Mr. Richard's response to this entry as well as throughout the mentor/journal conversations, he carefully and specifically addressed each of Paul's concerns.

Mr. Richard: About the lockers and school building rules, I'm not sure of the answer. I have been teaching at this school for two years. I think the teachers are a little lax in their duties. Students will try to get away with as much as they are allowed. The Principal, Assistant Principals, and teachers are at fault for not enforcing the rules. (Mentor to Intern Journal, November 1, 1994)

Paul: I noticed that you said to one student that he knew he was not supposed to ask to go to the bathroom and I just wondered if that was your own policy or the school's. I am sure it gets pretty crazy when several students want to go at once. (Intern to Mentor Journal, October 25, 1994)

Mr. Richard: The principal had a meeting with the faculty. He wanted the teachers to stop sending students to the bathroom. He said it was up to the teachers to decide if the students really needed the bathroom. A large majority of the students could wait
until a break or lunch period. (Mentor to Intern Journal, October 25, 1994)

Paul: When we are leaving campus at 12:10, I sometimes notice students leaving or arriving in the parking lot. Does the school have an open campus lunch policy? Or are the students leaving illegally? (Intern to Mentor Journal, November 9, 1994)

Mr. Richard responded that these students are probably those who leave for three hours of career training.

Paul's personal biography shaped his perceptions not only of rules and regulations but also of the discipline contract policy in the high school. Since he was not a discipline problem in school, he confirmed he had no personal knowledge of the contract process and asked Mr. Richard in his October 25, 1994 journal entry to explain it to him. Again, Mr. Richard responded with a detailed six-step outline of what a teacher must do if a student needs discipline. Mr. Richard and Paul took rules and regulations of the high school very seriously.

Besides the rules of the school, Paul appeared concerned with relationships with students. Since Mr. Richard wanted to be liked by students and to not create additional stress for them, Paul asked him: "Have you personally ever been faced with a student purposefully trying to get a rise out of you? Have you ever sent a student to the office for misbehaving in your class?" (Intern to Mentor Journal, November 1, 1994). Mr. Richard did not answer the first part of the question, but he responded to the second question: "This year I have sent eight students to the office for tardies."
Teaching Styles

Paul observed Mr. Richard's social studies classroom which consisted of a lecture-with-notes-to-be-copied-from-the-overhead projector style of teaching. However, Mr. Richard encouraged Paul to use the alternate teaching styles he was learning in his university classroom. Therefore, for Paul's lesson on Germany in the World Geography class, Paul first engaged the students in the KWL (Know, Want to Learn, Learned) strategy where the class decided what they knew about Germany, what they wanted to learn, and in follow-up, what they learned from reading and other activities (Olge, 1986). He divided the students into groups of four, giving each a different section of the text to extract information needed to complete the chart.

Paul was ecstatic over the results of this lesson and commented that "Mr. Richard was surprised at the fact that they were actually doing their work in their groups" (Interview, November 18, 1994). Mr. Richard noted in his journal that "I really enjoyed the teaching job you did last Thursday. I got a lot out of it and enjoyed the different approach to teaching" (Mentor to Intern Journal, November 15, 1994). Mr. Richard was amazed that grouping worked in his class. He pondered changing his teaching style occasionally but doubted if he would (Interview, November 29, 1994). However, Mr. Richard enthusiastically responded to Paul in his journal following the Germany lesson: "I'm kind of set in my ways and don't like changes, but you
really impressed me with that type of teaching. The kids also seemed to enjoy it, most took part and really learned something” (Intern to Mentor Journal, November 15, 1994).

Believing only by being in front of a classroom was he "earning my teaching money," Mr. Richard was unwilling to move toward a student-centered classroom for fear administrators might enter his classroom and admonish him for not being in control (Interview, April 10, 1995). Mr. Richard’s greatest concern with dividing the class into groups was the principal or assistant principal walking in and seeing students off-task and the noise disturbing the nearby classrooms (Interview, December 6, 1994).

However, Mr. Richard varied his lecture by giving students a “free” day about every ten days. He explained it to Paul:

To give the kids a break from that routine, I show a film on the topic I am teaching about that week. It really isn’t a free day. They watch the film and I either make them write down important facts about the film or pass out a list of questions to answer during the film. (Mentor to Intern Journal, November 1, 1994)

Political Correctness

Paul noticed Mr. Richard saying “Black” and then correcting himself by saying “African American.” Paul wanted to know “has political correctness become a major concern in your teaching? Have you ever had a student confront you over something you said during class?” (Intern to Mentor Journal, November 8, 1994) Mr. Richard responded: “For some reason, I feel uneasy about saying “Black.” I’m
trying to say African American as much as possible in class. I do not really like to say "slaves," it's just personal feelings. I have never been confronted by students about using the title "Blacks" or "slaves" (Mentor to Intern Journal, November 9, 1994).

**Perspectives on Being Mentored**

Paul thanked Mr. Richard for allowing him freedom to teach any way he chose for his mini-lesson: "I first want to thank you for allowing me to have free run on your class on Thursday. It was a great experience for me and I think for the students as well" (Intern to Mentor Journal, November 8, 1994). Paul, in his thank-you letter to Mr. Richard, recognized Mr. Richard's attitudes towards his students when he wrote, "I am very impressed by the relationships you have developed with your students and I hope that it will be the same for me when I teach" (November 27, 1994).

Mr. Richard was always honest with Paul. One of the traits of a mentor was one who offered assistance and support to the intern and derived reciprocal benefits. Clearly, Mr. Richard is not going to change his teacher-centered pedagogy. However, Mr. Richard did experience a style of teaching to which he had not been previously exposed and was surprised the grouping worked in his classroom. Also, Mr. Richard, while acknowledging that he probably would not teach like Paul, realized social studies students could construct some of their own knowledge.
Levels of Reflection

Paul and Mr. Richard, who not only resemble each other physically but also had very similar handwritings, exchanged technical types of journals. These conversations rarely moved beyond the empirical-analytic paradigm of reflection since most conversations were concerned with efficiency of the classroom. The dialogue was somewhat descriptive, but neither Mr. Richard or Paul related their theoretical perspective of teaching in their conversations.

However, one has a sense that Paul is a teacher in progress who felt uncomfortable revealing his innermost thoughts about his observations of classroom activities to Mr. Richard. Paul recognized that Mr. Richard's methodologies for teaching social studies were unchallenging to the students. Paul's observation reports discussed in Chapter 7 exhibited a reflection and understanding of teaching and teachers not displayed in his mentor/journals.

Whereas Paul's journals revealed an empirical-analytical level of reflection, "those things" he really wanted to discuss were kept hidden but revealed themselves in other vehicles of communication. Perhaps this is why Bolin (1990) stated dialogue journals may be insufficient to cause reflection by themselves. Paul did not explore with Mr. Richard why Mr. Richard wrote notes on the overhead and had students copy them or the real reasons students become restless and talkative in class. Paul commented on this in an interview:
He [Mr. Richard] told me that he was really set in his ways and stuff, so I kind of left with the impression that he probably would just continue doing what he was doing, although I know he was impressed with some of the techniques I've used. You know, he expressed to his students that my methods were different and possibly better than his own, which I thought was interesting. (Interview, December 8, 1994)

What the journal conversations did reflect was Paul's perception that teaching is a straightforward business. Rules and regulations must be followed because enforcing rules is one of the things a teacher must do.

**Abdu**

Abdu's idea of teaching is shaped as much by his cultural as his educational background. Southside High School was in sharp contrast to his small nurturing private African-American Catholic school on the north side of town. In his autobiography, Abdu states he entered teaching to provide a positive role model to young Black males. His journals revealed his broadening of that focus to include all groups of high school students.

**Abdu and Ms. Patterson in Conversation**

In his first journal entry, Abdu described to Ms. Patterson what their dialogue exchanges would contain: "I'm going to mention situations and problems and ask how to deal with them" (Intern to Mentor Journal, March 18, 1995). Four themes permeated his journal entries: perception of students, diversity of students, relevancy of lessons, and lack of black leadership. Abdu and Ms. Patterson had lengthy conversations that focused on several special
students who took art classes: Davis, Trent, Anthony, and Monica. Maintaining classroom discipline, as with Chloe and Paul, was a major topic of discussion with Abdu’s mentor.

Perceptions of Students

Abdu and Ms. Patterson maintained a running dialogue concerning discipline. "My biggest fear rests in being able to maintain discipline and keeping the class interested from bell to bell" (Intern to Mentor Journal, March 18, 1995). Even towards the end of the field experience, Abdu was still worried about discipline as he writes “my biggest concern is discipline” (Intern to Mentor Journal, April 5, 1995).

However, Ms. Patterson’s classroom management style amazed Abdu as evidenced by this journal entry: “I love it when you said, ‘I respect your decision to flunk my class.’ I was surprised at how low you spoke and how they remained so attentive” (Intern to Mentor Journal, March 27, 1995).

Ms. Patterson offered Abdu her primary method for maintaining discipline, prevention:

When you see or sense a problem, put an end to it immediately. Touch the student or the arm/eye contact or get him to wait outside the door for you. Don’t spend class time on discipline things, keep the flow with your other students. I’m an emotional person. I have hand movements, eye movements, gestures that I use to let my students know when I’m vexed. Usually when the teacher is upset, things calm down in the room. (Mentor to Intern Journal, March 23, 1995)

Abdu was always fascinated at how calm Ms. Patterson remained. She explained to him that when she’s angry, she’s calm. “If I’m yelling and screaming, I may be having fun and laughing; but, if I lower my voice and I’m very careful
of what I'm about to say, I'm vexed" (Interview, May 8, 1995).

Ms. Patterson described her discipline procedures to me in an interview. At the beginning of each year, she discusses discipline with each class for five minutes. She tells the students, "there is one adult in the classroom and you're looking at that person. . . . I can't teach unless everybody in the class is able to hear me and is able to see me" (Interview, May 8, 1995).

Following an observation in another art class, Abdu depicted the discipline in his journal entry: "The kids were just horrible." (Intern to Mentor Journal, April 5, 1995). He queries Ms. Patterson as to how she would handle that class. Her reply was very definite: "I would establish a set of rules for ALL students, and stress the importance of a classroom that would be conducive to the learning process. I would expect all students to follow them" (Mentor to Intern Journal, April 5, 1995).

However, for all his concern with discipline, Abdu, in his final journal entry, decided "high school isn't as bad as I first thought" (Intern to Mentor Journal, April 10, 1995). Abdu did not really fear maintaining discipline; he just needed a model.
Diversity

Through his interactions with Ms. Patterson's class, Abdu determined diversity was a factor in maintaining discipline. He shared his insights with Ms. Patterson:

From the beginning, I could see their [the students'] problem. It was obvious to me. I could be wrong, but it seemed that their [students'] biggest gap is a cultural one. . . . As a teacher, how can you motivate groups to work together when they are so diverse?" (Intern to Mentor Journal, March 20, 1995).

The Southside High School art class was Abdu's first experience working with an integrated high school. The school he attended was small with no students with handicaps or disabilities. He remembers only two students in the entire school who were not African Americans. Therefore, Abdu was interested in observing how the students reacted to each other's differences. He noted many details about relationships among the students. Ms. Patterson welcomed all students as participants in her classroom because "I'm out for the person nobody cares about. I guess it's just part of who I am" (Interview, May 22, 1995).

