Locus of Reform: From Reflection to Effectiveness Through the Voices of Novice Teachers.

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UMI
LOCUS OF REFORM:
FROM REFLECTION TO EFFECTIVENESS
THROUGH THE VOICES OF NOVICE 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
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B.A., Nicholls State University, 1968
M.Ed., University of Southwestern Louisiana, 1975
May 1998
DEDICATION

To My Family

To Chad, for his humor and reality
To Chanda, for her heart and friendship
To Jim, for the best of life’s dreams
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The path of a professional journey is never traveled alone. I owe much thanks and gratitude to the people who gave endless support and courage needed to fulfill this longtime goal.

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ABSTRACT

This descriptive multiple-case qualitative study focused on the professional and personal experiences of five novice teachers—three preservice student teachers and two first-year teachers. Research conducted in two exemplary elementary schools examined the following questions: (a) How do preservice and first-year teachers use reflective practice and self-assessment to develop effective teaching practices?, (b) How do the preservice and first-year teachers' approaches to effective literacy instruction compare?, (c) Why does reflection not translate into effectiveness?, and (d) How is effectiveness perceived in the professional, social school environment of novice teachers?

Results of the case studies determined that teacher education programs must go beyond providing their students with strong knowledge structures if new teachers are to survive in the trenches of public schools. Four assertions emerged in response to the research questions. First, reflection, a professional practice of self-assessment, requires initiation at the preservice level to insure integration into the classroom. Second, effectiveness is defined by approved practices of respected supervisors implemented through the individual personality preferences of inexperienced teachers. Third, reflection-in-practice is a difficult concept to internalize and requires the experience and confidence of purposeful, continuous
practice. Finally, professionalization is dependent on school placement and influenced by the culture of that school.

Results impact the teacher education program of these preservice students and inservice programs for new teachers and mentors. If competent, professional classroom teachers drive educational reform, the voices of these novice teachers provide insight into tools for success.
CHAPTER 1
INTRODUCTION

Statement of the Problem


Judith Little (1993) states that teachers should not have full responsibility for educational reform. She argues that "the dominant training-and-coaching model--focused on expanding an individual repertoire of well-defined classroom practice--is not adequate to the conceptions or requirements of teaching embedded in present reform initiatives" (p. 129). Five areas essential to professional development that insure effectiveness in the classroom include: reform in content pedagogy and methodology; assessment reform; attention to diversity issues; paradigm shifts in social organization of schools; and teaching professionalization. "One test of teachers' professional development is its capacity to equip teachers individually and collectively to
act as shapers, promoters, and well-informed critics of reform" (p. 130). The teaching profession awaits the impact of these change agents gathering energy through innovative preservice or inservice programs.

During the formal preparation of teachers, the question of what influences teachers' learning and how this is translated into pedagogical thinking is paramount. Studies document an incongruence between the beliefs of the prospective teacher and content of the preservice curriculum in the context of field experiences (Feiman-Nemser & Buchmann, 1989; Herrmann, 1990; Jadallah, 1996). Until there is integration between teaching and learning, novice teachers will simply go through orchestrated motions of instruction.

The Purpose of the Study

This ethnographic study viewed the acculturation process and professionalization of new teachers through three perspectives: the student teacher, the first-year teacher, and the commonalities and differences of these novice educators. What do these teachers experience in a public school culture steeped in tradition, indoctrination, and long-term employment shielded by tenure? By studying student teachers and first-year teachers, I hoped to gain insights into how teacher education programs, and specifically the educational program of these teachers, might take advantage of the assertions gained from this ethnography to improve preservice practice.
Prior to mid-1960's and during the early 1970's the emphasis in educational research emphasized the teacher and teacher characteristics. Following this period, it is apparent that little was known about what was happening in the classroom, and research interests turned to the teaching-learning process. This shift in research is yet another attempt to focus on what many have referred to as the "hopeless dichotomy" of whether teaching is a science or an art (Ornstein, 1991; Silcock, 1993).

Teaching as an art creates an artist's role. Personal characteristics and some unique intangible qualities of the teacher tend to serve as influential qualities positively affecting children's lives. To describe teaching as a science translates theory into practice. This occurs by transferring methods, strategies, and skills presented in the university classroom to the novice teacher's experiences of practice with students. The selection of the informants for this ethnography attempted to include novice teachers whose perceived roles in the profession represented both extremes of this dichotomy.

**Historical Perspectives: The Setting**

**The Community**

Sugarland (pseudonym), Queen City of Bayou Lafourche, fronts the lazy bayou and rests in south central Louisiana. In the past the Mississippi River found a shortcut to the Gulf and passed by the front door of Sugarland. Today the
river's rich deposits on all sides of Sugarland make it the "sugar bowl of America."

Her unique traditions and culture began with the "bayou people," members of the Colapissa Nation (Bayogoula, Chitimacha, Washa, and Houmas Indian Tribes). About 1750, early French and Spanish colonists from New Orleans established an unbroken chain of neighboring homes along the bayou, through the parish, to the Gulf of Mexico. These settlers were joined by the Acadians expelled from Nova Scotia in 1755, Germans of John Law's Mississippi Bubble Venture, and refugees of the French Revolution. Highway One became known as "the longest main street in the world." Many student and teacher names in schools today reflect the custom of early intermarriages of this cultural gumbo (Louisiana Historical Records Society, 1942).

The Schools

The city houses ten schools from elementary to college. Four elementary schools (2 public and 2 parochial), one middle school, two junior high schools, two high schools (1 public and 1 parochial), and a regional university provide formal education in the community. The majority of the teachers in the public schools have been lifelong residents of the area and most are products of the teacher education program of the local university.

The two elementary public schools were the sites used in this study. Sugarland Elementary (pseudonym), is located on the north side of the city's "educational melting pot."
This one elementary school is a collection of three major school buildings with city streets separating each one. Within a three-block area one can also find the school board office, the systems' two junior high schools, and a parochial elementary and high school. Sugarland Elementary has a student population of 939 students from pre-kindergarten to grade four. The student body is 53% African American, 46% White, .3% Hispanic, .2% Asian, and .1% Indian. While the student population is an equal distribution of males and females, all of the 47 teachers are White females with the exception of one African-American female.

The other school is Bayouland Elementary (pseudonym). This school is located across town and has a total of 732 students from pre-kindergarten to grade level three, approximately one mile from the public high school. The student population is 59% African-American, 39% White, 1% Indian, 1% Asian, and 1% Hispanic, while the teacher distribution is 90% (45) White and 1% (5) African-Americans. There is only one male kindergarten teacher in the school.

Both schools are considered inclusion schools, indicating that special needs students are mainstreamed into many of the regular classrooms. Since the advent of the Individuals with Disabilities Education Act (IDEA), or Public Law 101-476 (Hennings, 1997), this administrative structure creates positions for inclusion teachers and aides.
constantly moving about in the classroom providing individualized assistance for inclusion students.

Significance of the Study

If the profession of teaching is to gain the status of professionalism that is necessary to establish personal and public credibility, the ownership of that professionalizing process must in some way involve the teacher as an active participant. Successful literacy teachers of the reading and writing processes are effective teachers. Evaluation of effectiveness has traditionally resulted from peer and supervisor review with emphasis on process-product results (Boyd, 1989; Brophy, 1979; Brophy & Evertson, 1977; Duncan & Biddle, 1974; Ellis, 1984; Herrmann, 1990; Hyman, 1984; Massie, 1990; Ornstein, 1991; Spirit River School Division No. 47, 1993). Neither observation nor evaluation involving novice teachers has been a selected topic of empirical investigation.

Novice teachers bring their beliefs and understandings to the teacher education program. Intentions are to promote learning, but these teachers are not always able to recognize when learning is "meaningful" (Calderhead, 1993; Killen; 1989; McNamara, 1990; Weinstein, 1989). The need for articulation between university coursework and field experiences is paramount. Effectiveness for prospective teachers must flow from a knowledge of pedagogy, through implementation in the field, to on-site help from cooperating teachers (Feiman-Nemser & Buchmann, 1989;
Herrmann, 1990). Transition from reflection-on-practice to reflection-in-practice for preservice teachers is suspect (Armaline & Hoover, 1989; Bean & Zulich, 1989; Calderhead, 1993; Colton & Sparks-Langer, 1993; Darling-Hammond, 1987; Killen, 1989; McNamara, 1990; Meyer, 1992; Weinstein, 1989). Without integration of beliefs and understandings into instruction, effectiveness becomes circumstance rather than purposeful. The ultimate goal is to have three levels of teacher educators—university instructor, cooperating teacher, and eventually, the preservice student as an effective, professional educator.

**Research Questions**

1. How do preservice and first-year teachers use reflective practice and self-assessment to develop effective teaching practices?

2. How do the preservice and first-year teachers' approaches to effective literacy instruction compare?

3. Why does reflection not translate into effectiveness?

4. How is effectiveness perceived in the professional, social school environment of novice teachers?
CHAPTER 2
REVIEW OF THE LITERATURE

What are the components of reflective practice? What are the behaviors, characteristics, and personality traits of effective and influential teachers? Much research on reflective practice and teacher effectiveness is documented. Review of the literature focuses on these questions through the following topics: (a) reflective practice and teacher thinking, and (b) effective teaching and professional practice.

Reflective Practice and Teacher Thinking

The professionalization of teaching evolves when both dichotomies of theory-practice and science-art come into conflict in the classroom. It is during this continuous process of transformation that the educator recognizes that effective and influential teaching is not possible until the technical skill is in concert with artistic sensitivity. Professional practice improved in programs that develop reflective practice in an effort to resolve the theory-practice dichotomy (Ashbaugh & Kasten, 1993; Brubacher, Case, & Reagan, 1994; Colton & Sparks-Langer, 1993; McNamara, 1990; Osterman, 1993). Schön (1983) describes the reflective practitioner as one who is able to think in action. Fenstermacher’s (1986) answer to “What does it mean to participate instrumentally in the education of another human being?” profoundly expresses the influence of reflective behavior in teachers.
To educate a fellow human being is to provide that person with the means to structure his or her own experiences in ways that keep on expanding what the person knows, has reason to doubt or believe and understand, as well as the person's capacity for autonomous and authentic action, and the person's sense of place in history. It is not supplying the knowledge, the reasonable beliefs, and so on, but rather supplying the means to gain access to and continue the enlargement of knowledge, understanding, and so forth (p. 46).

The concept of reflection in the teaching process is not a new notion but one that has its roots in Dewey's theories which state that unless preservice teachers become "thoughtful and alert students of education," they will not "grow as a teacher, an inspirer and director of soul-life." What one has instead is a skilled craftsman who accomplishes the "mechanics of school management" (Dewey, 1904, p. 151). Deweyan science emphasizes the fallible and human, but self-corrective, aspects of scientific inquiry (Willower, 1994).

A disciple of reflective practice, Donald Schön (1983), shows how reflection-in-action "links the art of practice in uncertainty and uniqueness to the scientist's art of research" (p. 69). The teacher assumes responsibility for not only the teaching process involving dissemination of information but also the learning process and the acquisition of knowledge. When the student does not grasp the concept or is unable to perform the skill, it is the teacher who reflects, searches, and explores new methods of instruction to insure success. This is a discovery process that is not possible with the centralization and standardization of curriculum and pedagogy, practices that
cut off the teacher and learner from a sense of place and community (Bartunek, 1990; Schön, 1983; Yinger, 1990).

Some research also indicates that the reflective teacher is not necessarily the better practitioner (Darling-Hammond, 1987; McNamara, 1990).

It is the process of thought that allows the student of education to integrate skills and knowledge into the realities of real life situations. Hullfish and Smith (1961) contend that to teach thought, one must certainly be a student of thought. If there is no issue taken with this logic, then why does the concept of reflection in practice seem so new and unexplored in some teacher education programs?

Preparation programs must provide experiences that elicit the critical application of knowledge and encourage a commitment to action and lifelong learning. True reflective practice, as described by Dewey, can only take place in response to a real problem that needs resolving (Ashbaugh & Kasten, 1993; Brubacher, et al., 1994). His "learn by doing" motto cannot be fully realized if "teaching is grounded in specialized practice in generalized and somewhat isolated institutions" (Yinger, 1990, p. 81). The subject-centered curriculum can only be invigorated and validated by a curriculum that is child-centered and situated in the classroom. Reflection will not occur until a teacher is challenged and willingly allows and accepts this challenge. While Dewey promoted "reflection-on-action," Schön's theory
of "reflection-in-action" presents an epistemology of practice. Both terms have become commonplace in studying reflective practice. As McNamara (1990) has determined through his review of teacher thinking, teachers may be "excellent at reflecting about practice but awful in its execution" (p. 152).

The educational reform movement has taken on a clear pattern that aggressively supports a "fix-it" mode of operation. The impetus for this movement is a public that calls for external regulation of professional activity (Osterman & Kottkamp, 1993; Schön, 1983). The message is that schools as organizations have a malady, and outside forces must address and repair the problems. It is this message, both overt and covert, that attacks the very core of the profession of education. University training programs are not too far removed from assuming the role of autonomous organizations that dictate to their students--those in preservice programs and those in the field of practice. Wellington (1991) suggests that to exert quality control pressures on teachers will create a response that simply reduces teaching to the lowest common denominator. Traditional teacher education practices sorely lack in the development of understanding of thought and action or theory and practice (Russell, 1993).

Reflective practice takes on a more positive and "optimistic perspective toward change" (Osterman & Kottkamp, 1993, p.5). The power to create change comes from the
individual rather than the organization or program. A paradigm shift occurs from top-down (university and teacher training program research to classroom application) to bottom-up (preservice and classroom teacher reflection and active research establishing methodological theories and philosophies). These are the theories and philosophies that drive the models of teacher education programs. A report of the State Education Department of New York defining new directions in teacher education for the 1990s states that "teacher preparation programs need to teach prospective educators to see themselves as creators of learning environments rather than implementers of a set curriculum" (p.6).

Reflection for engaging in professional activity requires that problems are framed and reframed to design and evaluate solutions. The professional level of operation for such a task would seem to be difficult, if not overwhelming, for the student in practice. There is much discussion and disagreement (Armaline & Hoover, 1989; Bean & Zulich, 1989; Calderhead, 1993; Colton & Sparks-Langer, 1993; Meyer, 1992; Roth, 1989) as to what framework of operation defines a reflective practice effective for preservice programs and inexperienced teachers. Some (Calderhead, 1993; Killen, 1989; Weinstein, 1989) question whether or not this is even possible at this level of education.

Reagan (1993) discusses Van Manen's (1977) hierarchical model of reflection. This model proposes that there are
"levels of reflectivity" and that students must be guided through the process during their professional education. The knowledge base for teaching and awareness must first be developed through explicit and didactic instruction and guidance to form a reservoir for reflection (McNamara, 1990). Constructionism, the acquisition of knowledge through active involvement, is a viable component of effective practice. Reflection-on-practice leads to reflection-in-practice. Reflective practice becomes the conscience of preservice programs through "reflection-on-practice," or thinking done about the teaching profession prior to student teaching. This will evolve into "reflection-in-practice" during student teaching, the soul of the preservice experience and the essence of professional activity, when thinking about the profession becomes situational. Professionalizing teaching through this collaboration is no longer an option but defines survival of teacher education programs through reform.

Reflection-on-Action in Preservice Training Programs

LaBoskey (1994) has identified many definitions of reflective teaching as described in the literature. Traditionally, the definition assumed is determined by the purpose for its inclusion in the educational program. The problem with defining the term is that it must be "inclusive for internal program design, evaluation, and cross study comparisons" (p. 3). When reflection is seen as a means or the mean for learning (Dewey, 1910; Hullfish & Smith, 1961),
Preservice teachers must engage in reflection in all aspects of a systematic learning process. As varied as the models of reflective practice are the personalities and backgrounds of preservice teachers; therefore, there is no one "best way" or method of reflective practice. Rather, the needs of the individual or situation should determine the method used.

Preservice Course Content

Defining the knowledge base for teaching is significant in organizing a framework for making the teaching experience more rewarding. This base will demonstrate that, like other learned professions, teaching has a specialized body of knowledge. In education, it must be recognized that defining the knowledge base is communal and will be ever changing (Strom, 1991). Teaching requires knowledge of subject matter, persons, and pedagogy, the prerequisites to reflection.

Calderhead (1993) identifies various dilemmas in developing reflective teaching techniques that impact pre-student and student teaching programs: 1) process vs. product vs. disposition; 2) development vs. emancipation; 3) conflict of values; 4) the roles of gatekeeper vs. facilitator; 5) accountability vs. individual differences; 6) preservice vs. inservice; 7) the programs vs. the teaching context; 8) reflection as an individual or collective pursuit.
These dilemmas seem to be common in the review of any program development. Not only the focus but, more importantly, the priorities of the program must be apparent to both the educator and student alike. Will the concentration be on developing reflective practice, or will this be an outgrowth of a strong knowledge base that allows reflection to be more "discriminating and constructive" (p.94)? We must also be reminded that each student enters the program with a variety of values and preconceived expectations that may be in conflict with those of the program. To further complicate the issue, values of the program are frequently at odds with those traditionally held in schools (Calderhead, 1993; Weinstein, 1989). This organizational triad (student, school, preservice program) is conflicting and quite often sends a muddled message to the preservice student.

Field Experiences

Field experiences can serve as a vehicle for reflecting and for meshing values, techniques, and behaviors. Since evaluation has not yet been introduced as a major component of the educational process, it is at this point that the teacher educator transforms from gatekeeper to facilitator. Students are encouraged to share these experiences with teachers and peers, thus cultivating a collegial environment built on trusting relationships which embrace the students into the community. These students will never have to experience the isolationism of the past in teaching because
there is a self-confidence and camaraderie that develops through this collective pursuit of excellence (Armaline & Hoover, 1989; Calderhead, 1993; Clift, Houston, & Pugach, 1990; Colton & Sparks-Langer, 1993; Weinstein, 1989).

The entire preservice program, but particularly the period a student spends preparing for student teaching, can be considered a "cognitive apprenticeship" as described by Colton and Sparks-Langer (1993). It is during this period that the community involved in teacher education programs provides for Vygotsky's zone of proximal development (Hennings, 1997). "Clearly, supervising teachers and schools have an important role to play in the professional formation of teachers" (Calderhead, 1993, p. 99). Teachers' recognition and awareness of their value to students can serve as the motivation to strengthen the teachers' own professionalism.

Tools of Reflection

During the preparatory stages of professional practice, Kottkamp (1990) proposes that teaching programs have means of facilitating reflection. Reflection-in-action or "on-line" experiences are made possible through reflection-on-action accomplished during "off-line" time. The means that are best applied in the teacher training phase are the following: journal writing, reflective conversation, case records, contrived situations, electronic feedback, and telecommunications (Bean & Zulich, 1989; Brubacher, et al.,
Response or daily journals are an introductory reflective method; students record their observations, feelings, and reactions to an activity or event. These journals can also serve as the platform for professional dialogue through which the instructor can serve as mentor (Bean & Zulich, 1989; McAlpine, 1992). Reflective conversations involving educators, students, teachers, and parents can spring from the journals, explored in an environment where different interpretations, meanings, and perceptions are expressed. This experience provides a sheltered arena for the student to experiment and formalize habits of intentional reflection.

The case study approach (Kottkamp, 1990; Meyer, 1992), integrated into the methods classes, can be accompanied by electronic feedback of simulated teaching episodes that gradually take the student from observer, to observer-participant, to participant. Videotaping experiences provide opportunities for the student to critique individual and peer performances.

The student, equipped to handle the real experiences of the classroom, is asked to draw upon personal skills through reflection-in-practice during the student teaching experience. The intent is that practice teaching is not so different than those pre-student teaching experiences. With
the introduction of an evaluation component, the perception of roles change.

**Reflection-in-Action for Teacher Effectiveness**

The successful completion of a professional course sequence does not insure that a competent teacher will emerge. Teaching is a situated, unpredictable task, and no magical formula for success exists. It is during student teaching that the student must move from replication to reflection. The focus shifts from transfer of knowledge and strategy to learning that is both analytical and reflective (Hill, Lee, & Lofton, 1991).

Osterman and Kottkamp (1993) identify the following key assumptions about professional development that constitute a "credo for reflective practice:" 1) everyone needs professional growth opportunities; 2) all professionals want to improve; 3) all professionals can learn; 4) all professionals are capable of assuming responsibility for their own professional growth and development; 5) people need and want information about their own performances; 5) collaboration enriches professional development (p.47). The core of successfully implementing these assumptions into the student teaching experience is trust. Organizational superiors must serve as facilitators and tutors who guide students through the process by sharing their own thinking and by listening carefully to provide support and guidance when necessary.
Practice, Student Teaching

Practice teaching should be a continuation of the inquiry process. Garman (1986) alluded to this when she described reflection as the heart of clinical supervision. It is during this process that students begin to think of themselves as teachers, but what is actually occurring is simply a live performance of the many "off-line" experiences prior to student teaching.

If reflection is taught, as research reveals, then the student-teaching experience provides the prime opportunity to contemplate ethical and political concerns. Reflection is considered in the instructional planning and implementation of the lesson. The first two levels of reflection, as defined by Van Manen (1977), deal with the technical and practical aspects of teaching, both of which are traditionally achieved in the pre-student teaching component (Reagan, 1993). Silcock (1994), in contrast, believes that presenting categories or levels of reflection to students places constraints on a process that should foster innovation.

Cooperating Teacher

The cooperating teacher plays a significant role in the preparation process of future teachers (Kauffman, 1992). If this teacher stresses only practical application and the student simply models the behavior of the cooperating teacher, flexibility and adaptability will not develop. This close contact with emphasis strictly on modeling could
prevent reflective inquiry skills—the very skills needed by new teachers to survive in restructured schools. These schools are expecting and demanding teachers who assess their own practices and become inquiring, reflective practitioners (Abdal-Haqq, 1989).

Reflective teaching in this controlled environment enables the supervisor to review and relate the outcomes to effectiveness research. Prescriptions based on this research have been criticized as being simply technocratic (Kelsay, 1989; Killen, 1989), but in a student-teaching experience, these provide the point from which to launch a successful lesson. During the interactive phases of instruction, these teachers will build their own theories about teaching, evolving from the problem-solving activities of the classroom.

Schön (1983) describes the emergence of teacher as reflective researcher:

When someone reflects-in-action he becomes a researcher in the practice context. He is not dependent on the categories of established theory and technique, but constructs a new theory of the unique case. His inquiry is not limited to a deliberation about means which depend on a prior agreement about ends. He does not keep means and ends separate, but defines them interactively as he frames a problematic situation. He does not separate thinking from doing, ratiocinating his way to a decision which he must later convert to action. Because his experimenting is a kind of action, implementation is built into his inquiry. Thus reflection-in-action can proceed, even in situations of uncertainty or uniqueness, because it is not bound by the dichotomies of Technical Rationality (p.68).
Implementation in the Classroom

When reflecting-on-practice and reflecting-in-practice experiences are provided in the preservice program of teachers, they can project teachers into the profession equipped with the knowledge and confidence to deal with most situations. To assume that the preservice student in education is equipped to handle all levels of reflection during the initial stages of program participation can sabotage this process. A review of the descriptors of reflective practice, as well as the levels of performance expected, indicates that a scaffolding approach is most effective in guiding the student through this model.

A reflective teacher is one with an internal locus of control which serves as a cognitive motivator of behavior (Agne, Greenwood, & Miller, 1994). Schön (1983) said, "An artful teacher sees a child's difficulty in learning to read not as a defect in the child but as a defect of his own instruction. So he must find a way of explaining what is bothering the child" (p. 56). This exploration for the answer is what brings the student to a level of critical reflection that may as yet be unexplored.

Journal writing, case records, interviewing, and reflective conversation form the foundation for the technical level of reflection which guides the student through matching strategies with objectives. The use of observations and field experiences with possible electronic feedback at the more practical level of reflection enable
the student to focus on the relationship between what was
learned in university methods courses and what is actually
happening in the classroom. A strong knowledge and skill
base drive this level of reflection while nurturing
professional confidence and teaching philosophy.

The critical level of reflection is incorporated in the
daily planning, instructing, and interacting of the student
teacher, students, and cooperating teacher. More
importantly, this process of metamorphosis (preservice
student to inexperienced teacher to professional educator)
occurs when the teacher is self-reflecting on a critical
level. It is through this engaged reflection that the
process becomes internalized and a sense of professionalism
is adopted. The student recognizes that she is no longer
simply a technician, but a professional educator.

A professional educator is the classroom teacher who
will take risks to find solutions to the learning problems
of students, and one who will be engaged in the action
research of the future. As Lawrence Stenhouse once said,
"It is teachers who, in the end, will change the world of
the school by understanding it" (cited in Johnson, 1993).

**Effective Teaching and Professional Practice**

The need to determine what factors most influence the
interest and educational performance of students is an
ongoing quest of researchers and educators alike. It is
this interest that assists in identifying factors that do
make a difference in a child's learning. A common
denominator in the lives of school-aged children is the classroom teacher. The effect of this individual in not only the process of learning, but in how the students feel about themselves as autonomous learners, continues to be a premier topic of research in the profession of teaching (Cheek, Flippo, & Lindsey, 1997; Ruddell, 1992; Ruddell & Ruddell, 1995; Winograd, Turner, & McCall, 1990).

Ornstein (1991) refers to the literature on teaching as "ill-defined and ever-changing." Investigations have examined numerous characteristics of teachers using a wide collection of measuring instruments. Some resulted in the study of student outcomes, but primarily created a disordered field of "confusion over terms, measurement problems, and the complexity of the teaching act" (Ornstein, 1991, p. 64). The science of teaching demonstrates methods, strategies, and skills that are observable and measurable. (Herrmann, 1990; Hyman, 1984; Ornstein, 1991; Spirit River School Division No. 47, 1993). Classroom behaviors, described by Dunkin and Biddle (1974) in the process variables of their model from the study of classroom teaching, include interactive questioning, varied classroom instructions, as well as defining classroom management procedures.

When teaching is referred to as an art, the unconscious assumption must be made that someone assumes the role of the artist. In this respect, the personal characteristics and some unique intangible qualities brought to the classroom by
the teacher tend to serve as the influential qualities that Dunkin and Biddle (1974) describe as presage variables in their model of classroom teaching. Researchers have spent nearly a century studying teachers who affect children's lives in a positive manner. Within the last decade, these teachers have frequently been referred to as influential literacy teachers (Ruddell, 1995). Studies show that there is a definite relationship, referred to as social solidarity, between influential teachers and the students they influence (Winograd, et al., 1990).

In an era when traditional education meets resistance both in the classroom and in the home, the question of "Can you truly teach a child you cannot reach or relate to?" becomes a critical issue of today's teachers. An even more basic question for teachers and preservice training programs alike—"Is it possible to create an influential teacher?" The assumption is that teachers provide their students with the foundations and information to be successful in the classroom; consequently, success in the classroom translates to real-life successes. This assumption is not only suspect, but fallacious. It is the effective teacher who provides students with the concepts and skills they need to be successful in the academic arena, but the influential teacher who equips students with the tools and confidences that translate into application and transfer of knowledge. This creates self-sufficiency and autonomy.
Science of Teaching

Process Variables

The science of teaching assumes that theory can be translated into practice through the methods, strategies, and skills presented in the classroom. Professional programs develop theoretical frameworks on the premise that these theoretical procedures can be taught, observed, and subsequently, evaluated. Even though years of research have only managed to produce an ever-changing theoretical model concerning effective instruction, the continued search provides theories that are generalizable in most instances (Kroll & LaBoskey, 1996; Meade, 1991; Pratte & Rury, 1991; Socket, 1996).

The research of the 1960's and 1970's attributed student outcomes to such things as IQ, social class, family and home life, and peer groups, while teacher effectiveness has become the focus of more recent research. If the teacher is the most important variable of the classroom, then the extent to which these teachers influence student outcomes becomes a fundamental question (Ornstein, 1991; Van Schaack & Glick, 1991).

Massie (1990) refers to teacher effectiveness models emerging, such as Flanders' direct teacher or Ryan's Pattern Y or businesslike teacher, based on a process-product paradigm. These models are the result of behaviorist influence. Professional knowledge was driven by scientific principles which provided a reliable and valid base for
classroom teaching. Researchers defined effective teachers as those whose students demonstrated statistically significant gains on achievement tests. This translated into the classroom as exercises and learning activities that required rote learning, memorization, drill, and automatic responses (Ellis, 1984; Ornstein, 1991; Ornstein & Levine, 1981; Soar & Soar, 1979).

In a review of the research on indicators of teacher effectiveness that matter in terms of student achievement, Medley (1973) developed the following three principles of caution to educators:

- the improbability of a finite effectiveness set for all educators in all contexts; the rejection of folk wisdom, which says that effective teaching can be recognized intuitively when it fortuitously occurs, but its components cannot be separated for replication and validation; and the multidimensional nature of effectiveness (p.45).

The acceptance of these principles creates a professional in the classroom who is continuously involved in active research, making ongoing adjustments driven by observation, reflection, and assessment.

The paradigm shift of teacher-behavior/teacher-effect studies reviewed by Rosenshine and Furst (1971) allowed the selection of eleven variables that they considered "most promising" for assessing teacher behavior in terms of student achievement. The following eleven variables initially created an atmosphere of possibility for observation and review: 1) clarity, 2) variability (variety of methods, approaches, etc.), 3) enthusiasm, 4) task-
oriented or business-like behaviors, 3) student opportunity to learn what is later tested, 6) use of student ideas, 7) praise, 8) structuring comments summarizing, the use of verbal markers), 9) types of questions (though the best type remains unclear), 10) probing, 11) difficulty of instruction (Ornstein & Levine, 1981).

Following this exhaustive overview of teacher behavior research in relationship to student achievement, Ornstein and Levine (1981) discovered that investigators had difficulty agreeing on both methods of quantifying behavior and developing operational definitions. Continued concern is expressed for the need for theoretical constructs that clearly identify teaching behaviors with predictable effects on learners. What emerged is what can be described as a profile of an effective teacher. The dilemma that faces researchers and observers is the fluidity of this profile that is vexed by a continuous shift in features of a clear definition. According to Eisner (in Waxman & Walberg, 1991), "what sometimes occurs is that the educationally significant but difficult to measure or observe is replaced by what is insignificant but comparatively easy to measure or observe" (p. 68).

Effective school research and teacher evaluation models such as the Virgilio Teacher Behavior Inventory (Teddlie, Virgilio & Oescher, 1990), Classroom Interaction Scale (Ruddell, Draheim, & Barnes, 1990), Learning Environment Inventory (cited in Fraser & Fisher, 1983) and
Collaborative Teacher Evaluation Model by the Alberta Department of Education (Alberta, 1993) have provided instruments that include identifiable common elements of teacher behaviors that can be observed and documented. Categories of indicators related to the effectiveness of teachers generally include components of planning and preparation, instructional strategies, communication skills, and pupil/teacher relationships. Other areas that have a strong impact on teaching and its effectiveness include classroom management and climate, as described on the Virgilio Teacher Behavior Inventory (VTBI). Many instruments such as the Classroom Environment Scale (CES) and the Learning Environment Inventory (LEI) include a relationship dimension which involves subscales that describe basic characteristics that relate to observable teacher behaviors (Fraser & Fisher, 1983; Owens, 1992; Schultz & Switzky, 1984).

Implications for Elementary Literacy Classrooms

Certain behaviors of teachers begin to form the core around which a profile of the effective classroom instructor is developed. In presenting a lesson, critical components and techniques are employed that enhance student achievement. These teachers begin all lessons, particularly those involving initial instruction, by communicating the goal of the lesson and reviewing relevant past learning in an effort to monitor student responses and adjust instruction. Researchers have found that success rates of
correct answers from 80% to 90% are critical for insuring achievement gains. Corrective feedback, a factor of direct instruction that effects learning, certainly equips the teacher with an awareness for efficiency in responses. Responses are continuously elicited from students with constant exchange, interaction, prompting, and involvement to insure accuracy and process/skill understanding. These responses are varied and frequent in their method of delivery--verbal or written, in unison or individually. These teachers gain and maintain the learner's attention while setting an appropriate pace for the lesson ensuring that all students have an equal opportunity to learn (Berliner, 1979; Brophy 1979, 1982; Brophy and Evertson, 1977; Fraser & Fisher, 1983; Goins, 1990; Harris & Sipay, 1990; Walberg & Haertel, 1989).

A study conducted in the Midwestern United States compared the comprehension instruction of award-winning teachers to other teachers and determined that time spent on prereading activities or direct comprehension instruction showed no significant difference. What significantly increased was the percentage of time spent asking questions used in assessment while listening to answers and providing corrective feedback. The teacher as interrogator is the image described here (Wendler, Samuels & Moore, 1989).

The effectiveness of many practices for instruction, both generally and particularly in reading, has been verified through research. The learning environment of the
influential teacher is engaged in continual meaning negotiation, a process which allows the reader, teacher, and classroom community to collaboratively determine meaning of text. "The effective teaching research has revealed that a wide variety of teacher questioning techniques maximize student achievement" (Wilen, 1987, p. 107). Comparison of effective vs. ineffective teachers through analysis of their comprehension instruction showed a marked difference in the use of various thinking-levels, with the effective teacher placing greater emphasis on higher order questions. A demonstrated skill in questioning techniques is imperative for a teacher who enables literacy learning to be a process of discovery (Ruddeil, 1992, 1995; Teddlie, et al., 1990; Wendler, et al., 1989; Wilen, 1982).

Ruddell (1995) reported that examination of emphasis placed on different levels of questioning revealed that the influential teacher used knowledge based or factual questions only 22% of the time, while noninfluential teachers used text-based questions that were directed by the teacher 72% of the time during a teaching episode related to a story. The influential teacher used this level of questioning primarily during the initial stages of story development and quickly moved to higher order questions (50% to 18%) while the noninfluential teacher used a higher percentage (30% to 70%) at both junctures of the lesson. Ruddell notes that "our understanding of the relationship between teacher effectiveness and comprehension development..."
is of central importance to the improvement of literacy skills for students at all levels of education” (Ruddell, et al., 1990, p. 153).

The question of how effective comprehension development and meaning negotiation can be refined by the issue of "wait-time" was invented as an instructional variable by Rowe in 1972. Pausing or "think-time" as referenced in the literature has been shown to have a significant effect on the quality of student responses, while allowing the teacher to formulate more thought-provoking and probing questions. Rowe (1987) discovered that the typical wait-time in a classroom was no more than 1.5 seconds. When allowed periods of silence of at least 3 seconds, there were more volunteers who provided more correct and lengthy answers and this translated into higher scores on achievement tests. The rewards for the teachers were reflected in a varied and flexible strategy, decreasing the quantity and increasing the quality of questions (Greathouse & Karmos, 1990; Stahl, 1994; Tobin, 1987; Wilen, 1987).

"Making room in our classrooms for children's voices is a pedagogically and politically sound practice" (Dudley-Marley, 1995, p. 255). If meaning negotiation strategies develop comprehension through levels of questioning and classroom collegiality, then it is assumed that the proficiency in the delivery of effective instruction can be systematically improved (Roehler & Duffy, 1986). As noted in the *Handbook of Reading Research,*
this should not be interpreted to mean that a technology of instruction now exists, and that teachers can be directed to engage mindlessly in specified teacher actions, confident that effective instruction will result (p. 377).

Effective teachers formulate an approach to instruction that is supported by a system that provides clear strategies for instructional monitoring and student feedback on progress. They are comfortable with their content knowledge and generate excitement about what they teach to their students. A clear understanding of the reading-writing connection accompanied by a positive learning climate enables them to motivate students and help them to become self-understanding and academically self-sufficient (Collins, 1994; Henk & Melnick, 1995; Ruddell, 1995).

Art of Teaching

Preshape Variables

The process variables described in the previous section concentrate on the teacher classroom behaviors that foster observable, academically effective changes in students' behaviors--the science of teaching. In this discussion, the focus centers on socially effective interactions that describe professional behaviors such as warm, involved, understanding, fair, likes children, likes to teach. Although most would agree that these form the cornerstone of qualities of an effective and influential teacher, they are difficult to quantify and consequently, may be difficult or impossible to alter--the art of teaching (Adams, 1983; Bain, 1991; Ellis, 1984; Oldham, 1990; Silcock, 1993).
In Dunkin and Biddle's model (1974) from the study of classroom teaching, the presage variables identify personality traits as a major component of the teacher properties. Previous research (Ruddell, 1995) on influential teachers used responses from former students to determine the five most distinguishable characteristics of influential teachers to be: uses motivating and effective teaching strategies (45%); helps with personal problems (21%); creates a feeling of excitement about the subject matter content or skill area (15%); reflects a sense of personal caring about the student (14%); and demonstrates adjustment of instruction to learner need (5%). These are the teachers who not only impact the student's academic life, but also the student's personal life through their love of teaching and motivation driven by student success (Oldham, 1990; Ruddell, et al., 1990).

The idea that the influential teacher accompanies the students beyond the classroom may support why "a good deal of effective teaching may not directly correlate with student performance measured by achievement tests" (Ornstein, 1991, p. 76). The research literature descriptors identify the friendly and warm teacher as democratic, the creative teacher is stimulating and imaginative, while the dramatic teacher bubbles with energy and enthusiasm. It is the philosophical teacher who encourages students to manipulate and massage ideas and concepts, never missing the opportunity to have students...
think out answers as the problem solvers (Ornstein, 1991; Ruddell, et al., 1990; Winograd, et al., 1990). Quite often the incidental and non-verbal influences of teachers is the most profound since it tends to be the modeled behaviors that are adopted by their students.

These are the characteristics that would lead to what Butland and Beebe (1992) describe as "teacher immediacy." This implicit communication theory utilizing smiles, head nods, use of inclusive language, and eye contact can be credited for increased learning. The nonverbal immediate behaviors such as smiling, relaxed body posture with expressiveness of voice increased the students' liking of the subject matter through the connection and positive relationship formed with the teacher (Sensenbaugh, 1995).

Those behaviors that are not skill-based would appear to transfer through modeling from one generation of influential teachers to the next generation of these instructors. Research on influential teachers at the primary grades (Ruddell, 1992; Ruddell, et al., 1990) and at the university (Ruddell & Harris, 1989) indicate that their beliefs and teaching effectiveness tend to be shaped by the following three key influences: "their parents" (Ruddell & Kern, 1986); "their own previous influential teachers, both in and out of school" (Ruddell & Kern, 1986); and "their self-identity as a teacher that motivates an intense desire to become a highly effective teacher" (Ruddell & Ruddell, 1995). A study of the University of California at
Berkeley's recipients of the Distinguished Teaching Award indicated that these professors encountered an average of 5.8 influential teachers from elementary school through graduate school (Winograd, et al., 1990). Between kindergarten and grade 12, research shows that high achieving students have an average of 3.2 influential teachers, while low achievers have only 1.5 of these teachers. Interestingly, both high and low achievers, in identifying distinguishing characteristics of influential teachers, responded in very much the same manner (Ruddell, 1992, 1995; Ruddell, et al., 1990).

