

THE INFLUENCE OF BELIEFS AND CULTURAL MODELS ON  
TEACHER CANDIDATES'  
PROFESSIONAL IDENTITIES AND PRACTICES

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# THE INFLUENCE OF BELIEFS AND CULTURAL MODELS ON TEACHER CANDIDATES' PROFESSIONAL IDENTITIES AND PRACTICES

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This study contributes to the existing literature in teacher education on the relationship between what are commonly referred to as beliefs with the theoretical framework of cultural models (D'Andrade, 1992; Gee, 1996, 1999, 2004; Holland, 1975, 1999; Holland and Quinn, 1987; Shore, 1996), offering a richer understanding of how beliefs and cultural models impact teaching candidates' abilities to learn to teach. More specifically, this study examines how teacher candidates' beliefs and cultural models about schooling, teaching, and learning affect their capacity to learn and grow as educators through a teacher education program and how they develop professional identities as they are confronted with concepts and ideas that may not align with their cultural models about teaching. Additionally, this study examines how candidates negotiate the tensions that exist when beliefs and cultural models are confronted or challenged within the contexts of the teacher education program.

In conducting this study, attitude and belief inventories were taken across time and context, teaching and course artifacts were analyzed, teaching tapes were evaluated, and university and school site influences unpacked. Together these data strands helped to determine the ways in which cultural models were constructed and revised through a teacher education program. This study triangulated these various data strands to compile a holistic view of the relevance, influence, and significance of the different aspects of a program's components in influencing a candidate's beliefs, cultural models, and emergent professional identities. Critical

discourse analysis was the theoretical framework used for this study, using cultural models as the unit of analysis. CDA was appropriate because it allowed for the analysis of competing ideologies regarding teaching and learning. CDA's work with D/discourse[s], mediation, negotiation, representation, and identity construction (Fairclough, 2003; Gee, 1999, 1996) are connected to the issues examined in this study, particularly in terms of how identity shifted and was constructed through participation in socially situated communities and practices. CDA provided a framework for exploring how the different experiences and aspects of the program contributed to the development of identity through competing and expanding cultural models.

By examining these elements, the findings of this study recommend to teacher education programs ways in which they can more directly and effectively impact candidate learning to create optimum experiences, necessary to stimulate and then resolve the tensions between beliefs, practices, and contexts.

## TABLE OF CONTENTS

<b>PREFACE.....</b>	<b>XX</b>
<b>1.0 INTRODUCTION.....</b>	<b>1</b>
<b>1.1 GOALS OF THE STUDY.....</b>	<b>6</b>
<b>1.2 RESEARCH QUESTIONS.....</b>	<b>8</b>
<b>1.2.1 Expected Implications for Teacher Candidates.....</b>	<b>9</b>
<b>1.2.2 Expected Implications for Teacher Education Programs.....</b>	<b>10</b>
<b>1.2.3 Expected Implications for In-Service Practice.....</b>	<b>11</b>
<b>2.0 REVIEW OF LITERATURE .....</b>	<b>12</b>
<b>2.1 THE CONCEPT OF BELIEF .....</b>	<b>13</b>
<b>2.2 CULTURAL MODELS.....</b>	<b>14</b>
<b>2.3 THE CONCEPT OF IDENTITY .....</b>	<b>23</b>
<b>2.4 BELIEFS AND CULTURAL MODELS IN LEARNING TO TEACH.....</b>	<b>27</b>
<b>2.4.1 In what ways do candidates' pre-existing beliefs or cultural models impact his or her work in a teacher preparation program? .....</b>	<b>27</b>
<b>2.4.2 In what ways do a candidate's beliefs or cultural models about teaching influence his or her work in learning to teach? .....</b>	<b>32</b>

2.4.3	To what extent does socialization assist teacher candidates in constructing a professional identity and translating personal beliefs into operational cultural models and practices? .....	36
2.4.4	Given the research on teacher beliefs and identity in general, are there particular nuances, exceptionalities, and challenges that exist for the English education pre-service teacher?.....	43
2.4.5	Given the research on teacher beliefs and identity development, what research implications exist? .....	54
3.0	METHODOLOGY.....	59
3.1	RESEARCH QUESTIONS.....	60
3.2	SETTING AND CONTEXT OF STUDY .....	64
3.2.1	The Master of Arts in Teaching Program .....	64
3.2.2	The Professional Year Program.....	66
3.2.3	Study Participants .....	70
3.2.4	Case Studies .....	72
3.3	DATA COLLECTION.....	74
3.4	DATA ANALYSIS.....	82
3.4.1	Theoretical Aspects of Critical Discourse Analysis.....	82
3.4.2	The Theoretical Appropriateness of CDA for this Study .....	88
3.4.3	Locating and Analyzing Cultural Models through Critical Discourse Analysis .....	89
3.5	CODING, ANALYZING, AND INTERPRETING DATA.....	91
3.5.1	Coding Data Strands 1, 3, 4, and 5.....	93

3.5.2	Coding Data Strand 2.....	96
3.5.3	Analysis across Data Strands .....	99
3.5.4	Analysis of Data and Discourse .....	102
3.6	ESTABLISHING VALIDITY AND RELIABILITY.....	103
4.0	CLARIFYING AND CODIFYING PROGRAM EXPECTATIONS .....	106
4.1	UNDERSTANDING THE PHILOSOPHY OF THE ENGLISH EDUCATION PROGRAM - CLARIFYING AND CODIFYING PROGRAM EXPECTATIONS.....	106
4.2	THREE TENETS OF THE ENGLISH EDUCATION PROGRAM AT UP 107	
4.3	CLINICAL EXPERIENCES DURING UP'S ENGLISH EDUCATION PROGRAM.....	119
4.3.1	Expectations of University Supervisor .....	130
4.3.2	Expectations of Mentor and Cooperating Teachers.....	135
4.3.3	Making Explicit the Attitudes and Beliefs of English Education Supervisors and Mentor Teachers.....	139
4.3.4	Analysis and Interpretation of Program Tenets and Beliefs, Supervisor Beliefs, and Mentor Beliefs.....	188
4.3.5	Supervisors and Mentors Alignment with Critical Components of UP's English Education Program-Socio-Constructivist Learning .....	191
4.3.6	Supervisors and Mentors Alignment with Critical Components of UP's English Education Program-Inquiry Based Learning .....	194



4.3.7	Supervisors and Mentors Alignment with Critical Components of UP's English Education Program-Considering Multiple Perspectives .....	196
4.4	UNDERSTANDING AND CONNECTING TO UP'S CULTURAL MODELS.....	200
4.5	DISCUSSION.....	203
5.0	UNCOVERING AND CLARIFYING TEACHER CANDIDATES' EXPECTATIONS AND BELIEFS.....	209
5.1	5.1 BELIEFS AND CULTURAL MODELS OF UP TEACHER CANDIDATES IN THE BEGINNING OF THEIR PROGRAM.....	209
5.1.1	Motivations for Teaching.....	213
5.1.2	Call for Reform.....	217
5.1.3	Teacher as Nurturer.....	220
5.1.4	Candidates' Beliefs Aligned with Program-JULY .....	221
5.1.5	Discussion of Candidates' Beliefs in the Beginning of the Program.....	224
5.2	DEVELOPMENT OF TEACHER CANDIDATE'S BELIEFS THROUGHOUT THE PROGRAM.....	226
5.2.1	Shifting Alignment from Program toward Mentor.....	230
5.3	UNDERSTANDING THE TEACHER CANDIDATE'S BELIEFS AT THE END OF PROGRAM.....	231
5.4	EXAMINATION OF THE TEACHER CANDIDATES' RESPONSE TO UP'S CULTURAL MODELS .....	235
5.5	IDENTIFICATION AND ANALYSIS OF THE CHANGES IN THE TEACHER CANDIDATES.....	237

5.5.1	Conceptions of Teaching .....	237
5.5.2	Conceptions of Learning .....	244
5.5.3	Conceptions of Self as Teacher and Professional .....	247
5.6	DISCUSSION .....	252
6.0	CONCLUSIONS .....	253
6.1	IMPLICATIONS FOR TEACHER EDUCATION .....	254
6.1.1	What tacit or naïve social beliefs do English education candidates bring with them about teaching when they begin their licensure program and what generalizations about teaching underlie these beliefs? .....	254
6.1.2	How are beliefs negotiated and explicated across time and contexts so that they become overt theories or beliefs? What new theories or beliefs are acquired across time and contexts? .....	256
6.1.3	What in a teacher education program influences the changing and shaping of teacher candidates' beliefs and cultural models? .....	259
6.1.3.1	Influence of Mentors .....	259
6.1.3.2	Suggestions for Mentor Participation in Teacher Education Programs .....	260
6.1.3.3	Influence of Supervisors .....	261
6.1.3.4	Suggestions for Selecting, Training and Working with Supervisors	263
6.2	IMPLICATIONS FOR RESEARCH .....	264
6.2.1	The Use of Cultural Models for Studying Beliefs .....	264
6.2.2	The Study of Teacher Beliefs and Cultural Models .....	265

<b>7.0</b>	<b>FOCUSED EXAMINATION OF CASE STUDY 1: JAKE.....</b>	<b>268</b>
<b>7.1</b>	<b>UNDERSTANDING EXPECTATIONS – JAKE’S ENTRY INTO THE PROGRAM AND HIS FIRST TERM.....</b>	<b>269</b>
<b>7.1.1</b>	<b>Jake’s University Supervisor, Ellen.....</b>	<b>271</b>
<b>7.1.2</b>	<b>Jake’s Mentor Teacher, Dianne.....</b>	<b>272</b>
<b>7.2</b>	<b>DISCUSSION OF JAKE’S BELIEFS AND CULTURAL MODELS AT THE BEGINNING OF THE PROGRAM.....</b>	<b>275</b>
<b>7.3</b>	<b>JAKE’S DEVELOPING BELIEFS AND CULTURAL MODELS THROUGHOUT THE PROGRAM.....</b>	<b>276</b>
<b>7.3.1</b>	<b>Inquiry-Based Learning.....</b>	<b>282</b>
<b>7.3.2</b>	<b>Interpretive Work.....</b>	<b>284</b>
<b>7.3.3</b>	<b>Perspective Taking.....</b>	<b>286</b>
<b>7.4</b>	<b>JAKE’S EMERGING IDENTITY.....</b>	<b>287</b>
<b>7.4.1</b>	<b>Jake’s Stance toward Teaching and Learning.....</b>	<b>287</b>
<b>7.4.2</b>	<b>Jake’s Stance toward Professionalism.....</b>	<b>293</b>
<b>7.5</b>	<b>JAKE’S RESPONSE TO UP’S ENGLISH EDUCATION PROGRAM’S CULTURAL MODELS OVER TIME AND CONTEXT.....</b>	<b>296</b>
<b>7.6</b>	<b>DISCUSSION OF CASE STUDY 1: JAKE.....</b>	<b>300</b>
<b>8.0</b>	<b>FOCUSED EXAMINATION OF CASE STUDY 2: CLAIRE.....</b>	<b>303</b>
<b>8.1</b>	<b>UNDERSTANDING EXPECTATIONS – CLAIRE’S ENTRY INTO THE PROGRAM AND HER FIRST TERM.....</b>	<b>305</b>
<b>8.1.1</b>	<b>Claire’s University Supervisor, Ellen.....</b>	<b>307</b>
<b>8.1.2</b>	<b>Claire’s Mentor Teacher, William.....</b>	<b>308</b>

8.2	DISCUSSION OF CLAIRE AT THE BEGINNING OF THE PROGRAM	309
8.3	CLAIRE’S DEVELOPING BELIEFS AND CULTURAL MODELS THROUGHOUT THE PROGRAM.....	312
8.3.1	Claire’s Changing Beliefs over Time .....	317
8.3.1.1	Socio-Cultural Learning.....	317
8.3.1.2	Inquiry-Based Learning .....	318
8.3.1.3	Interpretive Work.....	321
8.3.1.4	Perspective Taking.....	322
8.4	CLAIRE’S EMERGING IDENTITY .....	324
8.4.1	Claire’s Stance Toward Teaching and Learning.....	324
8.4.2	Claire’s Stance towards Professionalism.....	327
8.5	CLAIRE’S RESPONSE TO UP’S ENGLISH EDUCATION PROGRAM’S CULTURAL MODELS OVER TIME AND CONTEXT.....	328
8.6	DISCUSSION OF CASE STUDY 2: CLAIRE .....	331
9.0	IMPLICATIONS FROM CASE STUDY EXAMINATIONS .....	333
9.1	SPECIFIC LESSONS LEARNED FROM JAKE AND CLAIRE .....	333
9.1.1	To what extent do English education candidates’ practices reflect their reported beliefs? .....	333
9.1.2	What in the English education program is most influential in changing and shaping a candidate’s beliefs? .....	334

9.1.3	As teacher candidates progress through an English education program, how do they construct professional identities that negotiate various contexts, expectations, constraints?.....	336
9.2	IMPLICATIONS FOR ENGLISH EDUCATION .....	337
9.3	IMPLICATIONS FOR TEACHER EDUCATION .....	338
9.4	IMPLICATIONS FOR RESEARCH .....	338
10.0	REVISITING ISAAC .....	340
	APPENDIX A ACADEMIC PREREQUISITES .....	341
	APPENDIX B PLANS OF STUDY .....	343
	APPENDIX C PARTICIPANT SURVEYS.....	345
	APPENDIX D INTERVIEW PROTOCOL .....	353
	APPENDIX E MAPPING OF CULTURAL MODELS AND BELIEFS .....	354
	APPENDIX F DATA CODING SHEET-INTERVIEW AND ARTIFACTS .....	355
	APPENDIX G DATA CODING SHEET-LESSONS AND LESSON PLANS.....	356
	APPENDIX H ENGLISH EDUCATION OBSERVATION FORM .....	357
	APPENDIX I ENGLISH EDUCATION EVALUATION INSTRUMENT .....	361
	APPENDIX J ENGLISH EDUCATION HANDBOOK .....	371
	APPENDIX K CASE STUDY 1 LESSON PLAN ANALYSIS 10.3.07.....	380
	APPENDIX L CASE STUDY 1 LESSON REFLECTION ANALYSIS 10.3.07 .....	382
	APPENDIX M CASE STUDY 1 INTERVIEW TRANSCRIPT ANALYSIS 10.23.07 ....	384
	APPENDIX N CASE STUDY 1 ARTIFACT ANALYSIS 2.19.08.....	388
	APPENDIX O CASE STUDY 1 TEACHING EPISODE ANALYSIS 2.21.08 .....	390
	APPENDIX P CASE STUDY 1 TEACHING EPISODE ANALYSIS 4.10.08.....	393

<b>APPENDIX Q CASE STUDY 2 ARTIFACT ANALYSIS 9.12.07 .....</b>	<b>395</b>
<b>APPENDIX R CASE STUDY 2 LESSON PLAN ANALYSIS 9.18.07 .....</b>	<b>399</b>
<b>BIBLIOGRAPHY .....</b>	<b>402</b>

## LIST OF TABLES

Table 1 Key Principles that Inform Effective English Language Arts Methods Courses .....	44
Table 2 Strategies Teachers Use to Negotiate Beliefs and Prescriptive Curricula .....	46
Table 3 Study Participants .....	72
Table 4 Data Strands Mapped to Research Questions .....	79
Table 5 Tools in UP's English Education Program .....	110
Table 6 Analysis of English Language Arts Methods Courses .....	113
Table 7 UP English Education Program Beliefs.....	121
Table 8 University Supervisors who Participated in the Study .....	130
Table 9 Mentors who Participated in this Study .....	136
Table 10 Initial Data Synthesis and Analysis of Supervisors and Mentors – Questionnaire on Beliefs .....	141
Table 11 Beliefs and Cultural Models about Schools, Education, Teaching, and Learning from Admissions Essays.....	210

## LIST OF FIGURES

Figure 1 Data Coding Sheet Interview and Artifact .....	95
Figure 2 Data Coding Sheet Video Taped Lessons and Teaching Artifact .....	99
Figure 3 Supervisor and Mentor Beliefs Aligned with Beliefs from UP's English Education Program.....	190
Figure 4 Supervisor and Mentor Beliefs Aligned with Those from UP's English Education Program-Socio-Constructivism.....	192
Figure 5 Supervisor and Mentor Beliefs Aligned with Beliefs from UP's English Education Program as Related to Inquiry Based Learning and Practices .....	195
Figure 6 Supervisor and Mentor Beliefs Aligned with Those from UP's English Education Program as Related to Perspective Taking in Texts and Tasks .....	197
Figure 7 Alignment of Supervisor and Mentor Beliefs with UP's English Education Program's Cultural Models .....	202
Figure 8 Alignment of UP's English Education Program's Beliefs with Those of the Teacher Candidates [July] .....	222
Figure 9 Alignment of UP's English Education Program's Beliefs and Beliefs of the Teacher Candidates [July and December] .....	228
Figure 10 Alignment of UP's English Education Program's Beliefs with those of All Participants [July, December].....	229



Figure 11 Alignment of UP’s English Education Program’s Beliefs with Those of the Teacher Candidates [July-December].....	232
Figure 12 Alignment of UP’s English Education Program’s Beliefs with the Beliefs of the Teacher Candidates [June], Mentors, and Supervisors.....	233
Figure 13 Beliefs of Teaching Candidates Aligned with UP’s Cultural Models.....	235
Figure 14 UP English Education Program’s Cultural Models as Aligned with the Beliefs of All Program Participants.....	236
Figure 15 Case Study: Examination of Jake’s Beliefs and Program’s Beliefs - July.....	274
Figure 16 Examination of Jake’s Beliefs and Program’s Beliefs – July and December .....	277
Figure 17 Examination of Jake’s Beliefs and Program’s Beliefs – July, December, June.....	278
Figure 18 Jake’s Mentor and Supervisor as Aligned with UP’s English Education Cultural Models.....	297
Figure 19 Jake’s Alignment with UP English Education Program’s Cultural Models across Time .....	298
Figure 20 Jake’s Alignment with UP English Education Program’s Cultural Models across Time and Context .....	299
Figure 21 Case Study 2: Alignment with UP Beliefs – Claire, July, Mentor, Supervisor.....	311
Figure 22 Claire’s Overall Alignment with UP’s Beliefs [July, December, June].....	314
Figure 23 Claire’s Overall Alignment with Program, Supervisor, and Mentor – End of Program .....	315
Figure 24 Claire’s Alignment with UP Beliefs across Time [July-June] .....	316
Figure 25 Case Study 2: Mentor and Supervisor Response to UP English Education Cultural Models.....	329

Figure 26 Case Study 2: Claire’s Beliefs Aligned with UP’s English Education Program’s Cultural Models .....	330
Figure 27 Case Study 2: Claire’s Changing Beliefs and Program’s Cultural Models Across Time and Context .....	330



## **PREFACE**

I have learned much about myself through the process of earning my doctorate and most especially writing my dissertation. I have learned that I can multi-task in ways I never knew possible. I have learned I am emotionally stronger than I ever believed. I have learned that I am loved and supported by my children, Ben and Sarah, far more than I could have ever asked and in ways they probably never even realized.

I am most fortunate to have had the truly remarkable support of two amazing women for all things emotional, academic, and technological related to my doctoral work. Amanda and Fiona, the two of you have helped me to grow unbelievably. “Thank you” absolutely pales. Now, I can give you peace and quiet.

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Ben and Sarah, I love you and thank you to the moon and back again. My apologies for the late night classes and lost weekends spent working – now, my time is yours.

Finally, to my mother, though you’ve been gone for far too many years, I am never without you. I know how proud you are of me right this minute; so much of what I do I do for you. You inspire me, you guide me, and you bless me. I miss you.

## **1.0 INTRODUCTION**

Isaac, a 39 year old pre-service teacher, had served a stint in the military, worked as a ranch hand in Montana, served as an accountant, and upon application to the teacher education program, was working as a pizza delivery person. He entered the English education program at UP in the fall of 2007 in an effort to “make a difference” and “do something meaningful” with his life, abandoning his initial field of study and profession, accounting, which he termed to be “a practical path.” Having selected accounting as a field of study and profession, he reasoned that “there would always be a need for accountants; therefore [he] would always be able to find a job.” He indicated that he found humanities courses in general, and history courses in particular, the most stimulating. After wondering if he could “make a career from studying history,” he approached a trusted history professor, who replied that “the only possible career in the history field was teaching and those jobs were difficult to come by.” Interpreting this to mean that history teachers were “a dime a dozen,” Isaac became resigned to “set aside [his] passion for history” and instead continued with his degree in accounting.