Davis, a student with severe mental retardation, was Abdu's first introduction to special education. Ms. Patterson explained Davis' exceptionally:

Davis is severe mentally retarded - that's his classification. Theory, facts, concepts he will not comprehend on a long term basis. So I use art media. Every 6 weeks I try to introduce a new one: ebony pencil, charcoal, water colors, color pencils, construction paper [this one was difficult because he cannot use scissors. I had to cut paper in different shapes and colors for him to paste]. (Mentor to Intern Journal, March 18, 1995)
Abdu and Ms. Patterson had many dialogue exchanges about Davis. In one entry, Abdu observed that “most of the class is pretty tolerant and understanding of Davis. Did it take the entire school year for them to be this way? Was there a problem of Davis becoming adjusted or the other students?” (Intern to Mentor Journal, March 22, 1995). Besides Davis, three other art students peaked Abdu’s interest because of their unusual behavior.

Trent comes across as a know-it-all. How do you deal with kids that come across this way? “ (Intern to Mentor Journal, March 18, 1995). Again, Ms. Patterson replied very definitely: “Your special education students want your attention. Usually they will give you what you ask for” (Mentor to Intern Journal, March 18, 1995). Another student Anthony dominated discussion within his art group. Abdu found him too enthusiastic. He questioned Ms. Patterson: “How can a teacher approach this situation and benefit everyone involved?” (Intern to Mentor Journal, March 20, 1995). Monica, a special education student with behavior and mental problems, attempted to perform a strip tease for an art project on performance. Abdu observed, “She seems like an outsider.” Ms. Patterson tells him her parents are “seeking help” (Mentor to Intern Journal, April 10, 1995).

Not only did Abdu ask Ms. Patterson how to handle these students, but he also drew some conclusions about the cause of these behaviors. Abdu began unsnarling the
contributing factors for student behavior as he and Ms. Patterson shared this exchange.

Abdu: It seems that kids are almost amoral. (Intern to Mentor Journal, March 22, 1995)

Ms. Patterson: The problem with second hour is self-esteem. When a person is not feeling well about him/herself, how can they give to others? (Mentor to Intern Journal, March 24, 1995)

Abdu: You mentioned self-esteem and self-worth. It is evident to me now who has it and who doesn’t. . . . The problem with Trent’s group is they lacked self-esteem. (Intern to Mentor Journal, April 10, 1995)

In Abdu’s small high school where few discipline problems existed, Ms. Patterson’s art students presented him with experiences totally unlike his own. Following the field experience, Abdu stated he felt better about maintaining discipline in the classroom, but he “still has some ways to go to figure out what is going to work for me” (Interview, April 13, 1995). Abdu’s keen perception of students, coupled with lessons which connect to students’ lives, may assist him in learning what teaching is.

Lessons and Relevancy

Ms. Patterson’s student teacher showed the movie *West Side Story* during the Fine Arts Survey class. In his journal to Ms. Patterson, Abdu pondered why many students fell asleep during the movie and detailed a lesson plan to make the movie relevant to students’ lives today.

Maybe they could have discussed the love story as one related to their own lives today. Let’s say the students are politically aware or at least aware of the O.J. Simpson trial. How would a fictitious story using current news items like the son of Newt Gingrich and the President’s daughter are in love, but their parents
are feuding. How would that work in relation to *Romeo and Juliet* and *Westside Story*? (Intern to Mentor Journal, March 18, 1995)

Perhaps Abdu’s personal knowledge of the streets in which many of these students live gave him insight into the disinterest and apathy displayed during class. Abdu noticed this apathy during the week of student body elections.

**Black Leadership in the High School**

After listening to the speeches of the high school students for the various class and student body offices, Abdu commented to Ms. Patterson: “I didn’t see any Black males from the class of 1996 up on stage running for office. What does that say about the failure of Black leadership? Or, it is just typical of these males to not seek office at Southside High? (Intern to Mentor Journal, April 10, 1995). Ms. Patterson replied, “I have not seen any in about three years” (Mentor to Intern Journal, April 12, 1995). On Abdu’s agenda as a teacher is to get involved with students and their activities (Interview, April 20, 1995).

**Perceptions on Being Mentored**

It was obvious from the beginning that Abdu and Ms. Patterson were a mentoring pair; Abdu was clearly one of Ms. Patterson’s “babies.” She welcomed him into her art room as one welcomes a good friend into one’s home. Since Ms. Patterson had a student teacher, she also was an observer during many classes. Ms. Patterson provided Abdu with both oral and written feedback on everything he did or observed in her class.
In the beginning, Abdu was unsure about writing journal entries to Ms. Patterson: "I was never much on journal writing for classes. I do keep a journal at home, but it’s personal. Maybe you can help me in writing this journal. I’ll be talking to you throughout the time I’ll be attending this class" (Intern to Mentor Journal, March 18, 1995). Three weeks later, he reflected: "Thank you for the response to my journals. All of the writing I’m doing is helping me get in touch with my feelings. It’s almost cathartic for all of the stress I’m suffering from the demands of school and work" (Intern to Mentor Journal, April 5, 1995).

Having never experienced a diversified, multicultural classroom, the occasions to reflect on "those things"—issues of race, socio-economics, and handicapped students—were invaluable. Abdu wrote to Ms. Patterson those opportunities "have benefited me" (Intern to Mentor Journal, April 5, 1995). Abdu’s view of mentoring was summarized in a journal entry: "Today is a day that I have long waited for; the day Ms. Patterson teaches. It was indeed a treat. The best piece of artwork I saw today was watching you, Ms. Patterson, teach" (Intern to Mentor Journal, March 27, 1995). Ms. Patterson replied "Love this! Don’t you think my head is large enough!!" (Mentor to Intern Journal, March 29, 1995)
Levels of Reflection

Abdu's conversations with Ms. Patterson resonated with descriptions. Abdu described and analyzed the activities and students as they unfolded in the art classroom, paying particular attention to individual students. His comments evaluating and critiquing the ethics and morals of the students in today's society reveal a very high level of reflection for a preservice teacher with no previous teaching experiences.

Abdu revealed reflections at the Critical Dialectical level with his knowledge and understanding of students interacting with other students and the implication of those interactions for the classroom teacher. Abdu's critical reflections revealed a growth in self-as-teacher as he made sense of teaching. His original idea of becoming a teacher to provide a role model for Black males has been augmented to include all students who occupy the art classroom.

Reflections on Reflections

In Bolin's (1990) study of a dialogue journal exchange between one student teacher and his supervising teacher, 77% of the journal entries made by the student teacher were descriptions, focusing on "things and events rather than on the processes of his experiences" (p. 16). The student teacher could only describe what he was seeing rather than reflecting on his own thoughts. Reflective students, according to Bolin, would have discussed, reflected, and critiqued a wide array of events of the classroom. Bolin
concluded that dialogue journals with supervising teachers may be insufficient for connecting student teacher experiences with one’s feelings about those events. “Students,” Bolin stated, “may find it difficult to reflect on teaching when they know a supervisor will be reading these reflections.” Therefore, Bolin decided using personal journals; that is, diaries read only by the writer; in lieu of dialogue journals might develop reflection in preservice teachers.

I disagreed with Bolin’s solution of dispensing with dialogue journals as a medium of communication between student teachers and their supervisors. One solution may entail the use of dialogue journals with other forms of communication to provide multiple opportunities for reflection, a topic explored in Chapter 7.

A more authentic solution may be in the organization of the journals themselves. Most studies have a preservice teacher conversing with a university professor or student teacher supervisor appointed by the university (Bolin, 1990; O’Brien & Stewart, 1990; Bean & Zulich, 1990; Gordon & Hunsberger, 1991; Surbeck, Han, & Moyer, 1991; Zulich, Bean & Herrick, 1992; Pultorak, 1993; Guillaume & Rudney, 1993; Seshachari, 1994). Bolin proposes personal journals because preservice teachers avoid revealing their thoughts to their professors. Perhaps the solution to attaining reflection with dialogue journals is mentor/intern dialogue journals which provided a more authentic conversation. The
preservice teachers and practicing teachers have more in common that the preservice teacher and the university professor. Besides having an interest in the same content area, they were observing and participating in the same classroom with the same students and the same routines.

Chloe’s understanding of teachers, as expressed in her journals, focused on the relationships she had with teachers during various periods of her schooling. These exchanges between Chloe and Mrs. Graves emphasized the image of the caring role of women teachers. Gilligan (1982) in her studies of human relationships believes “women not only define themselves in a context of human relationship but also judge themselves in terms of their ability to care” (p. 17).

Paul’s perceptions of teachers were steeped in teachers following the school handbook’s rules and enforcing these rules. In Gilligan’s studies, she found that “boys in their games are more concerned with rules while girls are more concerned with relationships” (p. 16). Perhaps this finding explains the differences in Chloe’s and Paul’s conversation topics with their mentors.

Abdu’s insight into teachers derived from his interaction with the students. While Abdu, like Paul, expressed concerns with students’ following rules; he also listened to the voices of the high school students and formed relationships with them. Gilligan (1982) discovered men in mid-life celebrate the “importance of intimacy,
relationships, and care;" (p. 17) Abdu's conversations with Ms. Patterson, albeit somewhat prematurely, revealed those three traits.

Each of the intern’s themes--roles of teachers, rules and regulations, culture, and differences--revealed levels of reflection which intertwined past experiences of teaching with present situations. Whereas not all journal entries disclosed critical insights into pedagogical relationships, the interns were establishing, both with their mentors and the students, a sense of self-as-teacher. These candid dialogue journals provided excellent opportunities for assisting preservice teachers in becoming more reflective about teaching.
CHAPTER SEVEN

PARTICIPANT OBSERVATIONS

I don’t think I knew what the concept of “withitness” really entailed until I started watching her in action. (Chloe, Observation Report)

**Personal Practical Knowledge**

Five weeks of participating, observing, and teaching in the classroom guided the preservice teachers in formulating their personal practical knowledge. Personal practical knowledge is a term Connolly and Clandinin (1988) used to “emphasize the teacher’s knowing of a classroom” (p. 25). It is a “combination of theory and practical knowledge born of lived experience (Pinar et al, 1995, p. 557). Personal practical knowledge involves:

The person’s past experience, in the person’s present mind and body, and the person’s future plans and actions. Knowledge is not found only “in the mind.” It is “in the body.” And it is seen and found “in our practices.” When we watch a classroom, we watch a set of minds and bodies at work. (Connolly & Clandinin, 1988, p. 59)

Opportunities for articulating one’s personal practical knowledge in my content area reading course were manifested in the tools or methods used to assist preservice teachers in reflecting about themselves as teachers and about teaching. These tools--metaphors, journals, autobiographies and participant observations--provided multiple ways for reflection on one’s personal practical knowledge about teaching.

Participant observations are defined as a reflective tool that allows for participation “in the ongoing work in
someone else's classroom while engaging in making observations on the student and teacher activities, conversations, materials, events, and so on, as well as your own" (Connolly & Clandinin, 1988, p. 54). Participant observations in my reconceptualized content area reading course allowed for elaboration of the preservice teachers' thoughts while they were observing in the classrooms. Interns observed in the classroom, jotting notes on the setting, descriptions of participants, description of activities as they unfolded, and descriptions of verbal and non-verbal behavior (see Appendix A).