Van Schaack's (1982) study of excellence in teaching identifies characteristics that were present in all of the "superlative teachers" in the study. Those teacher properties that tend to be skill-based are communicative skills and the use of the Socratic approach in teaching, mostly through thought-provoking questioning techniques. It is those properties that define a teacher's personality that seem to influence students both in and out of the classroom. Like the influential teacher, the superlative teacher attributed much of the success in the profession to a supportive family background. From this foundation evolves a teacher who has enthusiasm for teaching, is self-confident, warm with concern for students, and avoids failure of students. This combined with strong personal faith supports a sense of professionalism that is reflected in the inspirational leadership that is presented for
students to model (Ellis, 1984; Van Schaack, 1982). Van Schaack (1982) believes that "perhaps the reason for the dearth of research answers is that the researcher too often attempts to measure objectively what is a creative genius at work" (Van Schaack & Glick, 1982, p. 1).

**Implications for Elementary Literacy Classrooms**

Influential teachers are those teachers whose primary motivations are intrinsic, not extrinsic. Pastor (1982) concluded that three critical psychological states drive the motivation and high work performance of teachers: experienced meaningfulness, responsibility for outcomes, and knowledge of results.

The effective teacher develops a style for teaching that is influenced by personality traits and a personal philosophy that drives behavior and attitude. Through this style the influential teacher is able to integrate theories and practices into the classroom. It is this flexibility that integrates the effectiveness of various theories, and then allows for needed modifications to the classroom setting, students, and subject. The creative artistry of the influential teacher cannot be measured by such "behavioral characteristics such as movements, gestures, variation in voice and eye contact" (Van Schaack, 1982, p.1), but these can certainly be observed and reflected upon to determine effect. Ruddell (1992, tells us that "teachers must enable the affective and the cognitive to come together in the classroom" (p.612).
Good teaching and learning involves intangibles such as values, experiences, insights, and appreciations. Even though many teacher education programs are still driven by the process-product themes that are basically procedural and not integrative, the more current themes of contemporary research have been driven by influential components of teaching. It is these areas of adaptiveness, reflection, creativity, experimentation, and decision-making that translate into ownership and longevity of the learning process that is transferred from the influential teacher to student (Boyd, 1989; Herrmann, 1990; Keimig, 1984; Ruddell, 1995).

The university and school value systems are at times still in conflict. The university is shifting toward more questioning, while quite often the schools are still rewarding those teachers who have set procedures and an orderly classroom. The results are the teacher as a technician and not the teacher as a professional. Although principals' and peers' perceptions of effective teachers' profiles show a significant relationship (Bean & Zulich, 1990; Cherland, 1989; Flippo & Foster, 1984; Massie, 1990), are we to assume that the most important variable, the student, would make the same observations?

Summary and Conclusions

Review of instruments that attempt to evaluate the effectiveness and influence of the classroom teacher on students indicates that there are identifiable common
affective elements that are consistent in the process. These elements are characterized along a number of dimensions including the following: competence, warmth and personal caring, motivational expression, and positive attitude. It is these personality traits and motivational attitudes that do influence the way these teachers are perceived by their students and form a "vital link" with teaching effectiveness (Haggard, 1995; Oldham, 1990; Ruddell, 1995; Teddie, et al., 1990; Winograd, et al., 1990).

If, in fact, these teachers' influential characteristics can be identified and evaluated, then the preservice process for those aspiring to become teachers can incorporate these competencies, in partnership with the skill-based competencies and knowledge structures, into a comprehensive training program.

Silcock (1993) asked, "Can we teach effective teaching?" He describes effective teachers as "those who provide pupils with maximum opportunity to learn. The assumption that, beyond this, there are skills more likely to guarantee a teacher's success overstretches the responsibilities of the teacher and diminishes the responsibilities of the learner" (Silcock, 1993, p. 13). It is the socially effective teacher who is successful. Success is the blend between artistry and skill, both of which can improve with preservice teacher's knowledge structures so they will not only be course specific, but
will be integrated throughout the professional experiences of students. So another question to address is, "Can we teach or train an effective teacher to be influential?"

This is the teacher who Ruddell and Haggard (1982) describe as "that special person whom we recall in a vivid and positive way from our academic years" (p. 153).

Educators as professionals will be no more than mere fantasy until teachers are functioning in a metacognitive environment where there is a conscious awareness and control of one's professionalism. This self-awareness of influential characteristics and behaviors with control of learning should be the self-sufficiency package transferred to these teachers' students (Abdal-Haqq, 1989, 1992; Pratte & Rury, 1991; Sockett, 1996).

This training begins with the potential teachers exposure to their own influential teachers and a continuation of the process becomes ongoing with the entrance into the preservice program of these future teachers. As students, they are permitted to make mistakes in the protective environment of preservice training with the opportunity to employ reflective practice for self-improvement. Development of this practice addresses the dichotomies of theory-practice and science vs. art in an effort to improve professional practice. What impact will this have on continued effectiveness training of teachers?

Active involvement and direct input of the preservice and inservice teacher in the formative evaluation process
provides a sense of ownership and enhances continued participation. Teachers would be able to self-assess using instruments intended to evaluate effectiveness and/or influence, such as the Classroom Interaction Rating Scale (Ruddell & Haggard, 1982) and statewide assessment instruments.

When addressing the influential characteristics of these teachers, the evaluation process will have to be extended to include those most affected by the teacher—the students. This is an element of evaluation that has been absent in K-12, but almost exclusive as a means of evaluation in higher education. In an ever-changing society that impacts students and classrooms alike, can we continue to ignore that it is the "science of teaching" that allows students to function best in the classroom, but the "art of teaching" that supports the quality of that functioning beyond the classroom.
CHAPTER 3
METHODOLOGY

Research Design

Multiple Case Study

Spradley (1980) states that the single, general problem ethnographers address with ethnography is "to discover the cultural knowledge people are using to organize their behavior and interpret their experience" (p.30). This interest formed support for an ethnographic multiple case study of novice teachers (student teachers and first-year teachers). Features of ethnography include (a) exploring the nature of particular social phenomena, (b) working with "unstructured" data, (c) investigating a small number of cases, (d) analyzing data with explicit interpretation of human actions (Atkinson & Hammersley, 1994, p. 248). This ethnographic study focused on emic, or insider, perspectives and provided a forum for the student teachers and first-year teachers to discuss and describe their personal and professional experiences as educators.

As described by Lincoln & Guba (1985), the case study is the "primary vehicle for emic inquiry." This approach also provides the reader with tacit knowledge through inquirer and respondents' interplay. The probing for internal consistency provides "thick description" allowing for "judgments of transferability" (p.359). Yin (1994) presents case studies as the strategy of choice for "how" and "why" questions concerning contexts of real life.
Qualitative Component

Immersion into the environment of learning is a process familiar to educators. This familiarity is what creates a comfortable relationship between educational researcher and methodology of research. Teachers ask the "how" and "why" questions; questions that drive qualitative methodology. Howe and Eisenhart (1990) state that in this eagerness to be comfortable with research, researchers' justifications for their design are sometimes inadequate or unclear.

As the debate continues, it is not driven by methodologies, but issues of the epistemological underpinnings of the positivist-alternative paradigm split. The perspective of students, teachers, and parents on program effectiveness lends itself to detailed description. For many, this is the primary defining feature of qualitative inquiry (Bogdan & Biken, 1992; Erickson, 1986; Firestone, 1993; House, 1990; Howe & Eisenhart, 1990; Lincoln & Guba, 1985; Patton, 1990; Smith, 1990). If education is a field of study broader than a discipline (specific subjects) as stated by Shuiman (1988), then preferred methodologies of its other disciplines overlay and mesh into educational research.

Denzin and Lincoln (1994) state that the "researcher approaches the world with a set of ideas, a framework (theory, ontology) that specifies a set of questions (epistemology) that are examined (methodology, analysis) in specific ways" (p. 11). Interest in the preservice process
of teacher education programs and experience with these future educators creates many questions for an active researcher. The attraction of qualitative methodology is not solely driven by the research question. It is a desire to do more than observe and record data. It is the attraction to become an active participant in the research process that could provide insights that impact the teacher education program. Spradley (1980) speaks to this desire when he describes ethnography as "learning from people" rather than "studying people" (p.3).

To support the premise that qualitative research is credible when maintaining rigor in the process, a designed Qualitative Research Rubric (see Table 3.1) reflects those standards of qualitative research (Firestone, 1993; Howe & Eisenhart, 1990; Lincoln & Guba, 1985; Patton, 1990; Spradley, 1980) present in this study. Howe and Eisenhart's (1990) five general standards for qualitative educational research adapt and frame this researcher's rubric design. These five standards include:

1. The fit between research questions and data collection and analysis techniques.
2. Alertness to and coherence of background assumptions (review of literature).
3. The effective application of specific data collection and analysis techniques.
4. Overall warrant.
5. Value constraints - external, internal (p. 5-8).
Table 3.1
Qualitative Research Rubric

<table>
<thead>
<tr>
<th>Standards for Educational Research Studies</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Research Questions (Fit to Study)</td>
<td>X</td>
</tr>
<tr>
<td>• pedagogy</td>
<td>1</td>
</tr>
<tr>
<td>• policy</td>
<td>1</td>
</tr>
<tr>
<td>• social theory</td>
<td>3</td>
</tr>
<tr>
<td>• exact replications of original study (reliability)</td>
<td>0</td>
</tr>
<tr>
<td>• replications when conditions vary (generalizability)</td>
<td>1</td>
</tr>
<tr>
<td>II. Review of Literature</td>
<td>X</td>
</tr>
<tr>
<td>• assumptions derived from literature</td>
<td>1</td>
</tr>
<tr>
<td>• subjectivities made explicit</td>
<td>1</td>
</tr>
<tr>
<td>III. Effective Data Collection and Analysis</td>
<td>X</td>
</tr>
<tr>
<td>• data triangulation (credibility)</td>
<td>1</td>
</tr>
<tr>
<td>• interviewing</td>
<td>1</td>
</tr>
<tr>
<td>• participant observation</td>
<td>1</td>
</tr>
<tr>
<td>• videotaping/audiotaping</td>
<td>1</td>
</tr>
<tr>
<td>• reflective practice</td>
<td>1</td>
</tr>
<tr>
<td>• journalizing</td>
<td>1</td>
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<tr>
<td>• prolonged engagement (credibility)</td>
<td>1</td>
</tr>
<tr>
<td>• thick description (transferability)</td>
<td>1</td>
</tr>
<tr>
<td>• negative case analysis (credibility)</td>
<td>1</td>
</tr>
<tr>
<td>• member checking/stakeholders (credibility)</td>
<td>1</td>
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<tr>
<td>• peer debriefing (credibility)</td>
<td>1</td>
</tr>
<tr>
<td>• auditing (dependability &amp; confirmability)</td>
<td>1</td>
</tr>
<tr>
<td>• adequate disconfirming evidence</td>
<td>1</td>
</tr>
<tr>
<td>IV. Overall Warrant</td>
<td>X</td>
</tr>
<tr>
<td>• responds &amp; balances first three standards</td>
<td>1</td>
</tr>
<tr>
<td>• triangulation by theory</td>
<td>0</td>
</tr>
<tr>
<td>• discussion of disconfirming theory/evidence</td>
<td>1</td>
</tr>
<tr>
<td>V. Value Constraints</td>
<td>X</td>
</tr>
<tr>
<td>• external/&quot;so what?&quot; (transferability)</td>
<td>1</td>
</tr>
<tr>
<td>• informing and improving educational practice</td>
<td>1</td>
</tr>
<tr>
<td>• accessible conclusions to educational community</td>
<td>1</td>
</tr>
<tr>
<td>• internal/ethics (credibility of researcher)</td>
<td>1</td>
</tr>
<tr>
<td>• confidentiality, privacy, truth telling</td>
<td>1</td>
</tr>
<tr>
<td>• trustworthiness</td>
<td>1</td>
</tr>
</tbody>
</table>

Key: A= Reference letter to ethnographic case studies.
X= Presence of standard in the study.
1= Presence of standard component in the study.
0= Standard component not present in the study.

Adaptations and clarification of these standards insure that this study is steeped in credibility, transferability, dependability, and confirmability—the quantitative equivalent to reliability, validity, and objectivity.
Pilot Study

Lincoln & Guba (1985) refer to design for the naturalist as "a broad plan relating to certain contingencies that will probably arise, but the precise nature of those contingencies is unpredictable" (p. 259). From this much broader perspective emerges formatively developing relevant inquiries. Yin (1994) describes the pilot study as the opportunity to refine the resulting content and procedures. The pilot study reveals fascinating questions and intriguing patterns that provide direction for Spradley's (1980) focused observations.

The pilot ethnography focused on the professional and personal experiences of two novice teachers, a student teacher and first-year teacher. Based on data collected over a 4-month period, the ethnographer determined that teacher education programs must go beyond providing their students with a strong knowledge base if these new teachers are to survive in the "trenches" of public schools. Reflection on instructional experiences deeply merge strategies for effectiveness with content knowledge. Reflection-in-practice reported by these inexperienced teachers demonstrates ineffective integration of strategies into their lessons.

Both novice teachers felt that school survival rests heavily on the relationship between student teacher and
supervisor. As a result, the ethnographer raises questions about how excellence is valued and defined in the school culture. The story is not told with formal evaluations from the teacher education program and the cooperating schools. It is a personal story that must be expressed through the voices of the participants. Mentoring occurs at many different levels. First, the common frame of reference shared by the student teacher and the first-year teacher provides an atmosphere for candid communication. Scaffolding toward professional autonomy can occur through individuals with varied experiences. Each mentor provides the novice with a unique support system. Finally, educational reform is driven by emerging competent, professional classroom teachers.

Selection of Participants

Participants selected for the multiple case studies completed a similar teacher preparation program and expressed willingness to participate in the process. Purposeful sampling in search of "information-rich" cases (Patton, 1990) will lean toward those teachers who seem to offer the most "opportunity to learn" (Stake, 1994, p. 241). The strength of multiple case studies can be found in "comparison groups" as described by Glaser and Strauss (1967) and will allow for "sampling choices within and across cases" (Huberman & Miles, 1994, p. 441).

The selected informants were preservice students who had completed their language arts methods course with me as
instructor. Because of this previous relationship, selection of these students provided immediate confidence in their ability to be key informants in this process. These novices have the "capabilities for verbally expressing cultural information" (Briggs, 1986, p. 3). I not only knew them as students, but am familiar with the knowledge-base and field experiences provided by their professional program of study. Briggs (1986) finds that "growing up in a given speech community presents the language learner with innumerable opportunities to discover the rules that relate form, context, and meaning" (p. 39).

**Student Teachers**

Leslie (pseudonym), a traditional university student, is a twenty-two year old female who spent one year at another state university and transferred to Sugarland University to complete her studies in education. She is a longtime resident of this city and product of the parochial school system. Leslie comes from a family where teaching is the occupation of choice for the females. She stated, "I never considered doing anything else." Her grandmother and mother are retired school teachers, and one of her two sisters is presently teaching in the local, parochial high school. Her mother is also a product of the teacher education program at Sugarland University. She is single and is student teaching in second grade at Bayouland Elementary during the fall semester.
Toni (pseudonym), a non-traditional university student, is a twenty-five year old female who is married with no children of her own. While student teaching and participating in this study, she discovered that she is expecting her first child. She received the first eleven years of her public school education in a neighboring parish and completed her senior year and first year of college in Georgia. After moving back to Sugarland, she worked for a period of a year and entered the university majoring in business. She expressed visions of going to work wearing a suit and carrying a briefcase. Realizing she always wanted to be a teacher and was in the wrong field, she transferred to education, majoring in mathematics. The thought of only working with secondary students directed her into elementary education. Toni describes that decision to change her focus to elementary level as transforming—the "right fit." She will student teach in a third grade classroom at Bayouland Elementary.

Marian (pseudonym), a thirty year old non-traditional student, is married and the mother of two children ages four and three. She is a "bayou girl," a reference used for young girls "born and raised" in the Sugarland area. She is a product of the local public school system, except for grades four to six, when she attended a local parochial elementary school. Marian entered Sugarland University in 1985 as a marketing major, while working full-time in
various business jobs (cashier, apartment management, and various hospital positions).

In 1989, she and her husband moved to Colorado to fulfill four years of his military obligations. She spent this time working in real estate and upon returning to Sugarland in March of 1993, she returned to the university realizing she no longer wanted to be in marketing. She reported, "I was good at business operations, but didn’t like the curriculum. For me, there was only one other choice. Education was the only other profession I ever considered. My mother always told me I’d be one of two things—an actress or a teacher. Now I have both."

Marian completed her preservice requirements as a student teacher in a Bayouland Elementary first grade classroom.

First-Year Teachers

The two novice teachers participating in the pilot study as a student teacher and first-year teacher will continue to provide valuable information to this ethnographic study. Both are now first-year teachers, one entering year one and one completing the first year. Periodic interviews, self-evaluation through videotape viewing, and reflexive journalizing with participation in group meetings and discussions improves credibility through prolonged engagement. Testing for misinformation through meaning negotiation will strengthen the trustworthiness of this ethnography (Lincoln & Guba, 1985).
These informants were selected for the pilot study because of their perceived roles upon entering the profession. Nathan (pseudonym), the "artist," burst into his first year of teaching, while Caroline (pseudonym), the "scientist," anxiously approached her semester of student teaching.

"Good Teachers Are Born. I Was Born to Teach"

Nathan: I'm doing great! No problems! Yesterday was my second round of State Assessment Support Semester. It was a long day. The kids were very cooperative when the assessor did her observation. It was during center time that she came. She stayed for one and a half hours. She told me in our post-observation that she was impressed with how the kids worked together. She had all good compliments and told me she couldn't find a weakness to improve upon [Journal, 2-26-97].

Even the older teachers come to me for advice [Interview, 4-11-97].

Nathan "the Naturalist." Nathan, a "homegrown boy," is a native of Sugarland and has spent his entire life in what many refer to as "God's country." A 22-year old single, White male teaching in the kindergarten program at Bayouland Elementary, Nathan's presence evokes treatment similar to that of a long-awaited, welcomed houseguest.

He was educated in the public schools of Sugarland and received his education degree from the local university. He lives in the family conclave, a common practice in bayou country. Along Highway One, French settlements and farmsteads were measured by arpents. It is here that the parents traditionally built their homes, facing the bayou and later the highway paralleling the bayou, surrounded by the homes and families of their grown children.
You enter Nathan's kindergarten classroom prior to the beginning of the school day to music—"I be stroking! I be stroking!" Obviously, this is Nathan's "boom box" playing his music until the kids arrive. He is calmly walking around, preparing materials, and absorbed in his thoughts in this "village of the little people." Without a doubt, this is Nathan's place.

"Good Teachers Are Made. I Work at Being the Best Teacher"

Caroline: I like teaching. I always stay two weeks ahead on my plans. You know, I don't like to be stressed. I mean like once you are prepared...I had everything mapped out, little notes, and it eased me. Gave me something to hold on to.

If you know what you're doing, it shouldn't bother you. I feel confident. As long as you are well prepared. I know what they mean when they say 'PREPARE, PREPARE, PREPARE, PLAN, PLAN, PLAN.' If you get up there and you don't have anything planned, you are in big trouble...and you have to have extra stuff planned [Interview, 2-7-97].

Caroline "the Constructivist." Caroline is a White, non-traditional female student who completed her student teaching experience in a third grade classroom and is now beginning her first year in a kindergarten setting. She is 29 years old with varied work experiences prior to returning to college to complete her degree in elementary education. Caroline is a longtime resident of a small neighboring community of Sugarland, and a product of local parochial school education. Caroline is married with two children, ages 2 and 7, and lives with her husband and children along Highway One. The 7-year old is enrolled in a parochial school.
The parochial schools in this town seem to be an extension of the public schools to many residents. Teachers who are products of parochial schools, yet teach in the public schools, register their own children in parochial schools—an apparent unspoken evaluation of public school education or its environment.

Although many will state that they want their children to receive a "good Catholic education," some will refer to the better education received; but few will make reference to the fact that it is a traditionally White, segregated atmosphere their children enter as the alternative to public education.

A legitimate concern rests on a recently observed practice in this public school system. When there are no open positions in regular education available in the school or parish of choice for many of these new teachers, they are offered and accept positions as uncertified inclusion teachers. These support teachers previously classified as "special education" teachers are assigned to support one or more general education teachers and students with disabilities in the assigned classes. Since the focus of this study addresses acculturation of these novice teachers, both in their classrooms and in the school culture, it is noted that additional issues arise with this collaborative framework of instruction.

Oddly enough, familiarity with the "natives own discourse rules," clearly a perceived advantage, can
initially provide "communicative obstacles" as experienced in the pilot study. Although my role as researcher was clearly discussed in the initial interview with informants for the pilot, these novice teachers continued to view me through their student spectacles: still teacher, mentor, supervisor, and evaluator. Moving beyond that point took more transition time than anticipated, with occasional lapses throughout the field experiences.

While observing the student teacher participating in the pilot study, she prepared for her reading lesson and furiously worked with a defective tape recorder attempting to make it functional for her lesson. She was obviously planning to use a taped copy of the reading story provided with most of the current basal reading series and often used as a substitute for reading the story—a common misuse of these tapes in the classroom. The minute she began her lesson and pressed the "on" button, that action served as a memory prompt. While situated in the back of the classroom recording some of the student-teacher interactions, she raced to my desk as the students' began listening and following along in their textbooks.

Student Teacher (ST): Ms. C. (ethnographer), I know we should not use these tapes, but...

Ms. C.: You don't have to explain to me. I am not here as your teacher/evaluator.

ST: Oh no, but I do. I know why this is usually not acceptable.
Ms. C.: This is your class. Whatever you do is fine.
ST: Please let me explain. This is a Spanish story
and it is a narrative. There are many different people
talking and the names are difficult and unfamiliar to
the students; so I thought I would use the tape. The
characters' voices are very helpful in distinguishing
who's saying what.

She would not be stopped until she adequately explained
and justified her activity. As "teacher," this transfer of
knowledge from her preservice course delighted me, but the
"ethnographer" was concerned about the ability to gain
access to "the truth."

It is my history with these teachers that provides
knowledge to the process and gives a reflexive perspective
to this ethnography. This personal familiarity will
immediately provide entrance into interviews that are quite
informative, but as shown in the pilot study, observations
may be initially colored by the stress of those
observations, traditionally evaluative in nature. Given the
time constraints of this study and interest in the
professionalization process, this knowledge serves to
increase my level of awareness.

In an attempt to factor out these distortions, I
employed personal reflections-on-action through reflexive
journalizing (Lincoln & Guba, 1985). This treatment of
trustworthiness provided a bases for reflection-in-action
insuring nonjudgmental and reinforcing behaviors and
responses throughout the interview process--my effort to
achieve that ideal response, referred to by Briggs (1986) as
the "ideal true value" (p. 21). This keen awareness sets
the stage for nondirected and informal interviews where the
teachers provide direction and topics of interest and concern. A change of venue from the school environment for some of the interviews should serve to relax these teachers by creating dialogue in a more informal atmosphere.

**Data Collection**

The research timeline and procedures for data collection and analysis are presented in Table 3.2.

**Initial Procedures**

For the ethnographer entering a limited-entry social situation, Spradley (1980) suggests requests from necessary sources of permission. Consequently, the appendixes include permission letters for entrance and study from the superintendent of schools of the school district (Appendix A), the director of student teaching, and the College of Education Dean from the university (Appendix B), and preservice and first-year teacher participants (Appendix C). Videotaping participating teachers during classroom instruction required notification and permission of students' caregivers (Appendix D).

In adherence with The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research (1979), the LSU/PBRC: Human Research Subjects application for exemption (Appendix E) and the Nicholls State University Human Subjects Institutional Review Board, the HSIRB (Appendix F) were approved.
### Table 3.2
Data Collection and Analysis
Timeline and Procedures

<table>
<thead>
<tr>
<th>Phases</th>
<th>Dates</th>
<th>Tasks</th>
<th>Techniques</th>
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<tbody>
<tr>
<td>I. Introductions</td>
<td>4 months</td>
<td>Sources of permission</td>
<td>Letters</td>
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<tr>
<td>• Field Entry</td>
<td>Jan., 1997</td>
<td>Negotiate researcher role</td>
<td>Observation</td>
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<tr>
<td>• Design Issues</td>
<td></td>
<td>Define obj. interests</td>
<td>Descriptive</td>
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<tr>
<td>• Pilot Study</td>
<td></td>
<td>Fieldnotes</td>
<td>Informal/formal</td>
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<td></td>
<td></td>
<td>Prepare materials</td>
<td>Interviews</td>
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<td></td>
<td></td>
<td>Establish timeline</td>
<td>Audiotaping</td>
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<td></td>
<td></td>
<td>Entrance into school setting</td>
<td>Videotaping</td>
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<td></td>
<td></td>
<td>Explore data collection methods</td>
<td>R-on-P</td>
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<td></td>
<td></td>
<td>Effectiveness assessment</td>
<td>Journalizing</td>
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<td>Journalizing</td>
<td>Member checking</td>
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<td>Member checking</td>
<td>Peer debriefing</td>
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<td></td>
<td></td>
<td>Peer debriefing</td>
<td>Constant comparative method</td>
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<td></td>
<td></td>
<td>Develop pilot coding themes</td>
<td>Narrative</td>
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<tr>
<td></td>
<td>April, 1997</td>
<td>Develop pilot coding themes</td>
<td>Vignettes</td>
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<tr>
<td>II. Prospectus</td>
<td>May-June, 1997</td>
<td>Develop research questions</td>
<td>Review assertions (pilot)</td>
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<td></td>
<td>Refine methodology</td>
<td>Issues of rigor</td>
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<td></td>
<td>Est. timelines</td>
<td>Teacher</td>
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<td></td>
<td>July, 1997</td>
<td>Contact novice teachers</td>
<td>Teacher/researcher calls</td>
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<td></td>
<td></td>
<td>Introductory group meetings</td>
<td>Informal interviews</td>
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<td></td>
<td>August, 1997</td>
<td>Obtain necessary permissions</td>
<td>Letters</td>
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<td></td>
<td></td>
<td>Human subjects forms</td>
<td></td>
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<tr>
<td>III. Data Collection</td>
<td>Weekly</td>
<td>Observe teachers</td>
<td>Participant observation</td>
</tr>
<tr>
<td>Analysis</td>
<td>3.5 months</td>
<td>Collect artifacts</td>
<td>Journalizing</td>
</tr>
<tr>
<td>• Focused Research</td>
<td>August-Nov. 1997</td>
<td>Data analysis</td>
<td>Fieldnotes</td>
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<td></td>
<td>Monthly</td>
<td>Group meetings</td>
<td>Interviewing</td>
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<td>Effectiveness assessment</td>
<td>(audiotaping)</td>
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<td>Video evaluation</td>
<td>Videotaping</td>
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<td>Develop categories/confirm emerging themes</td>
<td>Member checking</td>
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<td>Peer debriefing</td>
<td>Constant comparative method</td>
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<td>Triangulation</td>
<td></td>
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<tr>
<td>IV. Synthesis of Findings</td>
<td>November, 1997</td>
<td>Identify assertions</td>
<td>Thick</td>
</tr>
<tr>
<td>Field exit</td>
<td>December, 1997</td>
<td>Write first draft</td>
<td>Description</td>
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<td></td>
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<td>Negative case analysis</td>
<td>Incorporate</td>
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<td></td>
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<td>Member checking</td>
<td>Vignettes</td>
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<td></td>
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<td>Peer debriefing</td>
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<td></td>
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<td>External audit</td>
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</table>
Research Questions and Data Collection

Qualitative methods consist of three kinds of data collection: in-depth, open-ended questions; direct observation; and written documents. Patton (1990) also notes that "pure description and quotations are the raw data of qualitative inquiry" (p. 31). Data collection for this study involved participant observation (Spradley, 1980), videotaped lessons for review and reflection, structured and informal conversational interviews, and journal writing. These methods support John Lofland's people-oriented mandates, as cited in Patton (1990), for collecting qualitative data: get close enough to the people and situation to personally understand the details, capture what actually takes place and is said, include pure descriptions, and include direct verbal and written quotes (p. 32). In an effort to gain insights into these teachers' actual classroom instruction, their "reflection-on-action" (Dewey, 1910) and "reflection-in-action" (Schön, 1983) experiences were recorded through journalizing and/or formal and informal interviews. Four rounds of lessons were videotaped throughout the study, two accompanied by participant observation and two simply to be viewed by the teacher for reflection and evaluation. The New Teacher Orientation Manual (1996) of the Louisiana Teacher Assessment Program points out that "the teacher, as the knowledgeable professional, is the person best suited to determine effective instruction for his/her classroom" (p. 9).
Consequently, the teachers viewed their tapes to determine the effectiveness of their lesson, using Component IIIA of the Louisiana Teacher Assessment (Appendix G).

Data collection techniques included document analysis, observations, videotaped lessons, and formal and informal interviews. The documents were analyzed using Spradley's (1980) domain analysis in search of cultural patterns including: taped lessons and interviews, participant observation fieldnotes, reflective journals, and teacher self-evaluations of effectiveness. Color-coded domain analysis workcards, as suggested by Spradley (1980), provided the structure for sorting through the anticipated volume of initial data in an effort to unitize and categorize. Structural questions resulting from the analysis of pilot study data provided direction for focused and selective observations in this study. Spradley (1980) recommends selection of an "ethnographic focus" through this process allowing observations of "smaller areas of behavior" (p.111).

Triangulation, a procedure in which these multiple methods of data collection through multiple sources, provided validity of the observed realities and added credibility to this study (Denzin, 1978). Focused and selective observations allowed the opportunity to better understand the world from the participant's point of view.

Emerging themes provided impetus for exact replications of the pilot study, while using additional informants,
assisted in gaining reliability. Through thick description, a sufficient knowledge base from the "sending contexts" will allow transferability to settings with "comparisons of similarity" (Lincoln & Guba, 1985, p.297).

Data Analysis

Various principles guide the analysis of collected data. Howe and Eisenhart (1990) state, "If credibility, warrant, is not achieved at this level, then the more general (and interesting) conclusions that ultimately rest on these low inference conclusions will be suspect" (p. 7). Triangulation of methods and sources increased the credibility of this study.

Cultural domains, categories of cultural meaning as described by Spradley (1980), were analyzed in a search for "cultural patterns." Glaser and Strauss' (1967) constant comparative method served to unitize and analyze the "emerging" categories. Gaining additional insights provided through comparison of secondary data sources (pilot study and interviews) served to establish reliability of this study.

Triangulation of the collected data (Table 3.1), a validation process, was accomplished through an audit trail. Halpern's audit trail categories (as reported in Lincoln & Guba, 1985) of raw data, data reduction and analysis products, process notes, and materials relating to intentions and dispositions provided thick descriptions (Geertz, 1973, for analysis. Transferability of findings
will only be possible with acute awareness that "piled-up structures of inference and implication through which an ethnographer is continually trying to pick his way" (p. 7) is based on his own constructions of data (Geertz, 1973).

Consequently, member checking by the stakeholders (alternating between student teachers and first-year teachers) and indepth review of disconfirming evidence through a peer debriefer occurred (Lincoln & Guba, 1981).

Focal groups met twice, beginning and ending the data collection period. Recorded perceptions of individuals, as well as homogeneous groups (student teachers versus first-year teachers) and heterogeneous groups (student teachers and first-year teachers) within and across sites verified trustworthiness of assertions generated. Yin (1994) describes this as the attempt of the ethnographer to use varied case details to build a general explanation that would fit each individual case. The conceptual framework of the pilot study served as the first case study.

Replication, as suggested by Yin (1994), will compare the emerging patterns of these five case studies to those of the pilot study. Generalizability and transferability are posited in this process of cross-case analysis.

Coherence of Background Assumptions

Since all research is judged against the "background of existent knowledge" (Anderson & West, 1995), a thorough and ongoing literature review ran the course of the study. Clear subjectivities were tied to data that was verifiable
and reliable. Balanced by research questions, literature and analysis of data, research implications were reported with a sense of capturing the nuances of each assertion.

**Value Constraints**

**External**

Presentation of research results that are accessible to the educational community and claims to inform and improve educational practice must be grounded theory (Lincoln & Guba, 1985). This test of external validity allows for the transferability of emerging interpretations tested through the context interaction of participating group members (Geertz, 1973).

**Peer Debriefer**

Credibility for this study was established by the peer debriefer, an experienced elementary teacher and doctoral student who has studied and completed qualitative research and was engaged in active research. She served as an "effective way of shoring up credibility" by providing regular guidance and "serving as a cathartic outlet" (Lincoln & Guba, 1985, p. 143). Participation of the debriefer in the final large group interview and discussion provided "eyes and ears" of a second researcher to review the perceptions of this investigator.

**External Auditor**

An external auditor continued this process of rigor by review of the study process towards its conclusion. Concerns of confirmability drive the following questions of
this audit: Are the propositions linked to data?; Are inferences from the data logical?; Is the category construction clear, concise, and supported by data?; Is inquirer bias present? (Lincoln & Guba, 1985; Patton, 1990; Yin, 1994).

A distinguished service professor of education who coordinates graduate studies at a regional university served in this capacity. His interest in the issues of this study, accompanied by professional knowledge, but limited experience with methods of qualitative research, strengthen the credibility, confirmability, and trustworthiness of assertions derived from this study. The auditor assisted in determining if the ethnography, using case study reports, functions as a "significant communication device" (Yin, 1994, p. 130).

Internal

Given the rigors of the standards outlined by Howe and Eisenhart (1990), trustworthiness is established by criteria of internal validity (credibility), external validity (transferability), reliability (dependability), and objectivity (confirmability). Geertz (1973) states, "it is not necessary to cover everything in order to understand something" (p. 23). Recognizing the problem of space limitations in reporting qualitative data, adherence to "design-specific" standards can be effective in helping to offset the methodological hegemony of positivism.
Credibility of Researcher

The researcher for this study is an experienced educator in both elementary schools and higher education. She has worked in literacy teacher-training and teacher education programs for over 20 years, serving in roles of classroom teacher, supervisor, coordinator, and consultant. Knowledge of preservice course content and varied field experiences of these novice teachers provided reference points for both the researcher and participants.

Ethics

Individual rights to privacy, confidentiality, dignity, and avoidance of harm promoted by Yin (1994) form the ethical basis of this study. Consent of participants, caregivers of the students in the classrooms that were videotaped, and voluntary participation was assured. The use of pseudonyms in reporting satisfies issues of confidentiality (American Educational Research Association [AERA], 1992). All novice teacher participants were informed of research purposes and procedures (Appendix H). Reflexive journalizing, member checking, peer debriefings, and the external audit provided continued attention to subjectivities and biases of the researcher (Peshkin, 1988).

Taken from the "Statement on Professional Ethics" of the American Association of University Professors (Windt, Appleby, Battin, Francis, & Landesman, 1989), the following guided this study involving past students of the ethnographer.
Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry (p. 592).

**Composing the Report**

Yin (1994) acknowledges that audiences of case study reports tend to be more diverse than other forms of research. The case study itself serves as a communication device where meanings and interpretations are shaped by the text (Stake, 1994). In an effort to allow the true “voices” of reform to be heard, assertions were filtered through thick descriptions, supported by the language of narrative vignettes involving these novice teachers. These multiple case studies contained individual cases into the collective (student teachers, first-year teachers, novice teachers), and some cross-case chapters.

As participants in a pilot study, information and artifacts collected from the two first-year teachers formed the cornerstone of this study. Continued participation allowed a prolonged relationship between these participants and the researcher. Methodologically, the pilot provided, not only the focused questions, but established what Yin (1989) called “logistics of field inquiry” (p. 81).
CHAPTER 4
STUDENT TEACHING PROGRAM

Conceptual Framework

The Student Teaching Handbook of the Sugarland University College of Education (1996) describes the conceptual framework.

Programs of study in education for teaching are based on the conceptual framework that the teacher is a "Decision-Maker." The objective of the Sugarland Teacher education program is to prepare students to become professional elementary and secondary teachers and specialists in various curricula areas (e.g. reading, special education, early childhood education). Individual programs of study, in teacher education are reflective of a conceptual framework rooted in the belief that effective teaching-learning is directly related to the role of the Teacher as a Decision Maker. The knowledge base associated with this conceptual framework provides for a broad general education, mastery of instructional content, and professional competencies for translating knowledge and theory into teaching practice (p. 1).

The three components of focus in this model include content knowledge, teacher behaviors, and learner behaviors. The major dimensions of the teaching process—planning, implementing, and evaluating—demonstrate the interrelatedness of these components.

Administrative Design

Transferring theory from university classrooms into practice in actual school settings is the shared responsibility of the University and area school districts. The carefully supervised student teaching experience bridges the student’s college education to a career of teaching. Kauffman (1992) notes a discrepancy between perceptions of university supervisors and cooperating teachers regarding
preparedness of student teachers. Focus of the university coordinator is on theory while the classroom teacher stresses practice.

University Coordinator

A university faculty member, the coordinator serves as liaison between college and cooperating school. In this capacity, the university coordinator conferences with the supervising teacher and the student teacher during pre- and post-observation visits to the local school classrooms. Evaluations are completed for each three to four semester visits culminating in review of mid-semester and final evaluations of supervising teachers. Progress and problems are reported to the Director of Student Teaching with written recommendations, if necessary.

To insure coordination and consistency of practice and methodology, inservice programs are developed for student teachers, supervising teachers, and principals. The partnership and cooperation of the participating schools is traditionally strengthened by the public relations effort of this university ambassador.

AACTE (1991) reported teaching and research responsibilities at the University limited interactions between the university coordinator and the cooperating teacher. This led to differing role expectations and lack of collaboration between these two student teacher mentors.
**Supervising Principal**

The supervising principal is the administrative official in the cooperating school and consequently, provides the student teacher with an orientation to the school. The academic leader observes and evaluates each student teacher in the school, recording progress and suggestions for improvement. Nidds and McGerald (1996) conducted a survey of school administrators and results reported a desire for young teachers not only to have a firm grasp of their content areas, but sensitivity to issues of diversity, classroom management, and communicating with parents.