Isaac’s resume reveals a 12 year struggle, trying to come to terms with the direction and focus his work should take. Though initially he searched for a career that promoted a sense of stability and connection with people, it is ironic that he gravitated towards work in which he found little satisfaction, stability, or social commodity. In his reflections about why he decided to enter a teacher education program at age 39, Isaac expressed,

I feel there is a lack of attention paid to the words we say and how we say them...do people not see the importance of reading, writing, and speaking? ...teaching English is teaching the literacy of the language. Helping to create more literate members of our society is one of my goals. The other goal is to show my students the joy they can receive by reading works of fiction and by creating works of fiction of their own.

Isaac, like many prospective teachers, imagined the work of teachers through generalized romantic ideas (Veenman 1984). What he did not speak of is how he arrived in an English education program rather than a social studies program. His admissions essay, written upon entering the program, reflected a prospective teacher candidate who felt he had the ability, the commitment, and a responsibility to educate those who don't have strong literacy skills. In subtle ways, his initial thoughts reflected deficit views of students, positioning teachers as holders of knowledge (Veenman 1984).

As Isaac began his coursework in the fall of 2007, he completed a questionnaire designed to explore his initial thoughts regarding teaching and learning, in general, and teaching and learning in English Language Arts, in particular. Isaac strongly agreed with statements that reflected traditional views of English instruction, teacher directed instruction, and passive student learning- college-bound students should primarily focus on reading the classics and writing scholarly essays; texts typically have one interpretation that is valued or accepted above other interpretations; teachers have a responsibility to correct students' speech so that it conforms to SWE. When responding to statements about the motivations that influenced his career decision to become a teacher, Isaac strongly indicated that he wanted to affect students' lives in meaningful ways and that he appreciated the schedule that teachers work. Finally, his responses also revealed his strong opinions regarding socio-cultural aspects of education, revealing a very clear social and status structure in classrooms that he believed should be

preserved. More than almost any other candidate in the study, Isaac's initial thoughts about teaching and learning (in English Language Arts) reflected traditional, teacher-directed, conservative approaches to instruction. There were numerous instances throughout the English education program where Isaac struggled in his courses and in the classroom, finding ways to reconcile his thoughts about teaching with the constructivist approaches the program was advocating and certainly with the ways students challenged him. Are there ways that the teacher education program (the courses, the cohort, the clinical experiences) could be structured to make Isaac more aware of his own personal teaching constructs that were guiding and in many ways interfering with his learning and teaching as he progressed through the program? How can Isaac come to recognize, analyze, and evaluate his tacit beliefs and cultural models, measure them against those that are being presented to him in his courses and clinical placement, and enact beliefs, practices, and cultural models based on sound research, best practice, and sound pedagogical judgment?

In the article, *Teacher Attrition: Is Time Running Out?* Croasmun, Hampton, and Herrmann (2006), report that first year teachers are 2.5 times more likely to leave the profession than more experienced teachers. After their second year an additional 15% will leave. And, after the third year, an additional 10% will leave. Of all beginning teachers who enter the profession, 40-50% will leave during the first seven years (p. 5). They discuss several potential reasons for this: a lack of qualified and committed professionals due to alternate certification programs, poor working conditions for the profession's newest teachers, marginally successful induction of new teachers, and a continued lack of respect for the teaching profession. In addition, many new teachers find that they are unprepared for the reality of the classroom. Even though they have been in classrooms in some capacity for the majority of their lives, many still

approach their role as the teacher through an idealized, romanticized lens that stems from memories of an inspirational teacher or a classroom from their past (Veenman 1984).

Knowledge of the problems and concerns that novice teachers face may provide fruitful information that would aid in the preparation of beginning teachers, yielding professionals who enter classrooms as confident, committed educators, better able to weather the challenges that teaching brings. In a 1984 study of beginning teachers, Simon Veenman identified eight problems perceived most often by beginning teachers: managing classroom discipline, motivating students, dealing with individual student differences, assessing students' work, forming productive relationships with parents, organizing class work, developing sufficient teaching materials, and dealing with problems of individual students (p. 143). To most educators who have taught or who work with pre-service or new teachers, this list is not surprising. What is surprising is the insight this study provides into how the candidates' attitudes and beliefs change as they move from pre-service teaching through their initial in-service work. Veenman explains that as teacher candidates progress through the program, they become increasingly "idealistic, progressive, or liberal in their attitudes toward education...and then shift to opposing and more traditional, conservative, or custodial views as they move into student teaching and the first years of teaching" (p. 145). What happens to the candidate when he or she enters the clinical site? Does it make a difference if the program is designed to integrate the courses with clinical experiences? Must a beginning teacher experience what Veenman terms "reality shock" to experience changes in beliefs and attitudes that yield changes in practice?

Research indicates that beliefs drive teachers' actions in the classroom and that in order to understand and reform classroom practices, teacher educators need to first help pre-service and in-service teachers recognize, reflect on, and adapt their beliefs to those that are aligned with



researched-based, best practice (Nespor, 1987; Pajares, 1992, Richardson, 1996). In her research on the role of attitudes and beliefs in learning to teach, Virginia Richardson (1996) identifies beliefs as a “major construct of interest in studying teachers’ ways of thinking and classroom practices” (p.102). She aligns her thinking with Nespor (1987) and Pajares (1992), indicating that an understanding of a teacher’s practice is enriched through study of his/her beliefs as a “subset of a group of constructs that name, define, and describe the student and content of mental states that are thought to drive a person’s actions...a proposition that is accepted as true by the individual holding the belief” (p. 102, 104). It is the belief that drives the holder’s action, but significantly, “experiences and reflection on action are what lead to changes in and/ or additions to beliefs” (p. 104).

Goodman (1988) believes that teachers are influenced by “guiding images” of past events that served as “intuitive screens” which filter new information and experiences. Calderhead and Robson (1991) also report that pre-service teachers’ beliefs about teaching and learning gleaned from their years as students serve as filters that influence how they interpreted courses, classroom practices, as well as how they enact knowledge and practices as in-service teachers. Nespor (1987) adds that “prospective teachers’ perceptions of and orientations to the knowledge they are presented with may be shaped by belief systems beyond the immediate influence of teacher educators. The development of beliefs over time... [is] difficult to predict, control, or influence” (p. 326).

When teacher candidates enter their preparation programs, they have an unrealistic optimism and a self-serving bias that leads them to believe that the qualities most important for successful teaching are the qualities that they themselves possess; they naively believe that problems that other educators experiences will not be experienced by them; they emphasize and

overvalue affective over cognitive characteristics; and they predict they will be much more successful than their peers (Pajares, 1992; Veenman, 1984). Pajares (1992) calls for research that examines the educational beliefs of pre-service teachers and how those beliefs play in the acquisition and interpretation of knowledge and teaching practice and ultimately with student learning.

As Richardson's (1996) research indicates teachers' beliefs originate from a variety of socio-cultural experiences: personal experiences, experiences with school and instruction, experiences with formal knowledge from reading, media, religion, and so on. If the teacher education program is to affect change in candidates, these beliefs need to be brought to the surface and explicitly dealt with. Richardson (1996) indicates that "except for the student-teaching element, pre-service teacher education seems a weak intervention [for confronting outlying beliefs]. It is sandwiched between two powerful forces—previous life history, particularly that related to being a student, and classroom experience as a student teacher and a teacher [which is highly influenced by others' personal and professional notions of teaching]" (p. 113). Though it appears as if changes may be easier to implement through experiences, much can be done in the teacher education program, particularly if clinical experiences and reflection are integral components of the process (Hoy and Woolfolk, 1990; Richardson, 1996; Tishman, Jay, & Perkins, 1993).

## **1.1 GOALS OF THE STUDY**

First, this study sought to examine the relationship between what are commonly referred to as beliefs with the theoretical framework of cultural models (D'Andrade, 1992; Gee, 1996,

1999, 2004; Holland, 1975, 1999; Holland and Quinn, 1987; Shore, 1996), offering a richer understanding of the difference between beliefs and explicated cultural models and how they impact candidates' abilities to learn to teach. Secondly, this study sought to understand how teacher candidates' beliefs about schooling, teaching, and learning affect their capacity to learn and grow as educators through a teacher education program and how they develop professional identities as they are confronted with concepts and ideas that may not align with their beliefs or cultural models about teaching. Additionally, this study sought to understand how candidates negotiate the tensions that exist when their beliefs or cultural models are confronted or challenged within the contexts of the teacher education program: by and from the candidate, the university, the institution, and accreditation agencies. This study also attempted to contribute to the existing body of research by further unpacking the relationship between the personal, idiosyncratic, and socio-cultural influences teacher candidates bring into teacher education programs (Brookhart and Freeman, 1992; Cohn, 1991; Feiman-Nemser, 2001; Goodlad, 1984; Lortie, 1975; Richardson, 1996; Tatto, 1998; Tishman, Jay, & Perkins, Knowles, 1992; Weinstein, 1988), how they learn to teach, and then develop identities as a professional educators (Alsup, 2006; Anderson, 1984; Hollingsworth, 1989; and Lidstone & Hollingsworth, 1990), finally becoming socialized into the teaching community (Bruckerhoof and Carlson, 1995; Hoy and Woolfolk, 1990; Staton and Hunt, 1992). By examining these elements, this study sought to understand how teacher education programs can more directly and effectively impact candidate learning by structuring assignments, courses, and clinical experiences to create optimum experiences, necessary to stimulate and then resolve the tensions between beliefs, practices, and contexts.

In order to achieve a detailed understanding of how beliefs and cultural models operate and to form theories regarding how both beliefs and cultural models impact teacher candidates through the program, qualitative methods were used for this study, enabling me to generate theories based on ethnographic research and informed by existing research (O'Brien and Dillion, 1996). The primary sources of data included (a) interviews with teacher candidates, (b) artifacts from the candidates' coursework and clinical work (papers, lesson plans, taped lessons, student work, portfolios, observations, evaluations), (c) periodic surveys completed by the candidates, their mentor teachers, and university supervisors, (d) artifacts that document the expectations of the teacher education program (course syllabi, assignments, plans of study, handbooks, evaluation instruments), and (e) field notes. This data was used to identify and explore the teacher candidates' beliefs and cultural models in respect to schooling, teaching, and learning at different times during the teacher education program, how and when these beliefs and cultural models change, and what factors contribute to any changes. Twenty teacher candidates enrolled in an English education teacher preparation program served as research participants with two of these candidates being used as case studies for closer examination and illustration of key concepts.

## **1.2 RESEARCH QUESTIONS**

Given these issues in particular and the overwhelmingly dominant role that beliefs play in pre-service teachers' identity formation, this study sought to address the following research questions:

1. What "tacit" or "naïve" (Gee 1996) social beliefs do English education candidates bring with them about teaching when they begin their licensure program and what generalizations about teaching underlie these beliefs?
2. How are beliefs negotiated and "explicated" across time and contexts so that they become "overt" theories or beliefs? What new tacit theories or beliefs are acquired across time and contexts? How are they acquired, shaped, negotiated, and explicated?
3. What in the English education program is most influential in changing and shaping candidates' beliefs? What influences the adoption, assimilation, or accommodation of new beliefs into the schema of the English education candidate throughout the teacher education program?
4. In the pre-service clinical experience, to what extent do English candidates' practices (in planning, instructional delivery, professional responsibilities) reflect their reported beliefs?
5. As these English education teacher candidates progress through the program, how do they construct professional identities that negotiate and coordinate personal beliefs, programmatic expectations, institutional constraints and expectations, as well as those enacted by the educational community in which they are situated?

### **1.2.1 Expected Implications for Teacher Candidates**

By examining the beliefs and cultural models of English education teacher candidates as they progress through the teacher education program and by exploring the influence that context and time have on said beliefs and thinking, this study contributes to current research and to teacher candidates' own understandings of how their socio-cultural experiences affect their

growth, development, and professional identities. By examining why candidates may experience dissonance, frustration, or complacency at different times during their teacher education program, reflection can become a powerful tool that aids candidates in explicating their beliefs and cultural models; purposefully testing, adopting, or modifying them; and understanding how those then impact instructional decisions and practices. This can then, hopefully, prevent the unwanted consequence of “teachers who remain in classrooms who end up teaching in ways that are inconsistent or even contradictory to their [or their program’s] pedagogical beliefs, goals, and expectations” (Alsup, 2006 p. 21).

### **1.2.2 Expected Implications for Teacher Education Programs**

It is difficult for teacher education programs to substantially modify the initial beliefs and cultural models with which teacher candidates enter programs; they are firmly entrenched, emotionally embedded, and resistant to change (Cohn, 1991; Feiman-Nemser, 2001; Goodlad, 1984; Lortie, 1975; Richardson, 1996). This study sought to illustrate what aspects of the teacher education program are most influential in affecting beliefs and cultural models, how various contexts within the teacher education program impact these beliefs and cultural models, and how candidates negotiate within and between competing notions, beliefs, and cultural models within the program. Given this information, teacher education programs can consider planning experiences that purposefully ask candidates to examine their beliefs against particular lenses, contexts, and frameworks; assisting candidates in developing strategies to negotiate when conflicting beliefs emerge within themselves or different contexts; and providing stronger support for candidates as they develop a professional identity that successfully incorporates their

personal subjectivities into the professional and cultural expectations that come from the program and clinical sites.

### **1.2.3 Expected Implications for In-Service Practice**

Finally, as novice teachers become newly in-serviced, it is important that they recognize that their beliefs and cultural models will constantly be challenged by those that are operationalized by their colleagues, by the school and district in which they work, by accreditation agencies, and by the political climate. This study contributes to the research on understanding how socialization impacts teacher identity, beliefs, and cultural models.

## 2.0 REVIEW OF LITERATURE

Research on teacher beliefs surged in the late 20<sup>th</sup> century with studies focusing on how teachers' personal beliefs and understandings of the work that students and teachers do influenced and quite often impaired teacher candidates' abilities to learn to teach and implement innovative, sound pedagogical methods in classrooms, particularly when those methods and philosophies significantly diverged from those that centered their work, philosophically and experientially. This research suggests that the concepts, images, and beliefs that prospective teachers bring to their teacher education programs not only serve as filters but often barriers for the knowledge, constructs, and approaches they encounter in their educational preparation programs (Cohn, 1991; Feiman-Nemser, 2001; Goodlad, 1984; Lortie, 1975; Richardson, 1996). These studies report that resulting from their experiences as students, tutors, coaches, and mentors, teacher candidates often experience misleading *feelings* of comfort, knowledge, experience, and competency in the classrooms leading them to feel prematurely confident and secure in their belief systems, a phenomenon quite unique to educators. As teacher preparation programs work with teacher candidates, it is essential that the program developers, instructors, and candidates not only develop an awareness of these tenacious beliefs and their formation and foundation but also the kinds of experiences that will most effectively allow candidates to question, reconsider, and challenge, their beliefs.



This chapter presents a review of studies on teacher beliefs and identity, which situates the framework for my thinking about teacher beliefs, teacher identity and identity construction, teacher socialization, and the impact these individual components have on professional identity construction. I begin by framing the study through theories of beliefs and cultural models. Then, I present a review of studies that examine how cultural models and beliefs impact teacher candidates' identity construction within three primary venues: the candidates' prior social and cultural history, the teacher education program, and the clinical experience. I conclude with an explanation of how my work will inform and add to this body of research.

## **2.1 THE CONCEPT OF BELIEF**

In reviewing educational research studies done as early as the 1960s and 70s through current studies of teacher beliefs and identity, one evident concern emerges: a lack of a consistent use or understanding of the concept of "belief". Researchers have used the construct of belief loosely. For instance, belief has been used in different studies as "the development of a concept through indirect or direct exposure" (Miller, personal email communication, March 27, 2008), "on-going tendencies that guide intellectual behavior" (Tishman, Jay, and Perkins 1993), and "general, implicit, taken-for-granted, and shared ideas about how the world works" (Eisenhart et al. 1988). Richardson (1996) describes beliefs as "a proposition that is accepted as true by the individual holding the belief" but continues in that she believes that beliefs drive actions and that experiences and reflections upon experiences and actions lead to changes in beliefs (p. 104).

Although each of these studies define beliefs in slightly different ways, each of them and others (drawing particularly on Eisenhart et al, 1988; Goodman, 1988; Hollingsworth, 1989; Kagan, 1992; Longaberger, 1992; Miller, 2008; Nespor, 1987, 1985; Pajares, 1992; Richardson, 1996; Tatto, 1998) have in common an implicit understanding that **beliefs are conceptual systems that help an individual make meaning of aspects of his or her environment; are constructed from personal or shared experiences, can be extended from socio-culturally shared knowledge with affiliated groups or communities; are compelling and emotionally charged; are very often not articulated but used to guide behavior and thinking, and most importantly, are firmly and deeply entrenched.** This definition suggests that beliefs are not individual or static, but are socially and culturally constructed. In this study I use the theoretical framework of communities of practice (Wegner, 1998) and cultural models (Gee, 1996, 1999) to consider how beliefs of teacher candidates are constructed and developed in the various social and cultural contexts of a teacher education program.

## **2.2 CULTURAL MODELS**

Beliefs are not static or entirely individual. Rather, they are socially and culturally constructed through “communities of practice” (Wenger, 1998). Much of the influence that impacts whether a belief remains a belief or becomes a cultural model is how it is supported or contested by the various communities in which an individual participates as well as how the belief is used to allow or disallow participation within the community. The term “communities of practice” became popular within educational and sociological circles during the late 20<sup>th</sup>

century and early into the 21<sup>st</sup> century. But, much of the literature begs the questions: what makes a “community of practice,” (Wenger, 1998) or a “discourse community,” (Bahktin, 1981; Fairclough, 2003), or a “learning community” (Cochran-Smith and Lytle, 1999) or a “teaching/school community” (Goodlad, 1984; Grossman, Wineburg, and Woolworth, 2001) recognizable and sustainable rather than merely being a group of teachers or a group of students? What features, values, and practices must exist for a cohesive "community" to be established? Who is permitted membership? These communities—communities of practice, discourse communities, learning communities, and school communities—must identify for themselves through articulation, negotiation, and/or demonstration what their clear, conceptual directions and goals are, how the community is formed and maintained, and the value it provides to its members and society. Westheimer (1988) identifies five common threads to the development of communities of practice: interdependence, participation, shared interests, concern for individual views, and meaningful relationships. Although this provides an initial framework, it illuminates little of the inner-workings of the community of practice, particularly in working toward a conceptual understanding of how community bonds are formed, how relationships are sustained over time, particularly in the face of conflict, and most importantly, how new members can infiltrate and gain acceptance into an established "community" network, forming both an individual identity and an identity within the group based upon shared understandings and values, which become the operationalized beliefs, thus the cultural models.

The theoretical concept of “cultural models” can provide a framework for understanding how beliefs are constructed, used, and amended through communities of practice (D’Andrade, 1992; Gee, 2004; Holland, 1975, 1999; Holland and Quinn, 1987; van Dijk, 1993). Many

theorists acknowledge the writing of Dorothy Holland (1975, 1999) in the area of “figured” or “cultured” worlds as seminal work for the concept of cultural models:

The production and reproduction of figured worlds involves both abstraction of significant regularities from everyday life into expectations about how particular types of events unfold and interpretation of the everyday according to these distillations of past experiences. A figured world is formed and re-formed in relation to the everyday activities and events that ordain happenings within it. It is certainly not divorced from these happenings, but neither is it identical to the particulars of any one event (p. 53).

This definition is particularly helpful in developing an understanding of how figured worlds (cultural models) work; based on experiences, both lived and vicarious—personal, cultural, and societal, an individual begins to make assumptions, determinations, expectations about how particular aspects of life should be (driving a car, going to school, attending a church service) as well as how identities are constructed following certain cultural or societal norms or expectations (children should be seen and not heard, teachers should have high expectations for all students).

Drawing on the work of Holland and Quinn (1987), Roy D’Andrade (1992) relies on the same framework for understanding cultural models (clarifying that cultural models must be “intersubjectively” shared by a cultural group – being able to exist with some sense of permanency or sustainability through time and context—“shared, recognized, and transmitted internal representations...of the internal side of cultural” (p. 230) ) but adds that cultural models will be “lexically encoded and used frequently by people in ordinary conversation... cultural models have normative properties...typically for most aspects of the model, an investigator can ask direct questions about it and argue with informants about various kinds of counter-examples. While informants usually cannot fully describe their cultural models, they usually can give judgments about the kinds of events and contingencies which are acceptable within the model,

and they usually can give explanations which articulate specific workings of that model” (p. 34). D’Andrade also cites Strauss (1992) regarding a particularly salient point – “some schemas are experienced not as models of reality, but as reality itself...as an undeniable reality” (p. 38). The term “cultural model” can be misleading. The holder of the cultural model sees and experiences his or her reality through the particular lens defined and explicated by the operational cultural model; it no longer is a “model” of reality but *is* reality, firmly and solidly entrenched, quite often tenaciously embedded.