By re-living the experience and by re-looking at the phenomena of the classroom, through their participant observations, Chloe, Paul, and Abdu developed a "watchfulness" which Aoki (1992) describes as "much more than a recording of a minor historical event in the lives of a teacher and a few students" (p. 25). Following a class observation, the interns wrote a narrative of their observation. Webster defines narrative as the practice of relating stories or accounts. Narrative is an "idea that permits us to think of the whole" by studying how people make meaning of themselves by telling stories of the past, present, and future (Connolly & Clandinin, 1988, p. 24). Their personal practical knowledge allowed the interns to re-look at the events of the classroom and make sense of them based on their past and present experiences.
Languages Used in Observations

"We need a language that will permit us to talk about ourselves in situations and that will also let us tell stories of our experience" (Connolly & Clandinin, 1988, p. 59). Because the language we use to tell our stories comes from our experiences, Chloe, Paul, and Abdu each used a different language to describe their observations in the classroom.

Language of Image: Chloe

Image was the language Chloe used as she observed Mrs. Graves' Drama I and Public Speaking I classes. "By image we mean something within our experience, embodied in us as persons and expressed and enacted in our practices and actions" (Connolly & Clandinin, 1988, page 81). Chloe's self-image as a past high school and present college speech team competitor permeated her view of students in Mrs. Graves' speech and drama classes.

Chloe sees high school students through her own high school eyes; yet, she exhibited movement from student to professional teacher. She has a certain pessimism about teaching and students and has trouble distinguishing between the attitudes of young children and high schoolers. The elementary dancers Chloe works with view her as the expert; high schoolers do not care. By using few names in journals or observations, Chloe depersonalized her students, unlike Paul and Abdu. Her language focused on the product in speech and drama, not the process.
Language of Rules: Paul

The language of rules provided Paul with words to articulate what he observed in Mr. Richard’s World History and World Geography classrooms. Rules of practice are “a brief, clearly formulated statement of what to do or how to do it in a particular situation frequently encountered in practice” (Elbaz, 1983, p. 132). Rules of practice, according to Elbaz, may be highly specific or somewhat broad; however, the rule references the details of a situation. Using the language of rules, Paul tried to make sense of the students, materials and assignments practiced in Mr. Richard’s classes. Rules allowed Paul to think about himself as a teacher.

Language of Philosophy: Abdu

Philosophy was the language Abdu used in his participant observations. Personal teaching philosophy is the way one thinks about teaching situations which involves a “reconstruction of meaning contained in a teacher’s actions” (Connolly & Clandinin, 1988, p. 66). Abdu considered every situation he observed in the art room and ascertained how he would handle that particular situation if he were the teacher. Abdu’s observations contained his “beliefs, values, and action preferences,” (Connolly & Clandinin, 1988, p. 67) which were grounded in the classroom context.
The Missing Link

Paul's language in his observations was much more detailed and much more thoughtful than in his mentor/intern journal. Chloe's language in her observations was more negative and not as lively as the language in her mentor/intern journals. Abdu's language in his observations was far more colorful than the language of his mentor/intern journals. Bolin's study (1990) concluded that dialogue journals alone are insufficient for preservice teachers to be reflective. Therefore, incorporating participant observations with the dialogue journals, metaphors, and autobiographies could be the missing ingredient which can enhance preservice teachers' reflections of their ideas of teaching, teachers, and self-as-teachers.

Sixteen observation reports were completed over the five week field experience. Students were the focus of the observations made by Chloe, Paul, and Abdu. However, each perceived the students in a different way. The same three broad themes emerged in the observations as they did in the journals of Chloe, Paul, and Abdu: the role of teachers, school policies and regulations, and cultural diversity.

Chloe

Teaching is Life

Participant observations allowed Chloe to delve into her past image as a high school national speech and drama competitor and to reflect on how that image transfers to a speech and drama classroom of today. For Chloe, teaching is
teaching speech. In Mrs. Graves' classroom, she searched for insights into teaching speech but could not always locate them. She searched to define her role as a future speech and drama teacher.

Following an observation of Mrs. Graves' lesson on persuasion, Chloe was astounded that many students really believed Michael Jordan was an expert on tennis shoes. She commented that "this open acceptance could be dangerous to society." In another persuasion lesson, Chloe was very enthusiastic about the lesson where "each student picked an item from a bag and made a sales pitch... This allowed students to analyze as well as utilize motivational appeals actively, rather than it just being book work."

Readers' theater, a technique allowing students to read the play relying on their interpretations instead of props and scenery, provided an opportunity for Chloe to observe students. When they were practicing their parts, Chloe noticed how very silly they were "using ridiculous accents, even after Mrs. Graves said not to."

Teaching is also taking tests. On a test day in Mrs. Graves' class, Chloe decided to watch for "wandering eyes." However, there were none because Mrs. Graves used two different versions of the same test. After examining the test, Chloe observed that it was "not tricky, did not give away answers, and...was well constructed, but interesting as well."
With the persuasion lesson, readers’ theater, and test watching classes, Chloe focused on the negative aspects of each lesson. For example, the students’ accents were silly, students really believe popular stars know the products they endorse, and she watched for cheating during the test. The high school students did not measure up to her standards as a former speech and drama student. As a competitor, returning to the mundane aspects of teaching speech was difficult for Chloe.

Glasser (1986) offers some insight into Chloe’s thinking:

Very little of the power that is available is found in the academic classes. It is concentrated in the nonacademics, where it is almost exclusively available through team or group activities such as athletics, music or drama programs. To be eligible for these desirable activities, students must do some academic work and most are willing to do it not only for the power they gain but also because these activities include a lot of fun and friendship. (p. 68)

Chloe expected the students to do their best because they chose to take these speech and drama classes. She did her best in high school and college; therefore, she wanted some insights into how she as a teacher could motivate students. I’m Good, Why Aren’t They?

Chloe wanted to know how to motivate students. In her first observation report, she ended by asking how a teacher motivates “a student to actually write and deliver excellent speeches rather than just get by. This is the most difficult thing teachers face.” Chloe expressed concern for students who perceive speech as an “easy A” and who are
"unconcerned with the quality of their performances." These students, according to Chloe, need motivation; however, she never commented on how she could motivate students.

In another observation report, she closed with a similar motivation question about the discussion which she observed in Mrs. Graves' classroom. "How do you force students to stay on the topic during discussion, or should you?" Chloe pondered. After several weeks of observations, Chloe appeared to suppress this issue of motivating learners when she observed: "While basically they are a good bunch of kids, they are difficult to motivate." She concluded that students are difficult to focus because they stick together and their attitudes "feed off one another."

Chloe's own experience was as a high school distinguished speech and drama competitor who needed little extrinsic motivation. Observing students who did not possess this trait was a concern for her as a potential teacher. When Chloe takes Mrs. Graves' advice and reads Glasser's book on control theory, she will read that the tough standards approach to teaching fulfills the power needs of teachers. However, it does not meet the needs of the students. Glasser (1986) notes that tough coaches and managers get results "if those whom they push share their goals. . . . Getting tough with them [students] who do not want to learn because their needs are not satisfied is worthless" (p. 74). The word "control" for Glasser means "we attempt to act as best we can to satisfy our needs" and
not "to dominate" (p. 18). Because Chloe dialogued with Mrs. Graves about her negative experiences with speech and drama coaches who treated her and other competitors poorly, I sense she will come to understand Glasser's concept of teaching as she matures as a teacher. "Forcing" students to stay on a topic, she will learn, is just not possible.

**Students as One Big Clique**

Chloe noticed that the students "all seemed to dress the same, walk the same, look the same, like one big clique. I can't decide if that is a good thing or not." Since Chloe had been out of high school only four years, very likely, the students in her high school dressed, walked, and looked the same and were one big clique, but Chloe chooses not to remember. Is this her attempt at distancing herself from the high school students? Since Chloe looks young, this may be her way of separating herself as teacher.

Throughout her participant observation reports, Chloe was amazed how well the students interacted. She noted "they are really supportive during the audition," and she observed how supportive they were of each others' ideas. The students were "eager to coax students who had difficulty with the assignments," and in another class "jumped out of their seats clapping for the girl who was terribly shy." She stated "the students never fail to surprise me by how nice they are to each other." However, she never reflected on why it surprised her that students were nice to each other. Is it because she expected the worse from them?
She observed how many things the students did for a drama production and "best of all they were working together to a specific goal." This insight into teaching speech reminded her of what speech class was like during her high school days:

When I was in high school, this [Public Speaking I] was a highly competitive class. We were very concerned with outdoing each other rather than being supportive of each other. I haven't decided, but in all actuality, this approach is probably better (and also has something to do with the fact that this teacher [Mrs. Graves] does not actively pit the students against each other like mine did.

Not pitting students against one another and having students work toward common goals were two insights into teaching Chloe gleaned from her observations of Mrs. Graves' class. However, she had not quite decided if this supportive atmosphere was better than the competitive one.

Chloe observations revealed more negative than positive student behavior. She discovered the most mature students appear to be the ones most reprimanded. Also, a group of sleepers and a group of students who were "somewhere else" co-existed in the classroom. However, Chloe did not reflect on why these groups of students positioned themselves in the classroom this way. However, in productions, students tended towards "minor spats" which Chloe referred to as "artistic differences." Perhaps Chloe's greatest surprise was how well the students behaved for a substitute teacher.
Don’t Back Them into a Corner

Insights into arguing with students came from an encounter Mrs. Graves had with a student during readers' theater. The student argued about the concept of readers' theater versus the concept of acting. Chloe stated, “Mrs. Graves handled it well. She didn’t back him into a wall. . . . She explained the difference and let it go.” Chloe used this same discipline strategy when she taught a lesson on motive appeals in advertising. She wrote of a male student who rose to explain his motive appeal:

and went on and on with a “sick” story. I didn’t get mad, fuss, or back him into a corner. I just asked him how his story related to this particular appeal. He could not answer the question, so he was quite embarrassed.

Chloe, by watching Mrs. Graves handle discipline, was able to model similar techniques.

"Withitness"

After observing for five weeks in Drama I and Public Speaking I, Chloe decided she liked the structure of the Public Speaking I class and wondered if a Drama I class could be structured and ordered like the Public Speaking I "without stifling creativity." She struggled with the concept of a non-traditional versus the more traditional classroom. Chloe summarized her experiences with Mrs. Graves in this observation:

I am amazed with Mrs. Graves. I don’t think I knew what the concept of "withitness" really entailed until I started watching her in action. She is great with these kids. She can praise, correct, and direct all at
once. She also has a wonderful commanding voice that works wonders for keeping these kids in line.