As advocate, the principal insures the transition and acceptance of the student teacher with the school staff and student body. In this capacity, the principal is also responsible for notifying the University of absences of supervising teachers. The student teacher is not to be utilized as a substitute during the student teaching experience and does not remain in the classroom in the absence of the supervising teacher (College of Education, 1996).

**Supervising Teacher**

A skilled, experienced professional, the supervising teacher is a certified supervisor of student teachers. As advocate, mentor, friend, and master teacher, the classroom supervisor plays a most important role in the process of guiding a student teacher toward professional autonomy. A
concern of Kauffman (1992) is a student who exits the student teaching experience modeling only those behaviors of the supervisor. Lack of theoretical and general principles leaves the novice teacher ill-equipped to handle a variety of classroom situations.

The College of Education Student Teaching Handbook (1996), specifically states that during an apprenticeship, the supervising teacher assists the student teacher in (a) developing techniques in classroom management, (b) recognizing and providing for individual differences, (c) organizing and presenting materials, (d) experiencing school duties and extracurricular activities, and (e) planning observations in other academic areas and/or other grade levels when feasible (p.7).

Continuous evaluation of progress is recorded in a daily log that is shared with the student teacher. Included in this log are observed strengths, weaknesses, and suggestions for improvement. Some supervising teachers use this log as a dialogue journal with the teacher-in-practice and expect responses and reflections, while others simply require the reading and signing of each log entry. Kottkamp (1990) reminds us "we cannot reflect for anyone else" (p. 199). As supervisors, we provide conditions, structure, and data for reflection-on-action through descriptions rather than prescriptions. These comments provide documentation supporting the Student Teacher Evaluation (Appendix I)
completed on each student teacher at mid-semester and end of semester.

The Program

This "on-line" practice of "off-line" preparation is culminated in planning and organizing of large units of work and daily plans. Following the form and process introduced and practiced during the university classroom experiences, these plans for instruction must demonstrate a strong grasp of content knowledge.

Concern for the students, their needs, interests, and comfort, is imperative. Varied presentation styles and techniques, accompanied by levels of questioning triggers student interest and responses. Curriculum should be integrated with a positive attitude and genuine concern for diversity and the individual needs of students.

The consummate professional is simply performing a dress rehearsal—be prompt and prepared; work cooperatively with school personnel; be adaptable and accept criticism; exhibit eagerness and interest; dress appropriately; speak and write with correct grammar and patterns of speech; and exhibit maturity and withhold judgments (College of Education, 1996). This leads to a substantial degree of autonomy and self-governance, ingredients often lacking in the profession of teaching (Abdal-Haqq, 1992).
Planning

The Calendar

Each semester the student teachers are presented with a calendar to reference important dates and semester events. Figure 4.1 is the Fall 1997 Student Teacher Calendar distributed to the preservice teachers participating in this study.

Assignments

Applications to teach must be filed early in the preceding semester to student teaching. Students request top three school choices, grade-level choices, and certified supervising teacher. Requests are honored whenever possible, and students are not allowed assignment in a school where there are immediate family or relatives. Tentative assignments are forwarded to the supervising principal and teacher and following approval, the student teacher is notified by the Director of Student Teaching. The student teacher is expected to visit the assigned school and supervising teacher a minimum of one time during the semester prior to student teaching (College of Education, 1996).

Teaching Duties

The first two weeks of the student teaching experience, a period of orientation, involves observations of teachers and students. Basically a "get acquainted" time, the
### FALL 1997

**STUDENT TEACHER CALENDAR**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 14</td>
<td>Thursday</td>
<td>Meeting of Supervising Teachers/Principals</td>
</tr>
<tr>
<td>Aug. 15</td>
<td>Friday</td>
<td>Meeting of University Coordinators</td>
</tr>
<tr>
<td>Aug. 15</td>
<td>Friday</td>
<td>Mandatory Orientation-All Student Teachers</td>
</tr>
<tr>
<td>Aug. 13</td>
<td>Monday</td>
<td>Required Reporting Date to Schools</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Monday</td>
<td>LABOR DAY HOLIDAY</td>
</tr>
<tr>
<td>Sept. 12</td>
<td>Wednesday</td>
<td>Mandatory Seminar for All Student Teachers</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Monday</td>
<td>Mandatory Seminar for All Student Teachers</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Wednesday</td>
<td>Mid-Term Evaluations Due (Must be hand delivered by student*)</td>
</tr>
<tr>
<td>Nov. 5</td>
<td>Wednesday</td>
<td>Mandatory Seminar for All Student Teachers</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Friday</td>
<td>First Day that a student teacher will be considered for Early Release from Student Teaching</td>
</tr>
<tr>
<td>Nov. 14</td>
<td>Friday</td>
<td>Last Day to Submit Nominees for outstanding Student Teacher</td>
</tr>
<tr>
<td>Nov. 27-28</td>
<td>Th./Fr</td>
<td>THANKSGIVING HOLIDAYS</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>Monday</td>
<td>Final Scheduled Day for Student Teaching</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>Tuesday</td>
<td>JOB FAIR (Student teachers must hand deliver Final Evaluations**)</td>
</tr>
<tr>
<td>Dec. 3</td>
<td>Wednesday</td>
<td>Seminar for Student Teachers excused from an earlier seminar (3:00 P.M.)</td>
</tr>
</tbody>
</table>

1. Each University Coordinator will schedule meetings, as needed (a minimum of three) with the Supervising Teacher and/or Student Teacher. The times will be a mutual agreement between all parties.

2. Student teachers will follow both calendars of S.U. and the Parish where they teach. However, if S.U. has a holiday and Parish does not, the student teacher will follow the SUGARLAND CALENDAR UNLESS HE/SHE ELECTS TO REPORT TO DUTY AFTER CONSULTATION WITH HIS/HER SUPERVISING TEACHER AND DIRECTOR OF STUDENT TEACHING.

3. ALL DAY STUDENT TEACHING - Actual teaching by student teacher must begin as soon as supervising teacher determines the student teacher's readiness. The student teaching experience must meet the state minimum of at least 130 hours in actual teaching, to include a minimum of 10 all-days.

*University Coordinators will return evaluation to school.
**Unless instructed not to.
student teacher becomes familiar with the school, materials and equipment, records, and policies. Numerous field experiences in earlier coursework provide the student with a dose of what June Edwards (1996) calls "a firsthand look at how society's problems come to bear on student learning" (p. 56). Hopefully, some thought to ways of helping students cope can improve effectiveness of these future teachers.

Student teaching involves a minimum of 270 clock hours in the classroom with 130 of those hours involving actual teaching experiences. A minimum of ten days must be dedicated to "all-day" teaching experiences. Nonteaching duties are performed in cooperation with the supervising teacher. Depending on the educational level of the elementary students, suggested activities for additional involvement may be part of the experience (Appendix J).

Seminars

All student teachers are mandated to attend two professional seminars planned and presented on the University campus. Topics of interest, as determined by need and request of the student teachers in a seminar survey, provide support and means of continuing education for these novice teachers. Addressing accountability and teacher education, Angela Sewall (1997) states the importance of visibility of supervisors in the schools. Presence, not only to observe and evaluate, but to teach and develop an awareness of the needs and demands of the
teachers. Training should be ongoing and conveniently scheduled in the practitioner's arena.

The two issues presented in the seminars of the Fall of 1997 included discussions of strategies for included and mainstreamed special education students followed by classroom management. Of the students who responded to the statement, "The topic I would like to see covered in the next seminar," approximately half requested more information and support on classroom management/discipline. Consistently, new teachers dealing with today's students request these topics.

Following the second seminar on classroom management, evaluations reflected continued requests for more information on this topic. In addition, these new teachers felt isolated as supported by requests to form a support system with statements such as: "Possible meetings after graduate to get together—sort of a support group" and "I would like to share comments and experiences with other student teachers" (Seminar II Minutes, 10-3-97).

Implementing

Planning for Instruction

The model for instruction utilizes an inquiry method and concerns "what (instructional objectives), how (activities/content), and how well (evaluation)." One week prior to teaching, the plans are submitted to the supervising teacher for review and evaluation. A detailed form of planning, presented in planning and instruction
classes at the University, guides the student throughout this process of planning for instruction (Appendix K). Once the supervising teacher determines the preparedness of the student teacher, abbreviated plans may be acceptable. The entire semester's schedule of teaching is cooperatively determined by the supervisor and student teacher (College of Education, 1996).

**Professional Conduct**

Emphasis is placed on communication with the supervisory personnel to insure that professional conduct is maintained at all times. Initial conferences with the supervising teacher should clarify duties and responsibilities with a clear understanding of procedures to deal with any possible misunderstandings. Negativism and unethical behavior in dealing with the school staff and students is not tolerated and student teachers are reminded of the value of criticism associated with this apprenticeship [Minutes, 9-10-97].

**Evaluating**

A continuing, cooperative process helps student teachers begin to self-assess their own strengths and weaknesses. David McNamara (1990) described teachers' thinking as "acting intelligently in practical situations." He elaborated, "if we wish to address students' thinking we should do so in terms of the actual problems which they encounter in the classroom and which they nominate as significant" (p. 155). The daily logs provide the direction
and stimulus for discussions on instructional improvements. The midterm and final evaluation forms (Appendix I), once discussed are signed by both the student teacher and supervising teacher. The principal reviews and signs these evaluations and completes one at the end of the semester.

Final recommendations of the supervising teacher, subject to approval by the university supervisor and Director of Student Teaching are reviewed. Completion of the experience and review of supporting data results with a "satisfactory" or "unsatisfactory" grade.
CHAPTER 5
CASE STUDIES OF STUDENT TEACHERS

The three student teachers serving as informants for this study represented a sampling of the typical elementary school teacher--traditional college female, single and living with parents; non-traditional college female, married with child; non-traditional college female, married with family. The voices of these three preservice student teachers completing their last semester of undergraduate studies will be presented in this chapter.

Categories

Topics for categorization emerged through analysis of data collected in the field. Participant observation, and information provided by the participants using interviews, reflective journalizing and assessments form the focus for review. Major categories and broad topics center around the theoretical framework of these novice teachers' program of education, the teacher as decision-maker: (a) understanding personality type, (b) planning for instruction, (c) teaching duties, (d) activities for additional involvement, and (e) evaluation.

Understanding personality type involves discussion of each teacher's preferences as described in the Myers-Briggs Type Indicator (M.B.T.I.).

If I do not want what you want, please try not to tell me that my want is wrong.

Or if I believe other than you, at least pause before you correct my view.

76
Or if my emotion is less than yours, or more, given the same circumstances, try not to ask me to feel more strongly or weakly.

Or yet if I act, or fail to act, in the manner of your design for action, let me be.

I do not, for the moment at least, ask you to understand me. That will come only when you are willing to give up changing me into a copy of you (Keirsey & Bates, 1984, p. 1).

Western world philosophies of democracy espouse equality. In translation, if people are equal then they must be alike. Carl Jung (1920) said that people have fundamental differences. He thought people had preferences on how they function and believed they could be "typed" by these preferences. Unlike dynamic or behaviorist psychology that explains behavior in relationship to unconscious motives or past experiences, Jung attempts to describe behaviors as preferences driven by temperament (Keirsey & Bates, 1984; Myers, 1987).

As underclassmen at the University, all of the participants were administered the Myers-Briggs Type Indicator (M.B.T.I.) during their freshman year. This tool, devised by Isabel Myers and Katheryn Briggs, supports Jung's theory of psychological types. It identifies sixteen different patterns of action that can be classified into four temperaments (Myers & Myers, 1980). Based on the premise that all preferences are of equal importance, the M.B.T.I. is a tool to help people. Hirsh & Kummerow (1987) view its value in helping people (a) understand themselves and their behaviors, (b) appreciate others so as to make
constructive use of individual differences, and (c) see that approaching problems in different ways can be healthy and productive for an organization (p. 3).

Participation in a university course on orientation to college life allowed these students to reflect on their psychological types or personality preferences. Type is described by focus of energy and attention, gathering of information, making decisions and judgments, and relating to the outer world (DiTiberio & Hammer, 1993). Understanding these preferences also provides the opportunity to view the differences in others from a different perspective— one that welcomes and accepts diversity, rather than create a desire to "make others more like us."

Extraversion (E) preferences focus on the outer world and are energized by people and events, while introversion (I) creates energy internally. The focus is on thoughts, feelings, and impressions. Information is gathered either through sensing (S) or intuition (N). Sensing types define reality through their senses and focus on practicality, while intuitive types focus on possibilities. With the information gathered, decisions, conclusions, and judgments are determined through thinking (T) or feeling (F). A preference for thinking engages objectivity and logic, while feeling types base decisions on "person-centered values."

In relating to the outer world, a preference for judging demands structure and organization with conclusions, while
preferences toward perceiving keeping options open to new possibilities.

A normed instrument developed over twenty years, the M.B.T.I. addresses issues affecting classroom/school performance of both teachers and students. It gives insight into learning styles versus teaching styles, into relationships with colleagues, and into associating type to effective teaching (DiTiberio & Hammer, 1993; Hirsh & Kummerow, 1987; Jensen, 1987; Keirsey & Bates, 1984; Provost, Carson, & Beidler, 1987).

Planning for instruction takes many forms and schedules. The Student Teacher Handbook (1996) specifically described the procedure for planning, yet each supervisor adapted this schedule according to personal preferences. At times those requests were not in accordance with the stated requirements and personal adjustments created inequities in the planning process.

Toni: So far my plans are due on Thursday. She (supervising teacher) hasn't made a schedule yet; so I had the weekend plus another whole week before I turn those things in.

Leslie: Mine's due the Monday before the Monday I teach. Like, if I teach on a Monday, my plans are due the week before.

I prefer the long form (detailed plans) because I write mine so early that when I am ready to teach the plan I forget what I meant or what I intended to do.

Marian: I turned in my lesson plans for this week today. I still haven't gotten my topics for this week yet. Mine are due Tuesday because we're off this Monday (Labor Day) and I don't have my topics yet.
For me, I'd prefer to have the whole month. It would be easier for me. I think I would feel prepared. It may be the reason why I feel like... Every night I'm killing myself trying to get through what I have to do for the next day. In addition to what I had to teach today, I had to write eight lesson plans. I mean, that's too much [Interview, 9-28-97].

As new student teachers most of the fears centered around the amount of planning required and the anticipation of "how much time it would take up? Being pregnant, I'd be really tired and worn out" [Toni, Interview, 9-28-97].

Marian: I got 4 hours sleep every night this week.
Toni: You are kidding.
Leslie: I go to bed around 2:00 A.M.
Toni: I go to bed at 9:30 P.M. The first week of school I was in bed for 7:30 P.M. I wasn't sleeping, but I was relaxed and taking it easy. This week 10 o'clock might have been the latest that I've gone to bed [Interview, 9-28-97].

Teaching duties, specified in terms of minimum hours (180) and full days of actual classroom teaching (10), dictate the parameters of the student teaching program. In performing these duties, underlying expectations included what Dilworth & Imig (1995) identify as (a) a firm grasp on the content of the courses they teach, (b) the capability to apply this knowledge in the classroom setting, (c) skills to devise appropriate learning tools, (d) the ability to make informed assessments of student's work, and (e) the inclination to analyze their own work and the work of others in the school (p. 5).

Duties generated many expressed uncertainties and anxieties for these teachers-in-training. Again, specific
duties dictated by individual supervisors placed unequal demands on students.

Leslie: I'm telling you, your workload depends on your supervising teacher and your grade level. First of all, I have a very demanding supervising teacher. She's a perfectionist. She's been teaching for 25 years; she knows what she's doing; she expects you to know. She expects perfect work. Your plans need to be perfect, turned in on time, and she likes nice visuals. I mean nothing but the best.

Toni and Marian: Lower grades demand a lot more. I've never done less than two lessons per day [Interview, 11-5-97].

Activities for additional involvement supported collegiality and collaboration. General and directed observations, records and paperwork, extra curricular activities with participation in other school-related activities, and duty assignments constituted involvement other than actual classroom instruction (College of Education, 1996).

Leslie: I have to go to everything. I'm on duty and I go to faculty meetings. The only thing they let me off of this semester was the inservice for the parish teachers. I didn't have to go to that.

Marian: I didn't have to go, but I went anyway.

Leslie: Open House--everything.

Toni: My supervisor said I advise you to come. You don't have to, but it's a good idea that you do.

Marian: I mean, what do you say to that? I think she expects you to go [Interview, 11-5-97].

Evaluation provided feedback on classroom needs while learning new teaching techniques through counsel with principals and other teachers. Classroom records and lesson plan review, accompanied by classroom observation by several
individuals provided information about a teacher's performance. Peer and self-evaluations gave valuable perspectives that few school systems require (Boyd, 1989).

Marian: It's kind of strange that you were talking about a journal because I was actually thinking about keeping responses of my own. I've been teaching all this week, I mean just one lesson a day. I teach math all this week, but I still haven't felt a dynamite explosion about any of my lessons. I read my journal comments from my teacher. She gives me these glowing remarks. I don't know if she's just trying to make me feel comfortable in the teaching setting at this point and time and maybe she'll be a little more critical; but, I almost want her to tell me--You really screwed up [Interview, 9-28-97].

When you have a good supervising teacher who has a lot of these tips to share with you and you carry that on; plus the information we get from the other teachers when you have grade-level planning. It adds to your repertoire when you have to teach something. You have so many other avenues that you can just walk down [Interview, 11-5-97].

Three Case Studies

Leslie

A Day in the Life of Leslie ("Single, Living at Home")

My alarm was set for 5:00 A.M. I hit snooze twice. Finally, I got out of bed at 5:30. It felt like I had just gone to bed two hours before.

6:15 A.M. My make-up and hair was completed. I walked downstairs to find my clothes ironed, my brown lunchbag, and aluminum foil out and ready to go. Isn't my Mom grand?

6:45 A.M. I finally made it out of the house. I arrived at school about 5 to 7. Made it to my class by

7:00 A.M. It's sad when you make it to school before the janitors do.

7:00 - 9:00 A.M. I worked on everything I needed for all my lessons today. I went through each subject. I started with math and went through reading and so on. I made little piles on the front table with the materials needed.
9:10 A.M. My supervisor had to leave until 10:00 A.M. for Reading Recovery. That meant I couldn't begin teaching until about 10:00. That meant all my lessons would be pushed back. What's new? I started to feel anxious. Would I finish everything I had planned today?

10:00 A.M. I began teaching math. My lesson was interrupted by the first recess bell at 10:40. We still had some things to finish up after recess.

10:50 A.M. The kids were back in the room and the math lesson continued until 11:10.

11:40 A.M. Lunch...and I was just starting reading. I was just thinking how wonderful it was to feel so rushed. I had to cut my reading lesson short because there was no way I could teach a 60 minute lesson. I was already one hour behind schedule.

11:40 - 12:15 P.M. I had a few things to finish up in reading after lunch. Just when I started my language lesson I had a few students who had to leave for Reading Recovery. I had to shift gears to spelling until my students got back.

I hate switching back and forth from language to spelling. It breaks the rhythm.

A few minutes later, I was interrupted again. The speech students had to leave. Now I'm left with half the class.

1:00 P.M. All of my students are back in class so I had to switch gears again and get back to language. I finished language just as the afternoon recess bell rang at 1:40.

1:50 P.M. The kids are back in class. They copied their homework assignments in their notebooks and I walked around and checked them.

2:00 P.M. I began teaching Social Living. I had to finish up yesterday's lesson that I didn't get to finish because we had computer class.

3:00 P.M. I began an art lesson. We stopped at about 3:25 and I got the kids ready to go.

3:40 P.M. All the kids were out of the room. Thank goodness. That was the first time I had a chance to sit and rest. I packed a few things and went home.
4:00 P.M. I had to take a nap.

6:30 P.M. Went to the gym to work out to relieve some stress. I got home at about 7:45, took a shower and ate supper and I started getting my things together for about 8:15 P.M. Did visuals; made out some tests; got booklets together.

11:30 P.M. Got to bed. This is about the earliest I have gone to bed all semester. Can't wait til this is all over.

Understanding Personality Type

**Extroverted sensing with feeling (ESFP).** True to her personality type, to capture the essence of Leslie, let her entertain. She was a performer whose wit, charm, and clever bantering kept the group meetings and interviews sprinkled with humor and laughter. Each reference about being single and living at home, brought comments such as "go ahead, just rub it in and oh yes, but my Momma does my sentence strips and my word cards for me" [Interview 9-28-97]. Her love of drama, characteristic of ESFP was effective in education, especially the elementary classroom (Keirsey & Bates, 1984). Her supervisor stated, "she makes her students feel comfortable and relaxed through a bit of humor" [Evaluation, 10-3-97; 12-2-97].

**Learning style versus teaching style.** Leslie's sensing preference promoted learning through memorization of facts. She seeks specific information in pursuit of practical knowledge for immediate utility. As a university student, she followed instructions explicitly and liked pleasing her instructors. She related best to faculty who established a
link with the students and this personal rapport is present with her students.

While observing Leslie teach, you seem privy to her occasional sidebars intended only as a release of tension. Refusing to recognize gloom and doom, Leslie often used her wit to diffuse stressful moments during her teaching (DiTiberio & Hammer, 1993; Hirsh & Kummerow, 1987; Keirsey & Bates, 1984). Observing a lesson that was obviously not developing as planned, I sensed Leslie becoming more and more tense when she quipped, "Well, let's pack it up and move it on" [Fieldnotes, 10-8-97]. As any good stand up comic, Leslie's sensitivity and adaptability made shifting gears a normal part of her teaching. Student response equates to audience laughter. In its absence, Leslie proceeds to adapt, reteach, or pray for relief. During a reading lesson including predicting and verifying predictions she reflected:

This is where the confusion set in. I started to feel very uneasy at this point. I decided to put a transparency on the overhead. This confused them even further. At this point, I had no idea what I could possibly tell them to help them understand the concept. I wanted so badly for them to understand. I began to wonder if I had introduced the concept in an appropriate manner. I became very tense and I believe it was felt by my students also. Thank God for the bell [9-10-97].

DiTiberio & Hammer (1993) describe ESFP's memories as good for facts and events, which makes them prone to narrow questioning skills in their teaching. Leslie developed reading lessons where students were continuously verifying predictions. With support of professional methodology
course experience, the teacher's manual from the basal series, and guiding comments from her supervisor, Leslie progressed into a comfort zone for higher order questioning. The questions were no longer simply planned and rehearsed, but spontaneous and focused. Comments such as "good thought probing questions" [9-3-97] and "good questions to help them think about story content" [10-21-97] laced her student teaching log.

As a perceiving type, Leslie likes to: solve problems informally, work spontaneously, and adapt to events (DiTiberio & Hammer, p.6). Unfortunately, as a teacher-in-training these natural instincts, considered strengths in your own classroom, can serve to present problems. A supervisor who is extremely structured possesses a teaching style at odds with the student teacher's. Rather than reinforce these teachable moments of reflection-in-practice, Leslie read this type of comment in her supervisor's log if lesson adjustments veered too far from the plan.

Just a reminder—when you see a need to make a change in your plan, please let me see it and sign it before you teach [9-17-97].

Predictable versus unpredictable caused much frustration at times for this novice teacher. On one side of the continuum meet a supervisor who is so organized she probably has "a file folder for Kleenex and labeled Kleenex" [Interview 11-5-97]. Provost, et. al (1987) contrasts the extroverted sensing type as "often exhibiting a flare in their presentations and thriving on spontaneous response to
people and environment, often producing their best work under such conditions" (p.232). Leslie, a perceptive teacher with a natural style, uses sensing with feeling when the boy-girl class ratio served as a realistic example explaining bar graphs in her math lesson. Varied examples of process learning drew this final evaluative comment from her supervisor—"she has a knack for interjecting daily life situations into her lessons" [12-2-97].

**Dealing with stress.** Of the sixteen personality types described by Myers (1987), ESFP's have the lowest tolerance for anxiety. Observing Leslie’s teaching experiences and reading her reflective journals, her keen awareness to student responses caused the majority of her stress. As a sensing learner, Leslie wanted concrete, practical examples. She wanted to practice and perfect a skill she had learned in her professional education (Jenson, 1987). When asked during an interview with the other student teachers, "What would you change about your preservice experience?" She initially replied, "Ban Education 365 (language arts methods class requiring extreme amounts of work and causing the most complaints with preservice students)!" Once the laughter subsided, she commented, "Nothing truly prepares you" [11-5-97]. Leslie wore her humor like a protective shield.

For a personality type that feels "imprisoned and restricted" (Jenson, 1987, p.187) in a highly structured environment, Leslie's desire to please in classroom and academic performance created an unusual amount of anxiety in
her life. She reported having problems with stress attacks for the past two years that caused breathing difficulties rendering her immobile. An extroverted personality turned to one who spent most of her time in her home. These attacks caused such problems for her in the past that she used medication to control them.

A semester of student teaching with the normal amount of stressors created no unusual problems for Leslie until the final all-day experience. Entering the school building, I was greeted with a student teacher who was frantic and frustrated. She commented on how terrible it was to end this experience in such an awful manner, but failed to elaborate on the cause of the problem. A few minutes later when I walked into the classroom prior to the morning bell, Leslie cried uncontrollably and so upset she seemed to be hyperventilating. Leslie described the experience in her journal.

The only way I can describe today is to say that it was an absolute nightmare. I can't believe what happened on the last day. The whole semester went so smoothly and to have it end this way is very disappointing.

I guess the stress got to my head. When I arrived at school, I forgot I had written and run off my tests. I started running all around school trying to write and run off tests that had been done a week in advance. The entire situation could have been prevented. I am just so relieved that is over. Now I can be my own boss and run my own show. No one will be looking over my shoulder commenting on every move I make. Student teaching is not realistic [11-21-97].

Relationships with colleagues. Familiarity with the faculty prior to her student teaching experience served as a
double-edged support system. Leslie, surrounded in this nurturing environment by teachers connected to her family, felt self-imposed pressure to demonstrate optimum performance to gain this family's approval. When discussing her overall perception of the teachers at Sugarland Elementary, she responded:

All those teachers have been teaching for 20 years over there. I'm with people who taught with my Mom. All my Mom's best friends are here and they still get excited about teaching [Interview 9-28-97].

Yet, while the other student teachers felt inferior and intimidated, Leslie was greeted by familiar and supportive family friends. Those she did not know were instantly charmed by her outgoing personality. She knew what she described as the "inside scoop" from the school [Interview, 10-16-97]. Leslie was not just another inexperienced student teacher; she was a member of the school family. Immediately, she shared at the group interview:

You can tell teachers that badmouth and complain all day. Those are the teachers who don't earn the respect of their fellow teachers.

You know Ms. Chris (supervisor) never complains. That's how you earn respect. Even people who come from Sugarland U. say the same thing [11-5-97].

Planning for Instruction

Leslie's planning was characteristic of her type. She looks for what Myers (1987: refers to as the "satisfying solution" (p.19) rather than promoting any potentially conflicting ideas of her own. She commented to another student teacher concerned about staying up at night
Leslie's supervisor indicated she “continuously searched for variety in her lessons using motivating aids and activities” [Evaluation, 10-8-97]. Concerned with what could be changed about the student teaching experience, Leslie felt the time frame for preparation could be extended.

As far as preparation, I would have started in June. I would have talked to her earlier and had my stuff ready. Now, I'm stuck this week-end making Thanksgiving stuff—every Pilgrim that ever lived.

They (second grade teachers) were meeting during the summer to plan their lessons, and I would go to get their lessons ready. They have excellent teachers. I hope I can stay there [Interview, 11-5-97].

Adept at using existing rules and procedures in new ways, the idea of simply implementing someone else's routines and procedures when planning for instruction brought these thoughts.

I'm really concerned about Tuesday, my first "all day." There's so much to remember. All the procedures, crazy stuff. They just turn the class over to you. What if you forget to do stuff [Fieldnotes, 9-25-97].

The classroom reflected this teacher's ability to create a comfortable atmosphere for learning. Lessons began with motivating and entertaining activities. Leslie's engaging manner, but firm, calm voice, gave her a unique relationship with the students. A return visit to her classroom with an expressed concern over her frustrated state on my previous observation brought this bubbly response.
It's been so much better than the first time I talked to you. I hesitated to implement all of classroom routines and procedures at first, but I feel comfortable with them now. At first I kept asking myself, 'Am I supposed to be doing that?'

It's unbelievable; the kids see me as the real teacher now [Fieldnotes, 10-6-97].

Working with reading groups was a new experience with this novice teacher and provided premiere instructional concerns. In response to one student teacher's excitement over the new grouping procedures while planning from supplemental texts, Leslie retorted, "I did it today and it's not so exciting. It was just 'nuts.' It's hard breaking them up into three groups" [Interview 11-5-97].

Teachers used flexible scheduling in an effort to restore some semblance of order to chaos created by reading program changes imposed by state mandates and central office directives. The team of second grade teachers decided to alternate the familiar with the new--whole class basal reading with flexible ability grouping using appropriate supplemental trade books.

First, Leslie conducts a "read to" sitting on the floor with the students gathered around her. Modeling fluency with expressed enthusiasm while reading a big book encourages student participation. Chorused predictable rhyming words and phrases involved students and ended with applause.

Next, the command to "go back to your seats" not only changed the physical position of the class, but also the atmosphere surrounding the reading lesson. Summoning Groups
1 and 2. Leslie positioned them on opposite sides in the front of the classroom. After placing Group 1 in position with their books, she turned her attention to the assignments for Group 2. Equipped with earphones, students prepared for listening to a story. Directions for follow-up activities were given orally and repeated several times, followed by "Does everyone understand?" Group 1, still sitting quietly waiting, seemed unsure of what they were supposed to do and started chatting.

This new and untried experience obviously flustered Leslie as she sat with Group 1 with her back to Group 2. She continued responding to Group 2's requests for clarification of assignment while desperately trying to begin working with Group 1. Just as she is settling into the discussion and predictions for Group 1's story, a student approaches her from Group 3 and interrupts. The supervisor immediately intervenes and returns this student to her seat. Just how much reading instruction did Group 1 receive [Fieldnotes & Videotape, 10-6-97]?

In contrast, a self-assured Leslie in a relaxed atmosphere introduced a new basal story. She floated through the rows of attentive students. Having practiced and learned this procedure several times during her preservice experiences, the routine flowed like a well-rehearsed script. "Tell me what to do. Teach me how to do it, let me practice, and let me do it—no problem" [Fieldnotes 11-20-97].
Basal lessons progressed predictably through a D.R.T.A. ('Directed Reading-Thinking Activity). Initial discussion of title, author, illustrator with predictions from pictures led to vocabulary study that generated meaningful sentences and negotiated definitions from the students. Prepared word and definition sentence strips provided the cueing to integrated phonics study and other brainstorming activities. An unfamiliar word brought a phonics clue, such as "it's a long 'i' or 'e' sound." Vocabulary study continued with brainstorming. "What are some things that can be 'sharpened'?" Student-generated words are recorded on a transparency for viewing. Guided silent reading to check predictions of students continued throughout the story.

Frequent questioning engaging all students ranged from specific literal details to interpretive and evaluative thoughts [Fieldnotes & Videotapes, 11-20-97]. Thoughts following similar lessons included:

I had a good time teaching this lesson. I believe the kids did also. I was so relaxed during this lesson. When you have all the students' full attention, it makes the teacher's job a whole lot easier. I added different things to my lesson that helped the kids to understand. When you are relaxed during a lesson, you may have a very creative mind. I felt good throughout the lesson [Journal, 10-10-97].

Effective literacy instruction is a product of an active classroom, one where the students and teacher alike are involved in the learning process. Leslie's instruction time was strengthened by her questioning techniques and classroom movement. Proximity and touch control formed the basis for both management and assessment of the students.
Constant and immediate feedback using authentic means of assessment, showcased Leslie's knack for noting students having difficulty grasping lesson concepts. Leslie professes to "do exactly what the supervisor does" [Fieldnotes, 9-25-97], but the ease in which she accomplished these effective teaching techniques is uncharacteristic of most novice teachers.

Reflective journal entries exposed that her greatest insecurities stemmed from lessons viewed by this student teacher as ineffective. Students' responses gauged degrees of lesson successes or failures.

I felt a little nervous at this point because no one raised their hand to answer. I decided to give several more examples. The students began to understand. I wasn't nervous anymore! The rest of the lesson was smooth [9-30-97].

I was very fortunate that Ms. Chris had introduced the lesson the day before. Some of the kids understood after the first day which eased my mind before I taught the lesson. I began to feel a little uneasy because some of the kids still didn't really understand toward the end of my lesson. Throughout the entire lesson, I kept wondering if the students were picking up on my uneasiness. This only distracted me even more [10-6-97].

Bipolar teaching techniques of constancy and variety were appropriately demonstrated in lessons requiring reteaching, review, or adjustments. Leslie recognized the mental state necessary to promote reflection-in-practice as she restated in her journal, "When you are relaxed during a lesson, you may have a very creative mind" [10-10-97].
Teaching Duties

Instructional schedules (see Figure 5.1), set in collaboration with the supervising teacher as the semester begins, created conflicts in this inclusion classroom. Regularly, four teachers occupy this one classroom for 20 students—the regular teacher, inclusion teacher, paraprofessional, and student teacher. The inclusion teacher needed to teach the entire class every day as part of her teaching requirements. Scheduling conflicts arose as the student teacher's schedule (see Figure 5.1) required a certain number of minimum hours. Particular problems involved the all-day experiences.

The daily schedule (see Figure 5.2) was interspersed with regular disruptions for enrichment programs: computer classes twice a week, music on Friday, library and speech for some students. Constant movement of students in and out of the classroom added an additional element of stress for the student teacher. "I don't know who has to go where, when and who's in the class when I am teaching" [Fieldnotes, 9-11-97]. In a later discussion Leslie observed, "The kids know the routine and seem to be oblivious to the circus around them" [9-22-97].

Classroom management involving discipline and time constraints set the tone for perceived effectiveness for supervisors and student teacher alike. Leslie's classroom supervisor continually fills her observation log with
<table>
<thead>
<tr>
<th>Week</th>
<th>Day/s</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 25-29</td>
<td>Mon.-Fri.</td>
<td>Phonics</td>
</tr>
<tr>
<td></td>
<td>Thurs.&amp;Fri.</td>
<td></td>
</tr>
<tr>
<td>Sept. 2-5</td>
<td>Mon.-Fri.</td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>2 Art/2 Music</td>
</tr>
<tr>
<td>Sept. 8-12</td>
<td>Mon.-Fri.</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Handwriting</td>
</tr>
<tr>
<td>Sept. 15-19</td>
<td>Mon.-Fri.</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Wed.-Fri.</td>
<td>Spelling</td>
</tr>
<tr>
<td>Sept. 22-26</td>
<td>Mon.-Fri.</td>
<td>Language</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Handwriting</td>
</tr>
<tr>
<td>Sept. 29-</td>
<td>Mon.-Fri.</td>
<td>Reading</td>
</tr>
<tr>
<td>Oct. 3</td>
<td>Mon.-Fri.</td>
<td>Social Living</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Art/Music</td>
</tr>
<tr>
<td></td>
<td>Tuesday</td>
<td>ALL DAY 1</td>
</tr>
<tr>
<td>Oct. 6-10</td>
<td>Mon.-Fri.</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Social Living</td>
</tr>
<tr>
<td></td>
<td>Wed.-Fri.</td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Art/Music</td>
</tr>
<tr>
<td></td>
<td>Friday</td>
<td>ALL DAY 2</td>
</tr>
<tr>
<td>Oct. 13-17</td>
<td>Mon.-Fri.</td>
<td>Phonics</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Language</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Spelling</td>
</tr>
<tr>
<td>Oct. 20-24</td>
<td>Mon.-Fri.</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Social Living</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>H.&amp;P.E.</td>
</tr>
<tr>
<td></td>
<td>Mon.&amp;Tues.</td>
<td>ALL DAYS 3&amp;4</td>
</tr>
<tr>
<td>Oct. 27-31</td>
<td>Mon.-Fri.</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Mon.&amp;Tues.</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>W, Th, F</td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Handwriting</td>
</tr>
<tr>
<td>Nov. 3-7</td>
<td>Mon.-Fri.</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Language</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>H.&amp;P.E.</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>ALL DAY 5</td>
</tr>
<tr>
<td>Nov. 10-14</td>
<td>Mon.-Fri.</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Social Living</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Art/Music</td>
</tr>
<tr>
<td>Nov. 17-21</td>
<td>Mon.-Fri.</td>
<td>ALL DAYS 6-10</td>
</tr>
</tbody>
</table>

Figure 5.1
Student Teaching Schedule (Leslie)

unlimited suggestions for effective teaching: circulate as you teach [8-25-97], make sure you have the students full attention at all times [9-9-97], be consistent in dealing
with behaviors [9-11-97], be careful about just wasting time after a test [10-11-97], and just being assertive as well as courteous surely makes a difference [9-19-97]. Quite often a specific log entry created a script to follow using positive supervision techniques.

DAILY SCHEDULE

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 -</td>
<td>Morning Activities</td>
</tr>
<tr>
<td>9:10 -</td>
<td>Math</td>
</tr>
<tr>
<td>10:10 -</td>
<td>Reading</td>
</tr>
<tr>
<td>10:40 -</td>
<td>Recess</td>
</tr>
<tr>
<td>11:10 -</td>
<td>Phonics</td>
</tr>
<tr>
<td>11:40 -</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15 -</td>
<td>Language</td>
</tr>
<tr>
<td>12:45 -</td>
<td>Spelling</td>
</tr>
<tr>
<td>1:15</td>
<td>Handwriting</td>
</tr>
<tr>
<td>1:30</td>
<td>Social Living</td>
</tr>
<tr>
<td>1:45</td>
<td>Recess</td>
</tr>
<tr>
<td>2:30</td>
<td>Art/Music</td>
</tr>
<tr>
<td>3:00</td>
<td>H. &amp; P.E.</td>
</tr>
</tbody>
</table>

Figure 5.2
Daily Classroom Schedule (Leslie)

Try this. When you begin each lesson, set the right atmosphere. Tell the students in that nice firm voice of yours just what you need them to do. For example, “Boys and girls, we are getting ready for our next lesson and I need you to watch me carefully and to do this. I want you to quietly clean your desks of everything so that you will know exactly what we’re going to do. You can also use the “give me five” procedure for remaining quiet.

You really have done your best to explain this difficult double meaning concept presented throughout our story [Log, 9-11-97].

Leslie’s journal “voice” became clear and forceful during all-day teaching experiences sending her on a runaway roller coaster. She begins All-Day One with anxious anticipation.