In considering how important it is to think about a person’s cultural model when teaching new knowledge, skills, or tasks that may require the learner to adopt a different or alternate conceptual approach or stance, D’Andrade and Strauss provide a perspective about the tenacity of the cultural models but also how hidden and entrenched within a person’s own mental vision of the world they can be, even to the point of being obstructionist to learning, progress, and growth. The emphasis on the construct being “intersubjectively shared by a cultural group” is significant for it empowers the participants who share that cultural model – strength in numbers” philosophy, however, it doesn’t mean that all of the participants have not modified these shared cultural models into slightly varying versions to form their own personal constructs. Shore (1996) criticizes the work of D’Andrade as being too vague, questioning how “shared” must a model be to be considered a true cultural model rather than a personal construct, personal knowledge, or idiosyncratic idea (personal belief). This is an important distinction to make when analyzing frameworks that govern beliefs, practices, and philosophies of individuals – are these frameworks true “cultural models” – ground in socially and culturally mediated / situated experiences or are they beliefs that are primarily based on individual, biographical experiences, emotionally situated or constructed with little socio-cultural support.

In his work with CDA, van Dijk (1993) writes of “so-called models” that seem to balance a bit of what both D’Andrade and Shore argue: these models (cultural is conspicuously absent as a descriptor) are mental representations and opinions of experiences, events, situations shaped by existing or shared knowledge, experiences, attitudes, ideologies. He continues by clarifying that

whereas knowledge, attitudes, and ideologies are generalized representations that are socially shared, and hence characteristic of whole groups and cultures, specific models are unique, personal and contextualized: they define how one language user now produces or understands this specific text, even when large parts of such processes are not autobiographically but socially determined ([emphasis mine], p. 258).

This implies that “knowledge, attitudes, and ideologies” are socially and culturally constructed and shared, but how an individual (personally) constructs unique understandings and uses from and of that knowledge, attitude, and ideologies are the (cultural) models for they are a hybrid of personal and social constructs. Such “models allow us to link the personal with the social, and hence individual actions and [other] discourses, as well as their interpretations, with the social order, and personal opinions and experiences with group attitudes and group relations, including those of power and dominance” (van Dijk 1993, p. 258). Following through with this line of reasoning, I would propose that beliefs may be considered, on one level, precursors to cultural models, more individualistic, rooted in personal experience, less socially constructed and shared by way of construction (though individuals may indeed share beliefs or belief systems).

According to Resnick (1989), learning occurs by interpreting new information, not by recording or memorizing it, and that learning is dependent upon the "intentions, self-monitoring, elaboration, and representational constructions of the individual learner" (p. 2). Then, current programs in teacher education need to consider finding ways of assisting candidates by constructing new frameworks (cultural models) that *begin* from their belief system, their current

thinking and understanding-their beliefs, *work through* any cognitive dissonance they experience using focused *supports*, *building towards* an *alignment* with expectations and philosophies of the program and the educational field or a *rationalized, purposeful* personal philosophy, understanding, and (when necessary) justifying why a candidate may agree or disagree. When this kind of purposeful, thoughtful, scaffolded induction into expectations and practices does not occur, potential success is severely undermined and hopes of solidifying or changing beliefs into research-based, best practice cultural models can become a lost opportunity.

In continuing to explore how cultural models operate, Gee (2004) indicates that cultural models are dynamic and adaptable to different contexts, social groups, and situations. Cultural models are acquired not only through experience and memory as a number of theories have indicated but also through shared histories: “People more adept at a domain pass on cultural models through shared stories, practices, and procedures that get newcomers to pay attention to salient features of prototypical cases in the domain—the ones that best reflect the cultural models...cultural models get reinforced and relatively ritualized as they are used in repeated practice. The models and allegiance to the models also becomes an important bond, cementing within the social group associated within a given domain of practice” (p. 45).

This brings back into focus the issue of power; each community decides what is relevant, acceptable, and appropriate practice as it forms judgments, admits entry, denies access – only can an individual who measures up or assimilates will gain acceptance. What happens to those who do not share similar backgrounds and experiences...similar cultural models? Can they learn

the Discourse<sup>1</sup> required to be accepted? Can they adopt the situated identity by assuming the roles and responsibilities associated with membership in the/a community; – will they be allowed to even try? When dissonance occurs, between competing cultural models how are understandings and compromises negotiated? Because cultural models are personally held beliefs that are socially and culturally constructed and are embedded in experience and memory, they are particularly resistant to change, subject to defense, emotionally tied, and deeply entrenched. Having said this, it is equally important to note that cultural models are not true or false, may or may not be logical or rationale, may not be realized or conscious, but are very real and very instrumental in guiding thought and behavior.

When people participate in a community (whether by invitation, affiliation, or association), they learn, function within, and become indoctrinated to the cultural models of that community. When people act and react in "appropriate ways" given a community's or society's or group's expectations, they are enacting a socially-constructed identity and are responding using what they know, consciously or unconsciously, using an established cultural model (Gee,

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<sup>1</sup> Discourse as used here with a capital D is taken from Gee's work on D/discourse; Discourse with a capital D refers to "(a)situated identities; (b) ways of performing and recognizing characteristic identities and activities; (c) ways of coordinating and getting coordinated by other people, thing, tools, technologies, symbol systems, places, and times; (d) characteristics ways of acting-interacting-feeling-emoting-valuing-gesturing-posturing-dressing-thinking-believing-knowing-speaking-listening [and, in some Discourses, reading-and writing, as well.] (Gee 2006, 33).



2004). When individuals are marginalized by a community, it is because they do not "fit in" with the norms established by the cultural model(s) governing the images, ideals, and concepts that the community finds acceptable. Wells (2000) echoes this concept of social learning through a Vygotskian (1981) lens; first establishing that all mental functions come from social relationships. He further proposes that individuals and society [community] are "mutually produced and reproduced...through [the use and production of] cultural tools available, the way in which participants construe it, the resources of knowledge and the skills they bring to solving problems encountered" (p. 55). Finally, Wells aligns with Lave and Wenger (1991), stating that learning is integral, fundamental to membership in a community of practice; as novices are "progressively inducted" into the inner workings (values, practices, goals) of the community and given "models to imitate and assistance in playing their parts"...veterans continue to grow by learning from their new roles, changing responsibilities, and new situations (p. 56).

For my work in this study, I primarily align myself with the thinking of Gee and van Dijk; cultural models are everyday theories or guidelines, originating from shared and personal experiences and knowledge as well as socio-cultural constructs, which guide how "typical or normal" people who belong to a particular Discourse are expected to function. These cultural models may assist in gaining or denying access to different Discourse communities. Cultural models for any one practice can potentially be as varied as participants in that practice. Further problematizing the situation is that although cultural models may be made visible in the way that those who belong to the same community of practice work, operate, and interact, much of the "bits and pieces of cultural models are in people's heads (and they may be [different bits and pieces for different people, even within the same community of practice]" (Gee, 2006). So, one large obstacle in acculturating someone into a community of practice becomes not only how to

reconcile each members' individual beliefs and concepts and to make them explicit and overt as a community but also to enable the individual to understand them, reconcile his or her own individual concepts (both beliefs and cultural models) with that of the current community, and to find a means of assimilation or accommodation as he or she works toward cohesion with, or purposeful dissension from, said community.

It is through this process that the teacher candidate is challenged to consciously consider or articulate what cultural model they are operating under – this confrontation is a necessary step for until he or she is aware of the beliefs guiding his or her own practices and understandings, movement toward (or purposefully and thoughtfully away from) the community's expectations are not possible. Unless this reflective process occurs, resistance to understanding or negotiating with the community will bar progress toward acceptance of the individual as a member of the particular teaching community and the candidate [or ultimately the in-service teacher] will be regarded as an outsider or feel disassociated by virtue of being viewed as one who is “problematic” or resistant to the beliefs and methods of the group. That is not to say that new ideas are not healthy for communities of practice and that negotiation is not requisite in keeping communities of practice from becoming stagnant throwbacks that cling to tradition; but typically a new individual in isolation has difficulty in instituting that sort of fundamental shift in the thinking or practice of a community. The impetus for change in communities’ paradigms of practice is when two groups with differing viewpoints and agendas connect

meanings, and the cultural models that compose them, are ultimately rooted in negotiation between different social practices with different interests. Power plays an important role in these negotiations...The negotiations which constitute meaning are limited by values emanating from communities. Meanings then are ultimately rooted in communities (Gee 1996, p. 81).

This negotiation and re-conceptualization are significant and fundamentally important to maintain the relevance of the cultural model(s) used by a particular community of practice; otherwise, apathy, a propensity for stereotyping, and a sense of irrelevancy can invade the community (Gee, 1996, 2006; Rogers, 2004).

### **2.3 THE CONCEPT OF IDENTITY**

Supporting this thinking on beliefs and cultural models, Gee (2004) discusses learning and identity by making three particularly salient points: 1. “learning is changing patterns of participation in specific social practices” (drawing on Lave, 1988, 1996; Lave & Wenger, 1991; Ragoff, 1990; Ragoff & Lave, 1984); 2. “social practices set up roles...in which people become insiders, outsiders...[etc.] with respect to the social groups in whose practices are...socially situated identities”; and 3. “change in one’s patterns of participation with specific social practices constitutes changes in these socially situated identities” (p. 38). Thus, learning ultimately results in a change in identities that are socially constructed and contextualized. Following Gee’s thinking, identities that are socially situated or constructed, such as being a teacher or a student, can be recognized by distinguishable features: particular discourses or languages (ways of speaking, thinking, acting, performing, etc. like a teacher, student, a school administrator), situated meanings (ways of using words that carry particular meanings in a particular context and setting such as “*inclusion*” within an educational setting), and cultural models (explicated and tacit beliefs about the way individuals act and identify within the group based upon shared understandings and values).

Not unlike Gee's theory of the socially situated identity, sociologist Richard Jenkins (1997) explains that identities are formed in and through social experiences and contexts via communication and validation. Lave and Wenger (1991) also contribute to this socially constituted concept of identity and pull in the notion that learning inherently necessitates identity formation: "Learning....implies becoming a different person with respect to the possibilities enabled by systems of relations. To ignore this aspect of learning is to overlook the fact that learning involves the construction of identities" (p. 53). Teacher education programs need to help pre-service teachers explore issues of identity through the use of narratives, philosophy and concept papers, and metaphor in order to aid emergent teachers in exploring their developing professional personas, negotiating competing subjective positions and ideologies as well as cultural notions of "the teacher." Pre-service and newly in-serviced teachers who have both a strong sense of personal self and its connection with their professional roles are more likely to successfully transition into the profession (Alsup, 2006). This can not only be difficult but also many times unlikely because those preparing for a new profession can be personally and professionally confused, destabilized, and vulnerable resulting from personal and professional immaturity.

Also drawing on a social framework, Miller and Norris (2008) view identity as being "co-constructed through competing forces that one's position in a space is 'offered, accepted, rejected, and otherwise continuously negotiated' (Leander & Sheehy, 2004, p.116) as individuals engage in social spaces" (p. 21). What results is a constantly emerging, developing, reacting "identity" that responds to socio-cultural stimuli. Understanding how teacher identities develop and the tensions that confront pre-service teachers during the teacher education program is critical; the pre-service teacher needs to be made aware of the social and political influences on

them so that they can purposefully and thoughtfully engage in, react to, and dialogue with differing subjectivities rather than passively being impacted by them. Too often the trend in education has seemed to be to let policy influence education [administrators, teachers, and students] in a reactionary manner. Instead, it is far more productive to make informed policy decisions, proactively based on purposeful, thoughtful data. Raising awareness by teaching pre-service teachers to actively take on what Miller and Norris (2008) refer to as the loaded matrix (a conceptual framework that identifies issues that impact teachers' subjectivities-p.19) and what Gee calls Discourses will encourage beginning teachers to actively construct their professional identities with awareness.

Drawing on the work of Lave and Wenger (1991) in communities of practice, Wells (2000) adopts a socially constructed, Vygotskian understanding of identity construction;

the formation of individual persons – their identities, values, and knowledgeable skills -- occurs through their participation in some subset of activity systems [communities of practice]...who a person becomes depends critically on which activity systems he or she participates in and on the support and assistance he or she receives from other members of the relevant communities in appropriating the specific values, knowledge, and skills that are enacted in participation (p.55).

He explicitly explains that all experiences an individual has impacts identity, as experiences stimulate reactions, withdraws, resistances as individuals are required to “construct solutions” that move beyond their past experiences. All experiences become sites of potential change and renewal.

Drawing from the work of Gee (2004), Alsup (2006), Jenkins (1997), Wells (2000), Lave and Wenger (1991), and Miller and Norris (2008), in this study I define identity as a socially constructed, negotiated, and mediated sense of self that continually develops and responds to socio-cultural and political experiences, situations, and expectations. Cultural models as

discussed by Gee (2004), Holland, (1975, 1999), Holland and Quinn (1987), van Dijk (1993) D'Andrade (1992), and Strauss (1992) figure strongly into my understanding of identity development. The explicit and tacit understandings an individual has of the world (or a social or cultural aspect of the world) based on lived or perceived experiences plays heavily in how an individual acts, reacts, perceives, and thinks. And finally, an individual's ability to act, learn, respond, reflect, and react based on his or her beliefs, cultural models, negotiations, and experiences contribute to the concept of identity. As teacher preparation programs seek to prepare confident, competent teachers, the concept of holistic teacher identity development needs to be at the forefront; requiring candidates to explore, confront, and reflect on how their professional identity emerges and develops from the tacit beliefs and explicated cultural models and from pre-service preparatory experiences through induction and in-service work. In contextualizing identity development within the arena of teaching, "developing a conception of the subject matter—including the curriculum—and how to teach it, developing a conception of teaching and learning and their role as a teacher, learning how to manage student behavior, and learning to work with colleagues" (Smagorinsky, Lakly, and Johnson 2002, p. 188) are principle components that pre-service teachers and in-service teachers must negotiate as they negotiate professional identities.

## **2.4 BELIEFS AND CULTURAL MODELS IN LEARNING TO TEACH**

### **2.4.1 In what ways do candidates' pre-existing beliefs or cultural models impact his or her work in a teacher preparation program?**

In studying how pre-service teachers learn to teach, research indicates that the beliefs the candidate brings with him or her into a teacher education program have a lasting and profound effect on how he or she views education, processes new information, and ultimately, informs what kind of teacher he or she will become (Alsup, 2006; Brookhart and Freeman, 1992; Cohn, 1991; Feiman-Nemser, 2001; Goodlad, 1984; Lortie, 1975; Tatto, 1998; Weinstein, 1988). Knowles (1992) found that family influences and experiences with previous teachers were significant in shaping teacher candidates views of teaching. Unlike other professions, because all future teachers have spent a large portion of their lives in classrooms (likely with positive experiences if they are going into education as a career) and have perhaps even worked in a some teaching capacity (tutor, coach, camp counselor, mentor) at some point in their lives, those entering into teacher preparation programs feel empowered by their own constructs of teaching and learning which are firmly and tenaciously entrenched, not only intellectually but more significantly emotionally. These form the cultural models that all of the program and clinical site expectations and experiences are measured against. Research indicates that it is extremely difficult to break through these belief systems, which serve as both filters and barriers to acquiring new skills and knowledge (Alsup, 2006; Brookhart and Freeman, 1992; Cohn, 1991; Feiman-Nemser, 2001; Goodlad, 1984; Lortie, 1975; Tatto, 1998; Weinstein, 1988). The candidates' cultural models are based on a combination of "tacit" and "explicated" beliefs (Gee, 1996).

Theoretically, unearthing and unpacking cultural models is instrumental in understanding the pre-service teacher's approach to learning to teach (whether consciously or not); examining cultural models (tacit and explicated from the myriad sources influencing the candidates) will be instrumental in identifying what tacit and explicit beliefs are governing the work of the candidates and what expectations are placed upon them from various institutions (university, school site, and accreditation); this will also allow the tracking of changes over time and context. In explaining the significance of time and context, Miller and Norris (2008) point not only to the

physical layout of the factors (social groups, communities that apprentice a teacher, institutions, media, classrooms, schools, policy, and research) and other places in which an identity comes to mean [or be, but also the]...the literal time in which the identity is being formed (p. 21).

Though cultural models and beliefs are firmly entrenched, teacher identity is in a constant state of flux and is reactionary, often responding to the competing social, political, cultural landscapes that touch the teacher's professional and personal spaces at very particular moments throughout a career. This notion of time and context is particularly salient for it brings to the surface the idea that identity is not static or permanent but evolving, malleable; as Miller and Norris (2008) point out, *continuously* able to be constructed, co-constructed, situated, stabilized, de-stabilized, validated, re-stabilized and re-validated. Anderson (1984), Hollingsworth (1989), and Lidstone & Hollingsworth (1990) report that teachers' practices develop in terms of a progression in the understanding that occurs throughout teachers' careers and that this progression coincides with particular developmental stages of a teachers' identity. As an example, Hollingsworth (1989) reported that general classroom management routines had to be systematized in the classroom *before* a teacher could focus on pedagogy and content instruction; routines and procedures that integrated management and instructional strategies had



to be established *prior to* the teacher being able to attend to what students were learning from academic tasks; and teachers who had difficulty or failed to develop any system to manage and integrate instruction and classroom management were unable to grapple with understandings and issues of student learning.

Studies done by Fuller & Brown (1975) and followed by Berliner (1988) also support the notion of stages of teacher development that progress not only in proficiency and competence but also in awareness and focus. The progression in the models constructed in these studies explain that teachers move from being strongly connected to the identity of the student with vague, tentative ideas about instruction to concerns for classroom survival and methodologies that often parrot the cooperating teacher or biographical experiences of the novice teacher to an awareness of teaching performance and deliberate attempts to apply approaches learned from the teacher education program to, finally, an awareness and attention to student issues (social, academic, emotional) and the drive to hone and differentiate instructional approaches to meet students' learning needs using reflection as a purposeful tool to strengthen his or her practice. <sup>2</sup>

Perhaps more than in other professions, competing concepts of teaching interfere with pre-service teachers' abilities to adopt new approaches, models, understandings.

Educators carry with them pre-existing and well-entrenched conceptions of how things [teaching, learning, schools] work. These conceptions can have deep roots and are often surprisingly resistant to change...Research shows that [candidates] begin to internalize models of subject matter teaching when [they] are very young

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<sup>2</sup> This closely resembles Ellen Moir's (1990) stages of a first year teacher; though future studies are needed, my work with novice and practicing teachers implies that the stages that Moir, Fuller & Brown, and Berliner sketch are applicable to teachers with varying levels of experience and that a teacher can become stalled at any of these stages.

learners...and conventional teacher education may have little impact on changing these models (Tishman, Jay, & Perkins 1993, p. 151).

Loughran (2006) indicates that “students of teaching need opportunities to learn, un-learn and re-learn in order to better know themselves so that they might better understand how and why they teach in the way they teach; especially if they seek to change” (p. 112). I would argue that it is more imperative for candidates’ conceptions to be challenged in these ways if they enter the teacher education program feeling firmly grounded and comfortable in the cultural models or beliefs which have primarily been instilled by their social and cultural histories. As difficult as it may be, the faculty, supervisors, and mentor teachers have a responsibility to confront them with realities, push-back, and designed opportunities for reflection: “Otherwise, tacit, unquestioned, taken-for-granted images of teachers and teaching [and learning] that have dominated students’ observation of practice as students may well unintentionally prevail” (Loughran 2006, p. 112).

Loughran continues to support this claim by rightfully indicating that

challenging existing beliefs [about the work of teachers and students]... [is] a difficult task, especially so given that their familiarity with so many situations and contexts creates frames through which making the familiar strange will be increasingly difficult; as opposed to graduates in other fields who no doubt work hard to make the strange familiar (p. 114).

It is exceptionally difficult to distance candidates from their personal educational experiences, especially given those experiences are often emotionally constructed, often viewed through a lens of idealism, and can be the impetus for guiding many into the career of education in the first place. Some of what the candidates are required or expected to do by the teacher education program, the school site, state certification requirements, and the university to effectively complete their program or to gain capital within the community may conflict with what they would intuitively or preferentially do based on their personal experiences or notions of

teaching and learning. Navigating this tension effectively is difficult, but when it happens, it demonstrates the characteristics of true growth—a teacher who is a problem solver who can step beyond the immediate to see a bigger picture with larger implications for the students and the educational/learning system and community.