Paul

Teaching is a Credit Card

Paul’s participant observations were detailed and descriptive as he tried to capture an American History and a World Geography classroom where students break the rules. His attention to the language, attire, actions of the students and the classroom procedures provided Paul with a more in-depth lens to the classroom than did his mentor/intern journals. He watched students as they interacted among themselves and with Mr. Richard and tried to make sense out of these actions:

After the students settled down, Mr. Richard began lecturing from his pre-written notes on the overhead. All of the students were taking notes, but I also noticed one student doing her algebra at the same time. After about 15 minutes of lecture, Tom, who sits in the front, complained that there were too many notes. Mr. Richard consoled him by saying they were almost done. (Observation, October 20, 1995)

Paul noted how this “technique worked well with this class.”

The themes in his observation pertained to the policies, rules, and regulations within the social studies class.

Procedures in Mr. Richard’s Class

Three teaching formats prevailed during the five weeks of Paul’s classroom observations of Mr. Richard’s classroom: lecture, extensive test review, and free day. Paul noted that Mr. Richard lectured three days each week from prepared notes on an overhead transparency. Most students copied notes; however, students conversed freely and ate their
lunches when Mr. Richard was not looking. Thursday was review day for the Friday test. Mr. Richard gave an extensive review in which he “tells how the test is worded and what they need to know.” Students always begged for a matching format since it required little studying. In his observations, Paul pondered whether Mr. Richard had considered an essay test question. The students appeared anxious about test grades, Paul noticed, especially since Mr. Richard read aloud the grades to the entire class. The boys were always betting who would receive the highest grade. The free day, once every few weeks, consisted of a movie with a social studies theme the class was studying accompanied by questions for students to answer.

Paul observed these classroom procedures and determined what teaching was for Mr. Richard. Even though Paul had a mentor with a different philosophy and a teaching style different from what he had been taught, he began to develop an idea of what teaching Social Studies is. However, when he taught a lesson, Mr. Richard allowed Paul to try his own methodology. Paul’s lesson on Germany in which students constructed knowledge from their text using a KWL (Ogle, 1986: What do you know? What do you want to learn? What have you learned?) format was successful. However, Paul attributed this success:

to a combination of students reacting differently to someone who was not their teacher and that it [the Germany lesson] was a novel activity for them . . .and there was a social aspect to it. . . .They were actively
involved in a lesson, not just sitting and listening.” (Interview, November 8, 1994)

Paul’s recognition of the social aspect of the lessons he taught was an important insight into what is teaching:

“They [students] probably felt more comfortable participating in their small groups and then having, like a spokesman for the group, you know, to speak up because a lot of them were pretty shy about speaking up” (Interview, November 17, 1994).

I know that there’s going to be active learning on the part of students. There’s going to be times when a lecture will be the correct method to use, but in general, the students are going to have to accept more responsibility and do a lot more learning themselves — take more of a part in that learning. I’m going to definitely use some contemporary techniques and not so much lean toward what is traditional . . . the lecture and the questions and answer-type activities. (Interview, November 8, 1994)

Paul reflected that the lecture and question/answer methods may be the correct method to use sometimes; however as a social studies teacher, he would like to try other reading strategies.

Paul again focused on methodology when discussing his second social studies lesson in which he had students read a chapter on Greece and he constructed a graphic organizer on the overhead for them. He felt the lesson was not as successful as the first on Germany because “I thought they might have been a little more excited and motivated to do the work had they been able to work in groups like they did last time. . . . I should have let them come up with their own graphic organizers” (Interview, November 17, 1994).
When asked what he learned about teaching from his two lessons, he responded, "I’m going to find some way to make sure they want to participate and are going to participate. And then I’m also going to try to have some back-up plans in case what I’m doing is going to flop" (Interview, November 17, 1994). In reflection, Paul was able to critique his lessons not only for what he did, but also for what he did not do.

**Students Have Few Responsibilities**

Paul watched the students react to class procedures. One girl told him, "That man [Mr. Richard] is so stupid, I swear." Another girl was irritated that others participated in the lecture and stated, "I hate that, I wish they would just shut up." Paul noted, "It seems to me students have very little responsibility. Mr. Richard tells them everything." Paul pondered whether a guided practice at the end of each lesson would eliminate the need for an entire class period to review for a test or suggested a quiz bowl type review as more effective. Guided practice or other genres for a test review empowers students by answering student needs (Glasser, 1986). These methodologies would give students responsibility and with responsibility comes power.

**Student Attire: A Commentary on Today’s Society**

In Mr. Richard’s class, students appeared not to interact with, but to react to, each other, to Mr. Richard, to Paul, and to the events of the classroom. Dressed in the
usual blue jeans and T-shirts, some students "smiled and were jolly," while others "looked as unmotivated as possible." Many of the T-shirts were emblazoned with sayings such as "Winning is the only thing," "Second place is the first loser," and "If you can't win, don't play." Paul saw this as "a statement of today's values. I am certain their parents buy this stuff for them." Paul reacted to the students' attire as a commentary on today's society: "One kid came in with a cowboy hat and western-style trench coat. This is unusual to me because under that hat is a mohawk haircut with a pony tail." Another student wore an expensive football jacket prompting Paul to comment: "I would never buy a jacket that expensive for myself much less a high school student."

Paul named the students as he described how they reacted to class: Andrew skipped class to go hunting; Joey did his homework and slept; Sydney was quick to get off task; Alicia, a slower student, did her math homework; Henry did not have his notes out for review; Bubba, Lance, and Sammy were always cutting up; and Tom was tardy again. His ability to remember names and place them with faces enabled him to gain a sense of how students viewed Mr. Richard's class.

Dozing, Talking, and Cutting Up

Paul detailed the discipline of Mr. Richard's classroom. I could sense his frustrations with the students who blatantly broke the rules and his uneasiness with Mr.
Richard’s liberal discipline. Lance is reprimanded for eating lunch, but Mr. Richard then ignores Lance’s behavior. Paul noted how Mr. Richard warned the students about eating lunch, but “then basically ignored it” and he threatened a discipline contract for those eating lunch, but that “didn’t deter” the students. One student who was on a discipline contract for talking was now doing English homework and “dozing.”

Prior to the bell, Mr. Richard allowed students free time to “talk and cut up.” Students walked in and out, some never returning to class which Paul “found distracting at the least.” In his observations, Paul suggested that Mr. Richard not give a ten minute free time at the end of class to reduce some of the discipline problems. Again, Paul was constructing his knowledge of what teaching is. However, Paul liked a discipline strategy Mr. Richard used with students who were off-task during a lecture. He would bring them back by “stopping off task talk and by calling names,” a technique Paul thought worked quite well.

Besides commenting on what methodologies of instruction worked well and making suggestions in his observations about other lessons that did not work as well, Paul included in his observations several examples of how the students reacted to him. His first encounter involved some boys cracking jokes about the new student in class. “Guess who that student was—me!” wrote Paul. Another student asked him one day if he were upset because “I guess she thought I
looked too serious." One young man wanted to know why he had changed his seat. "I told him it was so I could watch him better" and he accepted that. Using a language of rules and regulations was a starting place for Paul’s observations of Mr. Richard’s class. However, he was able to move beyond the rules to reflect on the how and why of teaching in the social studies classroom.

Abdu

Teaching is Art

Participant observations enabled Abdu to think of himself as a teacher or, at least, formulate his philosophy concerning events or lessons from the classroom as if he were a teacher. Also, of the two classes Abdu observed, he interacted with individual students and observed the students’ impact on the class as well as on himself. He examined the discipline or lack of discipline in the classes from the perspective of the students and teachers. Abdu focused on what he learned from watching Ms. Patterson and her student teacher. Student interactions, a concern for handling discipline, and his interpretation of classroom activities permeated Abdu’s participant observation reports.

Self-as-Teacher

The quality of the preservice teacher’s experience in the classroom “shapes how preservice students envision their roles as teachers” (Zulich, Bean, & Herrick, 1992). Perhaps the combination of Abdu’s homogeneous high school experiences and the content area reading course preparation

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enabled him to immediately place himself in the role of teacher in his observations of Ms. Patterson’s art classes. For example, in the first observation students viewed the movie of *West Side Story* provided by the student teacher. The lack of previewing strategies on the part of the student teacher concerned Abdu. Noticing the students were bored and distracted, Abdu, as Paul did with Mr. Richard, made specific suggestions to Ms. Patterson in his mentor/intern journal and wrote this suggestion in his observations: “Maybe open class discussion would be beneficial to the students to help them understand it.”

During the student presentations of their art, Abdu critiqued each one in his observations. For example, the first student Abdu thought traced his picture for it “was too detailed and impersonal, but good looking drawing and interesting story.” He stated he would have liked to hear more from that student in response to his work. The second student had a “poor drawing, but it represented the student’s theme. The third student’s art was “interesting, but could have been cleaner.” Trent’s work showed “great imagination and creativity.”

Abdu’s sensitivity to the needs of art students surfaced by his reaction to students as they worked on their self-portrait: “I could tell by the looks on their faces that this assignment was going to be more difficult than they originally thought.” After conferring with the student teacher and Ms. Patterson about the students’ work, he
discovered: “It’s amazing how positively one can react to students once something positive is found out about them. It’s easy to form stereotypes about these students based on appearance.” Abdu had another opportunity to examine student work.

Ms. Patterson’s art classes include art as performance, a concept reflected in Abdu’s metaphor update. Drama and music are also considered art. During students’ demonstrations of original musicals, Abdu critiqued the productions as he had the art. Mark’s group, he said, “was a good play, but the dialogue was too low. Trent’s group “used my advice of using more than one song.” He perceived that “students need more exposure to musicals in order to perform and produce one. Their scenes were straight from movies or real life where there is no singing and dancing surrounding a conflict.” In his observations, Abdu was concerned about developing the students’ background before teaching a lesson. Abdu had transferred information learned in his teacher education courses to the classroom and was formulating his own pedagogy of teaching.

Student project presentations led to Abdu’s observation: “If time is used wisely, there is a lot that can happen in one hour from minute to minute.” As a general comment prior to one day’s activities, Abdu wrote: “The more I come to these classes, the more I realize how flexible one has to be [as a teacher].” Abdu’s concept of himself as a teacher permeated not only his observations of
Ms. Patterson's classroom as a whole, but his detailed accountings of individual students.

This Classroom Belongs to Davis

Abdu's watching exemplified the type of "watchfulness" Aoki (1992) believes allows us to understand the watcher as an authentic teacher. Abdu reacted emotionally to the individual students in Ms. Patterson's art classes. His overall observation was that "in one form or another, every kid in this classroom seems like an outcast." Davis was Abdu's first introduction to how special students can affect one's classroom arrangement:

I found that my notebook had been moved. It seems I was invading Davis' space. I hadn't realized that Davis was special. He only seemed a little nerdy to me until Ms. Patterson told me. He needs attention, but he pretty much works on his own. (Observation, March 15, 1995)

Almost every observation contained an insight into life in the classroom with Davis. One day "Davis was having problems getting started. The student teacher can't get to him quickly enough." Another time, "About five minutes before the bell, Davis yells out 'Come over here, I'm finished.'"

Abdu commented how the other members of the class were willing to accommodate Davis:

Davis came in a bad mood fussing in the air, at no one in particular. Sarah went up to him and asked what was wrong. He started to cry. The student teacher brought him in the office to cheer him up.

Davis' innocence was fascinating to Abdu:
Davis puts his paint shirt on. The student teacher helps him get his paints together. She is mixing new colors for him. He's amazed at the change in colors. He has to call Ms. Patterson over to see these changes. That has excited him.