I felt so rushed the entire day. There were so many disruptions today. We had computer from 11:05-11:40 A.M. and Sugarland U. students came to teach for their
methods class from 12:30-1:00 P.M. I didn’t get to finish everything today. Discipline problems wasted much of my time. This is so aggravating.

I will have to try to squeeze it in tomorrow, but that is unlikely. Because of the disruptions, I forgot to write the homework assignment. I remembered one minute before the bell. I had to write assignments and get the kids packed to go home.

The kids were also slow moving today because it was Monday. It is now 3:50 P.M. and the one word to describe it is EXHAUSTED [Journal 10-20-97]!

She concludes the bumpy ride cruising through All-Day Two.

I am very happy to report that today was much better than yesterday. The kids were well behaved and very responsive. For the first time this semester, I have completed all of my lessons on the assigned day. We had no disruptions today which helped out.

The kids work much better when we stick to the schedule. The day flowed very smoothly. I was very relaxed. The kids were packed and ready to go on time. Assignments were written at 2:00 P.M. as scheduled. It is now 3:40 P.M. and the one word to describe me now is RELIEVED [Journal, 10-21-97]!

Activities for Additional Involvement

Placement with a supervisor who expects total immersion into all professional responsibilities of teaching, Leslie discovered that different expectations faced her. Duty, inservice meeting, faculty meetings, open house, and grade-level planning were not optional, but expected and required. When the University and public school calendars conflicted, supervisors decided which to follow. Participation of choice seemed clear, since Leslie involved herself in instructional planning during the summer prior to student teaching. Unfortunately, when other student teachers had
time off as per the University fall break, feelings of fatigue and unfairness surfaced in her conversational tone [Fieldnotes, 9-25-97].

Her supervisor screened all students independently in the back of the classroom during the first month of school. While this classroom teacher planned for grouping and reporting baseline reading levels of the students, Leslie proceeded with her planned lessons. Log comments noted the supervisor's appreciation for the "little extra helps" during the testing weeks [8-29-97]. In the supervisor's absence for a morning meeting, Stephanie (inclusion teacher) and Leslie "kept the students on task and busy working as usual" [10-10-97].

With praise from her supervisor, Leslie continued to use her own time helping students needing tutoring and provided manipulatives to facilitate learning. Following careful evaluation of situations in the classroom, she continually used sound judgment in her decision-making [Evaluations, 10-2-97; 12-2-97].

Initial experiences in an inclusion classroom prompted quite different reactions. "Total frustration" expressed how she felt when most of the teaching day revolved around discipline problems created by behaviorally disordered students. Empathetic feelings sided with the "good students." She expressed, "It's so unfair for the good kids who want to learn. There needs to be an alternative for some special kids--self-contained classes."
The entire interview revolved around Leslie's passionate plea for equality of instruction with the resurrection of basic rules and respect. Leslie's love for teaching and meticulous planning for instruction lost their innocent luster when she remarked, "Sometimes there's a whole day when I don't think any learning takes place" [Fieldnotes, 9-11-97].

Evaluation

This supervisor's teaching log generally interspersed reflections-on-action comments describing the lesson, always joining positive comments with suggestions for improvement. Emulation of an effective teacher viewed as a leader in the school was Leslie's continuous goal. Immediate implementation of recommendations gave support to interview comments:

I want to do everything Ms. Chris does. She has good stuff. That's what I'm doing. I keep a notebook with every subject. ...every game she plays, every visual she puts up. I wrote all that [9-23-97].

It's the way she handles situations. She never raises her voice. Let me tell you, even when she gets so frustrated, you can tell she's red; she never raises her voice. If anything, she'll start whispering. No screaming anything. I think that's why she is one of the most respected teachers at that school. She's one of the few [11-5-97].

Overall results of Leslie's formal evaluation (see Table 5.1) reported above average performance at mid-semester and outstanding performance for final evaluation. Using a Likert scale where "0" is unsatisfactory, "3" is average, and "5" is outstanding, Leslie performed an average
of 4.87 at mid-semester and 5.63 for final evaluation. An inclusion position for a certified teacher awaited Leslie immediately upon completing her student teaching. Confidence needed to become a successful first-year teacher strengthened with each outstanding self-assessment of videotaped lessons. Final comments on her supervisor's formal evaluation read:

**Leslie is very knowledgeable concerning the subject matter she teaches. Leslie truly loves children and it is evident how she cares for their needs and feelings. If she continues to put her children first, she will always experience success in her teaching [12-2-97].**

---

### Table 5.1

**Student Teacher Evaluation (Leslie)**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plans and organizes large units of work and daily lesson plans.</td>
<td>4.88</td>
<td>5.63</td>
</tr>
<tr>
<td>2. Evaluates students' progress and uses this data to revise teaching.</td>
<td>4.75</td>
<td>5.50</td>
</tr>
<tr>
<td>3. Demonstrates a thorough knowledge of subject matter appropriate to student's ability.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>4. Organizes and manages the classroom by utilizing variety and positive techniques.</td>
<td>4.80</td>
<td>5.80</td>
</tr>
<tr>
<td>5. Creates a proper environment for learning which provides for mutual respect and safety of students.</td>
<td>4.80</td>
<td>5.67</td>
</tr>
<tr>
<td>6. Recognizes individual abilities and uses various techniques to assist with learning difficulties.</td>
<td>4.50</td>
<td>5.25</td>
</tr>
</tbody>
</table>

*(table continues)*

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<table>
<thead>
<tr>
<th>Objective</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Uses a variety of appropriate presentation techniques to encourage student involvement.</td>
<td>4.90</td>
<td>5.50</td>
</tr>
<tr>
<td>8. Utilizes questioning skills to stimulate student interest and response.</td>
<td>4.75</td>
<td>5.75</td>
</tr>
<tr>
<td>9. Is prompt and prepared for daily teaching.</td>
<td>5.00</td>
<td>5.00</td>
</tr>
<tr>
<td>10. Models the appropriate dress, poise and confidence.</td>
<td>6.00</td>
<td>6.00</td>
</tr>
<tr>
<td>11. Works cooperatively with teachers, administrators, and other personnel.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>12. Adjusts new situations and accepts constructive criticism.</td>
<td>4.67</td>
<td>5.33</td>
</tr>
<tr>
<td>13. Uses correct grammar in written and oral form and demonstrates acceptable patterns of speech.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>14. Exhibits eagerness, interest and a positive attitude in teaching.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>15. Copes sensibly with problem situations, exhibits maturity and refrains from snap judgments.</td>
<td>4.60</td>
<td>5.00</td>
</tr>
<tr>
<td>16. Injects appropriate humor into daily classroom activities.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>17. Anticipates situations and independently pursues planned courses of action.</td>
<td>4.67</td>
<td>5.00</td>
</tr>
</tbody>
</table>

Always working to produce the best work with optimum performance, Leslie turned an evaluative eye on her training process. True to form as a realist (Keirsey & Bates, 1984),
Leslie’s final commentary on the student teaching experience simply stated, “Student teaching is not realistic.”

Toni

A Day in the Life of Toni (“Married with Child”)

I wanted to get up early today because I needed to get to school to prepare. I was doing make-up lessons because I missed my afternoon lessons on Friday (11-21). Naturally, I did nothing over the holidays to prepare.

6:00 A.M.: I was supposed to get out of bed at 6:00 this morning. My husband came to wake me up by a shake of my foot—how romantic! I was either tired or too lazy to get up, so I told him to wake me at 6:30 before he left for work. Of course, getting up later would put me behind schedule, so I was already rushed this morning. (I wanted to get up because I wanted to make-up my lesson for missing (Uncle’s funeral); wanted to prepare.

6:30 A.M.: At 6:30 my husband came back to wake me. This time it was with a rub on a belly telling both me and the baby that it was time to wake up. I love him so much! Again, I didn’t want to get up, but I did. Once I was through with make-up, I had to iron some because my clothes were still in my suitcase. By this time it was 7:00 A.M. I thought to myself that I would be even later than I wanted to now because I needed to iron, fix my hair (30 min. in itself) and eat breakfast.

8:00 A.M.: I was finally out of the house by 8:00 A.M. (not too bad). But I left with a sense that I was forgetting something. Maybe it was the unpreparedness. (Kept thinking about my baby—how felt so heavy—why not moving??? This is last day, then freedom!!)

8:10 A.M.: I arrived at school at 8:10—thank goodness for a short ride. I signed in and walked to the classroom thinking that after today I am a “gone pecan.”

I’m in the classroom looking at my schedule of what I need to teach today—that’s something I didn’t do all week—look at my schedule. Then I curl my lip up—I’d better write myself some notes on what I need to do. I’m still feeling rushed.
My supervisor comes in with a change of plans. I will immediately start my lessons at 9:00 because she has a meeting and needs to leave school at 10:30 to take her daughter to the doctor. Now, I’m really getting anxious. I’m rushing to get reading together, sharpen pencils, and remove the chairs from on top the table before 9:00.

9:00 A.M.: I bring the kids in and start reading—only to be interrupted by saying the Pledge and singing the Star Spangled Banner. That’s to be expected. The students participated well in the activities.

Ms. D (supervisor) then tells me that at 9:30, the principal, wants to speak to me. I think—oh man—now I won’t get a break.

(Talk about meeting.) I get back to class and continue (finish) my reading lesson.

We moved right on into handwriting some students had a hard time. This time and that last time I taught handwriting was difficult. The letters were hard and I felt I didn’t model clearly enough. At least not the way Ms. D probably would have. Finally, that was over and the students were divided to go to separate classrooms until Ms. D gets back.

Meanwhile, I sit alone in the classroom wondering how the rest of the day will turn out. I feel like sleeping and I’ve got a headache.

11:30 A.M.: I ate lunch alone without any kids to watch—Alleluia—that was a treat. (I will also have to deal with upset stomach for the rest of the day because of lunch).

After lunch I came back to class to make sure I had everything in order for the rest of the day and then I started writing this “day in the life.”

12:30 P.M.: It’s 12:30 now and I have nothing to do. I want to sleep and call my husband. Still thinking of the baby and that I need to take some Tylenol.

1:00 P.M.: It’s a few minutes past 1:00 and Ms. D hasn’t returned. I’ve just finished reading my final evaluation for the second time. I could act like a teacher, and find something to do, right??...But today is my last. My lessons are planned and I wrote some notes. What is there to do?? I guess I could go to the library. I think that’s what I’ll do.
1:45 P.M.: Ms. D came back. I was going to start the social living lesson, but Ms. S (principal) called me into her office. It was about substituting for the second grade teacher, Ms. L. (excited/disappointed at same time--career opportunity/wanted a relaxation time!) I decided to do it, but deep inside I desperately wanted a break. (Ms. D started spelling so I just sat in the back and relaxed.)

2:45 P.M.: I got back to class and started my social living lesson. At about 2:45, the children yell "SURPRISE" and present me with gifts and balloons. Ms. D stopped the lesson and we proceed with a small congratulations party. I was so touched I cried. Soon it was over and the students were dismissed.

3:30 - 4:45 P.M.: I stayed after school to talk with one of the second grade teachers. She was trying to fill me in on lessons and books, etc. I just felt so overwhelmed. It seemed like I would be "thrown to wolves." I kept thinking to myself "Do I really want to do this? I won't be able to relax." Then I went to the principal and discussed my feelings. It was decided that I'd give a definite answer tomorrow.

5:00 P.M.: I didn't get home until almost 5:00. My husband pulled in right after me. We unloaded my car and went inside. I told him we needed to talk and then all the tears came out. He looked extremely worried so I had to calm him and start telling him about the job position. We talked for a while without making any decisions because he told me it was mine to make, but he would support no matter what. We then got a call from my cousin who lives two houses away. We were invited to supper. Both my husband and I couldn't decide at first whether to go--he had to study (which makes me worry) and I had a puffy face. We went. Over dinner, I spoke to my cousin and she gave me some good advice.

6:30 P.M.: We came home and I started calling friends to get advice and got earfulls which I'm grateful for. The tears still fell, but with less force.

7:00 P.M.: By 7, I was so tired I couldn't go any longer. I took a shower, put clothes to wash (only for my poor husband whose worried about finals to put them to dry) and went to bed. I did not hear Jody when he came to bed himself. This was a stressful day and emotional day [Journal, 12-1-97].
Understanding Personality Type

Extraverted feeling with sensing (ESFJ). For the most sociable of all types, harmony is the key. Conscientious and orderly in people-to-people service occupations, Toni has found her place in a profession of choice for many ESFJ's--teaching. She shares her passion for teaching when stating, “Sometimes I dream about school and the children--something they should be doing; something I could do to make it easier for them” [Interview, 10-24-97]. Toni’s loyalty to her supervising teacher, husband, and colleagues is supported by her orientation to duty and service (DiTiberio & Hammer, 1993; Hirsh & Kummerow, 1987; Keirsey & Bates, 1984). In tribute to her supervising teacher, Toni expressed, “I can’t get any work done while she is teaching. I just want to watch and listen” [Fieldnotes, 9-25-97].

Learning style versus teaching style. As an extrovert, Toni relies on activity to learn and can think best when she is talking. Since group learning is a preference for Toni, she tends to be more comfortable in a student-centered classroom with active instruction. In response to a comment, “They’re (students) all paying attention.” She expressed, “that’s because they’re getting to act out the character in the story” [Fieldnotes, 9-25-97].

Toni’s supervisor remarked:

Her lessons are interesting and pleasant. She provides opportunities for students to have fun during activities and humor is injected at appropriate times [Evaluation, 10-8-97].

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She assumes a firm, but pleasant manner about her where she is able to have humorous times without allowing the class to get out of hand. She is well in control [Evaluation, 12-2-97].

Sensing types seem to use more factual and concrete questions with a narrow range of choices in their teaching. Toni, in contrast, called upon her auxiliary preference and performed like a thinking type when providing her students a wide range of choices with her “what if” questions during group discussions [Videotaped Lessons, 10-3-97; 11-4-97; 11-19-97]. Her mid-semester and final evaluations recorded the following comments from her supervisor:

Toni displays very good questioning skills for prompting students and stimulating higher level of thinking [10-8-97].

She uses probing questions to encourage thinking and involves all students--great at spot checking [12-2-97].

Entering the classroom of Toni’s supervisor, tranquillity greeted each visitor like a gracious, gentile, Southern hostess. Instruction involved soft-spoken dialogue that seemed to be intended only for the ears of the students. Because even for Toni’s personality type, preferring harmonious, easygoing people and environments, her supervising teacher represented a more experienced extreme. This constant, fine-tuned classroom magnified inner struggles for Toni:

I get frustrated when the kids can’t do their work. It seems we’re so different. I’m so loud; she’s so quiet [Interview, 9-25-97].

She’s quiet all the time. She uses that to her advantage. She doesn’t raise her voice, but the tone of her voice changes. Those kids know when it’s time
to shape up. It’s just level and quiet, and I feel like I’m so loud in class. I feel like I’m so loud! She is just quiet [Interview 11-5-97].

In contrast to Toni’s feelings of inadequacy, she is viewed quite differently by her mentor who describes her manner as “calm and caring” [Evaluation, 12-2-97].

As situations have come up, she has taken care of problems with student conflicts—teaching problem-solving techniques to students [Evaluation, 12-2-97].

**Dealing with stress.** Conflict between Toni’s need for order in the structured learning environment of her judging preference with thinking through group discussions creates a sometimes stressful learning environment.

I’m a little nervous when I get up to teach. I’m always afraid they will ask me something I won’t know [Interview, 9-15-97].

In a discussion about grouping, she responded:

I get nervous when they have to move from their desks into groups—like today.

Usually there are three groups at a time. The hardest thing about grouping is trying to match them up, getting the groups started and doing what they are supposed to be doing [Interview, 9-25-97].

Toni discovered she was pregnant during the first week of school and the perpetual smile and glow seemed to follow her wherever she floated. Immediately, discussion centered around the issue of her profession involving years of preparation working toward a goal set by this judging type. As a “great nurturer of established institutions such as home, school, and church” (Keirsey & Bates, 1984, p.192), the ultimate conflict weighed heavily on Toni throughout the semester. Her stress level peaked when offered a position
immediately upon completing her student teaching responsibilities. A reflective search for affirmation of a decision already reached rather than the typical decision-making process ensued.

The principal has offered me a job. This teacher is going on maternity leave and I would take her class--all day--everyday. I'm just so tired with this pregnancy. Last night I was in bed for 8:00 P.M. I have to think hard about that job. I haven't worked in six years and with being pregnant and all. It's second grade. I wonder what's the difference [Interview, 10-24-97]?

I want to stay home and take care of my baby. He (husband) really wants me to go to work, but I really don't want to. Work will be a big issue in our household. Not that I don't want to teach. ...brand new teaching job; teacher evaluations; brand new baby. He goes to school, too [Interview, 11-19-97]!

**Relationships with colleagues.** Soft-hearted and sentimental, Toni's holidays are important and observed with a strong sense of family. An ESFJ is the most sympathetic of all the types and needs to be needed, loved, and appreciated. This sensitivity was never more apparent than in conversation with Toni concerning her husband, family, and baby. Keirsay and Bates (1984) say ESFJ's, "idealize whatever and whoever" (p. 192). For Toni, the "whatever" is her baby and the "whoever" is her husband.

Toni seemed comfortable with her environment, but was in her classroom preparing for lessons each time the researcher visited the school. Her supervising teaching described

...a good relationship with other personnel at school. She seems to be well liked by others and has
participated in several faculty meetings and inservices [Evaluation 10-8-97].

During the student teacher group interviews, Toni was aware and enjoyed discussing events and problems in her colleague's lives (Keirsey & Bates, 1984). When Marian expressed concern about completing her 180-hour requirement before her supervising teacher has her baby, Toni remarked:

I told you what to do. I told her if she's concerned to go and talk to the principal. Another student teacher had that problem because her supervisor had missed a number of days. She got another supervising teacher to come into the classroom so she can teach [Interview, 11-5-97].

During a group interview, conversation erupted over why the preservice students did not get more information in their professional classes concerning tips to run an efficient classroom—passing out papers, sharpening pencils, and asking to go to the bathroom. Toni immediately shared:

I have a book that has good little hints. If your class is being noisy, put a big "Q" on the board and put a box around it. The kids just look at you. All I heard was the kids talking among themselves.

Another tip--the bathroom thing. If they ask, say, "Ask me again in ten minutes." Most of the time they forget. If they really have to go, they will ask again [11-5-97].

Planning for Instruction

Planning and preparation, cornerstones of a successful student teaching experience, become all-consuming for any conscientious student teacher. The disequilibrium that accompanies starting this internship was magnified by anxieties and uncertainties. The initial group interview
found Toni overwhelmed by the frustration, fatigue, and stress levels of her fellow student teachers.

Maybe once I get a schedule and see. Maybe that’s when I’m going to really start worrying and staying up late. But now...

She’s (supervisor) telling me what I need to teach. Take English—predicates and subjects. She’s telling me the topics and she gives me the manual to take home to do my lesson plans.

She tells me, but what I’m really wondering...Can I use some of her materials—like her tests? When we were talking about my lessons, she said, ‘Oh yes, I have them for you to use. Sometimes I feel nervous about asking her if she has it (tests or other materials).’

That’s another thing I get worried about. If I’m ever going to be able to find new ideas or will I find myself doing the same old things over and over again [9-25-97].

In accordance with the judging preference of her personality type, Toni attacks her assignments with an effort to achieve closure. Her promptness and responsibility in school arrival, completion of plans and having materials ready for teaching are noted by her supervisor in her final evaluation [12-2-97].

Working with reading groups, a new experience for most student teachers, presented “a challenge when trying to work with students in a group. The planning is a heavy duty job in itself” [Journal, 11-19-97]. Procedures and routines for successful organization and monitoring of these groups placed Toni’s knowledge of theory on a collision course with practice. Fortunately, her supervising teacher evolved through the educational literacy cycle of teaching reading through grouping and whole class back to grouping. Obvious
influences of these experiences presented posted group assignments each day. Each computer center assignment was noted on poster board so students and teachers could refer to the visual cue for verification of their "next move."

As I entered the room, Toni directed the students to shift groups at the computers. As they were moving, Toni continued to give instructions. When two students did not respond, the supervisor moved toward them and directed the traffic and assisted in setting up the centers. Toni was now working with Group 2 and the students were immediately directed to read the story.

Peripheral groups were on task--some collaborating and conversing informally, one vocalizing as he read the screen, and each functioning with relaxed interest. To this observer a "star wars" battle was in progress with the computer keys serving as the sound of "zapper" guns, firing furiously at each screen. A few students came to interact with Toni while she was working with another group and they were reminded to ask a classmate for assistance before coming to the teacher. Transitions between groups took a great deal of time, with many students needing instructions. Obviously, establishing procedures and routines for reading time was a work in progress [Fieldnotes, 11-19-97].

In discussion after her lesson, Toni shared, "Coordinating reading groups is so difficult. The students seem to respond differently to me. I guess it's because they don't see me as the real teacher" [Interview, 11-19-
Reflecting upon her first all day teaching experience, Toni remarks:

At English time there are no problems; just a regular day. Reading is a different story. This is the first story where I worked with ability grouping. What a task! This was actually the second day of grouping, but the first time of managing different groups at computers also. However, I felt confident that I was reaching all of the students in each group. Grouping is hard so far as preparation, but easy to teach the skills because the groups are like small families. More can be learned. The same skills can be learned, but taught so each group understands [Journal, 10-22-97].

Daily log recommendations for coordinating reading groups suggested the importance of clear directions, both orally and posted in writing. Suggested activities for other students while working with a particular group included: writing, reading, drawing a picture, and writing a summary related to the story, in addition to working at computers. Included in the log was another reminder of grouping survival tools—classroom and time management [10-21-97].

Effective literacy instruction set the tone for collaboration within the classroom. Experienced, tenured teachers faced with numerous inservices addressing literacy returned with a sense of frustration and unpreparedness. This need for retooling driven by educational reform placed the student teacher in a unique position, tutor rather than tutee. Immediately, Toni recognized the strength of her preparation for planning an integrated curriculum.

I have something exciting I want to share—all these new things. That in-service we had last week. All those new things and ways to teach. It's nothing new
to us; we already know. But with the Sunshine Books, we’re using those in the classroom. Next week is my first time using the books in a lesson for my reading and I just think it is so exciting. It’s a lot of planning because I had to look through those binders to find books that had the same skills with the story in the basal. So it was plenty planning, but I find it so exciting. I mean it’s killing me with planning, but I’m so excited [Interview, 11-5-97].

It sucks! They don’t want us to test on knowledge of the story anymore, but rather skills in the story. This means we have to come up with all this stuff and create our own tests. It’s hard to do [Interview 11-19-97].

Teaching Duties

Instructional schedules and responsibilities are determined cooperatively between the supervising teacher and the student teacher. Each student teacher’s schedule is unique to the school and classroom teacher. Blocks of subject teaching times are set by school and grade level (see Figure 5.3).

<table>
<thead>
<tr>
<th>DAILY SCHEDULE</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:10 A.M. Morning Activities</td>
</tr>
<tr>
<td>9:10 - 9:45 A.M. Reading (Group Time)</td>
</tr>
<tr>
<td>9:45 - 10:30 A.M. Math</td>
</tr>
<tr>
<td>10:30 - 10:40 A.M. Recess</td>
</tr>
<tr>
<td>10:40 - 11:00 A.M. Handwriting</td>
</tr>
<tr>
<td>11:00 - 11:30 A.M. M/A/C</td>
</tr>
<tr>
<td>11:40 - 12:05 P.M. Lunch</td>
</tr>
<tr>
<td>12:05 - 12:30 P.M. English</td>
</tr>
<tr>
<td>12:30 - 1:30 P.M. Reading</td>
</tr>
<tr>
<td>1:30 - 1:45 P.M. Recess</td>
</tr>
<tr>
<td>1:45 - 2:15 P.M. Spelling</td>
</tr>
<tr>
<td>2:15 - 3:00 P.M. Social Living</td>
</tr>
<tr>
<td>3:00 - 3:30 P.M. H. &amp; P.E.</td>
</tr>
<tr>
<td><strong>13:45 - 11:15 A.M. LIBRARY (THURSDAY)</strong></td>
</tr>
</tbody>
</table>

Figure 5.3

Daily Classroom Schedule (Toni)

Toni’s teaching schedule (see Figure 5.4) reflects directives for a minimum of 180 actual teaching hours with
ten "All Days." Each day and lesson clearly defined the time spent in actual teaching practice.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day(s)</th>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 18-22</td>
<td>Thurs.</td>
<td>M/A/C</td>
<td>.5</td>
</tr>
<tr>
<td>Aug. 25-29</td>
<td>Mon.-Fri.</td>
<td>Spelling</td>
<td>2.5</td>
</tr>
<tr>
<td>Sept. 2-5</td>
<td>Mon.-Fri.</td>
<td>Math</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>English</td>
<td>2.0</td>
</tr>
<tr>
<td>Sept. 8-12</td>
<td>M.T.W.F</td>
<td>Handwriting</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>Fri.</td>
<td>M/A/C</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>Thurs.&amp;Fri.</td>
<td>Reading</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Thurs.&amp;Fri.</td>
<td>Social Living</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>H.&amp;P.E.</td>
<td>1.5</td>
</tr>
<tr>
<td>Sept. 15-19</td>
<td>M.W.F</td>
<td>M/A/C</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Reading</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Social Living</td>
<td>5.0</td>
</tr>
<tr>
<td>Sept. 22-26</td>
<td>Mon.-Thurs.</td>
<td>Reading (GR)</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>M.W.F</td>
<td>Math</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Mon.-Thurs.</td>
<td>Spelling</td>
<td>2.3</td>
</tr>
<tr>
<td></td>
<td>Fri.</td>
<td>H.&amp;P.E.</td>
<td>1.0</td>
</tr>
<tr>
<td>Sept. 29-</td>
<td>M.T.W</td>
<td>Handwriting</td>
<td>1.0</td>
</tr>
<tr>
<td>Oct. 3</td>
<td>W.Th</td>
<td>Reading</td>
<td>4.5</td>
</tr>
<tr>
<td></td>
<td>Thurs.&amp;Fri.</td>
<td>Social Living</td>
<td>3.0</td>
</tr>
<tr>
<td>Oct. 6-10</td>
<td>Mon.-Fri.</td>
<td>Math</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English</td>
<td>2.5</td>
</tr>
<tr>
<td>Oct. 13-17</td>
<td>Mon.-Fri.</td>
<td>Reading (GR)</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math</td>
<td>5.0</td>
</tr>
<tr>
<td>Oct. 20-24</td>
<td>M.W.F</td>
<td>Handwriting</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>H.&amp;P.E.</td>
<td>2.5</td>
</tr>
<tr>
<td>Oct. 27-31</td>
<td>M.T.W.F</td>
<td>M/A/C</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>M.W.F</td>
<td>Reading</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Mon.&amp;Tues.</td>
<td>Social Living</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Mon.&amp;Tues.</td>
<td>H.&amp;P.E.</td>
<td>1.5</td>
</tr>
<tr>
<td>Nov. 1-7</td>
<td>Mon.-Fri.</td>
<td>Reading (GR)</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Math</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Living</td>
<td>1.0</td>
</tr>
<tr>
<td>Nov. 10-14</td>
<td>Mon.-Fri.</td>
<td>H.&amp;P.E.</td>
<td>1.5</td>
</tr>
<tr>
<td>Nov. 17-21</td>
<td>Mon.-Fri.</td>
<td>Reading</td>
<td>5.0</td>
</tr>
<tr>
<td>Dec. 1</td>
<td></td>
<td>Social Living</td>
<td>5.0</td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td></td>
<td></td>
<td>181</td>
</tr>
</tbody>
</table>

Figure 5.4
Student Teaching Schedule (Toni)
A kindergarten to third grade state initiative to improve reading levels of students created near panic in some schools. A request for baseline reading levels for all second and third grade students by the first month of school gave new meaning to chaos. Hurried inservices to instruct teachers in the use of running records to determine reading levels sent a cry of frustration from experienced and novice teachers alike. Classroom routine turned to unexpected schedule changes with teachers assessing students' reading levels one-on-one. Other students spent this time reviewing material, completing worksheets, and sometimes simply creatively finding ways to spend this testing time. In Toni's classroom, the role of student teacher became one of team teaching. While the supervisor completed the informal reading inventories on each child, she assumed full responsibility for teaching and monitoring instruction [Fieldnotes, 9-25-97].

Major conflicts between theory and practice and the University program dictates arose as the process evolved.

I have a gripe about this running record thing. How can you test these kids and just check their miscues. I don't think you can place them in a level because some of those kids don't have comprehension of what they're reading. So, how can you just put them on a level just by calling miscues? That is so different from what we learned [Interview, 3-28-97].

Classroom management was not only a preoccupation of Toni's thoughts during her reflections-in-action, but formed the focus for many teaching log comments of her supervisors (supervising teacher and university coordinator). Whether
concerning behaviors, time, or instruction, management is a priority item. The goals of initial teaching experiences are twofold—complete the lesson as planned and complete it on time. Log comments at the start of the semester dealt with issues and reminders such as: size of worksheet type, proper procedures for using manipulatives during a lesson, use of peer assistance, time management, use of positive reinforcement, and spot checking for review [9-2,3,4,18,30-97].

Toni's frustration while working under these constraints flooded her reflective journals.

They seemed to be very slow. Only a couple of students would raise their hands to answer any questions.

The class was interrupted in order for me to explain again the procedure on how to solve the problems. I kept thinking to myself. Am I getting the point across? The students just sat there and I wanted to snap my fingers and say, "Wake up!" I felt somewhat frustrated because I gave them manipulatives to work with and some still had problems. I think I could have given them pictures on the worksheet. It may have been easier for them. I didn't like this lesson and a sigh of relief came when it was over [Journal, 9-2-97].

During the lesson, I kept looking at the clock, thinking that I have to watch the time so I don't go over my limit. I didn't do everything I wanted because of the time factor. I felt rushed thinking I'll never do everything in enough time [Journal, 9-3-97].

When I teach all day, I feel so rushed throughout the whole day. It never stops. There's hardly any time to take a breath and--MY FEET HURT [Journal, 10-22-97].

Activities for Additional Involvement

Dedication and professionalism stretch beyond the classroom walls. A positive attitude carried Toni's active participation in "activities outside the classroom--
Kolloween Bazaar, duty, and meetings." An unassuming manner allowed her to participate without much notice. She was observed going beyond the minimum requirements in the classroom and took initiative to handle homeroom, lunch, and lining up routines without being prompted [Log, 9-24-97; Evaluation, 10-3-97].

Although Toni's third grade classroom was not an inclusion class, she voiced concern for a student in the classroom who was demonstrating characteristics of attention deficit disorder. She described watching him when assignments were given. "He never seems to understand and always asks questions that are obvious. It's like he's in space. His mother is coming for a conference today" [Interview, 9-25-97].

She probed constantly. Evaluative comments complimented her ability and effort to present materials differently. Toni attempted to adjust her teaching for varied learning styles, providing assistance to those in need [Evaluation, 12-2-97].

Evaluation

Teacher growth and development is a continuum. Student teaching is not the beginning, nor is it the end of the process. Each day following her lessons, Toni read the supervisor's log. Her log generally contained a description of her lesson with minimal suggestions for improvement. No specific rationale or philosophy supported the activity-specific "teaching tips." The communication loop seemed
incomplete. Toni did not respond, except for initials indicating that the log had been read. Only once did I see a written response to the supervisor’s comments.

Questions, frustrations, needs were obviously not addressed. These poured out during conferencing, interviews, reflective journals, self-assessment of videotaped lessons, and casual dialogue. As a participant observer, I sometimes wondered if the quiet demeanor of both ladies in the classroom served as a positive for the students and a negative for the teachers.

I dreaded this lesson from the beginning. First of all, I didn’t have any formal plans written because it was an all day. I took over my supervisor’s lesson. Secondly, call me stupid, but I hardly understood the lesson. It was confusing to me! How can I teach something to these kids if I hardly understand myself?

It was like using my memory of what to teach instead of using my own understanding to get the point across. I felt like a failure. I kept thinking that I hope I wouldn’t tell these kids something wrong. I couldn’t wait for the lesson to end. Both the kids and I were relieved when it was finished [Journal, 9-29-97].

Toni is a “take charge” lady and providing the skills and avenues for self-assessment seemed to give her the confidence to move into a mentor’s role. Self-evaluations and log comments discussed re-teaching skills and concepts based upon test results. Student evaluations included both authentic and traditional assessments. Observations and documentations served as the premise for writing notes to parents in an effort to involve them in the teaching-learning process [Log, 9-2, 9, 97; 10-23-97; Evaluations, 10-9-97; 12-2-97].

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Viewing videotaped lessons while evaluating teaching effectiveness gave Toni a forum to self-assess, reflect, and analyze her lessons during different phases of student teaching. Using teaching effectiveness attributes of Component IIIA (Appendix G), Toni viewed lessons taped on October 3, November 5, and November 19 (all day teaching). Growth observed in these lessons reflected intentional efforts to include attributes omitted in earlier lessons.

Her first lesson lacked two specific behaviors indicating effective delivery of instruction—students are made aware of the purposes of the lesson and attention of all students is secured before each activity. Subsequent lessons reflected obvious awareness and need for inclusion of disabled learners in each lesson.

“Adjusting lesson when appropriate” seemed to be a skill in transition for Toni. Recognition of needs to adjust lessons seeped into her reflections-on-action and reflections-in-action. Taking it to the next level still met with resistance from time constraints, insecurities, and uncertainties. In response to her lesson on November 19, Toni wrote:

The most difficult thing for me is trying to remember how she (supervisor) works group time. I want to do it like her so as not to disrupt the routine. So on top of monitoring groups, I try to stay on top of “how to” monitor also.

I kept thinking, what if the supervising teacher wasn’t there to help. Surely I’d have to manage alone, but I’d probably feel more comfortable because the students would be following MY given routine [Journal, 11-19-97].

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Overall results of Toni's formal evaluation (see Table 5.2) recorded outstanding performance at mid-semester and final review. Using a Likert scale where "0" is unsatisfactory, "3" is average, and "5" is outstanding, Toni performed an overall score of 4.97 for mid-semester and 6.0 for final evaluation. Final comments on her evaluation included:

Toni has earned a grade of satisfactory for her semester of student teaching.

She has a calm and caring manner about her which is an asset to her teaching.

She is skilled in using both whole language and direct teaching strategies. She has worked hard in grouping according to reading levels.

She has developed a positive behavior plan for classroom management and has used it effectively [12-2-97].

Expressed readiness for her own classroom was confirmed by her supervising principal. Toni was asked to substitute for a teacher who was taking a maternity leave upon completion of her student teaching requirements.

The inner struggle continued between career and motherhood for Toni. After much debate, stress, and consideration, she decided to wait until after her baby was born to teach. She continued to say:

I'm just not ready to work. It's too soon. I haven't had a break yet and I need some time to rest...and anyway, I don't know if I want to work. I want to stay home and take care of my baby [Interview, 11-20-97].
<table>
<thead>
<tr>
<th>Objective</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plans and organizes large units of work and daily lesson plans.</td>
<td>4.88</td>
<td>6.00</td>
</tr>
<tr>
<td>2. Evaluates students’ progress and uses this data to revise teaching.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>3. Demonstrates a thorough knowledge of subject matter appropriate to student’s ability.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>4. Organizes and manages the classroom by utilizing variety and positive techniques.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>5. Creates a proper environment for learning which provides for mutual respect and safety of students.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>6. Recognizes individual abilities and uses various techniques to assist with learning difficulties.</td>
<td>4.75</td>
<td>6.00</td>
</tr>
<tr>
<td>7. Uses a variety of appropriate presentation techniques to encourage student involvement.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>8. Utilizes questioning skills to stimulate student interest and response.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>9. Is prompt and prepared for daily teaching.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>10. Models the appropriate dress, poise and confidence.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>11. Works cooperatively with teachers, administrators, and other personnel.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>Objective</td>
<td>Mid-Term</td>
<td>Final</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td>12. Adjusts new situations and accepts constructive criticism.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>13. Uses correct grammar in written and oral form and demonstrates acceptable patterns of speech.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>14. Exhibits eagerness, interest and a positive attitude in teaching.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>15. Copes sensibly with problem situations, exhibits maturity and refrains from snap judgments.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>16. Injects appropriate humor into daily classroom activities.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>17. Anticipates situations and independently pursues planned courses of action.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
</tbody>
</table>

Marian

A Day in the Life of Marian ("From Student Teacher to Classroom Teacher/Married with Children")

Marian, no longer as a student teacher...I wanted this to be the best day ever. Nov. 17, 1997 was going to go down in history. It was going to be the perfect day, my first day on my own. Just so happens, the night of the 16th, I couldn't sleep, so I got up at about 4:00 A.M. in the morning...thinking I'm going to check everything over and make sure everything is where it's supposed to be.

I'm going to have everything in order for class that day and instead I end up cleaning up my house. ...and then I did everything else that I was supposed to do that day.

Along about 6:30 A.M.: My two smiling little faces popped out of their beds, Paige and Grant, and they decided they wanted something to eat. So we fixed breakfast altogether...nothing like a good hearty bowl of Kix cereal and milk and a couple of slices of...
cinnamon toast to get the day rolling. When my husband who presently has a "bum" knee from tearing cartilage in it from playing golf also needs assistance with his breakfast because he's getting around on crutches and can't seem to do anything for himself. So I fix him breakfast and me breakfast and we all sit down together as a happy little family.

I pack the kids up; cart them off to Maw-maw's house at about 7:30, quarter to 8 because they have to go to Little School for about quarter to 9 and I have to be at school real early this morning. Although it's my first day, I still have duty which starts at 8:30.

So I drop off the kids, give them a quick hug and a kiss, zip over to the school, make sure that everything in the classroom is just where it's supposed to be—just in case anybody decides to drop in unannounced and visits me today. 'Cause I wanted this to be the best day ever!

Got to school, checked things out; got my little pink notepad and headed out to my duty station. I was on a roll; it was going great. Went through duty, came in, told all my 19 shining faces here in the classroom good morning, wrote the morning news, started our letter. Handwriting even finished up on time. When we had 9:30 A.M., I was feeling good.

Moved on, did our journal writing, started our spelling lesson. Kids came up with all kinds of words to rhyme with "feet". It was just a banner day!

We went out for recess, did my duty station, came in—started on our reading lesson. Went right through reading just like we had always done during the time I was student teaching and everybody was involved. The class was just going great. I decided I was going to go to center time then.

That's when the day started to disintegrate. Somewhere, somehow, the books that we had selected on Friday between Joan (supervising teacher) and myself were misplaced and what normally only took about 15 minutes to go through each center...I had two reading centers to do that day, ended up taking more like half an hour because I had to select new books; I had to read over them quickly, find out what my teaching point was going to be, find out what my anchor word was going to be...besides who was going to get to read at what time in the book.