Much research from the 1980s reinforces the dominant role biography plays in the development of teaching perspectives in teacher candidates (Goodman, 1988; Feiman-Nemser & Buchmann, 1989; Hollingsworth, 1989; Tabachnick and Zeichner, 1984). These and other studies document the contributions and influences of biography over context and preparation in the framing of pre-service teachers' understandings and judgments about their emerging practice. Their biographical experiences served as filters (Kagan, 1992; Lortie, 1975) as intuitive screens (Calderhead & Robson, 1991; Schoonmaker, 1998; Weinstein, 1988), and/or (I conclude) as evaluative lenses that allow candidates to process their learning and experiences on emotional, intuitive levels rather than intellectual, theoretical levels. Consequently, the practice that emerges is not grounded, reinforced in sound pedagogical theory and approaches, but *at best* a hybrid of programmatic theory and intuition, brought from the depths of their own experiences and myths of teaching practices and *at worst* attempts to replicate what candidates believe “good teaching” is, devoid of any real programmatic influences which have been abandoned as incongruent with their subjectively held beliefs.

Drawing on the findings of Fuller & Brown, Berliner, Hollingsworth, Anderson, Lidstone & Hollingsworth in addition to Miller and Norris, it becomes critical for teacher educators and candidates to view teacher identity as a developmental process that occurs not only over the course of the teacher education program but into the induction year(s) and throughout the educator's career. Not only is this a process that needs to be acknowledged and fostered within

the teacher education program, but it is also a cultural model about teaching that needs to be embraced and recognized in the educational community.

#### **2.4.2 In what ways do a candidate's beliefs or cultural models about teaching influence his or her work in learning to teach?**

Research also demonstrates that teacher candidates' expectations about teaching often create an unrealistic optimism not only regarding the work that they will do as teachers but also regarding how students learn, their personal ability to affect change in students, and their abilities to effectively manage issues that typically prove difficult for average novice teachers (Feiman-Nemser, 2001; Goodlad, 1983; Lortie, 1973; Schoonmaker, 1998; Weinstein, 1988). Consequences of this vary from the consistently high rate of teacher attrition within the induction period of newly certified teachers (Croasmun et al 1997; Weinstein 1988) to perhaps a relatively quick resignation to an attitude of defeatism (Weinstein 1988) and return to whatever models of teaching and learning are operational at the school site or prevalent in their initial belief structure, which "prevent(s) beginning teachers from transferring previously mastered concepts and skills from the university to the public school classroom" (Weinstein 1988, p. 45). Also reported are feelings of isolation at the classroom, institutional and social levels that, if not addressed, can result in alienation and a closed door mentality (Jordell, 1987) that may never be resolved.

Some studies Kagan (1992) reviews in her research (Calderhead and Robson, 1991; McDaniel, 1991; McLaughlin, 1991, 1990; Shapiro, 1991) document that for teacher candidates' to exit a teacher education program and effectively, successfully enter into the profession they must demonstrate professional growth, or "changes over time in the behavior, knowledge,

images, beliefs, or perceptions of a novice teacher,” (p. 131) resolving *their image of self as a teacher* with the *realities of teaching*. This can be accomplished through an attempt to confirm and validate the candidates’ self-concepts, gradually giving over to their developing knowledge of students and classrooms; ideally, the candidates will then begin to re-conceptualize their understanding of their work in the classroom. One of the themes that Kagan draws from her review of these studies is that for this kind of re-conceptualization and growth to occur the candidate’s initial beliefs and cultural models must be acknowledged and challenged, for without “dissonance and the concomitant mitigation of preexisting images, knowledge acquired during pre-service teacher education appears to be superficial and ephemeral” (p. 147). Hollingsworth (1989) reinforces the responsibility the teacher education program has to challenge the entering or existing notions of the teacher candidates, because mere “modeling seasoned teachers [that often occurs during clinical experiences] was not sufficient to promote conceptual change; cognitive dissonance was needed to force novices to confront and modify their personal beliefs” (p. 187).

This concept of challenging existing beliefs and cultural models, based on a number of the "Learning to Teach" studies of the 1980s, reinforces the idea that until a candidate has reconciled how his or her beliefs fit within a new framework (or abandon/modify/adapt those that don't) he or she cannot progress to consider issues of how to actually enact the work of a teacher. In fact, Berliner (1986) believes that in many ways pre-service teachers are expected to perform at unrealistic levels of sophistication when they are asked to use reflection as a tool to develop their skills in the classroom; he argues that “extensive classroom experience [must first] be acquired, [that] there may be too little in the minds of pre-service teachers about what actions might be realistic, relevant, appropriate, moral...” to thoughtfully and purposeful use reflection

(p. 63-64). Reflection then merely chronicles the candidates' experiences instead of pushing them to derive any meaning from the experiences. *If* reflection is to be a valuable tool, it needs to be *used for very specific purposes* as candidates learn to teach. Initially, reflection should be structured to facilitate the teacher candidates' ability to recognize and understand the beliefs that they bring regarding teaching and learning. As they progress through their teacher education program, it is critical that they are challenged to examine how their beliefs about the work of teaching, the environment of schools, and the nature of learners may be obstacles to their progress or to explicitly note how their beliefs are changing. Reflection can be used as teachers struggle to negotiate competing cultural models of teaching and learning as they learn to teach or develop professional identities (Berliner 1986).

It is encouraging that although Mewborn and Stinson (2007) acknowledge that pre-service teachers bring well-established views of teaching to their teacher education programs, they clearly indicate that it is only possible to amend their beliefs through a negotiated and interactive process rather than as one that is predetermined by the teacher education program or the teachers' prior experiences. In an ethnographic study Mewborn and Stinson (2007), used artifact analysis, observation, interviewing, and reflection to examine seven pre-service teachers as they worked through a mathematics methods course and related clinical experiences. The study concluded that when methods courses are paired with clinical work, pre-service teachers were better able to become aware of their own beliefs relating to realities of the content and context of teaching, to reflect on those beliefs, and to begin to change them because the candidates were required to confront their beliefs within the context of the classroom and the coursework. Without pairing the field experience with coursework, however, apprenticeship views of teaching can reinforce pre-service teachers' conservative, traditional, "authoritarian"

approaches to teaching (Mewborn & Stinson, 2007). Eisenhart (1988) reinforces this in his research in studying mathematics teachers: explaining that the key is to first describe what is happening, and second to uncover the “intersubjective meanings” that support what is occurring in order to develop an understanding in the context of the students’ own or emerging belief systems/cultural models. According to Mewborn and Stinson (2007) by coordinating methods courses and field experiences, students become apprenticed to teaching and are put in a position to actually study teaching. This coordination occurs by carefully sequencing and structuring clinical experiences to support the content being taught in the methods courses; as a result, the clinical experiences serve to contextualize and illustrate what is presented in the methods courses. Structures are built that direct students of teacher education to draw connections or challenge their own beliefs of what is being presented in the methods courses with what is being implemented by a teacher or by themselves in the classroom; they are challenged to push back against their own beliefs and the methods presented in class. Mewborn and Stinson also cite Feiman-Nemser (2001) who recommends that “exemplary programs should engage in monitoring students’ personal responses to new ideas and experiences, ...offering an appropriate mixture of support and challenge in response to students’ changing knowledge, skills, and beliefs” (p.2). This not only affects what the candidates can and do learn from their program, but serves to break a strong traditional history of apprenticeship or trial and error approaches to learning to teach, turning instead to the purposeful use of best practice, current research, and information gathering to approach classroom tasks.

### **2.4.3 To what extent does socialization assist teacher candidates in constructing a professional identity and translating personal beliefs into operational cultural models and practices?**

Many studies report and analyze the socialization of pre-service teachers into the educational community (Bruckerhoof & Carlson, 1995; Hoy & Woolfolk, 1990; Staton & Hunt, 1992). Though teacher education programs expend much effort to develop candidate cohorts within programs and collaborative relationships with school sites in an effort to purposefully construct means to socialize pre-service teachers into the classroom and the profession, experience suggests that these efforts haphazardly succeed at best, and more typically, can be described as situations that many candidates have negotiated and survived...or not. In instances too many to count, candidates report being on their own, feeling isolated. It is this isolation that can yield to difficulties in growing into their role as teacher and more significantly becoming part of a teaching community (Bruckerhoff and Carlson, 1995). Bruckerhoff and Carlson advocate research-based teacher education programs with strongly and carefully articulated clinical experiences. Instead of what has been traditionally been seen as hit or miss programs based on personal experiences and situations or arrangements, articulated clinical experiences are designed to scaffold candidate's work in schools from focused observations to limited work with students (tutoring, mentoring) then moving them toward more structured instructional tasks (mini-lessons and episodic teaching) and finally student teaching.

“Teacher socialization” is conceptualized in a variety of ways in the literature: “people selectively acquiring the values and attitudes, the interests, skills, and knowledge [of]...the culture that is current in the groups to which they are, or seek to become, a member” (Merton, Reader, & Kendall 1957, p. 287); a social interaction between unique individuals and the



contexts (personal, classroom, institutional, and societal) in which they find themselves (Jordell 1987); a process of learning to teach that inherently changes thinking, moving teachers from global issues to understandings about context- specific learning approaches (Hollingsworth 1989). In their study, *Teacher Socialization: Review and Conceptualization*, Staton and Hunt (1992) posit that socialization rests on the

assumption that both pre-service and in-service teachers seek to become members of the teaching profession as well as member of the particular school/institution/organization in which they find themselves...[and that this occurs through] interaction [between] the individual [with her or his personal experiences and biography], the context, and the various agents (p. 111).

Contrary to what some might expect, candidates want supervision and want to be accountable for their performance; they do not prefer the “sink or swim” approach that many mentors, cooperating teachers, and even university supervisors misname autonomy, but can more accurately be characterized as neglect or abandonment (Bruckerhoof and Carlson 1995, p. 439). Through their research Bruckerhoof and Carlson (1995) articulate the need for

the pre-service teacher’s gradual but systematic introduction to the teacher’s practice, [replacing] insulated university coursework, isolated classroom teachers and sink-or-swim student teacher placement...universities [need to] move a substantial portion of their teacher research and training operation into urban schools (p.442).

As previously discussed in this review of literature as well as in Lorie’s seminal 1975 study of in-service teachers and reinforced in a study of teacher beliefs conducted by Eisenhart, Shum, Harding, and Cuthbert (1988), the sometimes oppressive presence of the candidates’ biographies on their abilities to assimilate new approaches to teaching and learning can be impacted positively or negatively by the teaching community. Eisenhart et al (1988) propose that if the goal is to change teachers’ practices, “pertinent evidence must, in some way, be related

to teachers' *existing* beliefs" (p. 51, emphasis mine). Reinforcing this, Tishman, Jay, & Perkins (1993), study teacher education from two different perspectives: enculturation and transmission, questioning which changes first: practice or beliefs. Though they don't answer that question directly, they do indicate that dispositions required in teaching cannot be transmitted but that candidates need to be acculturated to the practice of teaching within a teaching community.

The enculturation model focuses on...exemplars, which concern the models of thinking that are present in the learning environment; interaction, which concerns the tenor and content of relations among members [of the community]; and teaching [candidates] to be disposed to think creatively and critically in appropriate contexts so that they are asking questions, probing assumptions, seeking answers...cultural exemplars consist of artifacts and people in the environment of modeling or otherwise exemplifying culturally meaningful activities and values (p. 150, 153).

Learning to teach becomes culturally and socially mediated.

Hoy and Woolfolk (1990) rely on the notion that socialization is "the acquisition of the necessary orientations for satisfactory functioning in a particular role" (p. 283) and concur with Lortie that a teacher candidate's socialization into teaching begins long before they enter into a teacher education program, indicating that early teacher socialization occurs through the largely unconscious internalization of teaching models during the time that prospective teachers spend as students in what is termed, an "apprenticeship of observation" (p. 284). This early socialization establishes a set of values and norms in the candidates that are challenged when the candidates are confronted with theoretical values and norms presented in the university methods courses, which are subsequently challenged yet again with the norms and values that are operational at the school site, espoused by the teacher and school. As the candidate becomes exposed to potentially competing values and norms, they are also being socialized into the work of a teacher

and into the culture of “school”. The problem that arises becomes how a thoughtful, purposeful, coherent clinical experience can be created to not only socialize students into this community and into this work, while simultaneously recognizing the need to acknowledge the ways the socialization –both prior experience, programmatic experience, and clinical experience—will impact the candidate’s learning.

Seeking to study the socializing effects of cohort grouping on teacher candidates, Mather and Hanley (1999) found that belonging to a cohort throughout the teacher education program assisted candidates in examining their beliefs about teaching, promoted “pedagogical content knowledge,” and resulted in earlier socialization to the teaching community. The use of cohort groups in a teacher education programs also served to counter what Goodlad (1984) characterized as a sense of isolation and an individualistic outlook that exists for many candidates. In respect to its impact on beliefs, Mather and Hanley’s study concludes that cohort grouping in teacher education programs promotes emergent collective beliefs (p.246). They also indicate that in teaching disciplines in which the teacher candidate has had more exposure (as in the secondary certification areas of math or English, more so than in elementary curricular areas) that candidates’ beliefs “remain fixed unless an ethos were created where attention to teacher candidates’ beliefs was in the forefront” (p. 247). Mather and Hanley explain the effects the cohort has on the candidate exhibit more as “differences in intensity” rather than in the nature of the candidate’s experience in the program. The candidates who participated in a cohort had richer, stronger, more intense, more engaged, more empowered experiences (p. 242-244).

Staton and Hunt (1992), also explore how context and agency affects socialization of pre-service and newly in-serviced teachers. Several conclusions from their study are worth noting. This qualitative study of descriptions of teacher socialization experiences, reinforced by other

studies cited by the researchers (Smylie, 1989; Blasé, 1985) indicates that the most effective method of learning that had the “most profound influence on shifts in teaching perspective” was direct classroom experience, regardless of level, location, or purpose. The “institutional context” of the school site is significant, for the study concludes that over time, “teachers often adopt the institution’s values as their own, eventually merging self with [their] role [as a teacher]” (p. 124). School administrators were found to be the most influential agents of socialization in a school culture, even though they often had very little daily, direct contact with pre-service and even most in-service teachers in a building.

The research of Cochran-Smith and Lytle (1999, 1992, and 1991) provide a framework for how a teacher community can support the professional growth of pre-service, novice, and experienced teachers. One of the constructs they coin is “knowledge-of-practice:” this paradigm exists when teachers use the classroom as a site of inquiry; when they use the work they produce and that of colleagues as a means of “interrogation and interpretation;” when teachers work in “inquiry communities to theorize and construct their work [in context] and [then] to connect it to larger social, cultural, and political issues [and contexts]” (p. 250). A significant dimension of this paradigm is that the participants, regardless of where in their career they find themselves, use discourse to make their tacit beliefs, cultural models, and knowledge more visible, more explicit with the intent of questioning assumptions, collaborating, and considering alternatives. From this perspective, teacher education and by extension professional development looks quite different from current practice.

Taking an inquiry stance ...means that teachers challenge the purposes and underlying assumptions of educational change efforts rather than simply helping to specify or carry out the most effective methods for predetermined ends...there is an activist aspect to teacher [education and] leadership...from this perspective, inquiry communities exist to make consequential changes in the lives of teachers

and, as important, in the lives of students and in the social and intellectual climate of schools and schooling (Cochran-Smith & Lytle, 1999 p. 295).

Taking a particular stance toward instruction, even making the transition from student to professional, can be exponentially more difficult if the school site (and particular classroom in which the candidate is placed) is grounded in a teacher centered approach to learning. “Edwards and Mercer (1987) have argued, when there is a conflict between espoused beliefs and perceived external requirements, teachers’ actual practices are likely to be swayed by the latter (Wells, 2000 p. 52). The candidate can find it increasingly difficult and even problematic to pursue his or her changing intuitions regarding teaching and learning. What results is either resistance to or compliance with the prevailing culture, attitude, approach— none of which is productive or healthy. Afterward, continued fissures can emerge, stressing relationships involved:

social power [is enacted] based on privileged access to socially valued resources, such as ..., position, status, force, group membership, education, or knowledge... power involves control, namely (members of) one group over (those of) other groups...that is, a powerful group may limit the freedom of action of others, but also influence their minds...dominance may be enacted and reproduced by subtle, routine, everyday forms of text and talk that appear ‘natural’ and quite ‘acceptable’ (van Dijk 1993, 254).

In other words, the candidate is alienated for having “strange practices or ideas” that don’t mesh with colleagues, is dismissed as “being too green or new to know any better,” is denied entry into the teaching profession, or is denied employment or a recommendation. Regardless of the excuse, acceptance is not an alternative unless the candidate learns how to negotiate the fine line between appeasing those who live (and hire) in the status quo and those who push for progress (and award degrees and recommendations for certification), while remaining true to where he or she feels most aligned philosophically. To classify this as a contested power struggle with much at stake is not an understatement.

In a paper sponsored by the Center for the Study of Teaching and Policy, Grossman, Wineburg, & Woolworth (2001) pose the question, “What makes a teacher community different from a gathering of teachers?” Drawing on the work of William Goode’s (1957) study of professional communities, they believe that members of the same community share a sense of identity, common values, and a core language, a sense of control over the reproduction of the group through selection and socialization processes (p. 9). Though acknowledging these aspects of a professional community, Grossman, Wineburg, & Woolworth (2001) also recognize several significant unique aspects of teaching communities that are absent in other professional communities: teachers can vary greatly in their understanding of the goals of teaching, the structure of the curriculum, the use of assessments, etc.; teachers have little to do with the actual selection, employment, and “policing” teachers; education has even had difficulty “forging a shared language of norms and values [as] practically every significant question in education remains contentious” (p. 9). Though many candidates report that the clinical experience is the most influential in affecting beliefs and promoting growth, the unique elements describe by Grossman, Wineburg, & Woolworth indicate potential pitfalls. Consequently, teacher education programs, induction programs, and school communities need to help structure teacher communities so that they will positively support and challenge groups members through shared responsibility, commitment, and interaction (p. 44-48).

#### **2.4.4 Given the research on teacher beliefs and identity in general, are there particular nuances, exceptionalities, and challenges that exist for the English education pre-service teacher?**

Having authored numerous textbooks used in methods courses and articles that are seminal pieces providing a foundation in English Language Arts pedagogy, Peter Smagorinsky research is respected. Several studies he has conducted have examined how pre-service teachers engage in learning how to teach and how they then bring that learning into the classroom first as student teachers and subsequently as in-serviced teachers. In 1995 Smagorinsky coauthored a text, *How English Teachers Get Taught*, in an effort to examine how methods courses in English Education programs are preparing its graduates for their professional service. In introducing this research, he was quite honest in explaining the limitations of this study, primarily, that actual programs, real experiences of neither real pre-service teachers', specific contexts, nor the quality of instruction were examined. The framework used was an analysis of method course syllabi collected from diverse English education programs with the notion of "describing general approaches to teaching the methods, the means of assessment, the types of activities, and the theoretical orientations used" in English Language Arts education programs (Smagorinsky and Whiting 1995, p.3). The analysis yielded a number of recommendations and discussion points regarding the teaching English teachers. First, Smagorinsky and Whiting (1995) identified key principles that can provide a foundation for effective courses in secondary English teaching methods. Table 1 identifies these principles and provides some insight into Smagorinsky and Whiting's rationale.

Table 1 Key Principles that Inform Effective English Language Arts Methods Courses

Principle	Rationale
<b>Methods courses should be theoretically informed.</b>	The ST needs to have a grounded understanding in the theoretical framework that motivates the teaching methods, that provides an understanding of how students learn rather than a “trick bag approach that seems thin and gives little account of why, when, or whether a teacher should use a particular procedure” (23).
<b>Learning should be situated in meaningful activity.</b>	Courses should be purposefully and meaningfully tied to clinical experiences, scaffolding real experiences with students and mentor teachers that allows for a “direct application of course learning to professional life” (24).
<b>Learning should be transactional.</b>	Drawing on the work of Dewey, Rosenblatt, and Vygotsky, Smagorinsky and Whiting advocate frequent opportunities for collaboration- at the clinical sites and within the methods courses as the faculty instructors draw on the Sts’ needs as the course develops.
<b>Learning should be process oriented.</b>	Students in methods courses need to be given extended and multiple “opportunities to practice, reconsider, revisit, revise, and develop complex ideas, preferably with the help of transactions with other learners...instructors and practicing teachers” (26)
<b>Learning should be holistic.</b>	“Learning should be continuous and [deliberately] connected” with the sense that each course builds experientially and cognitively.
<b>Students should be involved in reflection.</b>	Planned, purposeful activities that elicit formal and informal reflection are critical not only to provide information to the faculty but just as importantly to model the kind of reflection required of thoughtful practitioners.
<b>Students should be involved in good work.</b>	Methods courses should be “demanding...the greatest potential for human growth comes when people are involved in activities that place them ‘in the flow’” (28). Methods courses should motivate and challenge, requiring students to draw on many resources to learn about teaching.