Abdu noticed how most students were uncomfortable with Davis showing his affections towards them except Sarah who appeared more mature than most students. On one day when the student teacher did not have time to give Davis the hugs and attention he needed, another student Sarah provided that need. Some students, Abdu noticed, can handle special education students with love and others can't handle them at all.

Abdu's encounter with the deaf student and his interpreter during a lesson Abdu taught left him upset about his lack of sensitivity. The students were to draw while listening to a tape of jazz music. Abdu wrote that he totally forgot about the deaf students and realized having the other students draw without looking at their paper while listening to jazz music eliminated participation by the deaf student.

After working with mentally and physically challenged students, Abdu observed that: "I can see now how mainstreaming has the disadvantage of possible class interruption. The advantage is kids learn about and from the kids that are mainstreamed."

Several other specific students besides Davis and Sarah peppered Abdu's observations. Trent, Abdu discovered, was bright:
I’ll be watching him. It seems he’ll make problems. He argued about watching *Westside Story* as stupid. Maybe I wouldn’t have argued with Trent [if he had been the student teacher]. Anthony who weighs over 300 pounds and is over 6 feet tall was witty with plenty of ideas; Cosmos showed talent in his self-portrait; an unnamed transfer student “wore foil in his mouth, pretending he has silver teeth to cover up a missing tooth; and Gary appeared to be “high.”

Gary’s hair was too long for Abdu and Ms. Patterson: “She [Ms. Patterson] tells him it’d draining life out of his brain and it’s not giving him strength like Sampson. He seems like he’d be a sharper looking kid if he cut his hair just a little.”

In one observation, Abdu remarked that he was so busy noticing the more “animated students and had no interest in those that sat quietly” until Monica “shocked” him with a strip tease that she performed in class for her musical: “Underneath her big shirt she had a bathing suit top on and a tight mini-skirt, attire that I would find completely unsuitable for any high school classroom.” Another quiet student, George, observed during the mask making class received Abdu’s attention because “his mask disturbs me. He has an explosion in the head with skulls and cemetery plots. If I were a teacher, I’d keep a close eye on this kid. He seems like a loner. He is very withdrawn.” Abdu was developing a sense of what teaching was and should be. His precise commentaries of students led to observations concerning discipline in the classroom.
Don't Line Up Early

In his first observation, Abdu was "surprised to see how orderly the students entered class." However, he revealed his annoyance with students' habit of leaving their seats prior to the bell and lining up at the door even when the student teacher is still talking.

I can tell [the student teacher] doesn't like it, but ignores the behavior. I would stop them the moment the first student gets up towards the door letting them know I expect them to remain seated throughout the entire lesson, especially if I am lecturing.

Abdu noticed how conversations were always prevalent throughout the class time, except when the teacher had to attend to Davis and the class became quiet: "Interruptions [from Davis] seem excusable even to students."

Students, according to Abdu, behave differently depending on whether the teacher or student teacher is teaching. Students are more attentive to Ms. Patterson than the student teacher. "It's like magic the way the students responded to her. The greatest piece of art in that classroom today came in the form of Ms. Patterson's teaching." He noticed that "occasionally, Ms. Patterson had to put students in line. It seems she disciplines and keeps the class in reasonable order without thinking about her motions. I can tell she has a method for everything and it is all in her head." Ms. Patterson's "withitness," a trait Chloe discerned in Mrs. Graves, showed Abdu that teachers are artists, which was the metaphor he selected following this field experience.
Reflections on Observations

Chloe's participant observation reports raised both positive and negative issues of speech and drama students' motivation and discipline. Chloe wished to find insights into teaching speech by observing Mrs. Graves' classroom, but she rarely questioned why students acted as they did. She also wanted insights into motivating students to do their best and insights into disciplining students; however, she rarely asked herself what she would do as the teacher in similar situations.

The one insight Chloe did gain from experiencing Mrs. Graves' classroom was students working together towards a specific goal, like a drama performance. As a dancing teacher who has the responsibility for dance rehearsals yearly, she can relate to the energy necessary for a performance. She had not quite decided which was better for the teacher, competition or cooperation; however, she reflected that the cooperative atmosphere may be better for the student. Chloe did reflect on her own experiences by remembering her high school where competition, not cooperation, was the norm. She connected the high school speech students to her past speech experiences which included doing her best and winning at competition.

Paul had great concern for the students. Noting they appeared anxious about test grades, he suggested some guided practice or a new review format may help relieve the anxiety. Paul concluded Mr. Richard and the students share
the blame for the students having too little responsibility in the social studies classroom. Mr. Richard, according to Paul, should seek alternative strategies from the student-copy-notes-from-an overhead projector teaching method, and perhaps the students would be more motivated to learn.

Paul’s running commentary on student life in Mr. Richard’s classroom showed him more comfortable as the observer than the participant, although he thoroughly enjoyed teaching his two lessons. He frequently changed his position in the classroom to gain a different perspective, moving from back to side to middle. He described students with great detail and was insightful about the students’ reactions not only to Mr. Richard but also to him as an observer, and to each other. Students’ clothing, Paul discovered, reveals many details about their perceptions of school and society. Students’ behavior, Paul discovered, left him frustrated.

Abdu’s experiences with Ms. Patterson can be summarized in his observation as he watched her teach: “That is the type of teacher I’d like to be.” Being a participant observer in Ms. Patterson’s class provided a context for teaching which Abdu had never previously encountered. First, he had never observed in a high school art class and second, he had no experiences in a diverse classroom. He gained a sense of self-as-art teacher by watching the activities and events. However, Abdu’s watchfulness allowed him to interact with many students on a personal basis. He
discovered student-to-student and students-to-teacher
interactions are extremely complex in a diversified
classroom. While he continually expressed his concern about
his ability to have discipline in his art room, he
repeatedly observed discipline situations and expressed his
proposals for solutions.

Observing in the schools does not necessarily prepare
preservice teachers for teaching:

Looking at teaching from the perspective of a pupil is
not the same as viewing it from a pedagogical
perspective; that is, the perspective of a teacher. Prospective teachers must learn to look beneath the
familiar, interactive world of schooling and focus on
student thinking and learning. . . . Helping prospective teachers recognize that difference and
laying the groundwork for the orientations and skills
of pedagogical thinking and acting are central tasks of
teacher preparation. (Feiman-Nemser & Buchmann, 1987,
p. 257)

Chloe, Paul, and Abdu accomplished looking “beneath the
familiar” by focusing on “student thinking and learning.” I
concur with Feiman-Nemser and Buchmann (1987) that looking
at teaching as a preservice teacher is different than
viewing it as a practicing teacher; however, participant
observations made by Chloe, Paul, and Abdu achieved
“pedagogical thinking and acting.”
CHAPTER EIGHT

PHENOMENOLOGICAL REFLECTION

To reflect is to look back over what has been done so as to extract the net meanings which are the capital stock for intelligent dealing with further experiences. It is the heart of intellectual organization and of the disciplined mind. (Dewey, 1938, p. 87)

Introduction

This research presented a reconceptualized course designed to prompt preservice students to teach using the more current teaching philosophies presented in their teacher education courses rather than relying on their prior experiences about what teaching is. Offering the preservice teachers opportunities for reflection by placing the emphasis on the “is” of teaching provided a different context from the previous content area reading course emphasis on the “what” (Aoki, 1992). The purpose of my study was to explore the opportunities a secondary content area reading course could offer preservice teachers to enable them to reflect on the nature of teaching, teachers, and themselves as teachers. Impressions were reviewed from three secondary senior preservice teachers enrolled in a content area reading course and three practicing teachers working in an urban high school setting. I focused on autobiographical methods of metaphors and journals, and ethnographic methods of participant observation and interviews to understand how students’ past experiences shape their present and future experiences.
I have a notion of what is a teacher and what is teaching, but I recognize the difficulty of coming to “a reflective determination and explication of what a teacher is” (Van Manen, 1990, p. 77). I remember van Manen’s warning about using hermeneutic phenomenology as a method for human science research:

To do hermeneutic phenomenology is to attempt to accomplish the impossible: to construct a full interpretive description of some aspect of the life, and yet to remain aware that lived life is always more complex than any explication of meaning can reveal. The phenomenological reduction teaches us that complete reduction is impossible, that full or final descriptions are unattainable. (p. 18)

However, heeding his caution, I pursued this project with his recommended “extra vigour” (p. 18). Throughout this study, I have employed hermeneutics as explained in Chapter 3 to interpret the texts of the interns and their mentors.

The findings from this study extend the knowledge base concerning preservice teacher education and expand the paucity of literature concerning preservice teacher education prior to student teaching. In the next sections, I discuss my observations about the opportunities provided within the context of this content area reading course.

Reflections on Findings

Ultimately, whatever careers Chloe, Paul, and Abdu choose, their experiences and reflections in this course should serve them well. This content area reading course offered a window for examining teachers in progress. Specifically, I focused on the experiences which the
preservice teachers possessed before and during the content area reading course, and my interpretation of those experiences as the researcher and university educator. Chloe, Paul, and Abdu commented on the course and its effect on their teaching perspective. Chloe had positive experiences with the speech and drama classes at Southside High School, and she explained how situated she became in Mrs. Graves’ class:

They’re [students] used to my being there and there are some that are starting to compete now on the Speech Team, and they’re trying to get their things together so I sat down with a couple of them today in drama class. I was trying to explain how to cut their selection and where they should look for better selections, and they were like, “Oh, good. Are you going to be here tomorrow so we can show you.” So I think that’s good that they can count on my being there. (Interview, November 17, 1994)

Chloe mentioned how her students were upset because she would not be their student teacher. Paul, on the other hand, was more institutionally oriented, as he thought the field experience was “kind of eye opening, in that this is what you’re going to be doing.” The most eye opening were the discipline policies that have “slipped. . . . I think it’s every teacher’s choice and we should enforce discipline.” Whereas, Abdu, being more self-reflective, remarked in his final evaluation that “I’ve learned more than how to teach content reading. With the experience of this course work, I can successfully employ a rainbow of strategies in my teaching.”
How Do Preservice Teachers View Themselves As Teachers?

Chloe, Paul, and Abdu each had a semester of student teaching left in their teacher education curriculum following this course. In my final interview with Chloe, I asked whether she agreed with Mrs. Graves’ prediction that she will be successful in the classroom because of her personal successes in speech and drama competition. Chloe replied:

I think it’ll help me. You know, I know a lot of teachers, and a lot of student teachers. When I was in school we would get a new student teacher and they were really nervous, you know, I mean really nervous. We had one girl who would shake. She would sit there with the lecture notes and she would just tremble the whole time and we all felt so bad for her. But, I don’t have that problem, and the audience doesn’t scare me. So, that’ll help, and I know my material. I’ve got a very good knowledge base of what I’m going in to teach. (Interview, December 6, 1994)

In my final interview with Paul, when I asked if he were still uncomfortable with the laxness of discipline and enforcement of rules in the high school, he responded:

Well, it shouldn’t be a choice, but some teachers will not do it, but you have the choice of doing it or not doing it. Just because your neighbor won’t do it doesn’t mean you can’t. You know, if a student is coming into your class, you can say, “This is not the time. Please leave.” I plan to enforce my own class rules. The class rules will involve the students. They’re going to help me decide what they want as far as rules go. Enforcing school policy is something that I should do. (Interview, December 8, 1994)

In my final interview with Abdu, I asked how his culture will influence his teaching, he stated:

I’m going to always incorporate something of African American culture whether I have African American students in my class or not. I’m going to incorporate something of history into the classroom, like what
happened on this particular date. . . . I want to incorporate things that other cultures have contributed. . . . So that they understand that it's not just, you know, one way or one view. (Interview, April 27, 1995)

The unique combination of multiple opportunities provided by their journals, observations, autobiographies, metaphors, and interviews, as well as mentor interaction, resulted in Chloe, Paul, and Abdu developing refined understandings of their roles as high school teachers.