So the kids basically in the other centers that day had a field day. Not that they were really bad, but they
just loved the extra time they got to spend in their centers.

Well, it just so happens that led us to the second recess. I went out to duty. I came back in only to remember the kids had A.P.E. (Adaptive Physical Education) for the day, so we brought them down to the K building so they could have special PE classes and they stayed there, which they were supposed to be back actually for about 2:15, but they didn’t arrive back until 2:20 P.M.

We had a teacher faculty meeting for the grade level at 2:15 P.M. I had to pack the kids; give them all the homework and paperwork they needed to take home for that afternoon; bring them into the cafeteria, and then head off to the faculty meeting, which was going to take up the remainder of the day.

We lost half a day in lessons. They got no math; they got no social living; they didn’t get art or P.E., but they got their reading. They say that teachers are the decision makers and you have to learn how to adjust; this was going to be a big adjustment.

This week we were learning about Thanksgiving—the Indians and the Pilgrims and the Mayflower and the Plymouth Rock, the colony. I was going to have to do some serious catching up on Tuesday. Boy, did I know I had to do it; so, I decided I would get everything ready and in place—selected—laid out—all ready to go for Tuesday morning.

By the time I finished duty, which was a little after 4:00 P.M. I came back into my classroom and took on this insurmountable task and didn’t leave here until 5:30 P.M. that afternoon.

Well, I still have my kids to get. So, I ran off to pick up my kids from their sitter, trucked them into the car, drove home, cooked dinner, waited for Dad to come home. I sat down to dinner, bathed the kids, read them their little bedtime story, sent them off to the bedroom, started cleaning up the kitchen—checking papers before the next day to give the kids to bring home. It was about 10:00 P.M. and I hadn’t been able to do anything for myself that day.

Well, that’s about a day in the life for me. Sounds like a good time doesn’t it.

Tuesday, I did catch up [Audiotape, 11-17-97].
Understanding Personality Type

Extraverted thinking with intuition (ENTJ). Even as a student teacher, you recognize Marian's "commandant" personality. Keirsey & Bates (1984) describe a driving force to lead, rejecting inefficiency with a strong urge to give structure. Her mark of personality preferences soon found its way into the first grade classroom of her supervisor. She commented in a very early journal entry, "I have made some changes as to the order and method of how I teach. I have broken up morning news and shared writing and this is much better" [9-11-97].

Characteristic of her type, Marian was tireless in devotion to her job. Unfortunately, this devotion, coupled with the grand ideas of an intuitive type for implementation of projects and goals, led to a perfectionistic state causing much frustration and stress in her life. Fatigue, triggered by these grandiose ideas requiring creatively constructed teaching aids, caused "frazzled and drowning feelings" [Journal, 9-11,17-97]. Comments from her supervisor such as, "I'm going to get you to use that copy machine by the end of the year" [Fieldnotes, 9-25-97] and "She had a little trouble turning in lesson plans on time," [Evaluation 10-6-97] prompted reassessment.

Responding with her logical approach to problems and take charge manner (Keirsey & Bates, 1984, Myers, 1987), Marian decided "picture perfect" visuals were not expected or necessary for success. Getting caught up with her
planning was most important to survival [Fieldnotes, 10-24-97]. The supervisor’s follow-up observation in Marian’s final evaluation supported this shift in priorities: “She has also learned how to get the job done without killing herself” and “Marian was able to turn in lesson plans on time the second half of the semester” [12-2-97].

**Learning style versus teaching style.** Since Marian thinks best when talking and learns best through group discussions, this learning style carried over into her teaching style. Her lessons were full of talk and group projects with questions of conjecture capturing students’ interest through her gestaltist impressions (Jenson, 1987; Provost, et al, 1987).

As a thinking type, Marian challenged her students often with minimal feedback, but always presented a clear set of performance criteria— an effective teaching technique that did not go unnoticed in her supervisor’s log comments.

Clear and complete directions were given for students to follow [3-29-97].

You let the students come up with rules for playing a game and very clearly explained the rules [9-2-97].

You gave very clear instructions and eliminated a lot of problems by stating your rules beforehand. Great job [9-4-97].

The words “take charge” and “control” surfaced often in Marian’s observations, journal entries, and interview conversations. Supporting preference for the structured learning environments of a judging type, Marian could be tough when the situation required toughness. In her
reflective journal she described an event during one of her all-day teaching experiences when she took executive action (Keirsey & Bates, 1984; Meyers, 1987).

I have noticed for the last few days that the students are making up their own rules for entering and exiting the classroom. I took charge of this situation by making an announcement to review entering, exiting and walking to and from locations. I made my expectations very clear—straight lines, no talking, hands to yourself and staying together are a must for me [10-17-97]!

Hirsch and Kummerow (1987) indicated an ENTJ type works on the logical approach and make decisions on impersonal data; consequently, a weakness in overlooking people's feelings can surface in the workplace. When dealing with children, the results can be unsettling for a concerned, conscientious teacher.

Lord have mercy on me... I made a student cry! Megan has been talking out of turn consistently for the last few days. Usually, she would stop when warned. However, today was the exception. She continued to talk. Finally, I had her move her bear (behavior management program) and she broke down. I went on, but it surprised me. She got what was coming for the behavior she displayed [Journal, 9-29-97]!

The essence of Marian's teaching style and flair for the dramatic is best captured in her social living lesson during Constitution Week. She began by playing patriotic songs while her first graders marched at their desks. As the lesson proceeded she turned off the lights to simulate the atmosphere for the beginning of the American Revolution. When the "first shot was fired," Marian popped a balloon for effect. A born storyteller, excitement generated by her voice was contagious. Displays of life-size copies of the
Constitution, Declaration of Independence, and Articles of Confederation injected realism into her lesson [Fieldnotes, 9-15-97]. In conclusion, Marian’s supervisor captured the sentiments of everyone in the classroom when stating in her log, “I feel very patriotic!”

Dealing with stress. Marian quickly acknowledged major causes of her self-imposed stress. She eluded to this in one of my first visits to her class by sharing,

I think I bring on some of these things on myself. I have this overactive imagination with all these grand ideas. ...but sometimes these great ideas go “splat” [9-15-97].

I made ‘number people.’ I have this long tall thin guy—number 1; then I have a little girl in a ballerina outfit, on her knees, she’s like this... she’s number 2. I made them all, all the way up to 12. I did that this week. That’s why I’m killing myself [8-28-97].

Demands of motherhood forced a prioritization in her life creating time constraints resulting in stress for Marian. In comparison to other student teachers’ nonteaching responsibilities, she proclaimed,

I’m sure when Toni finishes class, she gets to go home directly and she can do her lesson plans, fix dinner, and get ready for when her husband comes home.

...but I get out of school. I’ve got to pick up the kids. If there’s anything I have to get, I go to the grocery store. I gotta cook dinner, bathe my kids, feed my kids, put my kids to bed, and then I get to work on my school work.

That’s very demanding; that’s hard. I mean, I couldn’t even tell you what’s on TV right now. The only thing I get to watch is the news, because I force myself to watch the news. I feel if I’m a teacher, I should have an awareness of current events. As far as reading the newspaper, well, I won’t even tell you when’s the last time I did that [Interview, 11-5-97].
In character for her personality type while viewing most of her stress as self-imposed, Marian looked inward for solutions. Internal locus of control also provided nurturing for her take charge personality. Functioning under the premise that "bigger is better," lessons were not good enough unless they met her own high standards. She viewed excellent evaluations with skepticism and waited for superlatives like "SPECTACULAR LESSON" [9-29-97] in her log entries. The journey to achieve that level of performance for every lesson certainly provided additional and unnecessary anxiety.

Relationships with colleagues. Marian reported her supervisor's comment at the initial interview, "They prefer for you not to be in the teachers' lounge when they are in there" [8-28-97]. Immediately, Marian personalized that comment and felt intimidated by the teachers at Bayouland Elementary, yet reported feeling comfortable and accepted with some of the teachers who would be more than willing to help if asked. Her final evaluation indicated Marian had "made a lot of friends on our faculty" and is "respected by the faculty" [12-2-97].

A teaching partnership immediately developed with her supervisor. Constant reinforcement and support of outstanding lessons created a team teaching relationship. Marian's novel ideas and activities often received the ultimate accolade from her supervisor, "I love that idea and I think I'll steal it."
Planning for Instruction

Provoost, et al (1987) suggest ENTJ's describe their teaching in terms of power. Emphasis is placed on preparation and structure. Marian viewed learning as meaningless unless students were actively involved in the process. Lessons connected through integrating curriculum. Art lessons served as natural extensions of content material--using cannonballs out of yarn during Constitution Week. Planning for real life situations made her classroom realistic and alive. A fire safety unit brought a fireman to tell the story. A nutrition unit served different foods each day with actual purchasing experiences to teach money. Patterns taught in math class used students' attributes such as gender, hair color, and size. Storytelling as a character in costume was the ultimate treat for Marian's first graders.

Working with reading groups in this literature-rich environment presented Marian with familiar procedures and methodology. Unlike many of her student teacher colleagues, Marian had the luxury of working with a young supervisor sharing a similar philosophy for reading instruction and equipped with the same strategies for effective literacy instruction. Print immersion greeted students and visitors alike: word walls, reading centers, writing centers, conferencing, authentic assessments, word families, authoring centers, books, books, and more books. Familiar sights and procedures greeted Marian whether working with
Grouping was not a new technique to be implemented. Group activity formed an integral component of this integrated literacy program. Original assessments used running records to organize placements, but continued evaluations allowed the groups to be flexible. Inclusion students, grouped together, could be found paired with a student from the "high group" for partner reading.

A posted chart informed both students and teachers alike of their activities for each day. Grouping magnified the importance of routines and procedures, helping to eliminate disruptions and disorganization. During a discussion of reading programs in the student teacher interview, Marian elaborated:

We have five groups. They have assignments to do in the classroom. They all have reading activities to do, but only one is working one-on-one with the teacher.

We do fun things. We do "reading around the room." We have a library center where we have a library set up in the classroom. One group can sit in the center and pick books to read while another is at the big book easel reading while a member of the group uses a pointer and plays teacher [Interview, 11-5-97].

Effective literacy instruction in this classroom was orchestrated and fast-paced. Varied activities supported authentic assessments, with ongoing student involvement. Marian's supervisor continually viewed and evaluated lessons as effective and yet, Marian reflected:

I can tell when the students don't like an activity; when they are not into it (heads on desks, dancing around, talking to a friend). This happens everyday.
for shared writing and language arts. I don’t feel as though they see me as an equal to the teacher. She is so much better at controlling them.

I felt like I was trying to walk on water today. I did as well as a sinking ship. How awful! I prepare and plan and still can’t get it right. I find myself boring. Almost like I don’t know what I am doing...especially when I lose their attention [9-9-97].

Marian’s keen awareness level allowed quick reflections-in-practice when students lost focus and displayed off-task behaviors. She periodically directed them to stand or sit or stretch to recapture their attention. Her immediate responses and recognition of teachable moments demonstrated the confidence of a more experienced teacher implementing survival techniques.

Modeling, an integral part of Marian’s instruction time, brought praise from her supervisor [Log 10-8,9,17,30-97]. Students witnessed proofreading/editing processes, fluency, and think-alouds regularly. Marian responded quickly to directions and suggested lesson improvements that immediately brought recognition from her supervisor. They performed like a well-tuned team.

**Teaching Duties**

Instructional schedules are plagued by new requirements wedged into an already busy daily schedule (see Figure 5.5). Incomplete or missed lessons were commonplace in this buzzing classroom. Marian expressed frustration with this practice in her reflective journal.
I have no life to even think of anything else. All I do is plan and prepare to teach. As on my other All-Day, we didn't get to finish everything as planned. I am beginning to feel more in control of my chaos [Journal, 9-29-97].

I almost did it. I almost finished up just on time. I was about 10 minutes over what I should have been [Journal, 10-22-97].

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:10 A.M.</td>
<td>Morning Activities</td>
</tr>
<tr>
<td>9:10 - 9:45 A.M.</td>
<td>Reading (Group Time)</td>
</tr>
<tr>
<td>9:45 - 10:30 A.M.</td>
<td>Math</td>
</tr>
<tr>
<td>10:30 - 10:40 A.M.</td>
<td>Recess</td>
</tr>
<tr>
<td>10:40 - 11:00 A.M.</td>
<td>Handwriting</td>
</tr>
<tr>
<td>11:00 - 11:30 A.M.</td>
<td>M/A/C</td>
</tr>
<tr>
<td>11:40 - 12:05 P.M.</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:05 - 12:30 P.M.</td>
<td>English</td>
</tr>
<tr>
<td>12:30 - 1:30 P.M.</td>
<td>Reading</td>
</tr>
<tr>
<td>1:30 - 1:45 P.M.</td>
<td>Recess</td>
</tr>
<tr>
<td>1:45 - 2:15 P.M.</td>
<td>Spelling</td>
</tr>
<tr>
<td>2:15 - 3:00 P.M.</td>
<td>Social Living</td>
</tr>
<tr>
<td>3:00 - 3:30 P.M.</td>
<td>H. &amp; P.E.</td>
</tr>
</tbody>
</table>

Figure 5.5
Daily Classroom Schedule (Marian)

Her more experienced supervisor used her log comments to reinforce Marian's flexibility in dealing with constant schedule adjustments making a mockery of the original planned student teacher schedule (see Figure 5.5). In an effort to dissipate rushed feelings and prepare this novice teacher for familiar occurrences of interruption, she inserted words of encouragement.

Thanks for changing your teaching times to accommodate the Sugarland U. teacher [Log, 9-9-97]

Thanks for adjusting your lesson and including another lesson because we didn't have time Monday [9-17-97].

You might want to cut down the news a little. It's taking a little too long [9-23-97].
<table>
<thead>
<tr>
<th>Week</th>
<th>Day/s</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 18-22</td>
<td>Tues.-Fri.</td>
<td>Observations</td>
</tr>
<tr>
<td>Aug. 25-29</td>
<td>Mon.-Fri.</td>
<td>Math</td>
</tr>
<tr>
<td>Sept. 2-5</td>
<td>Mon.-Fri.</td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>H.&amp;P.E.</td>
</tr>
<tr>
<td>Sept. 3-12</td>
<td>Mon.-Fri.</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Handwriting</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Spelling</td>
</tr>
<tr>
<td>Sept. 15-19</td>
<td>Mon.-Fri.</td>
<td>Social Living</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>H.&amp;P.E.</td>
</tr>
<tr>
<td></td>
<td>Wednesday</td>
<td>ALL DAY 1</td>
</tr>
<tr>
<td>Sept. 22-26</td>
<td>Mon.-Fri.</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Handwriting</td>
</tr>
<tr>
<td>Sept. 29-</td>
<td>Mon.-Fri.</td>
<td>Reading</td>
</tr>
<tr>
<td>Oct. 3</td>
<td>Mon.-Fri.</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Social Living</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Mon.&amp;Tues.</td>
<td><strong>ALL DAYS 2&amp;3</strong></td>
</tr>
<tr>
<td>Oct. 6-10</td>
<td>Mon.-Fri.</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Spelling</td>
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<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Handwriting</td>
</tr>
<tr>
<td>Oct. 13-17</td>
<td>Mon.-Fri.</td>
<td>Social Living</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Fine Arts</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>H.&amp;P.E.</td>
</tr>
<tr>
<td></td>
<td>Thurs.&amp;Fri.</td>
<td><strong>ALL DAYS 4&amp;5</strong></td>
</tr>
<tr>
<td>Oct. 20-24</td>
<td>Mon.-Fri.</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Handwriting</td>
</tr>
<tr>
<td>Oct. 27-31</td>
<td>Mon.-Fri.</td>
<td>Math</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Social Living</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>H.&amp;P.E.</td>
</tr>
<tr>
<td>Nov. 3-7</td>
<td>Mon.-Fri.</td>
<td><strong>ALL DAYS 6-10</strong></td>
</tr>
<tr>
<td>Nov. 10-14</td>
<td>Mon.-Fri.</td>
<td>Spelling</td>
</tr>
<tr>
<td></td>
<td>Mon.-Fri.</td>
<td>Fine Arts</td>
</tr>
<tr>
<td>Nov. 17-21</td>
<td>Mon.-Fri.</td>
<td>H.&amp;P.E.</td>
</tr>
<tr>
<td>Dec. 1-3</td>
<td>Mon.-Fri.</td>
<td>Social Living</td>
</tr>
<tr>
<td>TOTAL HOURS</td>
<td></td>
<td>180</td>
</tr>
</tbody>
</table>

Figure 5.6
Student Teaching Schedule (Marian)

We both need to try to finish language arts by 12:00 so we can work with groups from 12:00-12:30. If we can cut handwriting to 20 minutes total and spelling to 20 minutes, I think we can do it [9-24-97].

You adjusted very well to our change in schedule to visit the firetruck [10-7-97]. Sometimes you just can’t fit everything in. That’s okay [10-14-97].

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Not only are anticipated changes constant, but at any given moment, the "squawk box" (teacher's reference to school address system) boomed into classrooms. This unwelcomed guest requested particular students or information or announced visitor, schedule change, meeting, or adjusted schedule. So much for the autonomy provided professional educators in their own classrooms.

Classroom management, every student teacher’s expressed gauge of success, sent Marian on a constant quest for suggestions from varied sources. She reported writing every new idea and suggestion in a notebook. She recommended more time for student teachers to spend observing other teachers.

"Naturally good at seeing what is illogical and inconsistent" (Myers, 1987, p. 11), Marian seemed bothered by her perception of special treatment of two students in the class. Both have adult relatives working in the school. One is an aunt who is a paraprofessional and one a grandmother, the primary caregiver and school counselor. On several occasions, these two students were singled out for special favors (extra food and getting special seats away from the class for school events) by their relatives.

Since activities occurred in view of the other children, this bothered Marian tremendously. Conversations indicated an awareness of the school politics and the inappropriateness of student teacher involvement, but logic and fairness took precedence. Although seemingly unnoticed by her supervisor, Marian took the opportunity to express
concern about unfairness of this practice with the adults. Her assertive, straightforward approach put the reins of managing this classroom back in her control [Fieldnotes, 10-24-97].

Supervisor's log comments ranged from "You need to come up with some type of system to quiet students quickly" [9-17-97] at the beginning of the semester to "Your classroom management skills are excellent. Keep it up" [11-4-97]. Marian was a quick study and viewed classroom management as the opportunity to generate and experiment with her own ideas.

For so long we've been sitting in the classroom and having somebody tell us for so many years what to do and when to do it. I mean, it's all been given to us. We take it all in and process it, but never go out and do it. But to sit there and have to just go out and do it is a lot different than school. It's like giving background. I want more background knowledge [Interview, 11-5-97].

I kind of prefer all-day teaching. I can speed up and slow down when I want. When I have everything to do, I get it all together and go with it [Fieldnotes, 10-24-97].

Activities for Additional Involvement

Teaching during the beginning months of school automatically involved Marian with preparations for Open House. Her supervisor commented on the overtime Marian had offered preparing the room and materials for visitors. Demonstrated professionalism with the parents during Open House impressed her classroom teacher [Log, 9-5-97]. Marian could be found inspecting students' desks after
school. Seeing a need and handling these situations through initiatives of her own brought notice and praise [10-24-97].

Faculty visibility continued with participation in the school’s Halloween Bazaar, a welcomed involvement for a fun-loving teacher. The Spook House benefited from Marian’s creativity and artistic abilities. She recognized that duties and activities like selling raffle tickets served as part of initiation for membership in this “teacher club.”

Recognizing the value of continuing education, Marian voluntarily participated in a workshop. Her supervisor took notice in her log.

You went the extra mile and willingly participated in our parish-wide professional inservice day. I feel that the information learned will benefit you wherever you end up teaching [10-28-97].

Final evaluation comments summed up Marian’s transition from student teacher to faculty member.

Marian has gone beyond the call of duty and has done many extra things for me and the students. She has been willing and able to do so much for the students and our school [12-2-97].

Evaluation

Marian admitted her standards defining success or effectiveness were usually higher than the supervisor’s. She craved not only positive comments, but specific suggestions for improvement. The log became mostly a recapping of Marian’s lesson with niceties and superlatives sprinkled throughout.

Occasionally, a detailed script described a procedure and suggested activity to integrate into her lessons. Most
of these examples revolved around process learning. Basically, Marian's supervisor imparted the message, "Don't tell the students what they are able to tell you for themselves." She promoted meaning negotiation with the students rather than direct instruction. Effective questioning techniques became the core of this literacy classroom.

As a tough self-evaluator, Marian was constantly assessing her teaching and second guessing her chosen activities. High standards were her expected norm.

I've got to find a way to remember everything I have to hand out. I completely 'spaced it' on the language worksheet. I wish I had observed more math teachers. I know that there are gimmicks to use [Journal, 9-17-97].

Marian's supervisor prepared for maternity leave and the supervising principal asked Marian to substitute. Detailed instructions supported a smooth transition. This supervisor obviously wanted the learning environment to continue with consistency and direction toward success. The grooming process was carefully orchestrated.

Overall results of Marian's formal evaluation (see Table 5.3) gave marks of an acceptable, competent replacement. An overall score of 4.89 at mid-semester led to a final score of 5.77.

Marian continued to strive for perfection throughout the semester. A conversation with her supervisor captured Marian's sense of responsibility to this profession.
Supervisor: Good day! It's not easy, is it?

Marian: Teaching is really hard! HARD WORK!

Table 5.3
Student Teacher Evaluation (Marian)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plans and organizes large units of work and daily lesson plans.</td>
<td>4.25</td>
<td>5.75</td>
</tr>
<tr>
<td>2. Evaluates students' progress and uses this data to revise teaching.</td>
<td>4.00</td>
<td>5.25</td>
</tr>
<tr>
<td>3. Demonstrates a thorough knowledge of subject matter appropriate to student's ability.</td>
<td>5.00</td>
<td>6.00</td>
</tr>
<tr>
<td>4. Organizes and manages the classroom by utilizing variety and positive techniques.</td>
<td>4.60</td>
<td>5.60</td>
</tr>
<tr>
<td>5. Creates a proper environment for learning which provides for mutual respect and safety of students.</td>
<td>5.00</td>
<td>5.67</td>
</tr>
<tr>
<td>6. Recognizes individual abilities and uses various techniques to assist with learning difficulties.</td>
<td>5.20</td>
<td>5.80</td>
</tr>
<tr>
<td>7. Uses a variety of appropriate presentation techniques to encourage student involvement.</td>
<td>4.40</td>
<td>5.60</td>
</tr>
<tr>
<td>8. Utilizes questioning skills to stimulate student interest and response.</td>
<td>4.75</td>
<td>5.88</td>
</tr>
<tr>
<td>9. Is prompt and prepared for daily teaching.</td>
<td>4.25</td>
<td>5.50</td>
</tr>
</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Objective</th>
<th>Mid-Term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Models the appropriate dress, poise and confidence.</td>
<td>6.00</td>
<td>6.00</td>
</tr>
<tr>
<td>11. Works cooperatively with teachers, administrators, and other personnel.</td>
<td>4.67</td>
<td>5.80</td>
</tr>
<tr>
<td>12. Adjusts new situations and accepts constructive criticism.</td>
<td>5.33</td>
<td>6.00</td>
</tr>
<tr>
<td>13. Uses correct grammar in written and oral form and demonstrates acceptable patterns of speech.</td>
<td>5.20</td>
<td>5.60</td>
</tr>
<tr>
<td>14. Exhibits eagerness, interest and a positive attitude in teaching.</td>
<td>5.25</td>
<td>6.00</td>
</tr>
<tr>
<td>15. Copes sensibly with problem situations, exhibits maturity and refrains from snap judgments.</td>
<td>5.00</td>
<td>5.67</td>
</tr>
<tr>
<td>16. Injects appropriate humor into daily classroom activities.</td>
<td>6.00</td>
<td>6.00</td>
</tr>
<tr>
<td>17. Anticipates situations and independently pursues planned courses of action.</td>
<td>4.33</td>
<td>5.00</td>
</tr>
</tbody>
</table>
CHAPTER 6

CASE STUDIES OF FIRST-YEAR TEACHERS

Two Case Studies

The two first-year teachers, Caroline and Nathan, continued as informants from the pilot study. Caroline represented the student teacher in the pilot and Nathan represented the first-year teacher. Both are now in their induction year--first semester for Caroline and second semester for Nathan.

Descriptions in this chapter follow the same format as the preceding chapter. Teacher as decision-maker continued forming the focus through five broad categories: understanding personality type, planning for instruction, teaching duties, activities for additional involvement, and evaluation.

Caroline

A Day in the Life of Caroline ("Married, Mother of Two")

6:30 A.M.: The alarm goes off, get up and start getting ready for school.

7:05 A.M.: Make my little girl, get her ready for school. My little boy woke up with croup. Finished getting my little girl ready between 7:05 and 7:30. Start getting my little boy ready at 7:30. after giving him his medicine.

7:35 P.M.: Called my housekeeper. I told her I'd have to pick her up a little early because I have a meeting this morning. Got my little girl’s school things together. Had to check through her school bag. Grabbed a quick bite for her, loaded everything up for my little boy, got his medicine together so that I could go over everything with the sitter.

Left the house at 7:45 A.M. It was raining. Dropped my little girl at the bus stop. Went on to get the housekeeper. Pick the housekeeper up at about 5-10
minutes to 5:10 A.M. Drove back by the bus stop, my little girl was still there. THE BUS HAD BROKEN DOWN. Dropped the housekeeper off, went back across, got my little girl and her friend and dropped them off at school.

By this time it was about 9:05 A.M., so I was running a little late. Dropped the two kids off at school went on to the sitter. Dropped my little boy off at the sitter, went over the medication that he would have to be on today (child is asthmatic).

Drove on to school for my grade level meeting. Got to school at about 8:20 A.M., grade level meeting started at 8:15 A.M. I notified chairperson that I would be about 5 minutes late.

Went sign in at the office, rushed across to the grade level meeting. Was in the grade level meeting until about 8:50 A.M. Started getting my things together for the day. Ms. C came in to tape; went about my routine in the morning; taught my lesson at about 9:45 until 10:40 A.M. and then we had rainy day recess.

Stayed in and talked to Ms. C for rainy day recess. Had about 5 minutes and then went to talk to April for about 15 minutes for some teaching we had done.

11:10 A.M.: Got back to the room and started the computer for the kids in the center. We will be going to lunch in about 10 more minutes.

Back from lunch, now I’m going to work on some I.E.P. work; also did some charting earlier and I’ll be getting ready to teach again at about 1:30 P.M.

1:00 til 1:35 P.M.: I taught my lesson, then helped Ms. S (classroom teacher) cut some triangles out for art project. During naptime, also helped with center time.

2:30 P.M.: Came back to my room, worked on some lesson plans; also some modifications, charts, until 3:00 and right now we’re practicing a song for a sing-along until about 3:10.

3:30 P.M.: I’m going to leave and drive home and they’re going to pick me up and go to a workshop that begins at 4:30 to 7:30 P.M.

7:00 P.M.: I got out of my meeting early, so I’m headed back home.
7:30 P.M.: Arrived back at my house; got in my car to go get my little boy. Got to her street and found out my husband had already picked him up, so headed back home and started fixing supper. Called my husband; he was at Mike's. Told him to bring the kids home so I could get them ready for bed.

The kids got home; bathed Brittney and Blake; fed them. By this time it was like 8:15, and by 8:30 P.M. they finished eating; got them to bed. Went sit down for a few minutes to kind of catch my breath and eat supper.

By this time, it's about 9:30 P.M. I went work on the computer for about an hour. Worked on some writing and also some things for school.

11:30 P.M.: Went to take my bath.
11:30 P.M.: In bed ready to end my day.

Understanding Personality Type

Extroverted intuition with feeling (ENFP). In or out of the classroom, life is an exciting drama to this ENFP. As a keen observer with intense concentration, Caroline tended to be an interpreter of actions. Passionate about her projects, she created excitement in her lessons. Comments in her journal communicated her high energy level. "This week has been a blast to teach [3-19-97]. I know my excitement is rubbing off on the kids" [3-18-97].

Contagious enthusiasm coupled with intensely perceptive skills sent warnings of ineffective or inappropriate responses during instruction. Caroline's motivation and total preparedness allowed her characteristic optimism to often become a self-fulfilling prophecy (Keirsey & Bates, 1984; Myers, 1987).

Learning style versus teaching style. Student-centered instruction resulted from Caroline's preference for group
discussions and talk in her own process learning. Not comfortable with highly structured learning, Caroline promoted organized action learning. She described “putting energy into her lessons” when using music to help her kindergartners learn shapes [Journal, 9-10-97].

Needing feedback of interactions, she constantly fretted about “giving them (students) everything they need to succeed” [Journal, 3-21-97]. Her own preference for variety in classes motivated continuous quests for not only the effective lesson, but also the influential one (DiTiberio & Hammer, 1993; Hirsh & Kummerow, 1987; Keirsey & Bates, 1984).

The students were eager to write and make their stories better. I know they know my eagerness to help them! A teacher’s attitude can make the difference. Several students were working one-on-one with me at every available minute. This was GREAT [Journal 3-19-97].

Dealing with stress. Unlike perceptive types that have a tendency toward procrastination and getting things done at the last minute (DiTiberio & Hammer, 1993; Meyers, 1987), Caroline recognized her low frustration with incompetence and high stress levels triggered by short timelines. She made every effort to adjust accordingly. Whether completing assignments or teaching a lesson, she linked preparedness to success.

As I taught, I became more relaxed. I felt better once I had started teaching. When you are well-prepared it helps your confidence level. I know I had done everything that I could have to make my lesson run smoothly. Being prepared and organized made teaching the lesson easy [10-10-97].
Relationships with colleagues. As a first-year inclusion teacher, Caroline dealt with the normal stressors present when working with varied personalities. She alternated working with two kindergarten teachers and two paraprofessionals each day. Intense emotions and hypersensitive perceptions (Keirsey & Bates, 1984) made shifting emotional gears as she crossed the hallway a "ping-pong" trip.

"I'm with this class and it's amazing the difference in the classes. Ms. S is more relaxed and when I work with her class, I find it more difficult because I find I like more structure. In Ms. B's class, I can expect certain reactions from the kids. I know what to expect [Fieldnotes, 9-2-97]."

A frustrated Caroline greeted me in a panic on another visit. She discovered the educational plans of her inclusion students to be inaccurate and inefficiently completed. Foreign to her style of professional performance, Caroline displayed anger and frustration with the teacher who hurriedly pieced together these reports when exiting the program. In Caroline's judgment, total disregard for the impact of this sloppy job on inclusion students warranted nothing short of a good tongue-lashing. Deciding to engage her assertive charm, she approached the previous inclusion teacher. Now teaching a regular class in the same building, Caroline asked this teacher about these unacceptable reports [Fieldnotes, 10-24-97].
Planning for Instruction

Working as an inclusion teacher presented Caroline with a professional dilemma. She was not the assigned classroom teacher, nor was she a paraprofessional. She functioned in a zone spending most of her day vacillating between the both jobs.

As the inclusion teacher, Caroline could be found charting a minimum of three times weekly. Regression-recoupment charting identified those inclusion students qualifying for the Extended School-Year Program (ESYP). Each child's lifelong social skills must be charted three times prior to any break in the school year. Returning to school, charting one to five times determined if and when the child maintained skills/concepts taught prior to the break. Results determined if the child qualified for an ESYP summer program to help review and maintain these social skills.

Quite often, Caroline depended on the paraprofessional in each class to maintain the charting responsibilities. Each visit, I sensed Caroline's frustration with a program making more demands on time for paperwork and allowing less time for instructing students.

Some teachers have set a 10-minute time limit on charting. The classroom teacher doesn't understand; that's why you (inclusion teacher) are there. Most of my students need one-on-one tutoring [Fieldnotes, 10-24-97].

Effective literacy instruction was always addressed in her reflective journal responding to her whole class
instruction. Only once did she comment on an inclusion success story. Inclusion job description priorities did not seem to replace the sentimental professional favorite—literacy instruction. In response to my comment, "You seem more flustered as an inclusion teacher than as a student teacher." Caroline replied,

Because you rely on other people's work, their classroom. There are so many people in the classroom. We're all a team, but everything seems like someone else's work [Interview, 10-24-97].

Teaching Duties

Instructional schedules and responsibilities are established through team collaboration: regular classroom teacher, special education inclusion teacher, and paraprofessional (see Figure 6.1).

<table>
<thead>
<tr>
<th>Daily Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:35 A.M.</td>
</tr>
<tr>
<td>9:35 - 10:15 A.M.</td>
</tr>
<tr>
<td>10:15 - 10:30 A.M.</td>
</tr>
<tr>
<td>10:30 - 10:55 A.M.</td>
</tr>
<tr>
<td>10:55 - 12:15 P.M.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>12:15 - 12:50 P.M.</td>
</tr>
<tr>
<td>12:50 - 1:00 P.M.</td>
</tr>
<tr>
<td>1:00 - 1:30 P.M.</td>
</tr>
<tr>
<td>1:30 - 1:45 P.M.</td>
</tr>
<tr>
<td>1:45 - 2:30 P.M.</td>
</tr>
<tr>
<td>2:30 - 3:15 P.M.</td>
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<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3:15 - 3:30 P.M.</td>
</tr>
<tr>
<td><strong>1:00 - 1:30</strong></td>
</tr>
<tr>
<td>11:30 - 12:00</td>
</tr>
</tbody>
</table>

Figure 6.1
Daily Classroom Schedule

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The Handbook for Providing Inclusive Education (1994) defined the role of the inclusion facilitator: "to provide support and assistance to general and regular education teachers implementing inclusive education practices" (p. 4).

An effective team worked together to achieve common goals of student success. Team members are expected to meet on a regular basis, prioritizing issues and sharing duties. This individual student planning team was responsible for developing and reviewing the special student's individual education plan—IEP (Robertson et al., 1994).

Caroline served as the inclusion teacher for two kindergarten classes, spending half a day in one classroom and the remainder of the day in the other room. Responsible for four inclusion students in each class, a paraprofessional assisted in each class. Mornings and afternoons were also rotated between the classes.

Entering the classroom, Caroline's inclusion work dominated her time. She was either charting while working one-on-one with inclusion children, directing group work, or updating paperwork. In her frustration, she would often comment:

I feel I could be more effective with my kids if I could sit and work individually with them. Everything is group or whole class instruction.

The paper trail takes precedence over teaching. Most of the paperwork must be done at school in the I.E.P. charts on computer [Interview, 12-1-97].

In addition to her responsibilities as the inclusion facilitator, she was expected to plan and teach a math
lesson each day in both kindergarten classes. Repeating each lesson for both classes, described as "tedious and boring" [Interview 12-1-97], occupied two hours of her workday. Each lesson involved thirty minutes of instruction and thirty minutes of work with manipulatives called "tubbing" (manipulatives kept in rubber tubs).

Each day Caroline was seen helping out with the center work during the language arts class. She was obviously most comfortable putting her training into practice; she is a regular education literacy teacher.

Classroom management during group instruction presented no problems for Caroline. Students' responses to Caroline were usually positive resulting in effective instruction. In fact, her classroom management techniques applied in one of the classrooms enhanced the learning environment. Students often approached her for assistance during lessons taught by the regular classroom teacher.

Issues of time management occupied this novice teacher's thoughts, interviews, and journal entries. She repeats,

There's no time to do any paperwork. The paper trail is crazy. There are flaws in the way it's done. All this documentation for accountability and then, if the child doesn't meet the objectives set in the I.E.P., he still goes on (social promotion). It doesn't make sense [Interview, 10-24-97].

They automatically go on. I don't understand. The educational gap keeps getting bigger and bigger [Interview 12-1-97].
Activities for Additional Involvement

Absorption with graduate studies, inservice meetings, and family obligations completed her day. Every moment at school was spent meeting, planning, teaching, charting, and preparing for assessment. In addition, required evening meetings provided inservice training for the new reading initiatives. Caroline's professional plate was full.

Evaluation

*Louisiana Teacher Assessment Program (1996)* has two basic uses: determine a new teacher's competence to structure instructional improvement and gather information upon which to base the new teacher's qualifications for certification (p. 5-1). Classroom observations and structured interviews collected data related to the Louisiana Components of Effective Teaching (see Appendix G). A profile of strengths and needs was developed by the support/assessment team during the first semester of employment—a virtual trial run for the support semester. Second semester assessment used the collected data to recommend certification or continuation in the assessment program for a second year.

The assessment team was comprised of the three experienced educators: the teacher's immediate supervisor, an experienced teacher usually from the new teacher's school, and an external assessor. Each conducted a minimum of one visit to observe the teacher in the classroom during
each semester of the first year (Louisiana Teacher Assessment Program, 1996).

These Components of Effective Teaching were not new to this novice teacher. Training by a state assessor and self- and peer-evaluation were part of a preservice methods class for both first-year teachers. Applying this criteria of assessment to videotaped lessons continued into pilot study participation.

As a student teacher, Caroline’s competence and professionalism provided the formula for a dynamic classroom team with her supervisor. Her supervisor praised her constantly and obviously trusted her judgments as indicated by her assigned responsibilities. The final evaluation read:

Caroline has demonstrated all of the qualities needed to be a great teacher. She continues to keep the needs and interests of the children as her top priority. She strives to make continuous improvements in her teaching [5-7-97].

The new teacher assessment program found Caroline’s supervisor serving as her mentor. A professional bond continued to strengthen with this knowledgeable professional. This friendship, built on mutual respect and a united desire to improve instruction for children, also insulated them from those classroom unprofessionals. United they modeled successful teamwork.

A smooth transition to the next level of assessment was supported by her mentor. Spending hours preparing for this lesson, with input from her trusted colleague, Caroline
delivered her well-planned lesson with precision and effectiveness (see Table 6.1). As the internal assessor, the assistant principal commented:

Well planned lesson reflected in delivery of instruction.

Excellent lesson. Teacher displayed great potential. Sincere concern for the students evident in planning and presentation [Postobservation Conference Record, 10-15-97].