Smagorinsky and Whiting (1995) conclude that it is a noble yet impossible task to strive to develop a program that identifies and satisfies the many specific [and often idiosyncratic] needs



of each English pre-service teacher, but by constructing a holistic program, aligned with NCTE guidelines, based on their outlined principles, incorporating strong models of effective teaching set in solid field based experiences, English pre-service teachers will appropriate the skills and dispositions they need to successfully transition into the classroom.

In a 2002 case study Smagorinsky examined how a young teacher's identity develops from pre-service through in-service experiences. Not unlike many of her colleagues in other disciplines, Andrea's (the pre-service English teacher) early teaching identity had been strongly influenced by her "apprenticeship of observation" and the models she had been exposed to in her K-16+years in the classroom. Consequently, she entered her teacher education program valuing traditional teaching "steeped in canonical literature and dedicated to imparting proper conventions of language and writing to her students" (Smagorinsky, Lakly, and Johnson, 2002 p. 193). Working through the English education program, Andrea was exposed to a philosophy of teaching that was progressive and liberal, focusing on socio-cultural learning theories, "making connections" between students' lives and English Language Arts, and inquiry. Describing her experiences in methods course, Andrea explained, that the instructors "want us to base education on experience. Generally, they want us to create a diverse and accepting classroom...they try to give us opportunities to apply [the ideas] for ourselves but not to tell us how to, necessarily" (p. 194-195). Andrea's identity begins to shift toward the progressive educator, seeing the relevance of personal connections over deep textual analysis. During student teaching, Andrea experienced a tension that many pre-service teachers experience; a "dissonance...in accommodating the ideals of the university program [she has begun to embrace] with the pragmatics of daily life in schools [and the traditional approaches many teachers still implement]" (p.196). Though she went through this experience with a cohort, lessening feelings of isolation from the university

and assisting in purposeful reflection, she, none-the-less, struggled to walk the line between these two philosophical approaches. Smagorinsky's 2002 study followed Andrea into her first year of in-service teaching where, like many teachers in the era of high stakes testing and accountability, she found herself teaching in a district with a prescribed English Language Arts curriculum. Smagorinsky examined how Andrea managed to negotiate these prescriptive lessons, the unique and individual needs and interests of her students, and her own beliefs about good teaching. He identified a number of mechanisms or strategies she adopted to carefully work at balancing the interests of all invested:

Table 2 Strategies Teachers Use to Negotiate Beliefs and Prescriptive Curricula

Strategy	Explanation
<b>Acquiescence</b>	A reluctance to change, challenge, question administrative decisions, policies, curriculum and an abandonment of one's beliefs
<b>Accommodation</b>	Accommodating one's beliefs about good teaching to the requirements of the curriculum or school, creating a hybrid kind of teaching that may not accurately or effectively reflect the philosophy or approach of the ST, the school, the TE program, or the curriculum
<b>Resistance</b>	Acting out against the curriculum or school in overt or quiet ways to try to incorporate as much of what the ST believes is ideal into what the current educational reality is, creating a hybrid kind of classroom that provides a full commitment to no approach
<b>Identity</b>	Mediated over time by relationships during the "apprenticeship of observation", her time in the TE program, and her clinical experiences, the teacher learns how to manage the tools of "acquiescence", "resistance", "and "accommodation".

Using these strategies as lenses to consider how pre-service and in-service teachers cope with the challenges of rigid curriculums, English departments, schools, and communities can be exceptionally helpful for teacher educators as well as for teachers themselves. Rather than

reacting intuitively or spontaneously in these ways, new teachers can be more thoughtful and purposeful in how they chose to respond to what are commonly seen and felt as constraints.

A number of studies (Fech, Graham, & Hudson-Ross 2005; Franzak 2002; Phillion 2001) involving English education pre-service teachers speak to the importance of community or the idea that a teacher's identity is socially constructed as the candidate participates in the teacher education program and interacts with colleagues, mentors and students in classroom environments. Those preparing for careers in education are filled with anxiety, confusion, and insecurity about their professional selves; by embracing the teacher education experience and by recognizing these emotions are transitions into a holistic, grounded professional identity, teacher educators can create opportunities and experiences that help candidates consider and negotiate their developing professional identities in practice.

Ask any teacher new to the classroom where their insecurities lay, readily the conversation turns to issues of management. Though many classroom management issues can most effectively and efficiently be reduced through purposeful lesson design, not all problems will be eradicated. Thomas Phillion's 2001 article "*Is It Too Late to Get a Program Change?*": *The Role of Oppositionality in Secondary English Education* details a protocol for use with pre-service teachers to assist them in developing a confident, effective voice and approach in understanding and managing student behavior. The premise of his article rests in his belief that his English pre-service teachers need to carefully examine their own assumptions and behavior in responding to students' behaviors and to construct new ways of seeing and teaching students.

Part of being a teacher [Phillion] tells my own students, is knowing how to give critical attention to language and behavior that one finds confusing or that undermine one's own beliefs and practices... [he] proposes creating distance between oneself [the teacher] and one's own predilections and assumptions such that alternative outlooks and practices can be evaluated is more than simply a good reading strategy—it is a survival tactic (p. 56).

As such, Philion presents the concept of “oppositionality;” which is creative written, spoken, or enacted acts that students may engage in to make the circumstances of the classroom more satisfying or interesting---the intent is not pathological, not to challenge authority but to create solutions to immediate problems. Positioning pre-service teachers to tackle issues of oppositionality and management can be difficult given their limited experience in classrooms.

Philion’s approach advocates the use of narrative or “storytelling” that

enhance not only an awareness of the roots of oppositionality, but also one’s own role in the creation of disadvantageous educational conditions... [enabling pre-service teachers] to understand better the alienating situation that [he or] she has in part created and to think of creative ways of transforming it into something more advantageous both for [himself] herself and her students (Philion, 2001 p. 60, 61).

This shared storytelling is followed by a discussion protocol that allows teachers to develop creative and effective pedagogical responses to the behaviors rather than what novice teachers typically experience: anxiety, frustration, emotional stress. Philion (2001) explains that his goal is to aid pre-service teachers in learning how to “creatively manipulate the circumstances of [their] teaching such that the students have an opportunity to express their concerns and perspectives in ways that are individually satisfying, socially acceptable, and pedagogically useful” (p.64). By bringing these stories into teacher education classes (either through case studies the instructor writes or narratives the pre-service teachers construct from their clinical experiences), teacher educators can not only help their students understand that management issues are intertwined with social and instructional issues but also go a long way toward developing a voice and authority in the classroom based on understanding and sound, purposeful pedagogical decisions.

Franzak (2002) suggests that teacher identity is continually being influenced, negotiated, formed, renegotiated, and adapted as teachers develop over time and through their interactions with others. Influencing and shaping this developing identity are a myriad of factors: 1. personal experiences, 2. media images, 3. role models, 4. previous teaching experiences, and 5. remembered childhood experiences about learning (Franzak 2002). Given the influence of these factors (and others that have been identified in this paper), the pre-service teacher, often unconsciously, constructs a professional identity, which can be consciously mediated in coursework and clinical experiences. Franzak (2002) writes of the need for mentors who not only support the developing practice of the beginning teacher, but mentors who can also serve as positive role models. An English student teacher in her study comments:

The biggest fear we have is that the party line may have changed to one of indifference...we have heard from teachers we've worked with that they have become "burned out"...we have heard from professional, experienced teachers that we are making a mistake by entering the profession (260).

If pre-service teachers are to be mentored, inducted into the profession, by teachers who no longer want to be in the profession, it is no wonder they are beginning their career steeped in negativity, despair, and disillusionment. Franzak (2002) recommends developing supportive mentoring systems (either in university classes or at clinical sites) that engage beginning teachers in examining their teaching practices and classroom experiences using established protocols designed to elicit collaborative conversations between novices and mentors. "The theoretical foundation...is that teachers belonging to a group learn to collaborate by participating in professional development activities such as examining student and teacher work. This participation leads to greater reflection about teaching practice, which then supports change in practices aimed at improving student achievement" (Franzak, 2002 p. 261). Participating in this kind of community provides pre-service teachers with opportunities to experiment with aspects

of identity, to receive feedback or push back or support, and to begin to articulate their emerging identities in a safe environment. “Acceptance and validation are clearly [also] important factors” that contribute to the growth of the candidates’ identities (p. 267). The reactions of the participants corroborate Franzak’s notion that identity is socially constructed:

As far as the big picture, I am very afraid of ‘being a teacher. For a long time I’ve been ‘becoming’ a teacher...It’s a big fear of mine that I’ll burn out on teaching. So, [the mentoring group] is something that gives me relief, because I think it’s really a venue for teachers to support each other. After every meeting I felt relief and I felt charged up about what we are doing (Franzak, 2002 p. 273).

Fechco, Graham, & Hudson-Ross (2005) also consider how identity is socially influenced in what they refer to as “identity in practice”—“people construct their identities within contexts of figured worlds [Bhaktin 1981, Vygotsky 1978, Holland et al 1998], contexts of positionality within those figured worlds, contexts of space of authoring a response to those worlds and contexts of an ability to make or remake those worlds through ‘serious play’”, characterizing this process of identity construction as “more recursive than linear, simultaneous than discrete, complicated and problematic than straightforward” (p.177). In exploring this concept, Fechco, Graham, & Hudson-Ross examined how figured worlds were created and negotiated between teacher educators, teacher candidates, and mentors teachers collaborating in an English education program. Drawing on the work of Hermans and Kempen (1994) Fechco et al. suggest that an individual’s identity is continually as well as simultaneously shaped and challenged by unifying and destabilizing agents which results in what they term a “wobble”. The wobble is an

authored space of uncertainty that lies between and among figured worlds, arguing that coming to an appreciation of this unsettling state of vertigo creates opportunities for examining practices in ways that might not otherwise occur (Fechco, Graham, & Hudson-Ross, 2005 p. 175).

The study generated several assertions about identity construction. “The degree of and tolerance for wobble differed, and understanding these differences became important for [teacher

educator's] understanding about how to work with...teachers;" "...when work seemed to unsettle their [the teachers'] sense of their established figured worlds to too great an extent" efforts at identity construction were counterproductive, replaced by feelings of anxiety and frustration; it is the transaction [the space] between the balance and the wobble that support and sustain inquiry and identity development (p. 1194-196). For teachers at any stage in their work to continue in professional growth, they must be afforded opportunities to positively experience and react to the inevitable disequilibrium in the classroom (the wobble) and to reconsider and often reconstruct their notions of classrooms, teaching, and learning to effectively impact instruction.

Earlier in this dissertation references were made to Veenman's 1984 work on "reality shock," "the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life...the assimilation of a complex reality which forces itself incessantly on the beginning teacher" (p. 143-144). Smagorinsky et al. (2004) examined how an English education pre-service teacher negotiated this reality shock, what he termed "praxis shock" as she made the transition from a student-centered teacher education program to the "corporate climate of schools." The study's primary goal was to understand the candidate's "effort to develop a conception of student-centered teaching, to which she was oriented during her university education and to practice it in schools settings that suggested or imposed authoritarian conceptions of teaching and learning" (Smagorinsky et al., 2004 p. 215). In order to clearly define student-centered teaching, the authors draw on a number of educational theorists and English educators to compile the following common characteristics of instruction that is "student-centered"- students' lives serve as the basis of curriculum; teachers emphasize student growth; student participation is high; students are active participants in learning; curriculum is

authentic, interactive and interdisciplinary; learning is individualized and multidirectional; and students have authority and autonomy (Smagorinsky et al., 2004). Natalie, the subject of this case study, experienced a progressive, student-centered teacher education program. During student teaching Natalie's lessons were structured to actively involve students in the lessons, asking them to make connections between their experiences, the text, and each other. It was difficult for Natalie to enact the kind of teaching she learned about in her teacher education program for a number of reasons. The first obstacle was her mentor teacher, who was quite welcoming; generous with her materials, feedback, and time; enthused about working with Natalie and the university; "teacher and text-centered" in her teaching approach, yet a self-proclaimed "student-centered" teacher. Unfortunately, the mentor's concept of "student-centered" teaching "was [solely] concerned with caring for students as individuals and helping to prepare them for entering the work force with the greatest array of life skills and personal qualities possible...and did not translate into instruction that used students' lives as the basis of the curriculum, allowed for high levels of student activity, but rather provided students with concrete, measurable assignments that relied on their ability to complete tasks" (Smagorinsky et al., 2004 p. 228). Not only did the mentor provide an obstacle to Natalie's implementation of a student-centered instructional approach, but the students had been so acculturated to the mentor's teacher-driven text-based approach that when given the opportunity to have a voice in the classroom or to interact with the text and each other in authentic ways, they were unable to do so (Smagorinsky et al., 2004). Frustration was the name of the game for Natalie, her mentor, and her students as "Natalie's open-ended, student-centered approach to teaching literature [was] mismatched with the students' orientation to reading and expectations for appropriate classroom practice" (p.232).



Natalie's first in-service teaching experience was filled with similar tensions as she was employed in a high profile district that embraced a "test-driven [skills-based] curriculum, an accountability system compatible with the school's corporate identity within the community" (p. 232). Over the two years that Natalie spends teaching in this school, she develops what the researcher's term "a hybrid" approach which drew on students' personal knowledge and experiences and engaged high levels of student participation but was heavily influenced contextually by the assessments. "The heavy focus on form and mechanics and degree of coverage expected [in the curriculum] resulted in a pace and emphasis that, Natalie felt, made it difficult for her to reach her own teaching goals" (Smagorinsky et al., 2004 p. 238). Natalie left teaching after her 2<sup>nd</sup> year. Though she did return some years later to teach in a small school where she was able to teach in ways more compatible with her training and thinking, her experience begs the question of how many early career teachers leave teaching not to return because they cannot reconcile the demands and restrictions of the schools with their professional training and beliefs. The researchers end the article with an interesting insight:

I would argue that genuine student-centered pedagogies in English require a substantive rethinking of the discipline itself so that young teachers like Natalie do not simply try to deliver the same old English curriculum in a different way. The conventional way in which English teachers understand their discipline, regardless of overt curricular restrictions, may be the biggest obstacle to implementing genuinely student-centered pedagogies...It may well be that such limitations make it virtually impossible for a teacher like Natalie to imagine alternative ways of conceptualizing English studies, much less to implement progressive pedagogies (Smagorinsky et al. 2004, p. 240).

The research in English education mirrors that in teacher education, in general. As demonstrated, many studies indicate that teaching candidates in English like their counterparts in other content areas are likely to abandon teaching approaches and practices learned in their programs, gravitating instead to the norms of their placement or employment schools. The

reasons are not as clear. Researchers in English education speculate and debate that 1. novice teachers never completely understood the concepts taught at in the teacher education program, 2. the supports at the school level are not sufficient to model and nurture the implementation of innovative practice and more substantive, collaborative supports need to be available, 3. the demands and pressure at the school level are too immediate and intense (particularly in the highly visible areas of reading and writing instruction in the wake of NCLB), causing the novice to acquiesce and accommodate rather than find ways to draw on their training for best practice.

#### **2.4.5 Given the research on teacher beliefs and identity development, what research implications exist?**

In summary, research has indicated that teacher candidates enter teacher education programs with firmly entrenched beliefs and cultural models stemming from their cultural and social experiences. In order to affect legitimate change on the candidates' beliefs and cultural models, the teacher education program must carefully articulate the integration of coursework, clinical work, and inquiry. If this does not happen, teacher candidates are likely to either replicate idealized notions of "good teaching" or mimic their cooperating teachers' approaches to instruction. The teacher education program must challenge the candidates' beliefs at various touch points, creating dissonance and opportunities for experimentation and reflection. Finally, the teacher education program must pay attention to how the teacher candidates are socialized into teaching during the program and beyond for constructing a teaching identity and learning teach is a socially constructed process.

Additional research is needed to further understanding of how each of these components (the teacher education program, candidate's biography and experiences, socialization experiences, understandings and expectations, context, etc) intersect, how they impact the pre-service teacher as learner and as educator, how they establish or reinforce the beginning teacher's beliefs about teaching and learning, and how they contribute to the formation of the beginning teacher's professional identity. Fundamentally, this study examines how the beliefs and identity of teachers in an English education Program develop and change across time and context from the start of the teacher candidates' enrollment in the teacher education program through the end of the participants' clinical experiences teaching, paying particular attention to the contexts of their background experience, university courses, and clinical sites.

A primary research question that focuses this study is **What "tacit" or "naïve" social beliefs do pre-service teachers bring with them about teaching when they begin their licensure program and what generalizations about teaching underlie these beliefs.** As participants move through the program, their tacit beliefs are challenged across contexts and are made explicit by interacting with others and engaging in the work of the program. As this occurs, it is necessary for the candidates to negotiate inconsistent or juxtaposed views. As this happens, a second research question becomes clear: **How are beliefs negotiated and "explicated" across time and contexts so that they become "overt" theories or beliefs? What new tacit theories or beliefs are acquired across time and contexts? How are they acquired, shaped, negotiated, and explicated.** The issue here is "whether (or how) people have allowed their viewpoints to be formed through serious reflection on multiple competing viewpoints" (Gee 1996, p.17). As participants immerse more fully into their clinical experiences, they face stronger challenges and pressures that test their beliefs and contribute to their developing

professional identities. As they struggle to develop a holistic professional teacher identity, they are confronted with subjectivities that intersect, contradict, and challenge their original beliefs, the theories that are presented in their university work, and those presented in their clinical experiences. A third research question then becomes **as these teacher candidates progress through the coursework and into their first experiences of teaching, how do they construct professional identities that negotiate and coordinate personal beliefs and competing cultural models: programmatic expectations, institutional constraints and expectations, as well as those enacted by the educational communities in which they are situated.**

As evidenced in the literature review, studies have examined teacher beliefs and identity, but it is critical that teacher education programs examine these studies and conduct others with a vision toward understanding how beliefs impact teacher candidates as they progress through teacher education programs; it is equally important that programs identify and understand the impact of potential interference, dissonance, and resistance which may actually undermine their work, yielding educators that are not progressive, critical educators and thinkers but traditionalists who cling to familiar, tired methods and constructs simply because they are close to home, familiar. So, it becomes important to ask, how can teacher educators use this knowledge of entering candidates' experiences and beliefs to move these candidates to a different, pedagogically sound space? Secondary questions this study considers include: What cultural models are evident in examining the individuals, agencies, and institutions involved? Are there differences between the cultural models that are affecting explicated beliefs and those affecting actual practices? What cultural models are being used to make value judgments about oneself, others, and the nature of the work of teaching? What experiences, interactions, work (at the personal, university, clinical, and work sites) could have (and do) contributed to these

cultural models? What beliefs and practices are these cultural models helping to reproduce, transform, or create?

As beliefs are challenged or made explicit through participation in a teacher education program, it has to be examined whether the candidates find ways to justify or adhere to their original cultural models or to amend them to the constructs presented in and through the teacher education program. Another interesting element is to examine how the cultural models which are operational at the school site (typically enacted by the mentor/cooperating teacher) provide another dimension or site of contestation for the candidate as the candidates are then confronted with negotiating potentially three competing sets of beliefs and cultural models: theirs, the program's, and that of the clinical placement site.

Gee (1996) writes that tacit theories are “only spelled out when they are challenged by circumstances or other people, or when we come to regret their ethical consequences” (p. 17). As candidates progress through a program, it may become increasingly difficult for them to adhere to the beliefs and cultural models that framed their views when they entered the program. This study examined when and how candidates reconciled their beliefs to fit within new frameworks (or abandon/modify/adapt those that don't).

As a teacher education program examines its effectiveness in aiding teachers develop and implement effective instructional practices and tools, the program should consider systematically observing, documenting, and evaluating its graduates. Studies in classrooms of planning, teaching, conferencing, reviewing plans, student work, interactions between teachers and students, of teaching styles and approaches –everything related to the program—need to be conducted with a random sampling of candidates and graduates to provide clear descriptors and factors that can be revealed about the program completers, 6 months later, 1 year later, 3 years

later, 5 years later. The data that is collected should be evaluated to determine if what is being implemented is effective, what has translated well into practice, and what has been lost in translation. This is a critical component for not only is it a measure of quality control within the program, but it also ensures that the program stays connected to the challenges and demands of schools. The evaluation results should be reported back to program faculty to evaluate the relevance, applicability, and effectiveness of programs of study, methods of delivery, expectations, and assessment. Finally, the evaluation must look at the emerging total picture-the values, explicit or implied, in either the instructional process or the program completer (Hilgers 1979). This is done, being conscious of national and state trends and demands in education, politics, and legislation, educational affiliations, as well as programmatic philosophies. This type of reflection and looking forward allows programs to routinely self-evaluate but progressively re-evaluate the effectiveness of their program in producing teachers who meets quality demands and who maintain an inquiry stance toward their own professional development that was initiated in the program.