In their reading autobiographies, Chloe, Paul, and Abdu reflected on the role that reading played in their lives. Chloe was read to as a child, and this introduction to literature was a major determinant of who she has become. Without the joy of reading, she would have never become a speech competitor. Because she learned to read for different purposes, she could choose appropriate selections for competition. Paul viewed reading for survival purposes only; he read required texts in school, and only in his later college years has he developed an appreciation for reading novels. However, he acknowledged everyone should learn to read competently because reading is needed to complete job applications, read poisonous labels, and other survival skills. Reading, for Abdu, is what makes him a role model for other Black males for "what I feed into my head is what I have become." Abdu is ready to apply the knowledge he has gained through reading books. For Paul, reading has been a word; for Chloe and Abdu, reading has been their world.
"Reading" is an important theme in how interns view themselves as teachers. For Chloe and Abdu, the act of reading was similar to Freire's (1987) description of his secondary student reading experiences learning to critically interpret texts:

Those moments did not consist of mere exercises, aimed at our simply becoming aware of the existence of a page in front of us, to be scanned, mechanically and monotonously spelled out, instead of truly read. Those moments were not reading lessons in the traditional sense, but rather moments in which texts . . . were offered to us in our restless searching. (p. 33).

For Paul, the act of reading became, as Freire (1987), described "mere exercises, aimed at our simply becoming aware of the existence of the page in front of us to be scanned, mechanically, and monotonously spelling out, instead of truly read." How Chloe, Paul, and Abdu ultimately envision the role of reading will influence their classrooms.

Bean and Zulich's (1990) study revealed a major factor interfering with preservice teachers' acceptance of a content area reading course was the interns' "educational biography" as Britzman (1991, p. 3) refers to memories of schooling experiences. Another conclusion of the studies by Bean and Zulich as well as by O'Brien and Stewart (1990) regarded continued resistance of preservice teachers to a content area reading course. My preservice teachers showed their autobiographies influenced how they perceived teaching, teachers, and themselves as teachers. However, Chloe, Paul, and Abdu were able to move beyond their prior
experiences. Also, while the preservice teachers resisted the course initially, they expressed no resistance at the conclusion of the semester long course.

However, Bean and Zulich (1990, 1992, 1993), Stewart and O’Brien (1990), and others who have attempted, and not succeeded, at restructuring a content area reading course to provide opportunities for reflection in preservice teachers’ failed to include Grumet’s (1988) call for working with preservice teachers in investigating their understandings and experiences of reading by “engaging teachers in writing so that together they may participate in the activities that bring thought to expression and name those processes (p. 144). Metaphors, mentor/intern dialogue journals, and participant observation provided these writing opportunities.

What Themes are Revealed in Preservice Teachers Pre-Course and Post-Course Metaphors About Teaching?

According to the preservice teachers and their mentors, teaching is life (Chloe), a coffee table book of inspiration sayings (Mrs. Graves), and a sponge (Ms. Patterson). Teachers are credit cards (Paul), jokesters (Mr. Richard), and artists (Abdu).

The major theme from metaphors of Chloe, Paul, and Abdu ranged from the positivist paradigm of power and control to the constructivist paradigm of cooperation and collaboration. Each of the preservice teachers’ views of teaching occupied the space somewhere in between the
traditional positivist and the transactional constructivist paradigms.

Paul exhibited the traditional transmissive language of teaching as a credit card in both his pre-course and post-course metaphor. Paul's traditional teacher-as-expert/student-as-other metaphor defined his role in the social studies classroom as the instructor who dispenses information, fosters dependence, and gives tests to determine if students have learned the knowledge. Curriculum for Paul is a set of activities displayed like any other commodity. As characteristic of the paradigm, the role of the teacher is to dispense the curriculum; the role of the students is to receive it. However, I wonder if his post-course metaphor might have changed if Paul had a different social studies mentor.

Although the language was similar, Chloe's post-course metaphor moved more toward constructivist paradigm for teaching than her pre-course metaphor. For Chloe, the teacher is the craftsperson who portrays the literate person; however, the teacher maintains the power to shape all lives, including adult ones. Like life itself teaching has its ups and downs, and teachers must extend themselves beyond the daily classroom routine to assist with extra-curricular activities. Chloe wants a contact between the teacher and the student, yet failed to elaborate on the nature of this contact.
In his pre-course metaphor, Abdu presented the teacher as Chloe did, as a cultivator of knowledge, and, while a nurturer, still deciding when to water the plants. Field experiences, Abdu's pre-course metaphor as the teacher-as-cultivator-of-knowledge metamorphosed into teacher-as-artist. In the post-course metaphor, the language of teachers as artists who fill their palettes with a multiple of talents and incorporate life experiences into their lessons embodied the constructivist definition of teaching.

My research extended Bullough & Stokes (1994) study using metaphors with preservice teachers. Bullough determined metaphors do help "teachers discover there is more to teaching than being the 'one who knows'" (p. 221). However, Bullough concluded a need exists to explore ways of better enabling preservice teachers to grasp the relationship between the metaphors and the images embedded in their life histories. In their studies, Connolly and Clandinin (1988) found that "personal practical knowledge is a moral, affective, and aesthetic way of knowing life's educational situations. . . . Understanding our own narratives is a metaphor for understanding the curriculum of our students" (p. 59).

Curriculum in the positivist tradition as a program of planned student activities for a specific subject was evidenced in the preservice teachers' pre-course metaphors. Following field experiences, Abdu reconceptualized his metaphor in the more constructivist view of curriculum as
currere. As a teacher, he realized educational experience was as Grumet described “a process of synthesis and totalization in which all the participants in the dialectic simultaneously maintain their identities and surpass themselves” (p. 28).

What Themes are Revealed in Weekly Dialogue Journals Between the Preservice and Practicing Teachers? What Do These Journals Reveal About Mentoring?

In their weekly journal conversations, Chloe, Paul, and Abdu revealed discussions of teachers’ roles in the classroom (Chloe), school regulation policies and enforcement (Paul), and multicultural differences and diversity of students (Abdu). The same themes also appeared in their participant observations. Chloe, Paul, and Abdu wrote their participant observation reports on the activities of the classroom each day they observed; and, usually reflecting on those same thoughts, conversed with their mentors.

The main philosophies of the social sciences; that is, empirical-analytical, hermeneutical-phenomenological; and critical-dialectical, each have distinct ways of knowing (van Manen, 1977). Van Manen created a reflective framework for the ways various philosophers theorize and view the relationship between humans and knowledge. The empirical-analytical orientation is concerned with the traditional curriculum for the purpose of achieving a given end, and parallels the positivist transmissional paradigm of
teaching. The hermeneutic phenomenological orientation and the critical-dialectical is concerned with curriculum as currere for the purpose of students participating in constructing their knowledge, and parallels the constructivist transactional paradigm of teaching.

My research extended that of Pultorak (1993) who, in his studies with student teachers, found the student teachers only reflected on the empirical-analytical and hermeneutic-phenomenological levels. Most of the student teachers in Pultorak's study reflected in writings about their teaching competencies and student performances. In contrast, my interns reflected on the role of teachers in student-teacher relationships, school policies and discipline, and diversity of students. While Paul's conversations were almost exclusively empirical-analytical; Chloe's reflections moved from hermeneutical-phenomenological to, at times, critical-dialectical. Abdu's dialogue was predominantly critical-dialectical. Pultorak's students were able to reflect at the critical dialectical level during interviews. Pultorak's student teachers, however, did not write narrative observation reports along with dialogue journals. Could this combination invite preservice teachers to greater reflections?

Chloe, Paul, and Abdu responded positively to the mentoring experience. For Chloe, Mrs. Graves affirmed her decision to become a speech teacher; for Paul, Mr. Richard provided him with opportunities to have the "run of a
classroom,” and for Abdu, Ms. Patterson was a “treat to see teach.”

As for the reciprocity of mentor/intern relationship, Mrs. Graves often responded to Chloe’s ideas with reflections of her own. Mr. Richard was genuinely intrigued by Paul’s teaching strategies in his classroom; however, clearly stated he would not employ these techniques. Ms. Patterson offered Abdu a multitude of advice on a variety of subjects. More research is needed on mentoring relationships between preservice teachers and practicing teachers to determine whether reflection is enhanced by the experience.

Although most teacher education programs have preservice teachers in field experiences, formal research is minimal. Research exists mainly between beginning and master teachers, student and professor, student teacher and supervising teacher, and student teacher and professor. More research is needed concerning the effect on the preservice teacher of increased reciprocity between a mentor and a preservice teacher. The experience of my students attempted to provide some of that research.

What Themes are Revealed in the Preservice Teachers’ Classroom Participant Observations During Field Experiences?

Chloe, Paul, and Abdu made observations about discipline, school regulations, high school students, students’ social interaction, and student diversity. Their participant observations showed reflections are inherently
and inevitably a "social affair" (Bullough, 1993, p. 393).

Britzman (1991) agrees:

To understand the dialogic in teacher education, we must be concerned with the local --what happens in the everyday world of the university and the school--and with the global--the social forces that organize, surround, and summon its institutions. . . . Teacher education does not begin and end once students walk into schools of education. Institutions of teacher education have the potential to arrange their programs in ways that can make a difference in the quality of the everyday lives of students and teachers. (p. 240)

Britzman further comments on the social issues that concern preservice teachers:

Prospective teachers need different opportunities to consider the perspectives of youth and how these perspectives differ from their own. Those who are learning to teach. . . must have opportunities to consider the dynamics of education in contexts beyond the classroom. (p. 241)

Therefore, an important major theme derived from the language within the participant observation reports of Chloe, Paul, and Abdu was the notion that for these preservice teachers teaching is about forming pedagogical relationships.

To understand the value of observing in a classroom, Chloe, Paul, and Abdu returned to the essence of teaching. To translate the meaning of Husserl's essence into teacher lore, Aoki (1992) explains the difference between concepts of effective teaching and essence of teaching.

Effectiveness is mainly a matter of skill and technique, and that if I can but identify the components of effective teaching, and if, with some concentrated effort, I can but identify the skills, maybe with a three or four day workshop, my teaching can become readily effective. (p. 20)
Aoki (1992) describes the essence of teaching as evasive and suggests educators in search of the question of "What is teaching?" emphasize the "is," instead of the "what."