---

Table 6.1
Teacher Observation Scoring Summary (Caroline)
Domain III: Instruction

<table>
<thead>
<tr>
<th>Component</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIIA. Delivers Instructions</td>
<td></td>
</tr>
<tr>
<td>IIIA1. Develops Lesson Objectives</td>
<td>2</td>
</tr>
<tr>
<td>IIIA2. Sequences Lesson</td>
<td>2</td>
</tr>
<tr>
<td>IIIA3. Uses Available Teaching Materials</td>
<td>2</td>
</tr>
<tr>
<td>IIIA4. Adjusts Lesson When Appropriate</td>
<td>NO</td>
</tr>
<tr>
<td>IIIIB. Presents Content</td>
<td></td>
</tr>
<tr>
<td>IIIB1. Presents Content at Appropriate Level</td>
<td>2</td>
</tr>
<tr>
<td>IIIB2. Presents Accurate Subject Matter</td>
<td>2</td>
</tr>
<tr>
<td>IIIB3. Relates Examples/Events to Content</td>
<td>2</td>
</tr>
<tr>
<td>IIIIC. Provides for Student Involvement</td>
<td></td>
</tr>
<tr>
<td>IIIIC1. Accommodates Differences</td>
<td>2</td>
</tr>
<tr>
<td>IIIIC2. Communicates Effectively</td>
<td>2</td>
</tr>
<tr>
<td>IIIIC3. Encourages Higher Order Thinking</td>
<td>2</td>
</tr>
<tr>
<td>IIIIC4. Encourages Participation</td>
<td>2</td>
</tr>
</tbody>
</table>

*(table continues)*

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<table>
<thead>
<tr>
<th>Component</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIDD. Assesses Student Progress</td>
<td></td>
</tr>
<tr>
<td>IIDD1. Uses Assessment Techniques</td>
<td>2</td>
</tr>
<tr>
<td>IIDD2. Monitors Ongoing Performance</td>
<td>2</td>
</tr>
<tr>
<td>IIDD3. Provides Feedback to Students</td>
<td>2</td>
</tr>
</tbody>
</table>

KEY: 1=Needs Improvement 2=Competent NO=Not Observed

Caroline’s journal perceptions of the assessment process reflect a professional self-portrait.

I was very prepared for my interview. Even though I spent hours preparing, I was still nervous. Everyone said not to be worried; it’s nothing. I don’t understand how anyone can say that on something as important as assessment. Everything went well and I felt that there was nothing else I could have done to perform at my best.

Preparing so completely helped my confidence level. I brought cards in with me to insure that I had not left anything out that I wanted to address. It helped. The interview lasted one hour. I was relieved when it was over. Everything went as I had hoped (10-10-97).

Nathan

A Day in the Life of Nathan ("Single White Male")

I was supposed to wake up at 5:30 A.M. this morning. I had a meeting at school for 8:00 A.M., but I ended up sleeping late until about 5:30 A.M. So when I got up this morning I had to rush a little bit faster. I’m just moving into my house and I’m still halfway between my house and my Mom’s house. In the mornings when I leave for school, I have to go to my Mom’s and get ready because all my school clothes are over there.

So this morning I was extra rushed. I actually left the house and pretty much got back on time. Which I usually relax and leave around 7 or 7:30, but as you can tell, I was rushed this morning.
7:45 A.M.: Got to school and have an 8:00 meeting with two other kindergarten (K) teachers to discuss expectations of students coming into K because we have been asked to speak to a group of parents on Thursday. So we're going to go over a group of suggestions that we have and see what we are going to say.

From 8:00-8:30 A.M.: I will be in a meeting. Yesterday, I was in a meeting until 9:00.

I have pick-up duty from 8:30-9:00 A.M., so this morning I have a teacher taking my place in case the meeting goes past 8:30. Lately, especially today, Ms. Debbie, the regular teacher, will not be here. Her mother has been very sick and she hasn't been here for two weeks now; so I will have a substitute teacher helping me, Ms. Sykes. I am the inclusion teacher.

9:00 A.M.: The class will take-in, the students will walk in, sit down in their spots, they will empty out their school bags like they were taught. They have been taught routines and procedures of picking up their folders in the desk, picking up their coats, schoolbags, whatever...

They will sit down on the rug and will listen to the morning announcements from the principal or assistant principal and then once they hear the announcements, we start our regular morning routine where we will go over about three or four songs. They get them into the mood of coming to school; wake them up; get their blood flowing; practicing alphabet, numbers, the months of the year.

9:30-10:00 A.M.: We will go over the calendar, the weather, write "Our News" where they can see us model writing for them and this will go on.

I don't see the plans for the day--Ms. Sykes (substitute teacher) probably took them home.

I do go between two teachers. On Tuesday and Thursday, I'm in Ms. Debbie's class, which is one routine, and on MWF I will start in Ms. Jeannie's class who has a totally opposite routine.

8:55 A.M.: We are getting ready for 9:00 A.M. when the student's come in. Ms. Sykes is here and we were discussing today's plans for Ms. D. She is the regular education teacher and she plans what's going to happen. She also sets the class schedule--what she wants to teach and at what time she wants to teach it. Ms. Sykes will do this because she likes to do it and she's good at it too. So, for today, we will start off...
with the opening activities. Once we finish all the
morning activities, we will go right into writing.

9:30-10:00 A.M.: The groups will be journalizing and
this will last for approximately half an hour. We will
give them a topic, like draw something, write down what
they draw and if they can't write we'll write down
exactly what they are drawing and then, they'll trace
or copy what we wrote right on top.

Some groups will be writing or working letter sheets
that we have for the 'letter of the day' we are
learning.

10:00-10:30 A.M.: Shared Reading

A whole group activity. We will read the book Miss
Wishy Washy. We will do shared reading, which is
something new that they are doing in kindergarten
because it's not just third grade. It's starting to be
reading in K, which the students have been doing
lately.

10:30-11:15 A.M.: After Shared Reading, we go into
our regular work centers. Students will be broken into
groups and these groups are consistent with high,
medium, average, low.

That way the higher students can help the lower
students for role models, just peer models.

Today's work center they will have a "W" book. They
will have to identify the "w" inside a word that is all
over in the booklet. Another center will be making
words with letters and sight words. They have a list
of sight words, about 15 words that they know already.
This is more than what they knew last year in the K.
Reading is really improved.

We have a book corner where they can go in the reading
center and actually pick the books they want to read.
Read to each other, read by themselves, just experiment
with books. And then we have an art center where they
are making a wagon, and that will last till 11:15 A.M.

11:15-11:45 A.M.: Free Choice Centers

We have more centers. It's less structured. They're
still playing with manipulatives that will help them to
focus on what we are learning--like the Play Dough
where they have to make letters; playing with
manipulatives where they have to know the number we are
learning; which is number 17 today.
So it’s more their choice, but it’s still learning what we are doing. Following the theme for today.

11:45-12:15 P.M.: Math

Use the big book. Today is the number 17. Do different things for the no. 17--different activities. We’re going to do them because it’s her plans. She’s not here to show us where everything is, but we’ll figure it out.

12:15-12:35 P.M.: Discuss the ‘letter of the week’ again.

Go back over the letter ‘w’, the sound it makes, some words with the letter ‘w’ and ties everything together. You start off with the letter and by the end the day or the middle of the day you go back to the letter and then, at the end of the day before they leave, you discuss the letter again. So it’s like repetitiveness, which really helps.

12:30-1:15 P.M.: Lunch

1:10-1:30 P.M.: Free Time

We come back from lunch. It is more relaxed. We let students finish anything that they haven’t done; read a book; talk with them or sing songs. Get ready and lay our mats for naptime.

1:30-1:45 P.M.: Recess (Their only recess of the day, which they need to go out and relax--unwind with the other students.)

1:40-2:30 P.M.: Naptime

This year is the first time it’s mandated that you have to put them to bed at 1:40 P.M. and you have to wake them up at 2:30 P.M.. Because they are trying to encourage more structured time--learning time.

So when we wake them up, we will be going to “Art Smart” again today, which is a new project that the Sugarland Service League program that they put on and it travels from school to school and Bayouland has it until the end of this week and it’s neat. It goes through the different ages of art you get sample pictures that you get to look at. There’s all kind of art centers, where they get to draw pictures, make things, and it new for teachers. It’s really interesting because one of our student’s mother and sister actually drew the picture for the Art Smart itself—not the Michaelangelo art, but the art for the
theme of Art Smart. She gets to see their work and show it off. Actually, she is pretty good at art herself and will follow in their footsteps.

3:15-3:20 P.M.: I have to go and get my stuff for afternoon duty because I am in charge of the students when they leave early for school. At Bayouland, we let the students out 10 minutes early before the buses get here and I have to get the walkie-talkie so we can communicate with other teachers to get these students out as fast as we can.

Usually that will last until 3:35-3:40 P.M. and then I will come back into the office, sit in the lounge, mellow out a little while, talk with the teachers. Joking around with the teachers is always interesting because the teacher's at this school are really fun to joke with. Then I'll come back in the classroom and "piddle around." When I feel ready, I'll get in my truck and go home.

I really don't have a definite time of getting home. I am on my own now and living in a house next to my parents. So by the time I leave here, there is all kinds of things to do. If I need stuff in Thibodaux, I just stay around and do some shopping. I may stay around and see some friends and family. Whatever I feel like doing, but most of the time I'll be home by 9 o'clockish. There's just so many things to go do. I'll find some place to go eat. I am spoiled. Mom will cook or Grandma will cook and I don't have to cook.

A 'bunch of times' we'll have meetings after school. We had a meeting this week. It lasted three hours, so I wasn't home til 8:00 P.M. I'm also a volunteer fireman, so that affects me. Wednesday night is our night so I'll stay at the fire station until 10:00 P.M. and then in case there's a fire. If the alarm goes off in the middle of the night, I'm there. If it's in my area especially--it's just something I love doing.

When I finally get home, I check the answering machine and whoever called I'll call them back. I love talking on the phone, people know that. Some people, especially teachers over here just need to talk and they will call me and I'll talk to them on the phone. One in particular, she has problems at home with the family. She'll call me and I'll help her. Her Mom's really sick; it's a burden. One person in particular will call every night and we'll talk for a while. My sister starts calling me now; my brother; I have close friends who go away to college and every once in a while they will call me.
Sometimes I see myself on the phone after midnight.

In the morning I have to wake up at 5:30-5:45 P.M.

So, it’s very hectic being a teacher. There’s other things involved, other than being here from 9:00-3:30 during the day. Everything is involved. When you are here, you have to teach. You don’t have time to do anything else. You have to color, make visuals. That takes place after school.

Maybe sometimes I don’t stop. I’m tired, so I go home and go to sleep. It all depends on what I feel.

(A DAY AT A GLANCE) That’s pretty much it.
Basically, up at 5:30-5:45 A.M. in the morning. At school for 7:00-7:30 A.M. Most of the time we have meetings at 8:00 A.M. in the morning. Like this week I had to be here for a meeting everyday for a meeting at 8:00 A.M. Here until definitely 3:30-3:45 P.M. and the rest of the afternoon is open.

Understanding Personality Type

Introverted Feeling with Sensing (ISFP). When reading Keirsey & Bates’ (1984) description of Nathan’s personality type, the apparent “fit” of type described for the other novice teachers was missing. Continued review revealed “the most important thing to understand about ISFPs is that they are SPs, with much in common with ESFPs especially” (p. 206). Nathan’s personality leaped from the print description of the ESFP in one word—performer.

An avid conversationalists, Nathan was filled with stories to share about his experiences, whether professional or personal. Often distinction could not be made between the two because his professional and social life meshed as one. Upon arriving at the school or calling to inform him of my arrival time, he would often say, “Boy, do I have stuff to tell you.”
Nathan avoided being alone and would often seek company of other school employees. His kindness and sensitivity to others sprinkled with friendly bantering made him everyone's friend. He even volunteered to take early morning and afternoon bus duty and loved connecting with the parents and students. He greeted them in the morning and bid them farewell in the afternoon. Effective educators, ESFPs are especially comfortable teaching in elementary schools (Keirsey & Bates, 1984; Myers, 1987). Nathan's frequent comments and journal entries supported this preference.

I love the atmosphere of being at school. I find myself at school one to two hours early and leaving one to two hours late. It is my world and is where I belong. [Journal, 11-19-97].

**Learning style versus teaching style.** As a student, Nathan was most comfortable in a student-centered class with frequent group discussions generating practical and realistic solutions to problems. Characteristic of his feeling preference, many of his observations and discussions about his professional training and experiences were prefaced by "I feel" or "I believe." A learner who likes practicality, Nathan works with people by putting his "heart" in his work. (Jenson, 1987; Myers, 1987). When describing his transition from student teacher to first-year teacher, he expressed these sentiments.

In student teaching you were sheltered from paperwork, committees, and most other things the teachers have to do. Now as a teacher, you are accountable and have to fill out the paperwork, serve on committees, etc. No shelter, nowhere to run and hide and more time involved in schoolwork.
A big problem is not being in the position you truly want (K vs. 3rd grade). Your heart is not totally into your work, but you still go to work everyday and do your job. That’s when it seems like work. Some of the fun is gone due mainly to the lack of interest. It’s not where you want to be. You learn to accept the game of waiting for your position. You always hope next year will be the year for your dream to come true. I know when that year comes then I will not be getting up and going to work. I am going to make a difference in people’s lives and have fun doing it [Journal, 11-19-97].

Watching Nathan teach, he exuded confidence and poise during his assessments or even when videotaping for reflection. Reading Keirsey and Bates (1984), the statement “the act is the ISFPs master” (p.204) came to mind as Nathan employed expert questioning and cueing techniques in his lessons. Even as a student teacher he employed reflections-in-action, allowing him to seize teachable moments. These skills brought rave reviews from his third grade supervisor who said, “Students are required to think at higher levels constantly. Nathan is truly an outstanding teacher with a bright future ahead of him” [Evaluation, 12-1-96]. Each kindergartner in his classroom was treated as an individual, a miniature equal. He motivated and managed his students with praise and empathy. This trait received notice from his student teacher supervisor as she remarked, “Any student would be fortunate to be a member of his class” [Evaluation, 12-1-96].

This professional readiness increased his frustration with placement. Beginning this new experience with no early childhood or kindergarten training, he reflected, “I miss my
own class! I really love working with these teachers. K) and my para's the best, but it's not mine. [9-23-97].

Dealing with stress. At the end of his student teaching experience he was told he would be a second grade inclusion teacher, but discovered that through a placement error he was placed instead as a kindergarten inclusion teacher. Quick observations of school culture had Nathan quoting his new survival motto, "Always subject to change."

Characteristic of his type, Nathan avoids stress with his natural openness and flexibility. A realistic attitude insulated him from the newfound responsibilities of teaching, particularly in a position for which he felt he had little preparation (DiTiberio & Hammer, 1993; Hirsh & Kummerow, 1987; Keirsey & Bates, 1984). With a slant toward positive thinking, Nathan's attitude evoked a professional presence.

Sooner or later things change, even without warnings. Look at my job position mix-up. I just smile and keep on going because I know that I will do the best that I can to help these children no matter what the state or school board throws at me [Journal, 9-17-97].

Relationships with colleagues. Successfully completing his student teaching with a well-respected faculty member for a supervisor, Nathan received the ultimate stamp of approval when she stated, "Nathan is respected and well liked by the entire faculty and staff of Bayouland Elementary due to his personality, cooperation, and professional attitude" [12-1-96]. In addition, as the only
single male teaching kindergarten in the parish, notoriety followed him. He quipped.

I have instant acknowledgement by administration. Instant fame! Instant popularity! Never running out of dance partners! Being spoiled! I love it!

I go to parish meetings and people want to know if I'm the male kindergarten teacher [Journal, 12-8-97].

As described by Keirsey and Bates (1984), Nathan's personality loves the gaiety of a party-like atmosphere while avoiding being alone. His gregarious sociability is his source of warmth; consequently, lines between his professional and social lives blur. Dating a couple of faculty members since entering his first year of teaching caused much stir and approval at the school. He is the "son" of the older teachers, the "friend" of many, and the "confidante" of some.

When we go out as a group to LaCasa (local restaurant and bar) after school, since I'm the only guy, I can dance with all of them. They trust me and so do their husbands. It's all good fun. When teachers have fun, we have fun [Journal, 12-8-97]!

Planning for Instruction

True to his personality type, Nathan was not always a careful planner. He lived in the "here and now" and valued impulses as was evident in his instructional style (Keirsey & Bates, 1984). When matched with a teacher having a pace and style incongruent to his, Nathan shared in amazement.

Ms. J has the whole year planned out. She knows what's going to happen everyday. It's a miracle to see how many different activities she does in a day's time with the children [Interview, 9-19-97].
A natural talent for teaching allowed him to be spontaneous and self-described as "quick on his feet." Getting caught up in actions underway, he would amazingly pull together creative happenings like a reader's theater. Obviously, by not planning for this activity, materials were not prepared and much improvisation occurred while gaps of time elapsed with no planned instruction. Nathan's obvious kindness and concerns for the children did not camouflage his instructional misfit in these kindergarten classes.

Working with reading instruction, a concept foreign to kindergarten classrooms of the past, took on a frenzied momentum in the program at Bayouland Elementary. Teachers were preparing to meet demands generated by the "K-3" reading initiative in the state. Many were involved in summer programs and inservices to provide program awareness and knowledge to supplement or replace the traditional basal instruction. Philosophical conflicts, infringement on summer vacations, and confusion in the parish created frustration, anxiety, and some anger with teachers.

The school year began in one of Nathan's kindergarten classes with a "fast and furious" pace of literacy instruction. A new letter of the alphabet introduced each day, along with sounds, usage in context, and basic sight words. The pace slowed in his alternating classroom where a new letter was introduced every other day and Friday was spent reviewing and "catching up." Expressing concern for
the effectiveness of this approach with the population served at Bayouland, Nathan thought:

There is no more kindergarten as we once knew it. The 'fun and games' are being stripped away from these kids. It makes it tougher because it's not like the old days. Everybody came to school knowing how to count, say the alphabet, tie shoes, and respect the teachers. Nowadays, you're lucky if your children know how to use a fork to eat with. They're coming to school with no foundation to build on. These kids are coming straight off the street and forced into a structured setting. Instead of molding the kids for kindergarten, they want them reading.

Gradually, I'm figuring out some techniques that really work. You see more and more teachers coming together and sharing ideas on teaching reading, but it is still hard because of the time limits and the lack of educational background [Journal, 3-19-97].

**Effective literacy instruction** was set to a different pace in both classrooms. Although Nathan felt more comfortable in the learning environment of one class, he would readily compliment the accomplished reading results of this fast-paced teacher. When talking with Nathan, you sensed he sometimes felt like an intruder in someone else's "home" where effectiveness of instruction was not his primary responsibility, but that of the regular classroom teacher. As the school year began, Nathan recognized the need of establishing classroom routines and procedures in this classroom.

The kids are starting to show signs of improvement. They are learning the routines and are becoming a little more independent. Centers are working more smoothly because there is less time wasted rotating around the room.

I still feel that Mrs. J is moving too fast. There are too many things happening at one time in one center. I think we should slow down and do more
detailing, but I'm open to whatever she does. So far she is using methods that are making my inclusion students succeed without interventions [9-12-97].

In contrast, when working with a group of students in a guided reading center, he loved "showing off" the students' reading abilities during his assessment observation. In the follow-up interview with his internal assessor, discussion centered around how shocked she was to "see what these kids could do and how much kindergarten had changed" [10-3-97].

**Teaching Duties**

*Instructional schedules* and responsibilities were set by both of the regular classroom teachers (see Figures 6.2 and 6.3). Nathan was responsible for six inclusion students (three in each kindergarten class) with one paraprofessional. Consequently, Nathan and the "para" alternated rooms and days. Immediately, I observed that his role was quite different than other inclusion teachers. In both classes, he worked with the entire group of students for most of the time spent in the classrooms.

In one class, the kindergarten teacher's mother was seriously ill and she was out for extended periods of time. During that time Nathan was responsible for total classroom instruction until she took a leave of absence and a substitute was hired. Except for a disabled child in a wheelchair, an observer could not have identified the inclusion students in this classroom. When not guiding whole class activities, he floated and assisted any student.
**DAILY SCHEDULE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:35 A.M.</td>
<td>Morning Activities &amp; Interactive Writing</td>
</tr>
<tr>
<td>9:35 - 10:15 A.M.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>10:15 - 10:30 A.M.</td>
<td>Math/Social Living Concepts</td>
</tr>
<tr>
<td>10:30 - 10:55 A.M.</td>
<td>Shared Reading, Charts, Poems</td>
</tr>
<tr>
<td>10:55 - 12:15 P.M.</td>
<td>Guided Reading, Math Centers, Writing Centers, Independent Reading, Art Centers Journals, Publishing</td>
</tr>
<tr>
<td>12:15 - 12:50 P.M.</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:50 - 1:00 P.M.</td>
<td>Music/Movement</td>
</tr>
<tr>
<td>1:00 - 1:30 P.M.</td>
<td>Free Choice Centers</td>
</tr>
<tr>
<td>1:30 - 1:45 P.M.</td>
<td>Recess</td>
</tr>
<tr>
<td>1:45 - 2:30 P.M.</td>
<td>Rest Time</td>
</tr>
<tr>
<td>2:30 - 3:15 P.M.</td>
<td>P.E. or Math Tubs &amp; Writing Centers Art Centers Independent Reading Centers</td>
</tr>
<tr>
<td>3:15 - 3:30 P.M.</td>
<td>Closing Activities</td>
</tr>
</tbody>
</table>

**1:00 - 1:30 MUSIC (TUESDAY)**

**11:30 - 12:00 LIBRARY (WEDNESDAY)**

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**Figure 6.2**

Daily Classroom Schedule
Ms. J's Class

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**DAILY SCHEDULE**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 9:35 A.M.</td>
<td>Morning Activities</td>
</tr>
<tr>
<td>9:35 - 10:15 A.M.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>10:15 - 10:30 A.M.</td>
<td>Interactive Writing</td>
</tr>
<tr>
<td>10:30 - 11:30 A.M.</td>
<td>Reading Shared Reading (20-25 minutes) Guided Reading/Center (35 minutes)</td>
</tr>
<tr>
<td>11:30 - 11:45 P.M.</td>
<td>Chart Reading/Poems</td>
</tr>
<tr>
<td>11:45 - 12:30 P.M.</td>
<td>Math/Social Living</td>
</tr>
<tr>
<td>12:30 - 1:05 P.M.</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:05 - 1:15 P.M.</td>
<td>Music/Movement</td>
</tr>
<tr>
<td>1:15 - 1:30 P.M.</td>
<td>Independent Reading</td>
</tr>
<tr>
<td>1:30 - 1:45 P.M.</td>
<td>Recess</td>
</tr>
<tr>
<td>1:45 - 2:30 P.M.</td>
<td>Rest Time</td>
</tr>
<tr>
<td>2:30 - 3:00 P.M.</td>
<td>Free Choice Centers</td>
</tr>
<tr>
<td>3:00 - 3:20 P.M.</td>
<td>Culminating Activities</td>
</tr>
</tbody>
</table>

**2:30 - 3:00 JOURNALS/PUBLISHING (Mon/Wed/Fri)**

**2:30 - 3:30 NATHAN'S LESSONS (Tues/Thurs)**

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**Figure 6.3**

Daily Classroom Schedule
Ms. D's Class

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During an interview, Nathan shared, "I teach everything when I'm in the other classroom. She goes to do other things and sometimes leaves the room" [12-1-97].

In Ms. D's class, Nathan was originally scheduled to coordinate the morning activities each day. In her absence to care for her mother, when he had the opportunity to teach all day, he responded:

I have control all to myself and it feels good! I know that I want my own class badly. I can't wait. It's not the same when you're the inclusion teacher. The kids know that you're the teacher too, but I don't feel that it is truly 'my' class. Ms. D still wrote the plans of what to teach, but I control how and when to teach [10-9-97].

Classroom management became an issue of flexibility. As a substitute replacement one semester and an inclusion teacher the second semester, he found himself always implementing someone else's classroom management plan. Feeling imprisoned and restricted in a highly structured classroom (Jenson, 1987), Nathan's relaxed atmosphere quite often found him dealing with restless 5-year olds. He used proximity control, but sensed the restlessness of the other students as he shifted positions [Fieldnotes].

During the first semester of his novice year, Nathan was introduced to the experience of a scheduling nightmare resulting in management difficulties. Typical of what might occur without notice in a school setting, he talked about "what they don't teach you in school (preservice program).

Friday was a typical day. The center time went fine as usual. It was all of the other things. It was Black History Week, so we had an assembly. The weather was bad so we had the entire school in the cafeteria. It
was scheduled from 1:30-2:00 P.M. Well, it ended at 2:45. One hour and 15 minutes sitting down, uncomfortably in the cafeteria. The kids were ready to climb the walls.

I get to my classroom and there is an unexpected parent with cupcakes and coke. Okay, they are on the walls already. Now, we are going to give them sugar. Now the kids are flying around the room and the parent is watching me like a hawk. I'm not doing anything wrong, but knowing someone was watching me was uncomfortable [Journal, 2-28-97].

Activities for Additional Involvement

Meet Nathan—bus duty representative (morning and afternoon), drug-free coordinator for the school, Mardi Gras Parade organizer, member of three committees, chair of two committees, Mr. Handyman, and most importantly, the school's male role model. Nathan was the "man of the house."

As a volunteer fireman, he spent time "hanging out" at the fire station. True to his type as a nature lover, he worked for a local sugarcane farmer during his spare time. He relished the attention and responsibility, but most importantly, Nathan loved being surrounded by people [Fieldnotes].

My family, my friends are very close. We go to each others' house. They come to my house. Mainly, they all come to my Dad's house, next door. We'll just have a big get together, a "pow-wow" in the yard. It's just something that the people and community are known to do, especially members of my fire department. It's something we have. It feels good; they're there for you. It's just something [Interview, 12-7-97].

Summer break found Nathan involved in several professional continuing education programs. A computer class to improve his "internet surfing" skills for classroom use generated excitement and impatience to get his class on
line. Inservices on specialized reading techniques provided materials and programs for implementation with the reading initiative program. Project Read, an intensive phonics-based program, lasted one week and immediately moved into another week-long program on Reading Recovery. Reading Recovery was the funded program implemented at Bayouland Elementary, but Nathan expressed preference for Project Read for his students [Journal, 9-17-97].

**Evaluation**

True to his description as a "performer," Nathan was at his best during his formal assessment teaching sessions (see Table 6.2). Support semester evaluations, found his trio of assessors in agreement with their analysis of his lessons. Descriptors such as "enjoyable, great organization, meaningful student engagement, motivating activities, and enjoyable for kindergarten level graced his assessment forms [Assessments, 2-18,20,25-97; 3-19-97]. The assistant principal best captured Nathan's elements of success when stating,

> He does an outstanding job of encouraging all students to be active participants. His demeanor is such that enables students to feel relaxed, comfortable, and anxious to please him [Assessment, 2-18-97].

The challenge to continue receiving perfect scores through his assessment semester motivated Nathan to say, "my perfect streak continues; two to go" [Journal, 10-8-97].

One lesson taught in the second round of assessment created concern for Nathan. He believed the concepts might
### Table 6.2
#### Teacher Observation Scoring Summary (Nathan)
**Domain III: Instruction**

<table>
<thead>
<tr>
<th>Component</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>IIIA. Delivers Instructions</td>
<td></td>
</tr>
<tr>
<td>IIIA1. Develops Lesson Objectives</td>
<td>2</td>
</tr>
<tr>
<td>IIIA2. Sequences Lesson</td>
<td>2</td>
</tr>
<tr>
<td>IIIA3. Uses Available Teaching Materials</td>
<td>2</td>
</tr>
<tr>
<td>IIIA4. Adjusts Lesson When Appropriate</td>
<td>NO</td>
</tr>
<tr>
<td>IIIB. Presents Content</td>
<td></td>
</tr>
<tr>
<td>IIIB1. Presents Content at Appropriate Level</td>
<td>2</td>
</tr>
<tr>
<td>IIIB2. Presents Accurate Subject Matter</td>
<td>2</td>
</tr>
<tr>
<td>IIIB3. Relates Examples/Events to Content</td>
<td>2</td>
</tr>
<tr>
<td>IIIC. Provides for Student Involvement</td>
<td></td>
</tr>
<tr>
<td>IIIC1. Accommodates Differences</td>
<td>2</td>
</tr>
<tr>
<td>IIIC2. Communicates Effectively</td>
<td>2</td>
</tr>
<tr>
<td>IIIC3. Encourages Higher Order Thinking</td>
<td>2</td>
</tr>
<tr>
<td>IIIC4. Encourages Participation</td>
<td>2</td>
</tr>
<tr>
<td>IIID. Assesses Student Progress</td>
<td></td>
</tr>
<tr>
<td>IIID1. Uses Assessment Techniques</td>
<td>2</td>
</tr>
<tr>
<td>IIID2. Monitors Ongoing Performance</td>
<td>2</td>
</tr>
<tr>
<td>IIID3. Provides Feedback to Students</td>
<td>2</td>
</tr>
</tbody>
</table>

**KEY:**
1 = Needs Improvement  
2 = Competent  
NO = Not Observed

...be too difficult for the students. His journal reflections on the lesson indicated "the kids were really trying. I was..."
really trying, thinking, modifying, pulling my hair out, but half of them didn’t catch on" [10-22-97].

To conclude the first-year teacher assessment process, the final evaluator confirmed what all others had noted before—no observed weaknesses. With these results Nathan replied, “My perfect streak stands” [10-22-97].
CHAPTER 7
DATA INTERPRETATION

Through constant comparative analysis (Glaser & Strauss, 1967) of unstructured data, five themes emerged from the pilot study and focused the direction of research: attitude, acculturation and socialization, rituals and routines, procedures, and professionalization. To insure confirmability, the repeated process used in the pilot study identifying emerging themes created triangulation of data collected.

Process notes I kept in a reflexive journal served as a catharsis for any personal judgments or conclusions tempted by my professional role conflicting with my role as ethnographer. Feelings of greatest frustration surfaced while watching supervising teachers modeling inappropriate, outdated practice. Supervisors stressing insignificant concern over a minor lesson adjustment, while ignoring opportunities for the student teacher to "seize the teachable moment," led to stilted, orchestrated lessons. Not allowing or encouraging immediate responses by the student teacher to the academic needs of students served to sabotage reflection-in-practice. Disclosure through ongoing dialogue with my peer debriefer allowed maintenance of distance and subjectivity. Lincoln and Guba (1985) referred to this journalizing process as an integral part of the audit process.

Trustworthiness of the study rested in confirming clear category structures by treating data collected in the
prolonged study as unique pieces of information supplying explanatory power to fit the data (Lincoln & Guba, 1985). Through these relevant categories, data presented takes the form of teachers’ voices shared through interviews (individual and group), reflective journalizing, and videotaped lessons.

Thick descriptions, postured in vignettes from the pilot, led to cross-case conversations. Triangulation of data sources supported validity, while additional informants provided reliability (Lincoln & Guba, 1985). Yin (1994) sees this process as an effort “to build a general explanation that fits each of the individual cases, even though the cases will vary in detail” (p.108).

Attitudes

All five novice teachers, Caroline, Nathan, Leslie, Toni, and Marian, presented varied levels of socially effective interactions in the classroom supporting their professional behaviors. They were warm, friendly, fair, involved, and understanding. Constant references to the children and awareness of teaching responsibilities indicated all “like children,” were sensitive to their needs, and “like to teach” all children (Silcock, 1993). Degrees of empathetic involvement were defined by their behaviors and voiced concerns.

“Attitude is Everything”

During a visit to Bayouland Elementary, Nathan wanted to go for a walk before the morning bell rang. I followed
him down the third grade wing and all the little people started to mob him. He said they were all students from his student teaching class. Caroline also indicated a connection with kids throughout interviews.

Nathan: Oh, here comes 'Mr. Terrible.' (This was the first student to run up and grab Nathan. He continued to walk and addresses another student.)

What's up, dude? (A story line followed for each student as they come up to him.)

Oh, here's my daughter. (This was an obvious reference made to a special little girl in the class.)

You see, whenever your mind's feeling low, walk around a little bit [Fieldnotes, 2-21-97].

Caroline: I think that even before I went to Sugar U. I had this connection with kids; and even when I would plan birthday parties for my kids we would have the big "hoopla"--you know, the big games and I'd be out there with them. Ever since I was little, I liked being around kids, baby-sitting, reading. I love literature. You see in language arts, as much as is involved, I would love teaching that because I like the books. If they can't read, they can't do anything. I was really shocked. Writing sentences...They can't write sentences in third grade. THEY CAN'T WRITE SENTENCES! I went to Catholic school and that 'blows me away' [Interview, 2-7-97].

Nathan: I'm hoping Edward's Mom (reference to a student) will come to the Mardi Gras Parade today because I never met her. We need to talk. He's got some problems. I want to refer him, but then I don't because he's the first one to memorize tapes in the class. He goes into a pull-out program every Tuesday and Thursday. Miss Susan comes and takes them to one-on-one sessions and he's one of her students. I want to refer him for evaluation, but I don't quite feel right doing it yet [Interview 2-7-97].

Both Caroline and Nathan demonstrated internal locus of control in their comments and observed actions throughout the process. Nathan would frequently comment, "It's all in your attitude." Whenever situations occurred during the
school day, he never looked to someone else to direct responsibility or blame. "Either you're going to teach or you're not going to teach" was a common response to the frustrating moments of Nathan's day [Fieldnotes, 2-17-97].

Caroline's reaction dealing with special needs students in the classroom reinforced her desire to provide the best education for all students. She stated, "After all, when there are inclusion students, there are inclusion teachers and aides in the classroom to help" [Interview, 4-11-97]. She always found ways to turn potential negatives into positives. Unprofessional behaviors by other teachers usually brought feelings of shock and disbelief, followed by empathetic comments of "I think that sometimes teachers, after so many years, feel intimidated by new ideas and new approaches. They are threatened by everything new" [Interview 4-11-97].

Purpose, focus, goal, direction never seemed to be in question. Fleeting moments of doubt crept into each student teacher's day--Edward is totally out of control, rain on the day of the scheduled Spring Bazaar, personal problems, and constant evaluations. Doubts were usually countered with a stroll through the playground for Nathan and a heart-to-heart with Ms. Chadrig (pseudonym for supervising teacher) for Caroline.

"Real Teacher Syndrome"

Insecurities of the new semester for student teachers were fueled by their perceived role as "visitor" in the
supervisor's classroom. This role was more familiar since they had all spent numerous hours as visitors in the schools--observing or teaching micro-lessons in similar classes throughout their preservice experiences. Unfortunately, the act of moving from the visitors' sign-in sheet to the student teachers' sign-in sheet did not warrant the title "teacher."

Early comments and journal entries included references to this insecurity. Marian reflected in her journal, "I don’t feel as though they see me as an equal to the teacher" [9-9-97]. Lack of response from her students was interpreted by Toni as "I didn’t do my job as the teacher" [9-4-97]. A sense of familiarity began to set in as Toni stated, "Morning activities are the most comfortable part of the day" [10-23-97].

Reported students' behaviors provided the affirmations needed by these student teachers to begin their transformation into teachers. The generated excitement of the following comments documented a sense of the importance of acceptance at all levels for these practice teachers.

Marian: It’s really funny because now my kids come to me and ask questions while she’s teaching.

Leslie: Me, too. Me, too...and they put me in their spelling sentences now.

Toni: Mine are putting me in their journals [Interview 11-5-97].

I keep thinking about what I would do is Ms. D wasn’t there to help. Surely I’d have to manage alone, but I’d probably feel more comfortable because the students would be following my given routines [11-19-97].
Completing student teaching, many of these novices were offered positions as inclusion teachers or substitute teachers in their respective schools. In-school transfers take precedence over other transfer requests. New teachers agreed to temporary alternative placements in hopes of securing their desired regular classroom positions the next semester or school year. Securities and competencies built during this mentored semester of student teaching soon returned the first-year teacher to the insecurities and doubts of an unfamiliar job. Newly required skills and competencies greeted the inclusion teacher. Opportunities to implement another teacher’s plans awaited the substitute.

A kindergarten teacher working with Caroline said, “You must feel like a glorified ‘para’ (paraprofessional).” Sharing this ultimate insult during a group interview, she responded,

Caroline: Imagine, I went to school to be a glorified ‘para’. I don’t mind my job, but I still don’t have control of the things I feel I would like to have.

Do you feel like a glorified ‘para’?

Nathan: Sometimes. What about the kids, do they see you as the real teacher?

Caroline: Mine do. They behave better for me than the other teacher in one of my kindergarten classrooms.

Nathan: In one class, I teach everything when I am in there.

Caroline: That’s wrong. That is not the job description given in the Handbook for inclusion teachers [12-1-97].
Acculturation and Socialization

Collegiality is critical to change efforts in educational settings. Teacher interactions are essential to improvement of teaching and the workplace. Novice teachers entering a school faced a social culture represented by a group personality with identifiable behaviors and varied levels of professionalism. Each school, inhabited by diverse personalities, acculturated each novice differently.

Acculturation

Entrance into these two public schools, Sugarland and Bayouland Elementary, presented the visitor with the ultimate paradox. The American flag, flying boldly near the school entrance and planted in the center of colorful, peaceful flowers, provided the invitation. You could almost hear the Statue of Liberty sending her message—"Give me your tired, your poor, your huddled masses yearning to be free." The amended message of schools continues—"give me your bright, your not so bright, your white, your black, your strong, your physically disabled." These symbols of freedom were quickly contradicted by school doors laden with messages (see Figures 7.1, 7.2, 7.3, 7.4). Messages of welcome camouflaged by exclusionary signals.

WELCOME TO OUR SCHOOL.
VISITORS PLEASE REPORT TO MAIN OFFICE.

Figure 7.1
Welcome Message
NOTICE
ALL VISITORS
MUST REPORT TO
PRINCIPAL’S OFFICE.

Figure 7.2
Visitor Message

GUNS AND WEAPONS NOT ALLOWED.
VIOLATORS WILL BE PROSECUTED.

Figure 7.3
Warning Message

NO DRUGS
DRUG FREE ZONE

FIREARM
FREE ZONE

Figure 7.4
Warning Message

One message was clear. Everyone, not a teacher or
administrator, must stop at the office door. The unclear
message lingered. Was the danger inside or outside these
doors? Where exactly did the war zone begin and where did
it end?

"This Land is My Land"

Nathan, who has been at Bayouland Elementary for a
year, walked down the sidewalk and the sea of students
parted. Students were at his side; he commented constantly
in a joking fashion. He addressed students by name, making
endearing comments and moving forward as they collected
behind him.

A trip with his class "lined up" and walking down the
sidewalk became a social event. Nathan walked backwards,
facing his students while watching and talking. He commented, "Drew and Jacelyn, you'll are doing an excellent job as door persons" [Fieldnotes, 2-17-97]. You got a sense that everyone was following the Pied Piper and would follow him anywhere. Not a soul goes by, whether student, teacher, inclusion child in a wheelchair or principal, that Nathan did not address by name with a personal comment thrown in as lagniappe. No one is a stranger.