### 3.0 METHODOLOGY

The methodological framework used to design this study was aligned with the tradition of qualitative, ethnographic research. *The Handbook of Research on Teaching* (1996) indicates “what makes work interpretive or qualitative is a matter of substantive focus and intent, rather than of procedure in data collection, that is, a research *technique* does not constitute a research *method*” (p. 120). Qualitative research, as in this study, investigates human issues that do not readily lend themselves to be quantified. Instead, qualitative research exams the nature of action, experience, and conditions (Carspecken, 1996). Using a qualitative research approach allowed me to study teacher beliefs and cultural models in context, making observations and developing understandings about the intricate relationships that existed among and within specific elements in the context of the teacher education program and the clinical experience. This study on teacher beliefs and identity was multi-dimensional. Attitude and belief inventories were taken across time and context, teaching and course artifacts were collected and analyzed, teaching tapes were evaluated, and university and school site influences unpacked. Together these data strands helped to determine the ways in which beliefs were constructed and revised through a teacher education program. This study triangulated these various data strands to compile a holistic view of the relevance, influence, and significance of the different aspects of a program’s components in influencing a candidate’s belief’s, cultural models, and emergent professional identity.

### 3.1 RESEARCH QUESTIONS

In framing a qualitative study, Carspecken (1996) first recommends developing research questions, keeping in mind the specific goals of the study. He encourages the researcher to explore his/her “value orientation *before* entering the field to put a check on biases.” This is significant, for unless explored and uncovered, these biases can create an agenda that can be manifested in the research questions themselves, the data collection instruments developed, the procedures used, data collected, the interpretation of that data, and the conclusions garnered. I came to this study from many vantage points. As an experienced teacher of English, I had firmly entrenched beliefs and cultural models that guided my thinking and practice about instruction and learning. In addition, I had a well-established professional identity as a teacher that emerged from 18 years in education. I aligned my thinking with those researchers who report that beliefs are socio-culturally constructed and that biography has an impressive impact on how a candidate learns to teach (Cohn, 1991; Feiman-Nemser, 2001; Goodlad, 1984; Lortie, 1975; Richardson, 1996). I believed that all of those invested in the teacher education process have operational cultural models that may or may not align and that may or may not compete and that these dynamic intersections provide opportunities for rich growth and interesting study. I also believed that knowledge is socially constructed and that how a candidate is socialized into teaching impacts how he or she approaches teaching and learning (Cochran-Smith & Lytle, 1999, 1992, 1991; Staton & Hunt, 1992). What I was less certain of, though, was the extent to which previous experiences and socialization impact teacher candidates, how the teacher education program would be able to use this information proactively to effectively structure the teacher education program and the candidates’ experiences, and how context and time affect



beliefs, cultural models, and identity. As a faculty member of the teacher education program from which I drew the study's participants, I was also vested in examining how the program actually did affect the beliefs, cultural models, and developing identities of the candidates; though I certainly hoped that the program positively impacted the candidates' approaches to teaching and learning, I had no expectations. While I believed that as an instructor of the study's participants, I worked to establish a relationship of trust built on mutual respect and professionalism and evidenced by the program's candidates seeking my counsel in and out of class concerning issues related to their academic, clinical, and sometimes personal experiences, it must also be acknowledged that my position as a faculty member and the coordinator of clinical experiences may have created an unwanted power dynamic between the study participants and myself as the principal investigator. Personally, I am a white, middle class woman who has come from very traditional social and educational experiences, growing up in western Pennsylvania. Having lived through the success of the steel industry on the economic, social, and cultural development of a region, I have also lived through the economic, social, and cultural collapse that occurs when such an industry abandons that same region. Aside from a brief five year period teaching in rural South Carolina, I have spent my educational career teaching urban students as they have worked to understand and negotiate issues of agency and literacy in their lives. From my time as a secondary English teacher to my work now with pre-service teachers, my interest and work has always seemed to settle in the space where identity resides.

Bearing these thoughts in mind, I drafted research questions that examine how teacher candidates' beliefs are formed and how those beliefs are continually shaped, impacted, reinforced, and challenged by a teacher education program, the clinical experience, the beliefs of the mentor or cooperating teacher, and the demands of teaching through the supervised clinical

experiences. Considering the role that beliefs play in the formation of teachers' skills, practices, and dispositions has critical implications for the effectiveness of teacher education programs as well as the quality, effectiveness, and success of the teachers that are produced by such programs. Research indicates that there is great inconsistency in how the literature defines "beliefs" which created challenges for comparing findings and implications across studies and contexts (Eisenhart et al., 1988; Kagan, 1992; Mather et al., 1999; Pajares, 1992). Furthermore, few studies exist in teacher education literature that specifically examines the influence of teacher education (methods courses, seminars, clinical experiences, and advising/supervising/mentorship) on teacher's beliefs and actual practices. Given these issues in particular and the overwhelmingly dominant role that beliefs play in pre-service teacher's identity formation, this study sought to address the following research questions:

1. What "tacit" or "naïve" (Gee 1996) social beliefs do [English education] pre-service teachers bring with them about teaching when they begin their licensure program and what generalizations about teaching underlie these beliefs?

2. How are beliefs negotiated and "explicated" across time and contexts so that they become "overt" beliefs or cultural models? What new tacit theories or beliefs are acquired across time and contexts? How are they acquired, shaped, negotiated, and explicated?

3. What in the [English] teacher education program is most influential in changing and shaping beliefs and cultural models? What influences the adoption, assimilation, or accommodation of new beliefs and cultural models into the schema of the teacher candidate throughout the teacher education program?

4. In the pre-service clinical experience, to what extent do the [English] candidates' practices (in planning, instructional delivery, professional responsibilities) reflect their reported beliefs?

5. As [English education] teacher candidates progress through the program, how do they construct professional identities that negotiate and coordinate personal beliefs and competing beliefs and cultural models enacted by the program, accreditation institutions, and the educational community?

In order to understand how the participants' beliefs were socially and culturally constructed, beliefs and cultural models were analyzed. Questions that were relevant in explaining how beliefs and cultural models connect to professional identity formation and teacher beliefs were:

1. What beliefs and cultural models are evident in the statements and work?
2. Are there differences between the beliefs and cultural models that are affecting explicated beliefs and those affecting actual practices? What beliefs and cultural models are being used to make value judgments about oneself, others, and the nature of the work of teaching?
3. What experiences, interactions, work (at the personal, university, and clinical levels/sites) could have contributed to these beliefs and cultural models?
4. What beliefs and practices are these beliefs and cultural models helping to reproduce, transform, or create?

In this study I used CDA, beliefs, and cultural models to examine the beliefs and lenses that pre-service teachers used to construct their emerging identities as educators, to negotiate their positions in classrooms, districts, and other educational agencies, as well as to understand how they interpreted and used educational theory and policy. This study began with a research

focus and agenda, however, it was not firm as different or emergent questions were welcomed during the research process (Bogdan & Biklen, 1982).

### **3.2 SETTING AND CONTEXT OF STUDY**

Research for this study was conducted over the course of 6 semesters at a graduate school of education at UP, a large, urban university in southwestern Pennsylvania. The teacher preparation programs were post-baccalaureate programs, requiring the participants to have undergraduate degrees related to the intended certification area the candidate was seeking. Though this study drew its participants solely from the two English education program 2007-2008 cohorts, it attempted to comment on pre-service teachers beliefs, cultural models, and identity construction in general, not only as it specifically occurred in the context of English education. At the time of this study, the English education program at UP had two teacher preparation options: the Master of Arts in Teaching Program and the Professional Year Program.

#### **3.2.1 The Master of Arts in Teaching Program**

The Master of Arts in Teaching Program (MAT Program) was a highly competitive, 51 week program that began in June and concluded the following June. To gain admission to the MAT program, an applicant was required to possess a bachelor's degree in an English related field [literature, writing/composition, theater, communications], submit academic letters of

recommendation, write a statement of professional goals, pass the Praxis I certification exam required by the state, and complete specified academic prerequisites (Appendix A). Candidates in the MAT program entered and progressed through the program in a cohort. After being admitted to the program, the candidate (known in the program as an intern) interviewed with the 36 school districts with whom UP collaborated to secure an internship position for their clinical work during the program. Though both the intern and the school district have input into the placement in the form of an Intern/School District Internship Selection Form, the coordinator of clinical experiences at UP was responsible for assigning interns to school districts through a matching process after the interviews had concluded.

Candidates in the MAT program began their program during the summer session with a series of methods courses designed to introduce them to English education and to prepare them to enter into the secondary classroom as an intern in late August. During the summer session, teacher candidates also took their content area Praxis II exam and after achieving a passing score, applied for their Intern Certificate to be issued by the state department of education. The Intern Certificate was a valid teaching certificate which enabled the holder to be considered a “highly qualified” teacher who was able to work with students independently in schools while enrolled in their teacher preparation program. Interns in UP’s teacher education program began their internships on the first day of school in the districts where they had been assigned and remained in that district for the entire school year, barring any problems would necessitate their removal. The interns spent 20-30 hours a week at the school site in the fall and 25-30 hours a week in the spring, returning to UP’s campus numerous evenings a week for coursework (Appendix B delineates the plan of studies).

The goals of the internship clinical experience included providing the intern with opportunities to observe, assist, and collaborate with experienced, skilled mentor teachers; allowing the intern to engage in reflective self-analysis and receive constructive feedback regarding planning and instruction; allowing the intern to understand, use, and support the services of the school and community; encouraging the intern to apply and test theories and principles of instruction and learning acquired in the program courses; allowing the intern to demonstrate and refine pedagogical performance skills that would lead to a recommendation for an Instructional I teaching certificate, allowing the intern to contribute to student learning and achievement at the school site as the intern transitioned from being a student to being a professional. To complete the requirements for the Master's degree, during their final term the interns were required to complete an action research teaching project at their school site that required them to identify and study an issue in their teaching or students' learning, conduct research, develop an intervention, and write a paper that reflected this work. At the successful completion of the MAT program in mid-June, the intern was recommended for an Instructional I teaching certificate and had completed the requirements for a Masters of Arts degree in Teaching from UP.

### **3.2.2 The Professional Year Program**

The second route to certification available to teacher candidates at UP at the time of this study was the Professional Year program. This two term program had the same methods courses as the MAT program but frontloaded several additional prerequisites and eliminated the courses that the MAT required for the master's degree (Appendix A and B provide details about

admissions prerequisites and plan of studies for each program). The admissions process was the same for candidates seeking entry into the Professional Year program as for those who applied to the MAT program. Though most candidates entered the program in the fall as a cohort, candidates may have elected to progress through the program on a part time basis. Unlike interns who interviewed for their clinical placements, student teachers submitted a request for student teaching which identified the geographical and grade level preferences, but it was the coordinator of clinical placements at UP who arranged student teaching placements with local school districts.

In the first semester of the program, student teachers took a battery of methods courses while spending one day a week at their student teaching placement site. During this practicum experience, student teachers were expected to become acclimated to the culture of the classroom, building, district, and community; develop a strong working relationship with their assigned cooperating teacher; get to know the students academically and personally; become familiar and knowledgeable about the curriculum for the grade level and courses they will teach; participate in teaching opportunities (tutoring, teaching mini-lessons, small group instruction, episodic teaching); make the connections between theory and practice; and complete a number of assignments from the methods courses. The practicum experience was also designed to make certain that the placement was “a good fit” for the student teaching experience and to begin to establish a sense of confidence, competence, and credibility in the classroom-understanding the expectations of being a student teacher. Occasionally, during this practicum experience it became apparent that the placement was not suitable (personality conflicts between the student teacher and the cooperating teacher may have developed, the cooperating teacher may not have been willing to let the student teacher complete the kind of work required by the university, the

student teacher may have been performing as expected) and the student may needed to be moved to another placement.

The second term of the Professional Year program consisted of a 14 week supervised student teaching experience typically in the same classroom setting as the practicum experience. During this clinical experience student teachers learned the art and science of teaching—planning, designing, and implementing instruction, creating and implementing effective classroom management strategies, drawing on educational theories and best practices, experimenting with technology, and designing instruction to meet the needs of all learners. They also solidified their content area knowledge, developed strong, professional relationships with teachers and support staff at the school site, developed professional attitudes, dispositions, knowledge, and skills, and they contributed to student achievement. During this term the student teachers simultaneously took two university courses: a teaching seminar designed to support their work in student teaching and a final methods course. With the successful completion of this term, the candidate was eligible for an Instructional I teaching certificate, given the Praxis II content exam had also had been passed.

Regardless of whether the teaching candidate was an intern or a student teacher, they were evaluated, assessed, and provided feedback using the following instruments:

1. **Lesson Observations** – provided weekly by the mentor or cooperating teacher and periodically by university supervisor
2. **Classroom Reflections** – daily/weekly by the teacher candidate
3. **Program Specific Assessment Forms** – formative at midterm and summative at end of term – completed by university supervisor in consultation with cooperating teacher – H, S, U [October, December, February, April, June]



4. **State Evaluation Instrument** – This evaluation instrument replaced the Professional Knowledge Principles of Learning Praxis Exam for licensure in the state where the study was conducted. It was a portfolio, performance based assessment that examined candidates' competencies in the areas of planning and preparation, classroom environment, instructional delivery, and professionalism. This instrument was completed by university supervisor in consultation with intern and student teacher twice during the clinical experience (formative and summative evaluations) – a score of 1 in each of 4 domains was required for recommendation for certification. At UP teacher candidates were required to develop an electronic portfolio of work demonstrating evidence of the required competencies with explicit reflections which justify how the evidence submitted demonstrates the identified competency.

It was a primary goal of UP to educate candidates to become skilled beginning teachers, eligible for teaching certification in the content area for which they were being trained. This clinical experience [internship or student teaching] was designed to introduce candidates to the work of teachers *in practice* requiring them *to apply* the theories, methods, and approaches to instruction learned in the program. Because the internship or student teaching experience was the culminating experience of the teacher education program, it was expected that the candidates be able to successfully perform as a novice teacher would under the guidance of a mentor or cooperating teacher at the school site and a university supervisor. It was also understood that individuals learn differently and at different rates. In cases of significant problems in the original placement, an attempt was made to arrange a new internship, practicum, or student teaching placement. Student teachers [and interns] have been moved at various points in their clinical experiences for a variety of reasons. Typically, a conference was held between the host teacher

at the school site, the university supervisor, and the coordinator of field placements. A work plan was often written to delineate clear expectations for the struggling student teacher or intern and the support the host teacher and supervisor would provide. It was important to be aware though that school district administrators in addition to UP must approve all placements. On occasion, a student's problems in past placements or their behavior may result in a situation in which they were not able to be placed and hence could not complete requirements for certification. If a student was not able to complete a placement satisfactorily in a maximum of two different placements, he or she was not recommended for certification by the UP. Students were still eligible to continue to take courses, pursue a degree, and/or apply to other programs of study, but that student would be ineligible to apply for a teaching certificate in the area of the program in which he or she was unsuccessful.

### **3.2.3 Study Participants**

Participants in this study were recruited from the admitted teacher certification students in UP's English education programs 2007-2008 academic cohort from both the MAT and PY programs. No exclusion criteria and no screening procedures were used. Though participants in this study did not receive monetary compensation for their participation, those who participated did receive a subscription to the electronic portfolio system (valued at \$25.00) to facilitate document collection and communication with the principle investigator. All participants remained anonymous in the reporting of the results of this study.

Prior to the teacher candidate beginning any course work in the program, I met with the interns and student teachers in separate groups to explain the focus, goals, and parameters of this

study. It was conveyed that the purpose of this study was to examine how teachers' beliefs are formed and how those beliefs are continually shaped, impacted, reinforced, and challenged by the teacher candidate's experiences and history, the teacher education program, the clinical experience, the beliefs of the mentor/cooperating teacher, and the demands of teaching through the supervised clinical experience. I explained that I also hoped to gain an understanding of any implications for teacher education programs, considering the role that beliefs play in how pre-service teachers learn to teach. At that time, I read through the "Consent to Act as a Participant in a Research Study" form with the potential participants and asked them to consider participating in the study, informing them that if they were willing, they should sign each consent form, returning one to me and keeping one for their records. 16 interns and 4 student teachers volunteered to participate in the study. Though the n for the Professional Year program was admittedly significantly smaller compared to the MAT program, I chose to include them in the study, while remaining cognizant that their representation may affect how data can and should be interpreted. The smaller number of PY participants strengthened the rationale to examine phenomenon through the methodology of the case study, which provided a vehicle for examining the experiences of several individual candidates.

The mentor, cooperating teachers, and university supervisors who worked with these participants were also recruited, and asked to sign the "Consent to Act as a Participant in a Research Study;" it was important to explore the cultural models and beliefs that were operationalized by those who were working most directly with the candidates in their clinical placements. Table 3 illustrates demographic information about the candidates as well as the supervisors and mentors who participated.

Table 3 Study Participants

Subjects	Program	Gender	Race	Age	Community	MS/HS Site
n=20 Candidates	Professional Year n=4	Male=1 Female=3	0 African American 0 Asian American 4 Caucasian	23-28 =2 29-32 =2 33+ =0	1 Urban Site 3 Suburban Site	0 Middle 4 High
	Masters of Arts in Teaching n=16	Male=4 Female=12	1 African American 1 Asian American 14 Caucasian	23-28 =13 29-32 = 3 33+ = 0	5 Urban Sites 10 Suburban Sit 1 Rural Site	4 Middle 12 High
n=8 University Supervisors	Yrs Experience In Education  <10      = 2 11-20    =1 >30      =5	Male=2 Female=6	0 African American 0 Asian American 8 Caucasian	25-30 =2 31-40 =0 41-51 =1 51+    =5		
n=21 Mentors/ Cooperating Teachers	Yrs Teaching Experience <10    = 1 11-20 =14 30+    = 6	Male=5 Female=16	Race Not Identified	25-30 =1 31-40 =10 41-51 =4 51+    =6	7 Urban 13 Suburban 1 Rural	4 Middle 17 High

### 3.2.4 Case Studies

Though the participants for this study included 20 English education pre-service teachers, the study also intimately examined the experiences, growth, successes, and challenges of a subset of these 20 students using a case methods approach. A case is “a partial, historical, clinical study of a situation...presented in narrative form...[that] provides data—substantive and process—essential to an analysis of a specific situation, for the framing of alternative action programs, and

for their implementation recognizing the complexity and ambiguity of the practical world” (Erickson, 1986 p. 726). Case-based research can lend a particular strength to a research study as it has the ability to contribute to the knowledge of not only the individual, organizational, social, and political elements at work but allows for the retention of holistic and meaningful characteristics of real life events. Knowledge derived from case studies or analysis is knowledge that is specific, documented, and contextualized (Yin, 1984).

Yin (1984) further links case study methodology to qualitative research by reinforcing that case study methods are ethnographic in nature, avoid prior commitments to any preconceived theory or conclusion, and focus on explaining causal links in real contexts and interventions that may be too complex or too context-dependent for other qualitative methods (p. 25). He does caution that in case methods: the researcher’s biases may influence the findings (as in any research, but perhaps more invasively); there may be an inability to generalize the findings to other contexts depending upon the scope and nature of the cases studied; a massive amount of data and evidence may be collected, making analysis and reporting cumbersome; and finally, the time to properly conduct a case study may also be prohibitive (Yin, 1984, p. 21).

Given these cautions, cases remain valuable as tools used to “illuminate the critical processes new teachers undergo in trying to translate their disciplinary knowledge into classroom curricula” (Carter, 1990, p. 215). In this study case studies will serve to make the processes the individual teacher candidates experienced more explicit and transparent and will allow me to notice patterns or trends in the ways in which individual candidates developed skills of strategic thinking and problem solving in the classroom, developed professional dispositions and approaches toward instruction and learning, and acclimated to the expectations and realities of the classroom. By using case methods as a methodology, I intended to provide clear, explicit,

contextualized examples that illustrate the claims that were generated from this study. Specific cases were selected both because they were representative of a larger class of experience but also because they offered a glimpse into unique contexts. The case studies were structured and analyzed using the same research questions and data strands as the primary study, but examined on at a finer grain size to intimately understand how each element contributed to the development of professional skills and dispositions.