What we need to do is to break away from the attitude of grasping and seek to be more properly oriented to what teaching is, so we can attune ourselves to the call of what teaching is. And so, we set aside these layers that press upon us and move to in-dwell in the earthy place where we experience daily life with our colleagues and students, and begin our search for the "isness" of teaching. (Aoki, 1992, p. 20)

Pedagogy is traditionally equated with the act of teaching using instructional methodologies (van Manen, 1990). However, van Manen warns, one can be a pedagogue, but not have pedagogy. Both van Manen and Aoki (1992) agree that pedagogy is undefinable and unteachable in a direct way (van Manen, 1990, p. 142). For example, pedagogy is that which a teacher must continuously "redeem, retrieve, regain, recapture in the sense of recalling" (van Manen, p. 149). While the essence of teaching, according to Aoki, may be elusive for teachers, one can talk about the essence of teaching.

Another major theme derived from the language within the participant observation reports was the orientation of Chloe, Paul, and Abdu to teaching. Through careful watching, they "attuning themselves to the call of what teaching is" (Aoki, p. 20). Van Manen agrees that one must always reflect on what authorizes us to be a teacher. Therefore, for van Manen, pedagogy is questioning and doubting if we are teaching well. For Aoki, "teaching is
truly pedagogic if the leading grows out of this care that inevitably is filled with the good of care" (p. 21). The interns' mentor/intern journal dialogues and descriptive participant observation reports revealed their pedagogical relationships with students were filled with care.

Content Area Reading Courses in Reflection

Another key finding of this study was that few comments were made about reading in the content area in the mentor/intern journals or in the participant observations. It appears that before preservice teachers can think about how to teach, they need to work through other issues concerning schooling which supports my study’s emphasis on self-reflection. Bolin’s (1990) study with student teachers maintained student teaching should be a time of self-reflection and deepening of the perspective of who one is. Perhaps, reflective experiences like construction of reading autobiographies and personal teaching metaphors, as well as field experiences with mentor interaction prior to student teaching, would lessen the problems research indicates are inherent in the student teaching experience.

O’Brien (1988) reconceptualized a content area reading course to include learning logs, precourse statements about the value of the course, narrative course evaluations, taped group discussions, and interviews. His study determined misconceptions about content reading were easy to counter; however, the allegiance to subject discipline was more difficult. O’Brien determined that the more global aspects
of the sociocultural and political structure of the schools should be discussed in a content area reading course prior to introducing reading-specific strategies.

In their studies of content area reading courses which included a field experience component, Bean and Zulich (1990), extending the prior study by O'Brien (1988), enumerated why secondary preservice teachers resist taking a content area reading course. First, the students' major disciplines shaped their perception of teaching. Second, field experiences in which a teacher-centered curriculum was favored over the university taught student-centered one exerted a great influence on preservice teachers' development. Third, preservice teachers' past experiences of schooling played a significant role in the value placed on the content area reading course. Bean and Zulich's study met with minimal success, with the preservice teachers still adhering to the same resistance of O'Brien's study.

For the past decade, research has shown resistance of secondary education preservice teachers toward a content area reading course has not improved. However, studies indicate preservice teachers value the opportunity to reflect (Bullough, 1989, 1993; Surbeck, Han, & Moyer, 1991; Guillaume & Rudney, 1993). Research also reveals reflections with journal dialogue have been limited to journal entries exchanged with the university educator (Bean & Zulich, 1990, 1993; Gordon & Hunsberger, 1991; Zulich, Bean & Herrick, 1992; Bullion-Mears, 1994). My research
extends these reflection opportunities by providing the opportunity for practicing teachers to dialogue with their mentors which reduced the resistance towards a content area reading course.

**Multiplicity of Voices**

This study’s central question—"What experiences can a secondary content area reading course provide which allow preservice teachers to reflect on the nature of teaching, teachers, and self-as-teacher?"—has important implications for future research in teacher education. In this study, the opportunities for a multiplicity of voices and reflections reduced the barriers of resistance to a content area reading course. The combination of sharing their personal teaching metaphors with their peers and me; writing and sharing reading autobiographies in the university classroom; and dialoging, observing and participating with a practicing teacher in their content area overcame some of the resistance to taking a content area reading course.

Although initially somewhat apprehensive, during and subsequent to the experience, Chloe, Paul, and Abdu expressed little resistance to my content area reading course. Their subject matter disciplines appeared to be neither a positive nor a negative influence, partially because the students had completed the majority of their subject area courses and were taking mainly education courses. Field experiences were a positive, not a negative, influence even though every mentoring teacher was not using
the current methodology espoused in the university classroom. I believe three reasons exist for this positive experience. First, Chloe, Paul, and Abdu had innumerable opportunities to reflect and attempt to make sense of the activities in the classroom. In addition to writing observation reports after each class, we met as a group to discuss those activities. Second, I was in the schools with the preservice teachers at all times, monitoring any conflicts that could occur. Third, I built personal relationships with the mentors allowing feedback and support to both the preservice teachers and the mentors.

I certainly agree with Winitzky & Arends’ (1991) contention that establishing field work for preservice teachers is not easy, but possible. They cite the problems of scheduling between the university and the schools, transportation, communication logjams, and placing preservice teachers in suitable classrooms. Perhaps this content area reading course placed a wedge in the door between the tendency for preservice teachers to teach as they were taught or to teach as they had to teach during their student teaching experience. Preservice teachers will have to follow constraints of teachers and administrators, but the ability to reflect should assist them with this decision making process.

Curriculum as Politics

However, as with most education issues, my reconceptualized curriculum had political constraints. The
first two constraints involved the university; the third involved the public school system.

First, the university curriculum committee eliminated the field experience portion of the content area reading course for science, mathematics, music, physical education, and business education majors, citing that in those majors, students have limited exposure to reading tasks. The committee therefore decreed field experiences in which preservice teachers practice in assisting students with reading competencies were unnecessary.

The second constraint involved student teaching. The university continues to utilize retired public school administrators as university liaison supervisors who adhere to the positivist view of teaching in terms of lesson plans, of practicing teacher-student teacher relationships, and of the role of the student teacher within the classroom. While these supervisors meet with student teachers several times each semester, few provide a forum for students to reflect and to share their student teaching experiences. Therefore, little reinforcement of reflective opportunities exist following the content area reading course.

Finally, the subject specific high school curriculum set forth by the state includes a state wide exit examination in mid-April of each year. Teachers must cover everything in the text prior to that examination, creating the mindset that knowledge is to be covered, not constructed.
Implications of the Study

Teacher educators need to understand school setting and institutional constraints under which teachers work. Narrowing the gap between the university and the schools could mean preservice teachers would transfer what they learn about current methodologies to their high school classrooms. Several implications for future studies evolved from this research.

First, since the university lacks a laboratory school, the possibility of studying the establishing of a professional development site at Southside High School would be beneficial. Bullough (1989) maintains this may be the only way to create conditions for reflective inquiry at the secondary level. With relationships among practicing teachers, administrators, and university educators already established, Southside High School could provide the "setting in which teachers demonstrate the desirable social-professional role" (Bullough, 1989, p. 19). Professional teacher development might include practicing teachers observing interns' lessons in which innovative strategies provide interaction between students or between students and teacher.

Second, collaboration between education faculty and English, social science, business, art, mathematics, human resources, science, and music faculty may reduce the resistance from secondary preservice teachers towards a content area reading course.
Third, this study already has had implications for student teaching. The present student teaching program requires one semester of full day teaching. Placement is generally random with a teacher who may or may not have attended seminars provided for practicing teachers. Some preservice teachers have been able to secure placements with their mentor or a teacher they met during field experience. This familiarity can ease the transition from student to teacher. Some of the mentoring teachers at Southside High School who are also supervisory teachers appear to dispel Cherland’s (1989) student-supervisor models by being more open to allowing the student teacher to blend current theory and practice in their classrooms. By reflecting on teaching prior to student teaching and by working with mentor teachers, preservice teachers should, as student teachers, be better able to negotiate their teaching experiences with a supervising teacher.

Fourth, universities which have either eliminated or are considering eliminating the requirement of a content area reading course with a practicum might gain insight from this study concerning the benefits preservice teachers derive from such a course being a part of the curriculum.

Recommendations for Future Research

Future studies could observe the impact of this reconceptualized course by the periodic tracking of teachers who were students in a reconceptualized content area reading course such as mine. Further, such observations could be
compared to students who participated in a traditional content area reading course. Future studies could explore the impact of the reconceptualized content area reading course on the student teaching experience.

**Content Area Reading Course in Progress**

This study is actually a work still in progress; I continue to teach a course in content area reading. However, based on the research and the experiences from this study, the following changes will be made in the subsequent semesters:

- More university classroom time will be spent reflecting on autobiographies and preservice teachers will reconceptualize their autobiographies at the conclusion of the semester.
- With the age of technology, e-mailing journals may be a consideration. Southside High School will soon have all classrooms connected to internet and a computer in every classroom. I already converse frequently with my students via e-mail, and I can foresee this communication vehicle extended to the mentor/intern journals.

**C'est Fini**

The purpose of this study was to provide opportunities for secondary preservice teachers to reflect on the nature of teaching, teachers, and self-as-teacher. My experiences teaching "at-risk" students, whether in elementary, middle, or college, have made me an advocate of a child-centered classroom. This bias certainly played a role in how I
interpreted the findings of this project. However, at the
collection of this study, I felt like Mr. McNab in Aoki’s
(1992) story about McNab’s pedagogical watchfulness:

His watching was not so much watching as observing, a
looking at that which is apart from his self, although
in part it was, as he watched the students wind
homeward. It was a watching that was watchfulness -- a
watchfulness filled with a teacher’s hope that wherever
his students may be, wherever they may wander on this
earth away from his presence, they are well and no harm
will visit them. (p. 25)

Wherever Chloe, Paul, and Abdu go and whatever they choose
to do, I will be reflecting, as I hope they will be
reflecting, on what teaching is, who teachers are, and
themselves as teachers. I wish them well and trust no harm
will ever come to them.
Epilogue

Chloe

Chloe completed her semester of student teaching experience at Southside High School with the speech teacher in the room next to Mrs. Graves. She graduated in May, 1995 and has accepted a teaching graduate assistantship as an assistant speech and drama coach at a neighboring state university.

Chloe described her student teaching experiences as enjoyable, but a large work load in addition to her other responsibilities. Besides student teaching, she was working with dancing students, competing with the university speech team, and taking a stage makeup class at the university at night. However, competing this semester allowed her to obtain the graduate assistantship. At a national competition, she placed second in poetry interpretation. Her second place ranking attracted the attention of the speech coach from a neighboring state’s university whose team will be competing in individual speech and drama events for the first time this coming year. Chloe will be assisting the coach in building a speech team as well as being the coach of individual speech and drama events.

Chloe found it difficult to get into the groove of teaching all day and planning for the different classes all at once. Having the field experience prior to student teaching made her feel more comfortable more quickly than her peers. She continued to use the format for lesson plans

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and evaluations used during her practicum. By evaluating each lesson, Chloe believed it helped her focus on the lesson and what changes would be necessary prior to reteaching that lesson. Also, in constructing her lessons, she tried not to do what “bad” teachers had done; she found she learned from other teachers’ mistakes. With her lessons, she tried to have activities for the students which related to the subject matter as opposed to just talking to the students about the topic. This, she admitted, was hard to do on a consistent basis.