Nathan's land of kindergarten was like a ride through Grimm's fairy tales. The classroom was the land of the Lilliputians and Gulliver's presence was everywhere. The little people had their mats set-up in a u-shape on the floor. Much instruction time took place here, with the students gazing up at Nathan sitting in his personalized director's chair. A book stand with center stage position held the big books, while "King Nathan" used a pointer as his scepter to read and discuss the stories. The tale continued outside the classroom. Other teachers frequently commented "Here comes Mr. Nathan and the Seven Dwarfs."

The "take charge" way he approached school-wide activities demonstrated his leadership. He planned the Mardi Gras parade for the school and organized his class as the Krewe of Bayouland. Volunteering is a way of life for him. He seemed to have already discovered that when career and hobby mesh, the results are not only effective, but contagious and fun.
Nathan sensed that this school was home and felt a security viewed as feelings of professionalism. A need to be accepted and liked constituted a large part of this professionalism.

Ms. C: What makes you feel professional?

Nathan: I guess walking around the school and seeing all of the students and how they look up to me. Calling my name and saying hello. I love that. Just like the older teachers. They talk about other teachers and how they can’t get along. They like me, they come see me and they come and ask me questions.

Ms. C: How do you think that happened so soon?

Nathan: My personality. You know, they told me about Ms. Frank (teacher) and how she can be strict. Well, I went after her right away—joking, playing practical jokes. Now, she’s my friend [Interview, 4-11-971].

As a member of her extended professional family, Leslie was the only other teacher to project the same sense of belonging immediately. Although Caroline remained in the same school, Sugarland Elementary provided a unique situation for this first-year teacher. Each of the three buildings housed different grade levels, teachers, administrators and consequently, unique social cultures. Moving from third grade to kindergarten equated to moving to a demographically different town. For Marian and Toni, typical new school occurrences included: new student teacher, new supervisor, new school, new faculty.

"Kids Belong Together"

Multiculturalism and diversity defined the environment that all participants faced as student teachers and first-year teachers. It is as though this must be their
opportunity to see it all, do it all, and enter their own classrooms prepared to face anything. Unfortunately, they all felt unprepared to face the unexpected demands of a special needs population in an integrated regular classroom. Issues of diversity and the disabled seemed to be cursory topics taught in an already crowded professional curriculum.

A Down’s Syndrome child sat in Caroline’s student teaching class with an inclusion teacher constantly by his side. He was physically occupying space in the class, but seldom participated in class discussions. Nathan’s class also had a physically disabled student whose academic participation was hindered only by physical constraints.

In all other cases, the inclusion students were not conspicuous to the casual observer and appeared to be completing tasks with the other students. Yet, all but one classroom housed support personnel for inclusionary instruction. During any given lesson, a minimum of three and often four adults participated in the lesson. Toni’s classroom was not an inclusion class, but she expressed concern over students who seemed to have academic difficulties.

The classroom reality of value statements that guide inclusion programs slowly infiltrated these young teachers’ skepticism and fears.

Value Statement: We believe all students have worth.

Caroline: I noticed that this student who doesn’t have a clue is sitting all the way in the back of the class. She is very quiet and never participates. I know that in college, when you are in the back you are sleeping
because you are looking at everybody. When you are sitting in the front, that's where all your A's are going to be. I really think she needs some help.

...limited education and exposure to language and language experience background. Put her next to someone who can help her because she doesn't have a clue. Until now, she was never given assistance. She came from teachers who kind of "fudged her through" and now she's just failing [Interview 2-7-97].

Value Statement: We believe that all students have the right to respect and dignity in the acknowledgment that everyone has different skills, talents, and gifts to offer.

Caroline: A teacher that intimidates kids is not as effective as a teacher who shows compassion, even with authority. They won't get compassion at home, so you need to give to them at school. It's a Mother thing.

I'm fresh at it and I guess you learn through the years or get numb to it. Like the behavior disordered kid, he's good for me. I discovered when you take him to the side and talk with him and give a few words of encouragement; he's okay. I guess it's the right chemistry [Interview 2-14-97].

Toni: I think those kids know something is different about them and the other students. Because in our classroom there's this one little girl, she's a really good student and the kids already know that. I think they recognize a difference. I don't know if they will "harp" on it, but I think they know [9-28-98].

Value Statement: We believe that all students have the right to live in a climate of acceptance within their community.

Caroline: Our inclusion room has two teachers and we're all worried about Matthew, our Down's child. He is so sweet and we all play around with him. What if next year they treat him differently? He has speech problems and is such a rascal. The kids have like adopted him and you can tell they care a lot about him [Interview 2-7-97].

Leslie: Our inclusion kids know the routine. The 4 inclusion students sit together. They're all on the same side of the room--one on each row. It makes it easier to monitor and work with them [9-18-98].

Value Statement: We believe that all students have the right to be educated to the fullest extent possible.
in a regular school environment that is age-appropriate and provides a climate where all students feel valued and included.

Caroline: I sat in on a meeting this week. I can't remember the name, but it's about children at risk of failing. It's a committee to talk about what they will recommend for them in the classroom. It was really interesting. They tried to find help for these kids and decide if there is any kind of assistance that they can give them. I was kind of in the dark, but it was interesting [Interview 2-14-97].

Marian: I can't even tell. In fact, when I first arrived, I kept trying to figure out who the inclusion kids were. There's some kids that I wouldn't necessarily deem inclusion, per say. They just seem a little slower. Not that it's real noticeable or anything. Just on the slow side [Interview, 9-28-97].

Value Statement: We believe that the development of an appropriate education for all students requires on the part of the team positive attitudes, flexibility, educational growth, and a willingness to be open to change.

Caroline: We really work well together. It's going really good [Fieldnotes, 3-10-97].

Marian: In the classroom today, we had an inclusion teacher, a para, the regular teacher and me. The kids seem to be oblivious to the adult crowd [Interview 9-28-98].

Value Statement: We believe all children can participate and learn together.

Caroline: Last week we took the kids to see the Louisiana Philharmonic. We had a little trouble with one of the kids. He has a behavior disorder and took off and wouldn't stop. I really got to see first hand. I really don't know how you would handle something like that. It makes you really wonder. Like, we will be going to New Orleans at the end of the year. Is it safe to bring a child like that to the French Quarter? He could take off. I don't know what the solutions would be, but they may ask his Mother to come with him and have his guardian with him.

I think that's a big responsibility for a teacher in New Orleans. He will need someone one-on-one. I said I would take care of him, but they said as a student teacher, I shouldn't have to take on that extreme responsibility. I agree because I don't think that I
have enough insight into this little boy and experience with that particular problem to maybe handle a situation like that correctly; so it might make it worse [Interview, 2-7-97].

Leslie: It's nothing like I expected. I'm not sure how I feel about inclusion, especially for the behaviorally disordered students. It's so sad for those students who want to do the activities. The lack of control is frustrating and takes up so much teaching time. Is it fair to the other students [Fieldnotes, 9-11-97]?

The police came to our school for two straight days. A third grader threw another student in the bushes and broke his collarbone. An ambulance drives up to this elementary school to take a kid to the hospital. The very next day two kids get into a confrontation in the classroom, carry it to the playground, and when the mother arrives she had to be restrained by police in handcuffs.

A second grader had to be placed in 45 day in-school suspension for terrorizing students in the classroom—throwing chairs and books, pulling hair, and hitting children. Sometimes these kids control the classroom atmosphere. Is that fair to the other students [Interview, 9-11-97]?

Value Statement: We believe, that through collaboration, we can develop educational programs that focus on student abilities and possibilities, rather than disabilities and limitations (Kids belong together: A handbook for providing inclusive education, 1994. p.2-3).

Caroline: I love this new supplemental reading program with the Sunshine books. It's being piloted in the parish and I'm real excited because they only chose certain teachers and my supervisor was chosen. So on top of having the experience of being in an inclusion room, I'm also going to have the experience of kicking this program off with her and seeing what works and what doesn't. So I'm going to have an edge over some teachers who have been teaching for a while and haven't had this new program [Interview, 2-7-97].

School Culture

Discussions about school climate tended to vary by school, classroom, and teacher. Teachers at Bayouland
Elementary (Marian, Nathan, and Toni) viewed student behavioral values to be a greater problem than those at Sugarland Elementary (Caroline and Leslie). Students reportedly made fun of others and were not well-behaved or on task when not monitored. Caroline reported a definite problem with parent and community-school relationships. All of these novice teachers at Bayouland Elementary agreed that the school welcomed parent involvement and participation.

School administrators at both schools set high standards and communicated those standards with parents, students, and teachers. Administrative decisions evolved through collaborative efforts with teachers and students. Clear instructional management resulted. Leslie expressed a concern over outside interruptions with scheduling and frequent movement of students in and out of the classroom for support programs [Fieldnotes].

**Socialization**

Supervising teachers set the tone of the student teaching experience. Both first-year teachers and student teachers expressed the importance of taking a major role in the selection of that person. Unfortunately, it was a two-part process and sometimes student teacher placement was out of the control of the preservice student. Students requested a supervisor, usually one observed or one who came highly recommended by fellow students.

Traditionally, the names of the outstanding supervisors appeared atop the lists of many students. In an effort by
the teacher education program to maintain objectivity, assignments reflected ranking by grade point averages and the remainder of the students and supervisors were randomly matched--"the luck of the draw" for many. The result was not always professionally productive. Instead, strong students were matched with strong supervisors and weak students were matched with weak supervisors.

"She's Awesome"

The competence and respect of the supervising teacher introduced the student teacher to school culture. She was teacher, mentor, motivator, protector and friend.

Caroline: I'm going to be honest. I have not been overly frustrated throughout my student teaching because I've been really happy here. If I could have my perfect life, I would stay working with my supervisor--working with her, learning from her, being respected by her.

At the beginning, I did everything to prepare. She gave me the assignments, the materials I needed and I did it. I'd work hard; I'd do all my schoolwork, my stuff. I'd turn it in always three weeks ahead of time. Now that I'm at the end, she'll say, 'okay, English next week...This is what you're going to teach. Let me look what I have so you can build your lesson on this.' I think if I had come across as lazy at the beginning and she didn't think I could do it on my own, then she wouldn't give me as much help.

Nathan: The student teacher in my supervising teacher's class this semester wants to come and talk to me. I tell her she should be talking to her because we talked all the time last semester. Like when there's tension between the teachers, if they would talk openly it would work out [Interview, 4-11-97].

Marian: I'm going to brag on mine. She has so many little teaching tips on how to get a point across. Things that would never have probably just occurred to me. I'm stealing everything I can [Interview, 11-5-97].
Experiences in the field served as a vehicle for reflecting and meshing values, techniques, and behaviors. The novice teacher was encouraged to share experiences with other teachers, thus cultivating a collegial environment built on trusting relationships which embraced the students into the community. This nurturing environment and relationships throughout the process formed a professional bond that continued beyond the student teaching semester. The isolationism that novice teachers experienced once weaned from their preservice program disappeared. They were no longer alone in the schools.

"Personal vs. Professional: Where's the Boundary?"

Caroline: Philip's (Caroline's husband) surviving me. I feel sorry for him. I give my time to my kids, and then after they go to bed, I give some time to my work. ...and then it's little time for him, except for the weekend and sometimes that doesn't fit in. He's "kinda" been busy this week and that eased the tension. He had meetings. When he's off doing something, that's okay, but when he's home, I have to spend some time with him.

You don't have enough hours in the day. I don't go to sleep at night. It's not quite as bad as when I had to study. That took brain work and I needed two to three days. The lesson plans, I can sit in front of the TV and write and get something done [Fieldnotes, 3-5-97].

Life of the dedicated teacher complicated personal lives as viewed in "A Day in the Life" scenarios of each of the novice teachers. When the bell rang ending the school day, most teachers' faced an extended workday. The elementary teacher, traditionally female, returned home to additional responsibilities. The balancing act between
personal life and book bag began early in a teacher's career.

Student teaching presented a sampling of what the "teacher" faced on a daily basis. Lesson plans to write, papers to grade, and paperwork to complete usually occupied the time between the kids' bedtime and sheer exhaustion. Husbands rolling over onto books in the bed created more than the usual tension in a relationship. The juggling act continued.

Extended time spent in the same school created an atmosphere of familiarity. Resulting dynamics were similar to a typical family demonstrating both normal and dysfunctional behavior. The personalities, tensions, and levels of professionalism became clear, and quite often disillusioning for the naive, idealistic novice teachers. Decisions of whether to partake in the teacher's lounge gossip or eat lunch quietly while discussing school issues, or simply "stay out" faced every teacher. The professional supervisor played the role of mother as well as mentor. She protected and supported the new teachers and traditionally, the student teacher modeled the behavior of the supervising teacher. The student teacher assumed the respect afforded the supervisor by her fellow teachers.

Caroline: I feel as though when I'm with Ms. Chadrig (pseudonym for supervisor), I'm a professional and when I walk into the lounge eating my lunch that I'm not really talked to very much. I stay "kinda" quiet, eat my lunch, then I get out. I just don't feel like I'm being accepted yet.
Like we had a meeting on the Sunshine program one day and Ms. Chadrig headed the meeting and I was her assistant—holding the books up and showing how I used the program. I was the first one to teach the program. I even taught it before Ms. Chadrig. She thought that she could learn from me since I was recently educated at the university. I was worried because I really didn't say too much.

Ms. Chadrig said, "Why are you worried what they think about you. You have a lot to offer. You know what you gave them is good ideas, so don't worry what they say when they walk out the door" [Interview, 4-11-97].

The camps are recognizable at any school. The "professionals" set education at the top of their daily agenda with the needs of the students as priority. Summers were spent taking coursework for professional improvement or preparing new and innovative lessons for the following school year. At the other end of the continuum were those "teachers" who consider the best thing about teaching to be June, July, and August. Their days were spent waiting for recess and the dismissal bell, often racing to their cars to beat the bus traffic. These teachers viewed school as a great place to socialize, with discussion revolving around petty topics of students and colleagues' personal lives [Interview, 4-11-97].

Toni: I can tell you from the first day. Even from the meeting I went to the second day, I can tell the teachers who hold a grudge. I mean I can tell right away. They make comments like, "I don't want to do this."

Marian: It doesn't matter that the students will benefit from the program.

Toni: No. They say, "Don't make me have to do it because I don't have time and I don't feel like doing it. You can tell those teachers from the first day by just walking through the lounge to sign in. You hear
things and it's always the same ones [Interview, 4-28-97].

Business and pleasure seemed inseparable at times in the school cultures. It was like a small town and relationships were much the same. Courtships sometimes brewed in the center of feuding cliques. While some were reclusive, others socialized in and out of the school setting. As Nathan said, "If they like you and want to keep you at the school, they find a way to hide you." Inclusion teacher positions serve as cover to insure that the favored players remained at the school until a permanent teaching position became available [Interview, 4-11-97].

Rituals and Routines

Schools have predictable routines and rituals that can be traced through many generations of students. Rules, announcements, lines, recess, lunch, buses, and teachers' dress and behaviors provided folktale material that connects one generation to the next. Each parent could share stories of these school descriptors that would parallel or rival their child's. Are schools really that different? Is it time for reform?

"Freeze Frame"

Although traditional routines and procedures were the key to classroom management, occasionally the novelty of something different adopted by the entire school became immediately effective. A stroll on Bayouland Elementary playground before school, and during any recess was
immediately a walk down memory lane. The kids looked the same with slight changes in dress. They were laughing, running, talking, pushing, and having fun.

Suddenly the bell rings loudly and approximately ~30 students FREEZE in place without sound or movement. The duty teachers counted "1-2-3-4-5" and the students then walked to their lines near the classroom doors. Quiet movement replaced the usual pushing, running, and yelling. The well-behaved children awaited their leader, the classroom teacher, before entering. Nathan, Toni, and Marian greeted their primary students holding finger to mouth indicating quiet. Students modeled behavior as they walked in an orderly fashion to the classroom with fingers on their mouths to maintain quiet [Fieldnotes, 2-17-97, 9-15-97].

Toni: I really like my school. I think there's a lot of routines. I've seen teachers doing the same thing. I've noticed teachers lining their kids the same way--boy, girl. They walk to the cafeteria the same way and you notice other teachers. They just don't do anything right. It's a routine and the kids know it. I really like that.

Marian: You know what else I like about our school. All the teachers get together and they decide what topics are going to be taught each week. So they know what the kids are going to know by the end of the school year. Whatever concepts or activities they want to use to get it over to the kids is fine with them. That's their creative right [Interview 9-28-97].

"Jump Start: The Day Begins"

From fieldnotes and interviews, a typical school day in the life of Nathan Ryan's kindergarten class was reconstructed from the pilot study. Behaviors and classroom
activities described and represented some unique kindergarten references. Other descriptors integrated part of the typical school routine of all teachers and students participating in the study.

8:45 to 9:00 A.M. The morning bell rang and the students entered the classroom. They quickly hung their backpacks and jackets on the coat racks that lined the wall. They moved to their floor mats to their usual greetings from Mr. Ryan—"Hi Pocahontas. How's Broken Bone Beatle Bailey today (directed to a student with a broken arm)? He continues with GI Joe, Christopher Columbus, and the Italian Stallion."

9:00 to 9:30 A.M. Immediately, the public address system, fondly referred to as the "squawk box," loudly invaded each classroom and the announcements of the day began. Students were invited to recite the "Pledge of Allegiance" and sang the "Star Spangled Banner" led by students over the address system in the office. The principal returned to announce the names of the day's absent teachers and proceeded to describe how their classes would be divided. (Each teacher of the same grade level as the absent teacher was given a certain number of her students for the day. Substitutes were not hired.)

Immediately following completion of the announcements, Nathan took a role count for the day. Viewed as an opportunity to integrate math, he had the students count off to see how many were present and then requested the names of
the absent students. The students were then asked to add the number to the total present and see if they get the total number in the class.

9:30 to 10:30 A.M. Give out the name tags, grab your coats again, and take time to put them on because it’s breakfast time—the first event. The students lined up and reviewed each student’s responsibility for the day—the doorman, the newsman, the leader. The “Pied Piper” routine of walking to the cafeteria was repeated twice each day. The students walked toward the hand washing stall, a circular sink with continuous circular running water and two paper towel dispensers located above the large bowl. The students approached two at a time to wash their hands and then move to another line. Mr. Ryan then simply signaled for the students to enter in their regular order of “girl, boy, girl, boy.” The single line led to the cafeteria counter where each little student grabbed the tray as Mr. Ryan handed it to them and they followed in line to the next place at the long cafeteria tables. The position at the head of each table was reserved for the teacher. Each of these routines has a sense of unconscious effortlessness that only happened with much consistency and reinforcement.

Welcome to the cafeteria, the hub of Bayouland. What followed for the next half hour, while the students and teachers had breakfast, was nothing short of a major social event. The teachers had casual conversation, making comments about some of the students, and discussing anything.
from school events to talking about the last pokeno party
and plans for Friday afternoon. Two of the teachers entered
the cafeteria holding their Bibles and sat quietly while
their students ate. Nathan shared the fact that neither
attended the school Mardi Gras parade and he sensed that
they thought his dress and behavior was less than
acceptable. As much as Nathan craved approval as a
professional colleague, this did not seem to bother him.

Suddenly, a screaming child ran out of the cafeteria
with the teacher in quick pursuit. This was extreme
behavior for a typical five year old, but Nathan described
this as routine for the behaviorally disordered inclusion
student. The students barely noticed and continued asking
Mr. Ryan to help open their milk and juice cartons.
Immersion of the disabled through inclusion breeds
familiarity and acceptance of differences.

A plastic container was passed down the length of the
table and each student placed the fork in the container
before Nathan picked it up and followed the students to
deposit their trays at the large kitchen window. Another
line formed and you hear, “Mr. Ryan, I ’gotta’ use it. I
’gotta’ use it. Me too,” as they moved to the next stop.
In pairs by gender, they now entered the appropriate
restroom and then, another wait for all to “use it.”

Reverse modeling conditioned the teacher in this case.
No direct correction or corrective modeling, such as “You
have to go to the restroom” or “You have to be excused,” was
ever observed. In fact, Nathan often asked, "Does anyone have to use it?"

During the walk back to the classroom, Nathan reminded the students to be looking around and collecting information for "The News" today. Every moment is a teachable moment, even if just incidental.

10:00 - 10:30 The start of a new academic day was set into motion. The name of today's day and all days of the week were reviewed. The month, as well as the previous month and next month were covered. The permanent calendar was adjusted to reflect the new information, while a piece of white poster paper was taped to the board to begin "Morning News" (a practice in both schools in all primary grades).

The other papers from the previous days of the week were displayed on the bulletin board for all to see. Each child in the class had an opportunity to have a personal day for the news. The student provided the ending sentences for the news and selected two other students to help complete the artwork. The final project, completed sometime during the schoolday, was proudly posted for viewing. Ownership and displaying of work was so important for students.

10:30 to 10:40 The bell rang and the students went to recess.

10:45 to 12:30 Academic activities vary: reading of a big book, reviewing of the alphabet, singing a phonics song accompanied by a cassette tape, using letters to form and
recognize words, sorting beads by color and coding numbers on a graph.

12:30 to 1:15 A repeat of the breakfast routine continued for lunch. The amount of preparation time devoted to these procedures seemed to create much “down time” not involving teaching or learning. Efficiency and effectiveness never entered the numerous conversations of the day. Most conversations between teachers were casual, but Nathan spent little or no time in the teachers’ lounge, reported to be “gossipy, lady-talk, and sometimes unprofessional.”

1:15 to 2:00 Storytime or center time provided time for socialization and literacy activities.

2:00 to 3:00 The soft music started; students retrieved their mats and positioned them in strategic positions across the floor of the classroom. It was nap time, another event. “Edward, calm down” followed by “stop giggling Lisa,” were regular comments from Nathan. Some students were sitting quietly, some laying on their stomachs or backs. Curiosity ruled during a cool down period that lasts approximately ten minutes. You observed sleepers, resisters, gigglers, and movers. The activity level of the students became quieter with more whispers. By 2:30 most of the students became “sleepers or resters,” but the “movers and interrupters” made their presence and resistance known. Since they were in the obvious minority, they tended to communicate without speaking. The soft music continued in
the darkened room and it seemed difficult for the adults not to join the children. This was Nathan's time to complete folders, set up activities for the next day or rest with the students.

3:00 to 3:15 Nathan gave a quiet wake-up call. The response was outstretched arms, yawning, slow motion movements, and soft talking. This must be what waking up from hibernation resembled. Students picked up their mats, grabbed their schoolbags and sweaters, and with bleary eyes returned to their pad to sit. Nathan distributed folders for home with last minute reminders of upcoming events or assignments.

3:15 The line forms again. It was time to gather the forces and walk them down the sidewalk one more time. It was dismissal time. Everyone bid farewell. Individually or in small groups the kids dropped out of the class line to fall into the bus line as they awaited their yellow ride to reality [Fieldnotes].

Some of the students returned to a warm, nurturing home where the parents were anxiously awaiting their arrival. The topic was the student and their schoolday. Some have had their last meal until the next morning and were returning as intruders upon a day of sleeping, card playing and "soap watching" or possibly an empty house. The child became the caregiver to other children and the streets were their home.
Following the bus deposits, the walk back to the classroom provided time for reflective discussion. Nathan voiced concern for some of the students. One mother was a known crack addict and there had been suspicious marks on another child’s arms. Reflection-on-action assumed an entirely new meaning and Lisa Delpit’s (1995) *Teaching Other People’s Children: Cultural Conflict in the Classroom* provided survival reading.

**Procedures**

Goodlad (1984) states that teachers have difficulty working collaboratively with other teachers when time for noninstructional activities is limited and decision making continues to be entrenched in a top-down paradigm. Novice teachers reported no scheduled planning time during the daily school schedule. Individual teachers and collective grade-level efforts toward efficient planning did not necessarily result in effective teaching. Specific attempts at integrated or correlated curriculum were described by these inexperienced teachers.

*Marian:* One of the good things they have at Bayouland Elementary is that they have grade-level planning. When they get together for their grade-level meeting they share little ideas.

*Toni:* This is what’s happening now in the third grade. The person that’s the grade level leader doesn’t want to meet. My supervisor keeps talking about the need to meet.

This teacher is retiring. Maybe, she’s just tired and she doesn’t feel like dealing with all that. Some of the teachers want to meet and some of the teachers need to meet. We have one next door. I don’t know where she got her degree from, but she is bad. She uses intimidation. You can hear from our classroom. You
can hear her screaming at the kids all day long [Interview, 11-5-97].

"Our Lesson Plans"

The teachers at Sugarland Elementary prepared common lesson plans. Each teacher at a particular grade level was assigned a content subject. Responsibility for planning, gathering books, resources, and other material preparation became an isolated rather than collaborative effort.

**Caroline:** These lesson plans seem to be working out well. But sometimes, like in anything in life, you find someone who doesn't always turn in their stuff on time and don't do their work. These teachers don't always do their work because they know someone else will do it for them. I don't know if every grade is doing this, but I do know from what I have heard that the school encourages this.

**Nathan:** At Bayouland, they don't have to turn in plans. I can get away without writing anything. I wrote them for my state assessment. Nobody checks them.

**Ms. C:** Nathan, do the teachers at your school plan together? Is there a set planning time?

**Nathan:** They all have the same lesson plan. Out of ten second grade teachers, two will write all the spelling, two will write all the reading and then they will get together and they all have it. That's what the system wants to do right now. They want to rewrite the kindergarten curriculum because right now all of the teachers are doing their own thing. They asked me to coordinate it at our school.

There is no set planning time. The thing is that some of the teachers get stale because they're not doing anything new. They go to school; they go home. They just want to leave when the bell rings [Interview, 2-7-97].

**Professionalization**

Sockett (1996) tells us that professionalism is about the quality of practice and the public status of a job.
Teaching is more than quality of technique; subject knowledge alone does not yield effectiveness. Recent educational reform efforts identified characteristics in traditional schools as unfavorable. Effective teaching is not promoted or necessarily valued. Empowerment of teachers is nonexistent. This environment serves to undermine rather than promote professional status for teaching. Abdal-Haqq (1989) states that "restructuring schools not only changes the character of school culture but also creates a need for a nontraditional approach to inservice teacher education."

**Reflection-on-Practice**

Contemporary society demands that teachers possess both high academic standards and moral and practical sophistication. Teachers are encouraged to examine and reflect upon their own practice as a basis for personal and professional growth. Hugh Sackett (1996) states:

Professional teachers must be capable of profound reflection on practice; competent to enter in a dialogue of the practice they know and the theory or literature they read; able to engage in teacher community of interpretation and critique with colleagues and with children; and able to observe, document, and analyze their own practice and experience, and take that analysis into the white hot cauldron of public forums and public accountability. Each of these elements we seek to foster in our school-based program (p. 26).

"When It's Good, It's Great"

The use of the videotape bridged theory to practice. It slowed the fast-moving, classroom interactions and allowed the teacher to view, question, and project methods of improvement. The preservice program of participants...
introduced this method of reflection accompanied by questions the teacher should ask prior to reviewing the lesson. Knowledge structures allowed for identification and recognition of effective teaching techniques.

Behavioral attributes observed in the taped lessons provided confidence to identify weak areas of effective instruction. Although their identified components of weakness did not show much difference from lesson to lesson, consistency supported a sophisticated awareness level leading to more effective plans for improvement. Attention to these effectiveness components, as well as log entries of evaluators, tended to serve as mnemonics for novice teachers’ thoughts as reflections-in-action.

Clearly stating and quantifying components of effectiveness established a common frame of reference for teachers. Professional dialogue adopted a tone of discourse leading to supportive collaboration. Self-directed reflections recorded in reflective journals exhibited professional practice in progress.

Caroline: Today we worked on vocabulary and also sharing meaningful sentences. This is new for the kids. They need more practice writing in all areas. Things are going smoothly, but I am concerned. Am I giving them everything they need to succeed [Journal, 2-21-97]?

The kids seem to panic anytime I ask them to write. The children liked working in groups. They help each other--peer assistance. It is good for them [Journal, 2-21-97].

Nathan: When you are scoring your tape and looking at the individual things listed on the sheet, you’re thinking about it. It’s not just the lesson that you did, you go back and think of other lessons and future
lessons. It just keeps you on track. Some of the older teachers need to be doing it...and there's nothing hard about it [Journal, 4-11-97].

Yesterday, I had my second round of State Assessment. It was a long day. The kids were very cooperative. She had all good compliments, and told me she couldn't find a weakness to improve upon. However, I still don't feel that I'm doing as well as I can. First of all, I do not have kindergarten training; then, I do not have all the materials collected over the years. Inside I know I can do better [Journal, 2-26-97].

Toni: I thought my directions could have been better. I told myself that at the end when it came time to add the tally marks (classification activity), I should have done it on the board. As the activity progressed I thought that I should have kept a record too. I felt like the lesson was a total flop because I almost had to pull it out of thin air in the first place [Journal, 9-15-97].

"That's Not How I Learned It"

Occasionally, student teachers found themselves in a dilemma of appropriate practice. Outdated and ineffective methods of instruction occasionally observed or recommended by supervisors created frustration. Do they comply with the suggestions of a seasoned, highly respected teacher serving as their evaluator? Do they question the directive and adjust lessons accordingly? Unfortunately, most of these novice teachers simply complied with the wishes of the supervisor and made little effort to discuss and clarify these literacy practices. Leslie's log read:

When reading with them orally and a word is missed. Don't let a child continue to miss words. Stop him/her and do it again. Also, if a child is struggling with a word just say it, let him say it and move on. I know it's hard, but let's try to get them to read a little louder [9-12-97].

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This recommendation was inconsistent with this young teacher's content knowledge. Hennings (1997) suggested constructing meaning through contextual cueing in developing fluency.

**Reflection-in-Practice**

Reflection-on-practice equipped the novice teacher with a refined awareness leading to effectiveness. This acute awareness equates to experience, an experience that not even seasoned teachers may possess. Unfortunately, knowledge of what improves effectiveness does not always translate into classroom practice (Silcock, 1993).

In reviewing taped lessons, all teachers consistently identified the component "teacher takes advantage of a teachable moment" as a weakness on their lesson evaluations. Reflection-in-action provided a skilled teacher the opportunity to take advantage of optimum teaching-learning opportunities precisely at the moment of most effectiveness. Reflection-on-action, accompanied by consultation with reinforcement, creates an integrated skill. Teachers who reflect and respond in action function on autopilot. They observe, reflect, shift, accommodate, and reflect as an ongoing, continuous process. Journal entries indicated that much thought, attention, and energy was directed to classroom, student, and time management rather than effective delivery of content.
"They're Getting a Little Out of Hand"

Predictable days of usual routines constantly interrupted days "They do not teach you about in school" [Nathan, Journal, 2-28-97]. Teachers signing in after school arrival, viewed a notice posted announcing an assembly for Black History Week, or a string quartet, or visit by the state superintendent of schools. Schedule changes and disruptions created a more relaxed atmosphere for students. An atmosphere that translated into management problems for the teacher. Sitting in the cafetorium, while kids got noisy and even tried to fly around the room before the start of the assembly, was uncomfortable for any teacher.

Caroline: Today our schedule was thrown off. I felt I had to rush to get everything in today. The kids were more excited than usual. They participated, but were chatting a lot today [Journal, 4-15-97].

The schedule is very tight and things are being moved around. Adjusting your lesson is always necessary in order to fit the subject [Journal, 4-15-97].

The second all day went much smoother. The kids were obedient and I had no discipline problems. The students had a great attitude and I could tell that Spring Break did them some good. I enjoyed this day. I was much more relaxed [Journal, 4-2-97].

Leslie: Today was a very rushed day. I am starting to feel nervous because I am behind in Art. The Thanksgiving feast is Friday and the art projects have to be finished by Thursday. I will have to work on overdrive the rest of the week to get this stuff done. Can't wait [Journal, 11-19-97].

Marian: I sometimes wonder if I am being too strict for first graders. For example, walking in line, entering and exiting the classroom. I can vividly see problems in control down the line [Journal, 10-17-97].

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Toni: I feel like this lesson was a waste. I didn't do my job as a teacher (in every aspect—on-task behavior, monitoring time, etc.) [Journal, 3-4-97].

For many new teachers, management issues are not simply a minor distraction, but occupied the majority of the teacher's thoughts during any lesson. Reflection-in-action interprets as "survival in the trenches" rather than improved teaching effectiveness.
CHAPTER 8
FINDINGS, IMPLICATIONS, LIMITATIONS, AND FUTURE RESEARCH

Findings

This ethnographic multi-case study served as a forum for three student teachers and two first-year teachers. Using the theoretical framework of their preservice program, teacher as decision-maker, efforts strived to capture survival of these teachers through their capstone field experience and induction year of teaching. Examined levels of reflection paved varied paths toward effectiveness. While Nathan and Marian's confidence fortified their bold venturing into altered lessons to improve levels of effectiveness, Caroline, Leslie, and Toni guarded against delving into territory deemed to be exclusively for an experienced supervisor. These three viewed reflection-in-practice as a "right of passage" not yet reached as a student teacher. Individual and collective voices allowed viewing the acculturation and professionalization processes facing novice teachers in today's "reform-torn" schools.

Yin's (1994) suggested case study method of investigating this "contemporary phenomenon in its real-life context" (p.23) supplied piled-up data at the personal level of experience. Following careful analysis of this research data, five themes emerged: attitudes, acculturation and socialization, rituals and routines, procedures, and professionalization. Themes that served to organize the impact of social and instructional concerns of these new
teachers. Constant comparative data analysis generated four major assertions constructed in response to the research questions of this study.

Research questions with accompanying assertions and discussion follow:

**Question 1:** How do preservice and first-year teachers use reflective practice and self-assessment to develop effective teaching practices?

**Assertion 1:** Reflection, a professional practice of self-assessment, requires initiation at the preservice level to insure integration into the classroom.

**Question 2:** How do the preservice and first-year teachers' approaches to effective literacy instruction compare?

**Assertion 2:** Effectiveness is defined by approved practices of respected supervisors implemented through the individual personality preferences of inexperienced teachers.

**Question 3:** Why does reflection not translate into effectiveness?

**Assertion 3:** Reflection-in-practice is a difficult concept to internalize and requires the experience and confidence of purposeful, continuous practice.

**Question 4:** How is effectiveness perceived in the professional, social school environment of novice teachers?
Assertion 1: Professionalization is dependent on school placement and influenced by the culture of that school.

Assertion 2:

Reflection--A Process Skill Requiring Preservice

Introduction

Introduction to reflective practice occurred in a preservice literacy methods class in the professional curriculum of all research participants. Although each participant reported limited reflective journalizing experiences, familiarity with the process allowed a common frame of reference for these teachers. Initial journal entries simply presented a litany of the steps followed in implementing each lesson--a mini-lesson plan or procedural list.

General statements of surface observations, rather than specific reflection-in-practice thoughts, characterized the novice teachers' journals. Astute supervisors must distinguish the preservice students with ability and personality preferences to integrate immediately developed knowledge structures to actual classroom practice. During individual and group interviews, as well as evaluations of videotaped lessons, efforts to model reflection-in-practice while viewing specific classroom scenarios provided each of these young teachers with a sense of self-assessment. Dividing the journal into the two types of reflection (-on and -in practice), Toni quickly demonstrated the ability to
project her feelings of frustration into her journal entries—"Let me get through this lesson on time with no behavior problems," was a constant message. Journal statements of all five of these teachers predominantly addressed concerns of student behaviors and lesson pacing.

Whether student teacher or first-year teacher, external assessments were valued more than self-assessment. It was difficult to get these teachers to spend time self-reflecting and then trust their observations. The lack of self-confidence in their assessments continued to place responsibility for needed lesson adjustments on the supervisors and classroom students rather than the teacher. Whereas, preparing for state assessment or a lesson that would please the supervisor became all-consuming at times. During these times, the performance, particularly for Nathan and Marian, seemed to take precedence over assessing effectiveness related to student outcomes.

Quality of reflections and sensitivity to student reactions to lessons improved for all five teachers. Continued emphasize on student behaviors interfering with successful completion of the lesson, rather than alternative practices improving effectiveness of instruction, filled journal pages. Recognizing ineffectiveness was not a problem. Immediate responses to dull, ineffective lessons depended on levels of confidence supported by the personality of each new teacher. Reflection-in-practice began to infiltrate the lessons of Caroline, Nathan, and
Mariam. Toni noted needed curricular revisions, but seemed unsure in her right to implementation, while Leslie began to make minor adjustments to her planned lesson when indicated by student behaviors.

**Assertion 2**

*Impact of Supervisor Warrants Planned Pairing With Novice*

Approaches to effective literacy instruction bombarded these teachers as they entered the new school year. Caroline and Nathan experienced the initial preparations for implementation of new literacy practices during the pilot year. As inclusion teachers, implementation simply involved executing the plan of the regular classroom teacher or assisting with individualized instruction for inclusion students.

Program changes causing frustration, disorganization, and uncertainties with supervising teachers created mixed reactions from the student teachers reflecting their personal response to stressors. Familiar strategies and practices from preservice literacy classes in new programs of instruction created a sense of anticipated excitement for Toni, additional stress for Leslie, and "business as usual" in Marian's class.

Reading classes moved from whole class basal lessons to ability grouping emphasizing integrated instruction. Reactions to this new procedure, not addressed in preservice training, seemed to model closely behaviors of their supervisors. Marian began to function as a team teacher.
Leslie struggled with her supervisor through the logistics of coordinating three groups. Toni reaped the benefits of an experienced supervisor whose training included grouping. The cyclical world of education returned to this familiar practice. Toni and Leslie approached effective literacy instruction as clones of their supervisors, while Marian's sense of drama enhanced her modeled effectiveness.

Preservice teachers perceived themselves as responsible for supporting the learning environment of the supervising teacher. Transition from dependency on external support sources is imperative in gaining self-reliance. Rather than focus on student actions with reactionary behaviors, the teacher must continuously review teaching methodology for analysis of effectiveness.

Assertion 3
Reflection-in-Action—A Responsive Action Requires Modeling and Practice

Student teachers' focus on pacing and behavior management preempted concerns of effectiveness. Concerns with "how to" paralleled requested topics of student teacher seminars. Teachers equipped with classroom management strategies and techniques created an environment facilitative to instruction.

Lack of competence and comfort with reflective practice implied that student teachers had no in-depth understanding of learning principles presented in their preservice professional program. Jadallah (1996) therefore contended
that a teacher’s frame of reference concerning teaching and learning will affect insights of reflections.