### **3.3 DATA COLLECTION**

Alan Pershkin (1993) indicates that description, a fundamental technique in qualitative methodology, is often condemned as the “lowliest expression of research” but cautions that it is precisely description where strong ethnographic research should begin if the research is to achieve “accuracy, sensitivity, and comprehensiveness.” It is through description that processes, relationships, systems, and contexts are revealed. This “seeing what is there” may be one of the most difficult aspects of qualitative, ethnographic research, for biases and agendas may color what the researcher reports. Pershkin (1993) as well as Carspecken (1996) both advocate compiling a dense primary record through observation, note taking, and the collection of artifacts. In this study this is achieved through five data strands:

#### **Data Strand 1: Surveys**

All teacher candidates were asked to complete a survey entitled, “Understanding Teacher Beliefs and Identity,” prior to beginning the program and at the end of each term (see Appendix C). This instrument aided in identifying the participants’ beliefs and conceptions in the following areas: beliefs and attitudes about teaching English language arts, beliefs and attitudes

about teaching practices, beliefs and attitudes about learning, beliefs about the candidate's current practices, and motivations for teaching. By administering this at the end of each term during their teacher preparation program, I sought to track if and how those beliefs about teaching and learning in general and teaching and learning in English Language Arts in particular were changing and developing in relation to elements of the program and clinical experiences. The mentors, cooperating teachers, and the university supervisors were also asked to complete surveys to provide an understanding of the beliefs and cultural models that affect the candidate as he or she engaged in the work of a teacher at the clinical site. The survey had a number of free response items to encourage the respondents to explain their thoughts in a number of areas.

#### *Data Strand 2: Teaching Artifacts*

I also collected numerous teaching artifacts from each participant's clinical experiences. One rich source of data was each candidate's electronic portfolio which contained evidence and reflections compiled for state certification requirements in the areas of planning and preparation, establishing a classroom environment, instructional delivery, and professionalism. This self-selected evidence came directly from the candidate's classroom practice over the course of clinical experience and demonstrated how the candidate progressed in his or her thinking and practice throughout the program. The reflections attached to each piece of evidence offered significant insight into how, when, and why candidates made particular decisions within the context of their clinical experience because the reflections require the candidate to analyze the significance of the artifact to his or her teaching. At the end of each term the candidates identified as cases study participants were required to submit artifacts from their course work and clinical experiences: a reflection journal, observations done by their mentor/cooperating teacher/university supervisor, a videotaped lesson with lesson plan and reflection, an example of

an effective lesson with plan and reflection, an example of a weak lesson with plan and reflection, an assessment they had created with several examples of student work, and all papers submitted for university courses. All of these artifacts from the clinical site and the course work were used to see how aligned the candidates' actual work was with their expressed beliefs and cultural models. These artifacts were also analyzed for change and growth over time to determine how the candidates connected to the beliefs, cultural models, and expectations of the program, the supervisor, the cooperating teacher, and the clinical site. I have also obtained the Admissions Essays from the Admissions File for each case study participant to use as a means of identifying initial thinking and beliefs.

### *Data Strand 3: Interviews*

Interviews were conducted with the case study participants and were designed to encourage reflection, make meaning, and elicit description and explanation about the participants' experiences in the teacher education program. Following Carspecken's (1996) protocol for dialogic interviews, topic domains were identified and lead off questions were created to begin the conversation, allowing me to elicit from the participants the beliefs, values, feelings, rationales that he or she associated with the instructional or classroom narrative discussed. In general, case study participants were questioned about their teaching beliefs, what they were learning in their courses and clinical experiences, how their beliefs and practices might be changing, and why they thought these changes were occurring. The interview protocol was semi-structured in that I had a list of topics and lead off questions, but the participants were free to address other related topics if they chose. The protocol for each interview is included in Appendix D. Audio taped interviews were conducted individually at the end of each term (a total of 2 interviews per case study participant), allowing me to explore with each participant how context and time have impacted their thinking, beliefs, and practices. The final interview at the end of



the program was conducted with the case study participants as a group to examine the effects of cohort socialization on the participants' thinking, to consider their responses to different teaching scenarios, and to debrief about their reaction to the program.

#### *Data Strand 4: Program Materials*

To analyze the cultural models in place at the program level, many documents were examined. The state requirements for certification, UP's intern and student teaching handbooks, UP's English education handbook, the programs' plans of study, and the syllabi for each of the courses in each of the programs as well as evaluation and assessment instruments for the program were each instrumental in uncovering the explicitly and implicitly stated values and beliefs (cultural models) that the faculty and program attempt to enact.

#### *Data Strand 5: Field Notes*

During their time in the program, I have served as an instructor for all of the participants in a methods class as well as seminar. In addition, I served as coordinator of field experiences for the Department of Instruction and Learning, which required me to attend to any issues, concerns, problems that occurred at the clinical sites. During this study, I wrote descriptive field notes after each class session, meeting, email, or conversation with a supervisor, faculty member, mentor, cooperating teacher, or student as it related to study participants' work. Carspecken (1996) recommends "passive observation" as one technique that ethnographers can use in developing a primary record. This journalistic, less formal method of constructing a record allowed me to collect observational data in a "non-obtrusive manner and reduced the effects the researcher's presence may have on the participants." Erickson (1986) claims that "interpretive fieldwork research involves being unusually thorough and reflective in noticing and describing everyday events in the field setting, and in attempting to identify the significance of actions in

the events from various points of view of the actors themselves (p. 121.) In other literature, qualitative research has been characterized as “emphasizing the importance of conducting research in a natural setting, as assuming the importance of understanding participants’ perspectives, and as assuming that it is important for researchers subjectively and empathetically to know the perspectives of the participants” (Bogdan & Biklen, 1982). Using these field notes allowed me to understand what was occurring with the participants in their courses and clinical experiences from different perspectives.

Table 4 articulates how these five data strands map to the research questions.

Table 4 Data Strands Mapped to Research Questions

Data Strand	Participants	Timeline/Frequency	Research Questions
<i>Data Strand 1: Surveys</i>	All Participants	Candidates-4 Teachers-1 Supervisors-1	<p>1. What "tacit" or "naïve" (Gee 1996) social beliefs do pre-service teachers bring with them about teaching when they begin their licensure program and what generalizations about teaching underlie these beliefs?</p> <p>3. What in the teacher education program is most influential in changing and shaping beliefs? What influences the adoption, assimilation, or accommodation of new beliefs into the schema of the teacher candidate throughout the teacher education program?</p> <p>4. In the pre-service clinical experience, to what extent do the teachers' practices (in planning, instructional delivery, professional responsibilities) reflect their reported beliefs?</p>
<i>Data Strand 2: Teaching Artifacts</i>	Case Study Participants	On-Going	<p>2. How are beliefs negotiated and "explicated" across time and contexts so that they become "overt" beliefs or cultural models? What new tacit theories or beliefs are acquired across time and contexts? How are they acquired, shaped, negotiated, and explicated?</p> <p>4. In the pre-service clinical experience, to what extent do the teachers' practices (in planning, instructional delivery, professional responsibilities) reflect their reported beliefs?</p> <p>5. As these teacher candidates progress through the program, how do they construct professional teacher identities that negotiate and coordinate personal beliefs and competing cultural models enacted by the program, accreditation institutions, and the educational community?</p>
<i>Data Strand 3: Interviews</i>	Case Study Participants	2 Individual	<p>1. What "tacit" or "naïve" (Gee 1996) social beliefs do pre-service teachers bring with them about teaching when they begin their licensure program and what generalizations about teaching underlie these beliefs?</p> <p>2. How are beliefs negotiated and "explicated" across time and contexts so that they become "overt" beliefs or cultural models? What new tacit theories or beliefs are acquired across time and contexts? How</p>

			<p>are they acquired, shaped, negotiated, and explicated?</p> <p>3. What in the teacher education program is most influential in changing and shaping beliefs? What influences the adoption, assimilation, or accommodation of new beliefs into the schema of the teacher candidate throughout the teacher education program?</p> <p>4. In the pre-service clinical experience, to what extent do the teachers' practices (in planning, instructional delivery, professional responsibilities) reflect their reported beliefs?</p> <p>5. As these teacher candidates progress through the program, how do they construct professional teacher identities that negotiate and coordinate personal beliefs and competing cultural models enacted by the program, accreditation institutions, and the educational community?</p>
<i>Data Strand 4: Program Materials</i>		On-Going	<p>This will help to identify the expectations the candidates must negotiate...Q5.</p> <ul style="list-style-type: none"> <li>• what cultural models are evident during the program?</li> <li>• Are there differences between cm affecting beliefs and those affecting practice?</li> <li>• What experiences, interactions, work could have contributed to this cm?</li> <li>• What beliefs and practices is this cm helping to reproduce, transform, or create?</li> </ul>
<i>Data Strand 5: Field Notes</i>	All Participants	On-Going	<p>1. What "tacit" or "naïve" (Gee 1996) social beliefs do pre-service teachers bring with them about teaching when they begin their licensure program and what generalizations about teaching underlie these beliefs?</p> <p>2. How are beliefs negotiated and "explicated" across time and contexts so that they become "overt" beliefs or cultural models? What new tacit theories or beliefs are acquired across time and contexts? How are they acquired, shaped, negotiated, and explicated?</p> <p>3. What in the teacher education program is most influential in changing and shaping beliefs? What influences the adoption, assimilation, or accommodation of new beliefs into the schema of the teacher candidate throughout the teacher education program?</p> <p>4. In the pre-service clinical experience, to what extent do the</p>

			<p>teachers' practices (in planning, instructional delivery, professional responsibilities) reflect their reported beliefs?</p> <p>5. As these teacher candidates progress through the program, how do they construct professional teacher identities that negotiate and coordinate personal beliefs and competing cultural models enacted by the program, accreditation institutions, and the educational community?</p>
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## **3.4 DATA ANALYSIS**

### **3.4.1 Theoretical Aspects of Critical Discourse Analysis**

The analysis for this study was theoretically grounded in Critical Discourse Analysis. With the work of Michael Halliday in systemic functional linguistics and with the discourse studies of Michel Foucault and others (both in the mid-1970s), Critical Discourse Analysis (CDA) has its roots as a practice of linguistic and socio-cultural analysis that grew during the later part of the 20<sup>th</sup> century with such scholars as Fairclough, Kress, van Dijk, and van Leeuwen. The blending of these two areas of study (linguistics and socio-cultural theory) allowed scholars to analyze the ways in which language functioned not only to create meaning for speakers and listeners but, often more significantly, to examine the role language plays in shaping cultural and social worlds. “Critical Discourse Analysis was an attempt to bring social theory and discourse analysis together to describe, interpret, and explain the ways in which discourse constructs, becomes constructed by, represents, and becomes represented by social world” (Rogers 2005, p. 366). What makes CDA unique, when compared to other forms of discourse analysis, is that the researcher is analyzing discourse-power relationships as they are represented or revealed or maintained through the use of texts. CDA researchers study what modes or manners of discourse (overt or implicit) are used to support, represent, deny, negotiate, permit, prohibit, marginalize, alienate, or embrace others.

Though researchers who use CDA may have different methodologies, approaches, or particular scholars with whom they align themselves, there are underlying principles of CDA that

are foundational. CDA practitioners seek to bring about change – change to socio-cultural or socio-political practices and structures that are represented and supported by the discourse practices analyzed (Fairclough, 1987, 1992; Gee, 1999, 1996; Kress, 1991; Rogers, 2004; van Dijk, 1993). By examining texts for underlying cultural, social, or political elements of agency and power, I aim to draw awareness to these same issues, raising not only awareness, but more significantly a sense of responsibility to grapple with the issues on personal, social, and institutional levels.

Emanating from this awareness, I also aim to analyze the issues of power that operate within the social or cultural systems or relationships. According to Kress (1991), “the relations of participants in the production of texts are generally unequal, ranging from a hypothetical state of complete equality (the dimension of solidarity) to complete inequality (the dimension of power)” (p. 86). The focus of study was clearly on social and political power as power is used to access resources (status, group affiliation, knowledge, education, status, position, wealth, possessions); individual power is significant primarily as individuals often act as “agents” or representatives of the group and can provide or deny others access to those resources. Power and dominance as analyzed through CDA are quite often institutionalized, often implicit, and accepted in relationships-by analyzing texts and relationships and making the power structures visible. CDA researchers strive to explicate the systemic change that will undermine the inequality that provides support to the current system. Unlike many other theories that seek to describe what is, CDA not only reveals what is but seeks to change what is socially unjust. Often this can be quite challenging for the texts that produce the power and dominance are often accepted as normal and natural. Understanding that the “more control over more properties of text and context, involving more people is thus generally (though not always) associated with

more influence, and hence more hegemony” (van Dijk 1991, p. 257), significantly allows individuals to evaluate not only the power they individually possess but also how they may be controlled, dominated, and manipulated in different social, cultural, or political conditions, which empowers them both individually and socially. Researchers often use CDA theory to uncover discrimination, marginalization, and disenfranchisement of segments of the society occurring in social, cultural, and political arenas (small or large scale, individual or group), not merely to bring light to social injustices but as a vehicle to initiate change and empowerment –to aid in helping others find their voice, in understanding that there is choice.

“ ‘Choice’ is the category that captures and reflects, on the one hand, degrees of power and control at issue in an interaction, and on the other hand, the potential degrees and characteristics of real – not determinate—action which are available to participants in linguistic interactions, whether spoken or written” (Kress 1991, p. 88). When texts are created or interpreted, choice is a crucial element for the analyst to examine: why does the creator of the text (consciously or not) make the linguistic choices he or she does and why does the receiver attend to what he or she does in the ways that he or she does? What do those choices reveal about relationships of the participants, the real or perceived power in operation, and what choices are then opened or closed to the participants, resulting from the exchange? Do all participants have real, equitable opportunities for choice? In adding in the element of choice to power it becomes clear how the core elements in CDA (power and choice leading to change) are interconnected, and symbiotic. In revealing the power structures and illustrating choices, change is not only encouraged but often facilitated.

Text is the salient feature in theory and unit of analysis in methodology in CDA literature. Thorough investigations into spoken, written, and other representations (modes) of



text are fundamental; however, CDA researchers do not all adopt similar approaches to that analysis. Though the specific approach to CDA may differ, a number of common views regarding text are held. Texts (written, spoken, non-verbal) are used to make meaning – meaning which is constructed in and by the text as well as by what the text implies, what the text assumes, what the text omits. Meaning is mediated or negotiated at and on different levels in the text (between the participants) to convey social, cultural, and political positions, values, interests, beliefs, actions, etc. Fairclough (2003) suggests the importance of “three analytically separable elements in processes of meaning-making: the production of the text, the text itself, and the reception of the text” (p. 10) as well as the interplay and interaction between them. Many theorists associated with CDA discuss notions of text in the form of Discourse (Gee, 1996, 1999, Fairclough, 2003, Bakhtin, 1981; Rogers, 2004). Discourses (whether spoken or written) are ways of representing oneself in different socially situated contexts. Different identities are enacted or called upon primarily through the use of language (but also thinking, being, valuing, dressing, feeling, interacting, etc.) as one becomes affiliated with or accepted by a particular discourse community. Discourses are particularly richly contested areas for CDA examination because they are intimately and inherently connected to social power (status, power, position) (Fairclough, 2003; Gee, 1999, 1996; Rogers, 2004). Critical discourse analysts treat language (Discourse) differently than linguists, sociolinguists, or conversation analysts. Discourse within a CDA framework is not a reflection of social contexts, but constructs and is constructed by contexts. Discourses are always socially, politically, racially, and economically loaded (Rogers, 2004).

In terms of methodology, Kress (1991) indicates that in “CDA *all* aspects of textual/linguistic form are analyzed, described, and accounted for from within a framework of

socio-cultural practice. There are, consequently, not *linguistic* explanations on the one hand, *textual* ones on the other, and occasional, isolated and theoretically unconnected *correlations* with aspects of the socio-cultural situation. In CDA the analyses are necessarily embedded in a socio-cultural theory of communication” (p. 92). Kress as many others (Fairclough 2003, 1989; Rogers 2005; van Dijk 1993) connect back to what they feel are the roots of CDA – the Hallidayian tradition of systemic functional linguistics—and ground their study of the text in an analysis of the structural characteristics and choices made, and how these characteristics and choices affect the discourse and relationship between the participants, particularly as “CDA is often used in work with historically marginalized groups of people, ...[who] are likely to have linguistic variation at the syntactic and morphological level as well as discourse patterns that may not be accounted for in a European-language-based discourse framework” (Rogers 2005, p. 377).

Rogers (2005) acknowledges in a review of studies using CDA as a theory and methodology, that 28% of the studies she reviewed did not address language theory at all but focused instead on the “macro context”—the larger social, historical and cultural contexts where the interactions occurred. Though Rogers criticizes these studies as “not attending closely enough to [the] linguistic resources that constitute [the] interactions,” the studies cited cannot be dismissed but are significant in number and should be viewed as a *different* approach to the work of the CDA researcher. From the studies identified by Kress, Rogers, and others it appears that CDA researchers methodologically approach data analysis through different lenses and grain sizes; though many are traditional and adopt a seminal focus found through a linguistic perspective leading then to a socio-cultural-political analysis, others focus more holistically on examining the text thematically and through patterns of meaning and then linking the themes and

patterns discovered to a socio-cultural-political analysis. Some argue that a linguistic approach is more rigorous and systematic while others argue that CDA researchers don't let data speak for itself but instead search data for examples of what they are trying to prove. Still others claim that context is a crucial issue that needs the most attention. Finally, some argue that a diversity of approaches to CDA will strengthen both the theory and the methodology (Rogers, 2005). Regardless of the grain size of the analysis or the particular stance of the researcher, van Dijk (1993) offers this explicit direction in using CDA as a methodology: "Critical discourse analysts (should) take an explicit sociopolitical stance: they spell out their point of view, perspective, principles and aims, both within their discipline and within society at large" (252). And, from those aims and stances, specific methodologies and units of analysis should be systematically and transparently constructed.

Overall, criticisms have indicated that CDA studies in particular have been vague in specifying analytical procedures; in Rogers' review of literature (2005) *twenty percent of empirical articles* (emphasis mine) reviewed did not describe any analytical procedures; unfortunately when others in the scholarly community read studies such as these, CDA as a methodology begins to get tagged as being methodologically unsound, unsystematic, and not rigorous. To be accepted as valuable research, contributing to the field, it is essential that both the theory and the methodology providing the foundation for the study are clearly explicated and supported by a body of work in the field. In response to criticism that CDA is not a reliable, verifiable method of inquiry and research, it is imperative that I develop a specific protocol for carrying out research that correlates to the specific theory of CDA that I am using as a foundation for my particular study. Though many researchers draw on the same general foundation, they rely more heavily on the work of several primary theorists that may translate

into a slightly different focus and stance toward CDA. Being explicit about what grounds the study is fundamental in establishing credibility and developing a methodology aligned with that theory. Developing a protocol of that methodology (citing several connected studies) that clearly establishes how data will be collected and analyzed and then following that protocol is critical.

### **3.4.2 The Theoretical Appropriateness of CDA for this Study**

Critical discourse analysis is a theoretically appropriate analytical framework for this study because as pre-service teachers enter into a teacher preparation program, they enter into a space of competing ideologies regarding teaching and learning: those represented by the academy, those represented by the school site, and those they bring with them from their years of experiences in educational systems. Within these three spaces are variants. In the academy “current theory and best practice in the field” are represented and interpreted by university faculty, university supervisors, and graduate teaching fellows. At the school site “real practice” is represented and interpreted by a mentor teacher, administrators, and colleagues. And then, the pre-service teacher and his or her peers each have various perspectives on education, typically a mix of idealized romantic notions that combine “characters” such as Mark Thackeray, Lou Ann Johnson, Mr. Holland, and Joe Clark with idolized teachers from their past, blended with experiences they’ve had as tutors, coaches, and students. Unfortunately, there is often little understanding, tolerance, or respect for these competing notions as teaching candidates attempt to negotiate the systems of power – not knowing with whom to align while still struggling to understand how their own beliefs and cultural models of teaching and learning connect. CDA’s work with D/discourse[s], mediation, negotiation, representation, and identity construction

(Fairclough, 2003; Gee, 1999, 1996) are connected to the issues examined in this study, particularly in terms of how identity shifted and was constructed through participation in socially situated communities and practices. CDA provided a framework for exploring how the different experiences and aspects of the program contributed to the development of identity through competing and expanding cultural models.