As for her dancing school, her sister is still undecided if she wants to take it over; therefore, the recreational center will advertise for a new teacher whom Chloe will be allowed to choose. If she has time, Chloe may take ballet classes while a graduate student and may start a program in the city to which she is moving.

Paul

Paul completed his semester of student teaching experience at Central High School with a male social studies teacher. He graduated in May, 1995, married, and is working in the produce department of a large grocery store chain. Although he expressed enthusiasm about the content area reading course, he indicated his student teaching experience was so negative that he has not applied to teach and will pursue the grocery store management avenue first. Only if he ascertains there is no future in grocery store management will he apply to teach.
His student teaching supervisory teacher never really welcomed him into his classroom. For example, even when Paul was teaching the class, the supervisory teacher first greeted the class, took roll, and, only then allowed Paul to participate. Paul felt he was a visitor the entire semester. Also, Paul took risks only twice, as he told me, during the entire semester. One risk was in constructing a test on material he had taught the students. Using a slightly different format from that which the supervisory teacher always adhered, he was told by the teacher that this one incidence of change was allowed, but to follow his exact format the next time. The second risk involved a lecture. While lecturing on patriotism, Paul included a reading by a patriot. The reading was in the text; however, Paul read it in a voice as the patriot might have said it. The students were at first embarrassed by this reading and one girl put her head down. However, following the lecture, many students told him they enjoyed it. His supervisory teacher made no comment.

Abdu

Abdu's first choice for student teaching was Ms. Patterson. However, he was placed for the fall of 1995 in art education at another high school. While student teaching, he will continue to work in the restaurant business one night a week and on weekends. Having his first Bachelor of Arts degree in General Studies, he will graduate in December, 1995 with a second Bachelor of Arts degree in
Art Education. He has already applied to the local school system for teaching positions in art education for January, 1996. Following a year or two of teaching, Abdu plans to return for a Masters degree. Following the content area reading course, Abdu reflected on the experiences in anticipation of student teaching: "And now I feel like I can teach, you know, I can go into an art classroom and teach" (Interview, April 20, 1995).
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APPENDIX A

Student Participant Observation Form
PARTICIPANT OBSERVATION FORM
Read 415

NAME ___________________

DATE OF OBSERVATION _______________ HOUR _______________

TEACHER OBSERVED __________________ LESSON ______________

I. Make one map of the setting: How is the classroom space used? How are the people and objects positioned? Describe this setting in detail, for example, bulletin boards, wall coverings, and so forth. For each subsequent observation, just note any changes to this map.

II. Describe the people in the setting (students and teacher(s)). Physical appearances, clothing, gestures, posture, facial expression.

III. A description of the activities in the setting, preferably in chronological order. How do the activities unfold over time?

IV. A description of the verbal and non-verbal behaviors observed. What kinds of interactions unfold between people? Between people and objects?

V. Formulate questions concerning the setting and people and objects within it.

During the observation, jot down notes and add to these notes following your departure from the setting. Write up the notes in a narrative, descriptive form using the above headings. These should be turned into me at the next class meeting.

Each Monday, give your mentor a journal entry reflecting your observations, feelings, concerns, lessons, and so forth of the past week. The mentor should respond to the journal by Friday.
APPENDIX B

Abdu's Illustrations of his Metaphors

Pre-Course Metaphor: Teacher is a Cultivator of Knowledge
Metaphor Update: Teacher is an Artist
APPENDIX C

Consent Forms
CONSENT FORM

Mentors

Edye Mayers has my permission to use quotations from my intern/mentor journal responses and interviews in her research. I understand my participation is voluntary and that I give permission for a pseudonym to be used in place of my name. I understand a pseudonym will be used for the school and city as well.

____________________

____________________

Date

Would you like to choose your own pseudonym?

____________________
Consent Form

Interns

Mrs. Mayers has my permission to use quotations from my observation and mentor/intern journals of my classroom experiences at Southside High School. Furthermore, I give her permission to use quotations from my metaphors, reading autobiographies, and double entry journals.

I understand my participation is voluntary, and I give permission for a pseudonym to be used in place of my name. I understand a pseudonym will be used for the school and city as well.

__________________________

__________________________

Date

Would you like to choose your own pseudonym?

__________________________________________
APPENDIX D

Mentor Information Letter
To:

FROM: Edye Mayers
482-5781

RE: Student Internship

YOUR STUDENT INTERN is
______________.

S/he will be in your classroom during
_______ and _______ hour on these
dates:

- Monday  MARCH 13
- Wednesday  MARCH 15
- Friday  MARCH 17
- Monday  MARCH 20
- Wednesday  MARCH 22
- Friday  MARCH 24
- Monday  MARCH 27
- Wednesday  MARCH 29
- Friday  MARCH 31
- Monday  APRIL  3
- Wednesday  APRIL  5
- Friday  APRIL  7
- Monday  April 10
- Wednesday  April 12

Thank you for agreeing to serve as a partner in this teaching/learning experience. These secondary majors are required to earn six hours of credit in READING 410/415, Secondary School Content Area Reading. These students have a firm knowledge base in their content area; however, they have had little, if any, practice in actually teaching that content. This course provides for the integration of the WHAT with the HOW. As you know, theory alone cannot provide these teachers-to-be with adequate training. The practice must occur with actual students.
The student intern is in your classroom to obtain whatever practical classroom experience you can provide for her/him. There are some minimum activities h/she must perform in order to obtain a grade in the class. The following are some suggestions:

1. The intern prepares a minimum of **TWO MINI-LESSONS to teach**. All lessons must follow your curriculum, either taken from the textbook or other relevant material which you or the intern may provide. This is a requirement.

   All lesson plans must meet your prior approval. I will assist the intern in designing strategies to effectively teach the content. Creative and effective lesson planning is stressed with these interns. Notify me immediately if your intern is under prepared.

2. The intern may **OBSERVE, WORK WITH INDIVIDUAL STUDENTS, OR WORK WITH GROUPS** during any given class period. This may or may not require advanced planning on the part of the intern.

3. The intern may **TEAM TEACH** with you, or may teach **PART of a class** (introduce a lesson or close a lesson, etc.).

4. An important part of our program will be a **journal** kept by the students of **partner**. Each Monday the intern will give you his/her journal for your response by Friday. There are two reasons for journal keeping.

   First, by your responding to the journal, I am hoping the intern will have both reflection and reaction to what is occurring in the classroom. Journals are considered "unfinished" work, focusing more on content than mechanics; therefore, they serve as a wonderful mode for communication. In this journal, the interns will reflect upon their observations while in the classroom, focusing on the students and on their own teaching or participation.

   Second, since the time you and the intern can communicate in person is always brief, I am hoping this journal will fill that gap.

   Please contact me concerning other ways to utilize the interns. They have many teaching tools at their fingertips that they are eager to try out. Should you desire more information on any of the strategies, please contact me.

   I am closely monitoring the interns at all times, and am grateful for your willingness to assist our interns in becoming superior teachers. Our partnership is **CRUCIAL** to their success.
APPENDIX E

Map of Southside High School
APPENDIX F

Permission to do Graduate Study/Research Projects in Parish Public School System Form
Application requesting permission to do Graduate Study/Research Projects in Lafayette Parish Public School System

Name of Graduate Student/Agency: Edith Grassman Mayers
(Graduate student, please provide name of Project Professor) Dr. Earl Cheek

Address: 102 Terrebonne Crossing Lafayette, LA 70508

Telephone: 856-2583 (home) 487-8761 (work)

Current Place of Employment (if applicable): University of Southwestern Louisiana

Position: Instructor- College of Education, Curriculum & Instruction

Proposed time period for conducting study/research: 8 weeks

Purpose of study/research: To develop a model for teaching preservice elementary education majors so they can realistically apply what they have learned in schools, their teachers, and their students.

What value will Lafayette Parish School Board derive from information obtained from this study?

By offering preservice teachers field experiences prior to student teaching, the teachers should be better prepared for student teaching and for the real world of teaching.

How many local public schools will be involved in the study?

How will the research sites be selected? Lafayette High School

How many public schools, students will be involved in this study?

How will the students be selected?

In what types of activities will students be involved?

How many public school teachers will be involved in this study?

In what types of activities will teachers be expected to participate? Journals with the preservice teachers, interviews with researchers, guidance of lessons which preservice teachers develop.

How will the teachers be selected?

How much displacement time per teacher will the study require?

Will a report of the study be made available to participants? Yes

If so, in what format? Narrative of findings, transcriptions of interviews.
Please sign the following agreement:

1. I/we agree to abide by all Lafayette Parish School Board policies and procedures while carrying out the proposed research study.

2. I/we will maintain confidentiality of all research participants as needed.

3. I/we agree not to publish or disseminate in any form any part of the research findings to any person, agency, or institution without written approval of the Lafayette Parish School Board.

4. I/we further agree to submit progress reports to the Lafayette Parish School Board during the time the study/research is being pursued. A complete copy of the research study will be submitted to the Board once the study is completed.

[Signature of Researcher]

[Date]

For use on Lafayette Parish School Board personnel only:

Request: approved

Request: not approved

(Give reason) Request related to curriculum

[Signature of Principal]

[Date]

[Signature of School Board]

[Date]
APPENDIX G

Permission to do Human Research Form

Louisiana State University
This is to certify that a quorum of the Institutional Review Board reviewed the proposal entitled:

"Mentors and Metaphors: Using Field Experiences in a Content Area Reading Course to Encourage Reflexive Thinking"

The Committee evaluated the procedures of the proposal following the guidelines established for activities supported by federal funds involving humans as research subjects.

Recommendation of Committee: XXX APPROVED

NOT APPROVED

Comments: License # 72-3
Multiple Assurance # M1128

A review of this proposal by the Committee will be considered at least on an annual basis, and at more frequent intervals depending on the element of risk.
VITA

Edith Grossman Mayers received her Bachelor of Science in Elementary Education in 1966 from Louisiana State University, Baton Rouge, Louisiana. In 1976, she received her Masters of Elementary Education degree from the University of Southwestern Louisiana in Lafayette, Louisiana. In December 1995, she received her Doctor of Philosophy in Curriculum and Instruction from Louisiana State University.

From 1966 to 1973, Dr. Mayers was an elementary school teacher in several south Louisiana public school districts. From 1985 to 1989, she taught developmental reading in Junior Division at the University of Southwestern Louisiana. Except for 1992 to 1993, when she was a middle school teacher, from 1990 to the present she has been an instructor of reading and language arts courses at the University of Southwestern Louisiana in the Department of Curriculum and Instruction.

Dr. Mayers is a member of the American Educational Research Association, the International Reading Association, the National Council of Teachers of English, Phi Kappa Phi, Phi Delta Kappa, the National Writing Project, the Louisiana Reading Association, and the Acadiana Reading Association.
DOCTORAL EXAMINATION AND DISSERTATION REPORT

Candidate: Edith Grossman Mayers

Major Field: Curriculum and Instruction

Title of Dissertation: Reconceptualizing a Secondary Content Area Reading Course from a Phenomenological Perspective Using Reflections of Preservice Teachers

Approved:

[Signatures]

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:
August 25, 1995