Neither first-year teacher displayed a higher level of reflection than the student teachers. Large group or whole class instruction was not their primary responsibility, consequently, providing limited opportunities to use reflections on effectiveness. Relationships with their regular classroom teachers ranged from respectful to tolerant.

Limited experiences created a survival instinct defining lesson success as simply completing the planned lesson within the scheduled time frame. Reflection-in-practice, a difficult concept to internalize, demands modeling from the mentor with careful scaffolded guidance. What happens when the model practices outdated, sometimes inappropriate practice? Active reflection will only occur if the teacher uses results of teaching analysis to alter instructional format and integrate changes in the preconceived world of school. Novice teachers must be given the flexibility of a non-threatening environment to experiment with this unfamiliar technique. Assessment would then be tied to the higher levels of reflection justifying changes in planned lessons. New teachers must gather confidence in their own abilities to counter, rather than reinforce or simply ignore, ineffective methods of instruction.
Assertion i
Professional Tone of a School is Set by Inhabitants

The threshold to professionalization is paved by the teachers' self-image and acculturation into their schools. Spradley's (1980) universal themes suggested situations found in this study of novice teachers.

Social conflict sometimes occurred between supervisor and student teacher. Often these conflicts were triggered by requirements or procedures that did not comply with directives of the university program. Different time lines, workload demands, and requirements created feelings of unfairness among the teachers. Leslie, Marian, and Toni expressed being left alone in the classroom to monitor or teach the students. Informed of the legalities of this occurrence at the University meeting, each knew she should not remain in the class but was fearful of not complying with the supervisor. Caroline and Nathan felt like "a teacher without a class."

Acquiring and maintaining status was set by association with a respected and effective supervisor for the student teachers. Relationships with administrators, colleagues, and parents usually affected the image of effectiveness for new teachers. Simple anointing by respected teachers or outstanding performance during the state assessment cycle insured a reputation of effectiveness. Both Caroline and Nathan remained in the schools of their outstanding student teaching experience and set the tone for their professional
acceptance with continued exemplary performances during state assessments. Leslie and Toni were placed with seasoned, innovative teachers held in high esteem at each school and within the University program.

Constant reminders of the "luck" of their placements created a desire to achieve levels of effectiveness modeled by these supervisors. Placement with a recent graduate of the University teacher education program set Marian in a unique situation. The methods and techniques of effectiveness were recognizable and in accordance with her newfound philosophy of literacy instruction. If personality type affects levels of reflection as shown in this study, can the matching of student teacher to supervisor remain the result of self-selection or convenient location near the student teacher's home?

**Implications**

Is the energy and innovation of novice teachers strong enough to bear the weight of reform? Preservice programs and schools must provide a safe, nurturing environment if competent professionals are to emerge. Many student teachers and first-year teachers entered this incubation period only to experience what might be described as a "schizophrenic yo-yo." Each day novice teachers found themselves vacillating between feelings of: frustration-elation, outsider-insider, incompetent-competent, ridicule-respect, kindness-harshness, punitive-nurturing, isolationism-protectionism, and student-professional.
Positive, supportive preservice experiences introducing the teacher to varied school cultures presented a professional who felt equipped to make a successful transition to the classroom. Sometimes insulated experiences lacking realities of today's classrooms provided a false sense of preparedness—Leslie and Toni's supervisors quickly "stepping in" to handle interrupting student behaviors, and Nathan and Caroline relegated to positions of assistance and not the "real teacher."

Schools are social cultures. When Hall (1981) states, "The cultural realm or sphere is best thought of as contested and always in the process of change, without fixed forms and practice" (as stated in Foley, 1990), he evidently never stepped into a public school. Recognizing and modeling the traditional routines of success, while rejecting or adapting the routines of failure, comes with dialogue between the "natives" of education. Active research in the classroom, not edicts from the ivory tower of the university, provide insight into improving preparatory models. Topics addressing controversial reform issues, such as the "great debate" over best practice of reading instruction, should share equal billing with content knowledge and pedagogy on the curriculum agenda. Theorists without practitioners fail to equip the preservice student for teaching success. Tools for success accompanied by professional dialogue must be site-based and teacher-designed.
As social creatures, too much energy is expended by novice teachers in becoming an accepted part of the faculty. A functional knowledge of the politics entrenched in school culture needed more than cursory attention at the preservice level. A priority social issue of elementary schools includes developing "survival techniques" for the teacher's lounge assisting in maintaining professionalism in the midst of unprofessional comments.

Initially, teachers' abilities to accomplish acceptance equated with teaching competence. When this perceived competence does not translate into classroom effectiveness, the new teacher felt isolated and overwhelmed. Students were not learning and the teacher felt unsuccessful and unprofessional. Effective and influential teaching is best accomplished through modeling; therefore, models must be consistent and effective. Foley (1990) describes a successful teacher by saying, "He has ignored all the petty conflict and politics around him and become the best band director he could be" (p.156).

Limitations

Qualitative methodology cannot lead to cause-effect relationships. This study was designed to study novice teachers and determine how their reflections translated into effectiveness. In an effort to "take the reader into the setting that was observed" (Patton, 1990, p. 26), gaps causing possible misinterpretations occurred due to my inability to be in each classroom at all times. Initiation
and/or completion of all lessons or classroom events could not be observed. Depth of detail supported by recurring opportunities to study each theme continued providing validity and reliability to this study. Efforts to offset lack of continuity or depth of information involved member checking, focused interviewing (individual and group), and videotaping of lessons.

Patton (1990) described "methodological skill, sensitivity, and integrity of the researcher" (p. 11) as major components used to generate validity and reliability. Every effort to balance my inexperience as qualitative researcher with sensitivity to accurate interpretation prevailed throughout the study. As a faculty member in the preservice program of the participants, accurate representations of policies and procedures could easily be verified.

Efforts guarding against "going native" provided these constant inner struggles: refraining from responding in defense when a program issue came under attack, becoming mentor and/or surrogate of these vulnerable teachers, and listening without judgments or advice. These struggles were constant, but tempered by awareness. Personal journalizing and discussions with the peer debriefer and external auditor released these frustrations allowing maintenance of trustworthiness.

As stated by Marshall and Rossman (1989), qualitative research does not pretend to be replicable, but rather
defines a method of generalization serving as a template to compare and/or generate further investigation (Yin, 1994). Thick descriptions of unique school practices and procedures allow the reader opportunities to determine transferability.

**Future Research**

Stake (1994) believes that case studies do not represent the world, but simply the case. Similar results in multiple cases can serve to be more compelling. Prolonged engagement with these novices set the stage for related themes requiring study. The importance of listening to novice teachers for program development was supported by the concerns and suggestions of these five research participants.

**Research Implications**

First, reflections on instruction should begin immediately in the preservice process and include more than the recording of procedures. Inexperienced teachers at all levels should begin to assess effectiveness of instruction. Referenced alternative methods of appropriate practice should be planned and implemented in future lessons.

The supervisor’s log suggestions should provide the incentive for self-assessment. Student teachers can record personal reflections prior to reading log suggestions insuring application and implementation of preservice knowledge structures. Require first-year teachers to maintain reflective journals as part of the assessment process. Assessment then becomes ongoing rather than a
periodic rehearsed performance for an external assessment team.

Second, prolonged engagement from student teaching, through first-year and continuous years would provide insights into the effective literacy instruction of these teachers. When student teacher and supervisor's personalities are in conflict, will the student teacher continue to model the supervisor's incongruent style or develop a style of effectiveness that is unique?

Although we began to compare teachers' approaches to effective literacy, the unusual disruptions at the start of this school year certainly caused unique circumstances—circumstances creating logistics problems that interfered with fair assessment of effective literacy instruction.

Third, the assumption that the supervisor is the best and only model must be challenged. Reactions to videotaped feedback indicated that, not only can teachers self-assess effectiveness, but they are more likely to respond to needed improvements if purposeful plans are used. Inexperienced teachers crave support and effectiveness strategies, and these can be provided through levels of mentoring. Pair first-year teachers with student teachers as first-lines of professional communication. Attempts to experiment with new methods of effectiveness are more likely to occur in nonthreatening environments eliminating the pressures of evaluation.
Fourth, inexperienced, insecure teachers must enter a warm, nurturing environment. Not one where they are viewed as an unwelcomed intruder. The supervising teacher plays a valuable role. Novice teachers construct their understanding of school from supervising teachers and respected peers. Mentoring programs pair novice teachers with outstanding experienced teachers who can explain and guide the teacher through school policies and practices. Work-related teacher discussions are reflections that serve to enhance the community of professionals and students. Only through collaboration and shared inquiry can the triad of teacher education program, student teacher, and supervising teacher provide a foundation insuring success.

Evaluation and continued inservice preparation of supervising teachers helps to enhance rather than sabotage the student teaching experience. Quite often, the gap between training and knowledge-base of the supervising teacher and student teacher can be erased by forming a partnership with a first-year teacher. A developed camaraderie allows for a different, but necessary, kind of support system. Conversations, without the threat of evaluation, create another avenue for reflection while providing a mentoring experience for the new teacher.

Epilogue

Teachers' voices from the trenches of schools must be heard. Without them, reform rings hollow in halls outside school culture. School reform must occur at all structural
levels. Unfortunately, the level impacting kids most, houses the least respected voices. Paths to effectiveness are varied. Locus of reform rests in the charisma of Nathan, the knowledge structures of Leslie, the performances of Marian, the organization and passion of Caroline, and the heart of Toni. Momentum begins through Caroline’s words and collective voices of these teachers.

Teaching is so important to me. I Love It! I am excited and ready to have my own group of students and my own classroom. It’s getting close to the end and I’m ready to dive into my first year.
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APPENDIX A
LETTER FROM SCHOOL DISTRICT

August 25, 1997

Mrs. Patricia B. Caillouet
421 Hale Drive
Thibodaux, LA 70301

Dear Mrs. Caillouet:

In response to your letter dated August 15, 1997, permission is hereby granted to continue your dissertation research (for a doctorate in reading) this semester at
and

I am confident that the principals involved will continue to provide the assistance that is necessary to support your research.

Sincerely yours,

Malcolm M. Delciantis, Ph.D
Superintendent of Schools

MMD:gar

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APPENDIX B
LETTER TO UNIVERSITY

August 16, 1997

Director of Student Teachers

Dear

This letter is a request for permission to follow-up the pilot study I completed with the student teachers, during the spring semester. I have submitted a letter requesting permission from the Lafayette Parish School System to observe and interview six informants for an ethnographic study in an effort to continue research for my dissertation.

Three student teachers at Elementary have agreed to participate and we have discussed the research in detail. All three are in agreement with the process if permission is granted. Observations are scheduled to begin on Tuesday, September 1, and will continue on a weekly basis throughout the semester.

I will be available for additional discussion and clarification if needed. Thank you for this opportunity.

Respectfully submitted,

Patricia E. Haggard

Please sign and return for documentation.

Date: 3/27/97

Dr. Cleveland Hall, Director of Student Teaching

Date: 8/28/97

Dr. Robert Clement, Dean

to: Dr. Robert Clement, Dean
August 1, 1997

Dear Participants,

I want to welcome you in the participation of this exciting adventure. You know how strongly I feel about the professionalization of teaching. It is after working regularly with students like you that I realize not only the possibility but the reality of achieving this, as in the hands of students, educators like yourself.

After seeing what students can accomplish in the preservation experience to begin the process of teacher professionalism. I am energized by the opportunity to work with a few of the most dedicated students to continue the study and improvement of this process.

Included in this packet are detailed materials explaining and documenting the research objectives that were communicated to you in our earlier conversation. I welcome any questions, concerns and suggestions that you may share.

You must remember that this is a collaborative effort among us as educators. You can expect and will receive complete ethical behavior. I have a positive responsibility to safeguard your rights, interests, and sensitivities. I am no longer your instructor in this process: so in no way will I be evaluating you or sharing any findings without your verbal and written consent. You will have the opportunity to review the transcripts from our interviews and make any necessary corrections and or clarifications.

It is my pleasure and honor to welcome you into the profession of teaching and your signature below indicates that you agree to participate in this project.

Respectfully submitted,

[Signature]
Patricia Caillouet
Researcher

Signatures:
[Signature]
[Signature]
[Signature]
APPENDIX D
STUDENT'S CONSENT FORM

August 21, 1997

Dear Family:

I am a student at Louisiana State University in Baton Rouge in curriculum and instruction. As part of my requirements for my degree, I will be doing research in your child's classroom this semester. I will be studying the effectiveness techniques used by the teacher in this class. I have permission from the school board administration, principal, and teacher to conduct this research at your child's school.

I will primarily be taking notes and observing in the classroom, talking with the teacher and audiotaping these conversations. There will also be some videotaping, but the sole purpose of this activity will be to allow the teacher to view the lesson and evaluate her effectiveness.

While videotaping, the students will be part of the lesson and will be on camera. I need your permission to allow your child to be on the videotape. All children in the tape will remain anonymous. Please complete the bottom of this letter and return it to your child's teacher.

Thank you for this opportunity. Please call me at 448-4315 or 446-9566 if you have any questions.

Sincerely,

Patricia B. Caillouet

=================================
I give permission for my child.

to participate in Mrs. Caillouet's study. I understand that she is simply asking for permission to videotape in the class and write a report of her findings. I understand that my child's identity will remain anonymous.

________________________     ________________
Parent's signature            Date
APPENDIX E
LSU/PBRC CONSENT FORM

THE EXPERIMENT: ____________________________

LSU Office of Sponsored Research IRS 1-888-646-7171 Ext. 6702

LSU/EBRC HUMAN RESEARCH STUDIES

APPLICATION FOR EXEMPTION FROM INSTITUTIONAL OVERSIGHT

ALL LSU/EBRC research, projects using living humans as subjects, or samples of data, obtained from them, directly or indirectly, with or without their consent, must be approved in advance by the LSU/EBRC Institutional Review Board (IRB), unless they meet the criteria for exemption from the oversight and are exempted.

This form helps the IRB determine if the project can be exempted and is used to request an exemption. Note: A determination of exempt status does not release the researcher from exercise of prudent practices in protecting the interests of research subjects including obtaining informed consent. Exempt research must be conducted in a manner consistent with the Federal Regulations and Guidelines for the Protection of Human Subjects: Belmont Report and LSU Guide to Informed Consent documents available from IRB at URL: www.irs.lsu.edu/irs/bsb/docs/IRB_Guide.pdf.

Instructions: Complete checklist, pp 1-4. If project appears to qualify for exemption, send copy of completed form and a signed project protocol, adequate to evaluate risks to subjects and your responses to Parts A & B. Otherwise, submit to IRB, see below.

Principal Investigator: ____________________________ Student: Y/N
Department: ____________________________ Student: Y/N
Project Title: ____________________________ Project: 1-888-686-

Agency expending funds or project __________

Subjects pool of Psychology students: ____________ Student Teammates and First-Yr. Teammates

Are any of the following "vulnerable populations" to be used in the study? Children (age 18 or younger), pregnant women, prisoners, the aged over 75 circle those applicable: Y/N

A signature at responses are accurate and complete. If the project name or subject is later changed I will return for re-review.

IRB Signature: ____________________________ Date: ____________ No Participation

Investigation Committee: Recommended: Y/No Recommended: Y/No or Full /// IRB Review

Reviewed: ____________ Signature: ____________________________ Date: ____________

If IRB recommends further protocol, I will contact Human Subjects.
APPENDIX F
NSU HUMAN SUBJECTS CONSENT FORM

Human Subjects Institutional Review Board
Notice of Committee Action

The project listed has been reviewed by the Nicholls State University Human Subjects Institutional Review Board, in accordance with Federal Drug Administration regulations 45 CFR 46) and Nicholls State University guidelines to ensure adherence to the following criteria:

* The risks to subjects are minimized
* The risks to subjects are reasonable in relation to the anticipated benefits
* The selection of subjects is equitable.
* Informed consent is adequate and appropriately documented
* Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects
* Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
* Appropriate additional safeguards have been included to protect vulnerable subjects.
* If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 980121001
PROJECT TITLE: Locus of Reform: From Reflection to Effectiveness Through the Voices of Novice Teachers
PROPOSED PROJECT DATES: 03-21-97 to 08-21-98
PROJECT TYPE: Faculty Research
PRINCIPAL INVESTIGATOR(S): Patricia B. Caillouet
FACULTY SUPERVISOR:
OTHER INVESTIGATORS:
COLLEGE/DIVISION: Education
DEPARTMENT: Teacher Education
FUNDING AGENCY/SPONSOR: None

HSIRB REPRESENTATIVE ACTION: Expedited Review
PERIOD OF APPROVAL: 03-21-97 to 08-21-98

This research was approved and exempted from the review process by the LSU Office of Sponsored research.

[Signature]
Date 5-2-97

J. Steve Welsh, Ph.D., Chairperson
Human Subjects Institutional Review Board

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APPENDIX G
COMPONENT IIIA: EFFECTIVENESS EVALUATION

LESSON EVALUATION

INSTRUCTOR: ____________________________ Date: ____________________________

Lesson Concept: ____________________________ Grade Level: ____________________________

Student Teacher _______ First-Yr. Teacher

ATTRIBUTE IIIA1. The teacher delivers instruction effectively.

____ Students are made aware of the purposes of the lesson.
____ A variety of teaching methods and learning activities are used.
____ Attention of all students is secured before each activity.
____ The lesson begins with an activity that focuses student attention (motivation).
____ Activities are used to develop objectives.
____ The purposes of the activities chosen are clearly stated.

ATTRIBUTE IIIA2. Sequences lesson to promote learning.

____ Relates lesson to past and future lessons.
____ Guided practice is monitored by the teacher.
____ The activities focus on learning new concepts.
____ Opportunities for independent practice.
____ Includes a review/closure.
____ Monitoring is done continuously.
____ Feedback about academic performance is given (not just praise).
____ Lesson is logical.

ATTRIBUTE IIIA3. Uses available teaching material(s) to achieve lesson objective(s).

____ A variety of teaching materials are used to maintain student interest attention (i.e. other than chalkboard).
____ The aids and materials used are related to objectives.
____ Aids and materials used are used to accommodate individual differences (i.e. multi-sensory).
____ Aids and materials are used for enrichment remediation.

ATTRIBUTE IIIA4. Adjusts lesson when appropriate.

____ Are the students understanding? If not adjust lesson.
____ Reteaching when necessary.
____ Teacher takes advantage of a teachable moment.
____ Adjust time for activities when needed.
To: Research Participants  
From: Patricia B. Caillouet  
Date: August 15, 1997  
Re: Rationale, Purpose, and Procedure

**Ethnographic Study**

**Background**

If the profession of teaching is ever to gain the status of professionalism that is necessary to establish personal and public credibility, the ownership of that professionalizing process must in some way involve the teacher as an active participant in the process. A review of effective and influential teaching was completed to determine if there is a distinction that can be made between an effective and influential teacher (Omstein, 1991). It is apparent that those classroom behaviors that are used to determine and evaluate the effectiveness of a teacher are similar to those used to describe the influential teacher. The primary evaluators in effective teaching are supervisors and peers with emphasis on process-product results, while influential teaching research uses students' perceptions in the evaluation process stressing affective domains (Silcock, 1993). In neither area of observation and evaluation is the teacher, both preservice and novice, a participant in the process. The review of research clearly identifies that behaviors, characteristics, and personality traits have been identified that define effective and influential teaching (Ruddell, 1995). The training of teachers as should incorporate a solid knowledge structure with self-monitoring and reflective skills as components of this professionalization process.

Spradley (1980) states that the single general problem ethnographers have in mind with ethnography is "to discover the cultural knowledge people are using to organize their behavior and interpret their experience" (p. 30). With this ethnographic study, both the preservice teacher and the first-year/novice teacher will be provided a forum to discuss and describe their professional and personal experiences as educators.

**Description**

**Setting.** Six classrooms, located in local elementary schools of similar communities provide the social units in this ethnography. The elementary classrooms selected to provide the social situation components of the developmental research sequence are categorized as limited-entry social
situations; consequently, letters requesting permission were submitted to and approved by the following: superintendent of schools, principals, teachers, director of student teaching, College of Education Dean and the informants.

**Time Frame.** Each week, beginning with the start of the academic school year through December of 1997, the ethnographer will be engaged in participant-observation and ethnographic interviewing with the informants.

**Activities.** Weekly participant-observations, four videotaped lessons for review and reflection, four structured pre/post lesson structured interviews, and approximately ten to fifteen hours of taped, open-ended interviews for each teacher is scheduled. Four focus group (student teachers, first-year teachers, both groups) interviews will be scheduled. A total of approximately forty classroom hours and thirty to forty hours of interviewing will provide the activities for the ethnographic record.

**Procedures.** The informants have been provided information describing the process and have agreed to participate in this study. A three-ring binder includes the structured pre/post lesson interview questions and will be consistent for each taped lesson. Reflective moments will be shared and taped immediately following completion of the lesson. An unstructured response to the videotape viewing will follow in the same week. Taped dialogue with the informants will continue each week to document the social culture under study.
APPENDIX I
STUDENT TEACHER EVALUATION

STUDENT TEACHER EVALUATION

Student Teacher ______________________________

School _______________________________________

Supervising Teachers: ____________________________

Grade or Subject Taught __________________________

1st Evaluation Date: __________ 2nd Evaluation Date: __________

In evaluating the supervising teacher, circle the appropriate number:

- at the right of each item listed. This is to be done at mid-semester and at the
  end of the semester.

The rating scale used in this instrument is based on a zero to six scale.
This scale will provide opportunities for further in-depth studies of student
teacher performance.

Items checked below three on the rating scale must be qualified under
remarks. Strengths and areas for improvement are to be identified in each
section under remarks. Please don't leave the remarks section blank. If addi-
tional space is needed, please indicate and use back of page.

Statements may not be applicable in some specialized areas. Indicate a
reading the symbol N/A.

Spaces are provided for Student Teacher. Supervising Teacher. Princip-
al, University Coordinator and Director of Student Teaching to initial at
mid-semester. Signatures are required on the final page at the end of the
semester.

Note to the Supervising Teacher

This Student Teacher Evaluation instrument has been slightly revised.
The purpose of the revision is to help the Student Teacher develop an un-
derstanding of the State Evaluation for first year teachers. Louisiana
Teacher Assessment Program. Any item highlighted by an asterisk is di-
rectly related to the Pre-Observation Phase of LATAP. Any item highlighted
with a double asterisk is related to the observation phase. I ask all supervis-
ing teachers to be diligent and constantly remind the student teachers that
this instrument can be an asset to his or her first year preparation.

FROM THE DEPARTMENT OF STUDENT TEACHING

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MID-SEMESTER AND FINAL EVALUATION

Circle the number which best evaluates the extent to which the competency is attained.

0 = Unsatisfactory  3 = Average  5 = Outstanding

TEACHING COMPETENCIES

- Objective 1 - Plans and organizes large units of work and daily lessons which include objectives and activities appropriate to student needs and interests.

<table>
<thead>
<tr>
<th></th>
<th>Mid Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze achievement level and interests of students prior to developing plans by examining student records and daily work.</td>
<td>0 : 2 3 4 5</td>
<td>0 : 2 3 4 5</td>
</tr>
<tr>
<td>2. Constructs specific measurable behavioral objectives for units of study and daily classwork.</td>
<td>0 : 2 3 4 5</td>
<td>0 : 2 3 4 5</td>
</tr>
<tr>
<td>3. Plans varied daily classroom activities which will provide for the achievement of the objectives.</td>
<td>0 : 2 3 4 5</td>
<td>0 : 2 3 4 5</td>
</tr>
<tr>
<td>4. Plans for the use of appropriate materials and equipment to facilitate learning.</td>
<td>0 : 2 3 4 5</td>
<td>0 : 2 3 4 5</td>
</tr>
<tr>
<td>5. Creates materials for use in teaching; e.g., teaching aids, worksheets.</td>
<td>0 : 2 3 4 5</td>
<td>0 : 2 3 4 5</td>
</tr>
<tr>
<td>6. Prepares lesson plans using a format which consists of meaningful objectives, activities and evaluation.</td>
<td>0 : 2 3 4 5</td>
<td>0 : 2 3 4 5</td>
</tr>
<tr>
<td>7. Plans activities which stimulate creativity</td>
<td>0 : 2 3 4 5</td>
<td>0 : 2 3 4 5</td>
</tr>
<tr>
<td>8. Utilizes school and community resources in planning.</td>
<td>0 : 2 3 4 5</td>
<td>0 : 2 3 4 5</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester

Final
Objective 2 - Evaluates students' progress and uses this data to revise teaching.

<table>
<thead>
<tr>
<th><strong>Objective 2</strong></th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Uses a variety of procedures to evaluate objectives</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 5</td>
</tr>
<tr>
<td><strong>2.</strong> Analyzes the results of tests to determine the need for reteaching.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 5</td>
</tr>
<tr>
<td><strong>3.</strong> Designs and administers teacher made test.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 5</td>
</tr>
<tr>
<td><strong>4.</strong> Keeps accurate, up-to-date records of student achievement.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 5</td>
</tr>
<tr>
<td><strong>5.</strong> Keeps students informed of their progress.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 5</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester
Final

Objective 3 - Demonstrates a thorough knowledge of subject matter using concepts and skills appropriate to students' ability.

<table>
<thead>
<tr>
<th><strong>Objective 3</strong></th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Presents accurate subject matter.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 5</td>
</tr>
<tr>
<td><strong>2.</strong> Presents information, concepts and skills at the students' level of ability and in vocabulary suited to grade level.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 5</td>
</tr>
<tr>
<td><strong>3.</strong> Relates information, concepts, and skills to everyday life whenever possible.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 5</td>
</tr>
</tbody>
</table>

Remarks:
Mid-Semester
Final
**Objective 4 -** Organizes and manages the classroom by utilizing variety in learning activities, and positive techniques in discipline.

**Mid-Semester** | **Final**
---|---
**1.** Begins and closes promptly. | 0 1 2 3 4 5 6 | 0 1 2 3 4 5 6
**2.** Keeps all students involved in a variety of meaningful learning activities. | 0 1 2 3 4 5 6 | 0 1 2 3 4 5 6
**3.** Maintains an orderly classroom with appropriate noise level. | 0 1 2 3 4 5 6 | 0 1 2 3 4 5 6
**4.** Gives directions clearly and concisely. | 0 1 2 3 4 5 6 | 0 1 2 3 4 5 6
**5.** Corrects student misbehavior positively, consistently, firmly, courteously. | 0 1 2 3 4 5 6 | 0 1 2 3 4 5 6

Remarks

**Mid-Semester**

**Final**

**Objective 5 -** Creates a proper environment for learning which provides for the development of mutual respect and for the safety and comfort of the students.

**Mid-Semester** | **Final**
---|---
**1.** Creates a classroom atmosphere which leads to the development of mutual respect. | 0 1 2 3 4 5 6 | 0 1 2 3 4 5 6
**2.** Creates a democratic atmosphere where students will share their work and experiences. | 0 1 2 3 4 5 6 | 0 1 2 3 4 5 6
**3.** Provides for the safety of the students. | 0 1 2 3 4 5 6 | 0 1 2 3 4 5 6
**4.** Provides for physical characteristics of pupils such as size, eyesight, and hearing. | 0 1 2 3 4 5 6 | 0 1 2 3 4 5 6

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**5.** Provides for proper lighting, temperature, and ventilation.

**6.** Maintains neatness in the classroom.

Remarks
Mid-Semester

Final

**Objective 6 - Recognizes individual abilities and uses various techniques to assist students with learning difficulties.**

<table>
<thead>
<tr>
<th></th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Recognizes individual student abilities.</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Uses various techniques of individual instruction, e.g. workbooks, manipulatives, peer tutoring.</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Provides assistance to students experiencing difficulties.</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>Writes and uses Individual Educational Programs (I.E.P.'s) when applicable.</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>Demonstrates proficiency in working with small groups.</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Remarks
Mid-Semester

Final
**Objective 7** - Uses a variety of appropriate presentation techniques including varied stimuli, set induction and closure to encourage student involvement and participation in classroom activities.

<table>
<thead>
<tr>
<th><strong>1.</strong> Uses a variety of appropriate presentation techniques.</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456</td>
<td>0123456</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>2.</strong> Uses a variety of audio-visual aids, examples, and/or illustrations to assure understanding.</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456</td>
<td>0123456</td>
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</table>

<table>
<thead>
<tr>
<th><strong>3.</strong> Prepares students for new experiences (set induction).</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456</td>
<td>0123456</td>
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</table>

<table>
<thead>
<tr>
<th><strong>4.</strong> Demonstrates competency in teaching reading skills.</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456</td>
<td>0123456</td>
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</table>

<table>
<thead>
<tr>
<th><strong>5.</strong> Makes appropriate use of planned repetition.</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456</td>
<td>0123456</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>6.</strong> Utilizes varied stimuli.</th>
<th>Mid-Semester</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>0123456</td>
<td>0123456</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>7.</strong> Uses the techniques of closure at the appropriate time.</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456</td>
<td>0123456</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>8.</strong> Uses verbal and nonverbal reinforcers.</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456</td>
<td>0123456</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>9.</strong> Waits for students' attention before giving directions.</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456</td>
<td>0123456</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>10.</strong> Uses silence appropriately.</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456</td>
<td>0123456</td>
<td></td>
</tr>
</tbody>
</table>

Remarks
Mid-Semester

**Objective 8** - Utilizes questioning skills to stimulate student interest and response.

<table>
<thead>
<tr>
<th><strong>1.</strong> States both oral and written questions clearly and concisely.</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456</td>
<td>0123456</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>2.</strong> Directs questions to all students.</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>0123456</td>
<td>0123456</td>
<td></td>
</tr>
</tbody>
</table>
3. Uses questions that call for meaningful responses and uses probing techniques to encourage such responses.

4. Utilizes techniques of cueing and prompting to encourage student response.

5. Asks questions of all types (high order - low order)

6. Allows ample time for answers.

7. Avoids answering questions himself.

8. Asks questions that encourage appropriate student interaction.

Remarks
Mid-Semester

---

PERSONAL QUALITIES

Objective 9 - Is prompt and prepared for daily teaching.

<table>
<thead>
<tr>
<th></th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is punctual and prepared for assignments.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Is organized and prepared for daily teaching.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Carries out assigned responsibilities without prodding.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>4. Exhibits creativity in teaching.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Remarks
Mid-Semester

Final
Objectives 10 - Dresses appropriately and demonstrates poise and confidence.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is well groomed.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Dresses appropriately.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Lacks distracting mannerisms.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>4. Demonstrates poise and confidence.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>5. Exhibits good posture.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Remarks
Mid-Semester

Final

PROFESSIONAL ATTRIBUTES

Objective 11 - Works cooperatively with teachers, administrators, and other personnel.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Refrains from criticism or gossip about the school, students, teachers or administrators.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Accepts duties and responsibilities.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Works cooperatively with other teachers, administrators and other personnel.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>4. Respects opinions of others.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>5. Respects the confidentiality of data regarding students.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>6. Participates in in-service faculty and other professional meetings.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>
Objective 12 - Adjusts to new situations and accepts criticism willingly.

<table>
<thead>
<tr>
<th></th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Adjusts to new or unusual situations.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Accepts criticism.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Uses criticism constructively.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>4. Evaluates self frequently.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Remarks
Mid-Semester

Final

**Objective 13 - Uses correct grammar in written and oral form and demonstrates acceptable patterns of speech.**

<table>
<thead>
<tr>
<th></th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Demonstrates acceptable patterns of speech.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td><strong>2.</strong> Vanes tone of voice appropriately.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td><strong>3.</strong> Uses correct grammar in written and oral form.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td><strong>4.</strong> Avoids the use of cliches and true expressions.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td><strong>5.</strong> Writes legibly.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>
Objective 14 - Exhibits eagerness, interest— and a positive attitude in teaching.

<table>
<thead>
<tr>
<th>Remarks</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Semester</td>
<td>Final</td>
<td></td>
</tr>
<tr>
<td>1. Exhibits a positive attitude toward the assignment.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Takes advantage of opportunities to improve effectiveness.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Maintains rapport with the class.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>4. Is eager to help with activities outside of the regular classroom.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Remarks
Mid-Semester

Final

Objective 15 - Copes sensibly with problem situations exhibits maturity and refrains from snap judgements.

<table>
<thead>
<tr>
<th>Remarks</th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Semester</td>
<td>Final</td>
<td></td>
</tr>
<tr>
<td>1. Demonstrates problem-solving techniques in interpersonal relationships.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Takes action appropriate to the situation.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Analyses all pertinent facts before making decisions.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>
Remarks
Mid-Semester

Final

**Objective 16 - Injects appropriate humor into daily classroom activities.**

<table>
<thead>
<tr>
<th></th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sees humor in situations involving himself as well as others.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>2. Injects appropriate humor into daily classroom activities.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Remarks
Mid-Semester

Final

**Objective 17 - Anticipates situations and independently pursues planned course of action.**

<table>
<thead>
<tr>
<th></th>
<th>Mid-Semester</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Independently pursues planned courses of action.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 5</td>
</tr>
<tr>
<td>2. Handles routine matters on own.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
<tr>
<td>3. Does more than the minimum required.</td>
<td>0 1 2 3 4 5 6</td>
<td>0 1 2 3 4 5 6</td>
</tr>
</tbody>
</table>

Remarks
Mid-Semester

Final
MID-SEMESTER

Satisfactory

Commments


Student Teacher

Supervising Teacher

Supervising Practica.

Curriculum Coordinator

Director of Student Teaching
### ACTIVITIES FOR ADDITIONAL INVOLVEMENT

<table>
<thead>
<tr>
<th>Activities</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. OBSERVATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Observe in other classrooms</td>
<td></td>
</tr>
<tr>
<td>2. Meet with Guidance Counselor</td>
<td></td>
</tr>
<tr>
<td>3. Visit to principal's office to observe routine</td>
<td></td>
</tr>
<tr>
<td>4. Sit in on Parent-Teacher Conference</td>
<td></td>
</tr>
<tr>
<td>5. Observe procedure for handling discipline problems by principal</td>
<td></td>
</tr>
<tr>
<td>6. Observe faculty committee proceedings and happenings</td>
<td></td>
</tr>
<tr>
<td>7. Review psychological evaluations</td>
<td></td>
</tr>
<tr>
<td>8. Observe cafeteria routine</td>
<td></td>
</tr>
<tr>
<td>9. Become familiar with library materials and procedures</td>
<td></td>
</tr>
<tr>
<td><strong>II. RECORDS</strong></td>
<td></td>
</tr>
<tr>
<td>1. Become familiar with the school's cumulative folder</td>
<td></td>
</tr>
<tr>
<td>2. Complete paperwork: daily attendance, lunch money, mass rolls, etc.</td>
<td></td>
</tr>
<tr>
<td>3. Become familiar with I.E.P.</td>
<td></td>
</tr>
<tr>
<td>4. Assist in preparation of monthly report or six-weeks reports</td>
<td></td>
</tr>
<tr>
<td>5. Complete report cards or computer cards</td>
<td></td>
</tr>
<tr>
<td>6. Review cumulative records</td>
<td></td>
</tr>
<tr>
<td><strong>III. PARTICIPATION</strong></td>
<td></td>
</tr>
<tr>
<td>1. Teach in minor field (secondary)</td>
<td></td>
</tr>
<tr>
<td>2. Become familiar with school's reading program</td>
<td></td>
</tr>
</tbody>
</table>
3 Participate in extra curricula activities
   a. clubs and organizations
   b. coaching
   c. plays
   d. other school sponsored activities
4 Assist with Open House
5 Attend conferences with
   a. Supervisor
   b. University Coordinator
   c. Principal
   d. Parents
6 Participate in activities in observed classes
   a. Become familiar with I.E.P
7 Administer standardized tests
8 Learn to use school machines (ditto machines, etc.,
9 Prepare bulletin boards, posters, transparencies, laminates
10 Experience a fire drill
11 Use Resource Room (if any)
12 Participate in team teaching with supervising teacher
13 Learn to use grade transfer sheets
14 Attend faculty meetings and inservice meetings
15 Tutor weak students

IV. DUTIES
1 Morning and afternoon bus duty
2 Library tour duty
3 Lunchroom duty
4 Extracurricular activity duties
5 Yard and hall duty
6 Other assigned duties
   a. Supervise students during study period or activity period
<table>
<thead>
<tr>
<th><strong>APPENDIX K</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PLANNING FOR INSTRUCTION FORM</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Student Name</strong></th>
<th><strong>Subject</strong></th>
<th><strong>Lesson Topic</strong></th>
<th><strong>Objectives</strong></th>
<th><strong>Unit Title</strong></th>
<th><strong>Lesson Plan Number</strong></th>
<th><strong>Approximate Length of Lesson in Minutes</strong></th>
<th><strong>Materials</strong></th>
<th><strong>Evaluation</strong></th>
<th><strong>Activities/Outcomes</strong></th>
</tr>
</thead>
</table>
VITA

Patricia Babin Caillouet attended elementary and high school in the Lafourche Parish School System in Thibodaux, Louisiana. She attended Nicholls State College in Thibodaux, Louisiana. After completing her bachelor of arts degree in elementary and special education, she taught for seven years as a resource and special education teacher in Lafayette, Louisiana. While completing her master of education degree at the University of Southwestern Louisiana she earned certifications in the areas of learning disabilities, emotional disturbances, supervision, and as an educational consultant.

Returning to Nicholls State University as an educational consultant in 1975, she worked as an evaluator and taught psychology and methods classes in the departments of special education and reading while completing requirements as a reading specialist.

Moving to Humble, Texas, from 1979 to 1984, she taught part-time as a reading specialist in developmental programs at North Harris Community College. She also worked as a private consultant with Houston area school districts. Topics of presentation included effective learning strategies, literacy strategies, integrated and correlated curriculum.

She returned to Nicholls State University in 1984 serving in various capacities: instructor of freshman studies and developmental reading, coordinator of
developmental reading program, and coordinator of N.S.U. faculty development program. Transferring to the Department of Teacher Education in 1995, she entered the doctoral program at Louisiana State University. She presently teaches classes in language arts and reading methods in addition to content reading. She continues to consult professionally with area school systems, business and industry.
DOCTORAL EXAMINATION AND DISSERTATION REPORT

Candidate: Patricia Babin Caillouet

Major Field: Curriculum and Instruction

Title of Dissertation: Locus of Reform: From Reflection to Effectiveness Through the Voices of Novice Teachers

Approved:

[Signatures]

Major Professor and Chairman
Dean of the Graduate School

EXAMINING COMMITTEE:

[Signatures]

Date of Examination:

February 27, 1998