### **3.4.3 Locating and Analyzing Cultural Models through Critical Discourse Analysis**

Drawing on Gee (1999) and van Dijk (1993), I use cultural models as my unit of analysis in this study. Cultural models are explicit or implicit mental representations, beliefs, opinions -- held by individuals or shared by communities -- of situations, events, experiences shaped by existing (prior) knowledge or experiences. Because potentially variant cultural models which significantly impact how interactions progress over time and context were at the center of the three domains (university, school site, teacher candidate), it was clear that they needed to be at the center of the analysis as well. In my analysis I tracked changes in beliefs and cultural models; explored when, how, and why they may have changed during the candidate's experiences; and analyzed the impact these changes had on the candidate's ability to teach and in the candidate's emerging identity as a teacher. As teacher candidates worked through their program of study, CDA allowed me to analyze how beliefs and cultural models "simultaneously create[d] and reflect[ed] social, cultural, and material contexts" (Caughlan and Kelly 2004, p. 32). These then were analyzed concurrently as a text to reflect assimilation of practices and distribution of ideas that have been influenced by ideas and power through participation in a particular community (Fairclough, 2003; Gee, 1999, 1996).

Within the triad there is at most a power struggle and at the very least a tension that all acknowledge but few have attempted to deal with; teacher educators assume that progressive theory will prevail over traditional methods but unfortunately, those methods are often more closely aligned with the beliefs and cultural models that motivated candidates to want to teach – using CDA to study the dynamics of how these are manifested, operationalized, and used to impact learning to teach is fundamental to having a sound, effective teacher education program that not only impacts teacher candidates but also systemically impacts the field of education. As Caughlin and Kelly (2004) report in their study of the effects of tracking in English language arts classes,

language always simultaneously creates and reflects its social, cultural, and material contexts of use...any instances of language use is simultaneously a text; a discursive practice marked by specific practices of language production, distribution, and consumption; and a social practice impacted by issues of ideology and power in a particular community (p 32).

To examine teacher candidates' beliefs about teaching, the data strands were analyzed for tacit and explicitly held beliefs and cultural models of teaching (the work that teachers do, expectations of teachers and students, understandings of how students learn, and models of teaching English Language Arts. In examining the primary records [artifacts, interview and video transcripts, field notes, surveys], I highlighted examples of tacit and explicitly held beliefs and cultural models of teaching, shaping or defining experiences, identity statements, and changes in thinking and practice.

### 3.5 CODING, ANALYZING, AND INTERPRETING DATA

The first pass in analyzing data strands was to isolate critical, key moments, “Aha moments,” when the candidate demonstrated or reported a significant understanding, an experience that affected his or her thinking or practice, clearly stated or identified their thinking or beliefs, demonstrated a point of contradiction or cohesion to previously supplied evidence.

The first facet of my analysis was the identification of tacit or explicit belief statements and cultural models that reflected candidate’s beliefs about teaching, learning, and school. These included statements and examples of teacher moves, student tasks, student engagement or disengagement, statements of belief/emotion, evidence of agency, metaphors of teaching and learning, and lesson and classroom construction. I paid particular attention to causal reasoning provided for beliefs, statements, changes in beliefs over time, and obvious inconsistencies. Questions that were particularly useful in identifying and examining cultural models come from Gee’s work (2005, p. 92)

1. What cultural models are relevant here [at this particular time and in this particular context]?  
What must I, as an analyst, assume people feel, value, and believe, consciously or not, in order to talk (write), act, and/or interact in this way?
2. Are there differences here between the cultural models that are affecting espoused beliefs and those that are affecting actions and practices? What sorts of cultural models, if any, are being used here to make value judgments about oneself or others?
3. How consistent are the relevant cultural models here? Are there competing or conflicting cultural models at play? Whose interests are the cultural models representing?
4. What other cultural models are related to the ones most active here? Are there “master models” at work?

5. What sorts of texts, media, experiences, interactions, and/or institutions could have given rise to these cultural models?
6. How are the relevant cultural models here helping to reproduce, transform, or create social, cultural, institutional, and/or political relationships? What Discourses and Conversations are these cultural models helping to reproduce, transform, or create?
7. Gee (in Rogers, 2004 p. 41): “Think about the multiple situated identities you embody in your work as a teacher, [student, colleague,...]What discourse practices are associated with each identity? How does your identity fluctuate across the contexts in which you work? What cultural models comprise each situated identity?”

And from Josephine Peyton Young’s work (in Rogers, 2004 p. 161):

“What sorts of texts, experiences interactions, and institutions might have given rise to [participant’s] cultural models identified earlier? How are these cultural models reproducing, transforming, or creating social, cultural, or institutional relationships and Discourses?”

These questions were instrumental in identifying the values and norms that were foundational in the beliefs and cultural models used by the candidates, the program, and the schools. They assisted me in drawing out the political and social issues that supported what was enacted in how all of the players at each level negotiate meaningful work and, what counted as valued participation in the different educational communities. What was particularly significant was not only where these models intersect but also where they diverged, given that this was the space where the candidates needed the most support in learning how to negotiate those relationships and in seeing how the micro of the personal cultural model needs to find a way to



dove tail into the macro of the societal culture. Interviews were examined for instances where teaching beliefs and cultural models were identified, either explicitly or tacitly.

The second facet I examined were experiences that participants identified as significant in shaping their beliefs and practices. Analyzing what the participants viewed as critical moments enabled me to understand moments during the pre-service experience that the candidate viewed as significant in shaping their practice and identity.

Third, I analyzed how the data strands reflected the participants' emerging or changing identities, paying particular attention to shifts from student to student teacher/intern to professional teacher. A terrific change occurred as the candidate changed roles- it was critical to use data to examine how the changing roles and expectations affect the candidate personally, professionally, and practically.

### **3.5.1 Coding Data Strands 1, 3, 4, and 5**

In order to isolate, analyze, and interpret these three elements in the open-ended responses of the surveys (Strand 1), the interview transcripts (Strand 3), the program materials (Strand 4), and the field notes (Strand 5), I developed a coding sheet. After examining these data sources for moments that relate to beliefs, significant or critical moments, or emerging professional identities, I used Data Coding Sheet-Interview and Artifacts (Appendix E) to document, code, and conduct an initial analysis on the data. I identified questions that emerged from the coded data strands and summarized initial interpretations of the data, both of which were used in subsequent interviews with participants for clarification or assistance in establishing validity in the interpretation of data (Carspecken, 1996, Chapter 11).

Aligned with the manner in which Gee (1999) and Young (2004) use I-statements, I examined candidate's statements that revealed emotion, agency/action, belief/cognitive (statements that uncover models that candidates consciously or unconsciously adhere to and use to evaluate people, roles, and situations) illustrating a candidate's beliefs, agency, and cultural models, categorized them using various distinctions in this study: belief/cognitive statements (statements that reveal thinking, knowing, believing such as *I believe, I think, I guess*), agency/action statements (statements that reveal agency or ability such as *I tried, I couldn't, I instructed,*) and emotional statements (statements that reveal emotion such as *I get frustrated when students...*). In addition to examining the candidate's use of verbs, I also examined the candidate's use of pronouns: I- statements (Gee, 1999; Young, 2004; Marsh & Stolle, 2006) were particularly helpful in exposing ownership of thinking and beliefs as well as how the candidate is attempting to represent him or herself. Examining candidates' use of other pronouns (he, she, you, they, it, etc.) aided in revealing beliefs and cultural models that candidates attribute to, use to guide interactions with, or judgments about others. Finally, all data strands were also coded for general themes and patterns: Work of Teachers, Expectations, Understandings of How Students Learn, and Models of Teaching English Language Arts (other themes may emerge from the data and be added as a legitimate strand if emerging as significant in the collection of data). What follows is an example of a critical moment when a study participant, Jake, came to an understanding about the significance of student engagement during the lesson as he began to shift his role and thinking from that of a student to a teacher:

*Example of Coded Analysis – Jake's Reflection on Practice*

- 1 I hadn't given much thought
- 2 to how to effectively begin class

3 prior to my internship experience.  
 4 I adopted  
 5 my mentor's approach,  
 6 for better or worse,  
 7 simply because I had no ideas of  
 8 my own  
 9 on how to begin class  
 10 and was, at that point, unaware  
 11 of how detrimental and inefficient  
 12 beginning to a class could be for  
 13 the day's lesson.

Textual Feature	Data	Theme	Interpretation
Statements & Pronoun Use:			
Statements - action	4	Work of Teachers -	J. is quick to take Mentor's lead rather than experiment or problem solve.
Statements - cognitive	1-3//7-8	Work of Teachers	Reveals J.'s disconnect from what to he needs to attend to in classroom as a T.-disconnected, feeling inadequate.
Emotional Statements	6	Expectations	Ambivalence
Belief Statements	10-13	Work of Teachers	Belief & Change: lessons need to be explicitly planned for and connection between lesson beginning and rest of lesson
Evaluative Statements			
Agency	1-3//4-5//7-8	Work of Teachers Expectations	Disengaged and inattentive to classroom issues// defer to mentor//weak but beginning to engage//
Metaphors:			
Metaphors of Teaching			
Metaphors of Learning			
Critical Experiences	9-13		This episode marks a shift in Jake's thinking – he realizes the need to purposefully plan for all aspects of the lesson.—though he recognizes the need, he does not yet seem to take ownership of or steps toward a solution

**Questions of Episode** What caused Jake to consider it was important to consider how lessons were initiated? What does Jake mean when he says he “adopted his mentor’s approach “for better or worse?” Why did he adopt rather than experiment?

**Interpretations of Episode based on Gee’s Cultural Model Analysis Questions** At this point Jake seems resistant to experimenting with different ways to approach the beginning of a lesson. He seems to express anxiety, ambivalence, frustration but a growing awareness of classroom issues. Though an intern, he is functioning as a student at this time. He does not seem to understand that it is the explicit work of the teacher to explicitly orchestrate all aspects of the class, though he is beginning to become aware of what happens when that does not occur.

Figure 1 Data Coding Sheet Interview and Artifact

### 3.5.2 Coding Data Strand 2

While data strands 1, 3, 4, and 5 (discussed in the previous section) enabled me to examine candidate's work at a fine, detailed level, the teaching artifacts (particularly the teaching tapes) were examined at a larger grain size to gain an understanding of how the pre-service teacher thought about instruction and learning, *in practice*. In order to analyze and interpret the pre-service teachers' beliefs, practices, and emerging identities through their actual, operationalized practice, a second coding sheet was developed (Data Coding Sheet – Videotaped Lessons and Teaching Artifacts (Appendix F)). There were occasions when I selected a particularly salient textual episode, reflecting beliefs, significant or critical moments, or emerging professional identities as documented in their practice<sup>3</sup>; this critical episode from data strand 2 was then examined more intently using Data Coding Sheet-Interview and Artifacts (Appendix E). After examining the candidates' teaching artifacts, I used Data Coding Sheet – Videotaped Lessons and Teaching Artifacts (Appendix F) to document, code, and conduct an initial analysis on the data. I identified questions that emerged from the coded data strands and summarized initial interpretations of the data, both of which were used in subsequent interviews with participants for clarification or assistance in establishing validity in the interpretation of data (Carspecken, 1996, Chapter 11).

Data Coding Sheet – Videotaped Lessons and Teaching Artifacts and Data Coding Sheet-Interview and Artifacts also aided in examining data stand 2 in terms of agency and power

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<sup>3</sup> An experience that affects their thinking or practice, clearly states or identifies their thinking or beliefs, demonstrates a point of contradiction or cohesion to previously supplied evidence.

through what Lewis and Ketter refer to as voice, or Style, “language used for a particular category of people and closely linked to their Identity...the way we use language to present ourselves in relation to others in the group and outside the group or in relation to the text” (p. 146) Considering language was also be meaningful in analyzing the teaching episodes and artifacts. As these are collected from several touch points throughout the program, clear shifts in genre, discourse, and style were examined as candidates become more grounded in theory and practice, more confident in their work, and more experienced in negotiating the competing spaces impacting their work.

Figure 2 is an example of a coded videotaped lesson of Jake early in his internship experience as he grapples with how to engage students in a lesson using an inquiry discussion.

**Data Coding Sheet**  
**Videotaped Lessons and Teaching Artifacts**

Participant: Jake

Data Source: Video of Teaching February 2007

Textual Feature	Evidence from Lesson	Theme	Interpretation
Focus of Lesson	Introduction to Narrative Text//What is education? How do we learn lessons?	Work of Teachers	Jake realizes that it is important to front load some work prior to engaging sts with texts, i.e., helping sts connect personally with the text.
Physical Configuration Movement	T. remains in front of room entire lesson//Sts. seated in circle// T questions, Sts. raise hands & respond, T revoice.	T. Behavior	Even though the circle is an attempt to create a democratic, dialogic community in the classroom, Jake maintains a traditional teacher centered environment where sts speak primarily to him and are validated by him.
Student Engagement	Sts. raise hands (only 9 students out of 24 participated). Sts. asked to read text. Work in groups to answer focus questions-record textual example, write your reactions. Groups-only 1 group actively discussing.	T. Behavior S. Behavior Expectations	Although the arrangement of the classroom and the use of groups could be perceived as an effort to engage more students personally in the lesson, Jake has maintained authority, have allowed students to remain disengaged/anonymous, and operate at a relatively low cognitive level.
Agency [Power Dynamics]	Teacher maintains control of class – in discussion and in group work through structured groups, focus questions, and monitoring	T. Behavior S. Behavior Expectations	Based on Jake's behaviors [standing at the front of the room, revoicing, calling on students, providing focus questions for the reading], he maintains control, authority, and responsibility for the learning in the classroom. Students are quite passive.
Modes of Instruction	T. centered discussion. Reading/Discussion Group Activity Modeling	T. Behavior S. Behavior Expectations	The Discussion and group activity are superficial examples of discussion/inquiry and collaboration.
Modes of Student Learning	Talking from personal experience//Connecting Text to Personal Experience//Collaborative Group Work// Reading a Text//Responding to Focus Questions	S. Behavior	The work that students did was at a superficial level and did not require that all students engage or that the students work at a cognitive level that demanded the use of critical thinking skills.
Style*	T. revoicing// Students raise hands, T calls on students for response// Sts talk to T. // Some informal joking with a student.	T. Behavior	The use of language in this classroom reinforces a traditional, teacher centered classroom.

**Questions from Lesson**

Why didn't Jake remove himself from the discussion, pushing the students to engage with each other? What was he trying to accomplish with asking the students to work in groups on the task?

Why didn't he generate focus reading questions with the students so that they were more authentic and meaningful? How does Jake understand "discussion" and "cooperative learning"?

**T.'s beliefs about Teaching and Learning [Explicit]**-Based on Jake's work with the students in this lesson, he seems to believe in the importance of making connections between texts and students, in talking to students about how their experiences connect with texts, in learning being socially constructed.

**T.'s beliefs about Teaching and Learning [Tacit]** - Based on Jake's work in this lesson, it seems as though he believes that the teacher needs to control the flow of the lesson and that the teacher is responsible for all information that the students receive. Even though Jake is attempting to build a constructivist classroom [inquiry/discussion/mediated learning], he, as the teacher, at this point he is holding a firm control over what is occurring in the classroom.

#### **Interpretations of Lesson based on Gee's Cultural Model Analysis Questions**

Jake values a social-cultural learning environment [as indicated in our interviews and in the modes of instruction he has selected], but in practice, he has difficulty implementing true discussions and cooperative learning experiences – rather his discussions and group work mirror what he may have experienced as a student – very teacher directed, structured activities. It is clear that he also believes that students do bring to the table rich experiences and resources that should be tapped though he is struggling with how to actually access and use them in authentic ways. There may be a tension between what he is learning in his methods courses, which interests him and a lack of clarity of how to implement it because he does not have a strong model [in a mentor or from his experience].

Figure 2 Data Coding Sheet Video Taped Lessons and Teaching Artifact

### **3.5.3 Analysis across Data Strands**

After initial coding and interpretations of primary data strands were made, data was arranged and analyzed to determine how candidates' were influenced as they constructed professional identities within a teacher education program. For example, the themes and patterns identified in the interviews were compared to the candidates' actual teaching practices as evidenced by the videotaped lessons and artifacts submitted from the candidates' classroom practices (lesson plans, assessments, student work, feedback to students, observations and evaluations of the candidates' work, etc.) to identify areas of cohesion and contradiction,

particularly within the areas of planning for and implementing instruction and professionalism. Further questioning in subsequent interviews examined where beliefs and cultural models were beginning to shift or change, particularly where contradictions were evident in and among the data strands. Marking these contradictions and making them explicit to the participant through questioning developed an understanding of how the change in beliefs and cultural models occurs. It was also important to examine how the teacher candidate's beliefs and cultural models aligned, changed, and mapped against those of the program and those articulated and enacted by the university supervisor and by the school site (specifically the mentor and cooperating teacher) at various stages throughout their experience. This provided some understanding of how -- over time and to what extent -- the candidates were being influenced by the different aspects of the program. In an effort to identify and articulate the beliefs and cultural models that frame UP's English Education Program, course syllabi; admissions materials, requirements, and literature; course expectations and requirements, and the program handbook were analyzed for dominate and recurring themes and perspectives in the teaching of English Language Arts. These were compiled into 40 statements that reflect UP's beliefs as presented through the design and implementation of the program. Questionnaires that were administered to the supervisors, mentors, and teacher candidates were then analyzed as questions were grouped to correspond to the beliefs framing UP's program. Each belief was connected to numerous questionnaire items that in analysis would provide an understanding of how aligned the supervisors, mentors, and candidates were with each belief: 4-in strong agreement, 3-agreement, 2-disagreement, 1-in strong disagreement.



Issues of agency or power (van Dijk 1993) as candidates worked through their program and pre-service experiences were explored in two ways. First, as the teacher candidate progressed through the program, each entered with a different philosophy, a different stance toward his or her role as a teacher and what the responsibility and relationship is to the learner. Some viewed their role as what Friere (2000, reprint) describes as a banker or depositor of information – the one who controls access to knowledge and skills, the one who holds all the power. Others viewed their role as teacher following an approach more in line with Dewey (1997, reprint) helping students construct meaning through inquiry and problem posing strategies. This vast continuum provided a critical space for analyzing the power dynamics that exist in classrooms – typical teaching candidates come into programs inherently (often unconsciously) wanting to teach as they have been taught in their undergraduate programs or as they fondly remember many secondary classrooms – lecture based presentations of canonical curriculum. By examining evidence from the data strands, the candidates' thinking and development was traced. As candidates progress through a teacher education program in ELA, a clear paradigm should emerge that allows them to consider and eventually value the voices of students and contributions of traditionally marginalized writers. By studying how the candidates' beliefs and cultural models changed over the course of their work in the program, I was able to examine how the power dynamic in the classroom sometimes shifted from being teacher oriented to a more constructivist approach.

Also through the coding protocol, episodes for close analysis of Discourse were identified: discourse relates to the kind of language used for a particular group of people, connected to the construction or establishment of identity, authority, and power within a social situation. In analyzing the discourse found in the data strands, conclusions about the beliefs and

perspectives (cultural models) that are operating and changing over the course of the experience for the candidates were identified. Examining how the candidates' students were positioned as learners and the candidates as teachers in the data strands (Discourse) were used to accomplish this. Critical Discourse Analysis, though challenging, provided the social, cognitive, and linguistic framework to clearly examine the complexities inherent in the research issues involved in this study.

### **3.5.4 Analysis of Data and Discourse**

Gee (2006) advises that discourse analysis is conducted not on all aspects of the speech or writing act, but on those aspects the researcher deems relevant in and to the situation and the case being studied. Recognizing this caveat is significant as it places the discourse analysis in a theoretical and interpretive space, unique to the context for which it is being studied. Further, Gee (2006) claims that discourse analysis involves asking questions of the text, using tools of inquiry, and considering characteristics of language within the data that strike the researcher as relevant. Some of these questions that are pertinent for this study on teacher identity and beliefs are

1. What are the situated meanings of some of the words and phrases that seem important in the situation?
2. What situated meanings and values seem to be attached to places, times, people, institutions relevant in this situation?
3. What institutions and/or Discourses are being (re-)produced in this situation and how are they being stabilized or transformed in the act?
4. What identities, with their concomitant personal, social, and cultural knowledge and beliefs, feelings, and values seem to be relevant, taken for granted, or under construction?
5. How are these identities stabilized or transformed in the situation?
6. What sort of social relationships seem to be relevant to, taken for granted in, or under construction in the situation?
7. How are these relationships stabilized or transformed? (Gee, 2006 p. 111-112).

In analyzing the data strands, I examined how candidates constructed and illustrated their professional teacher identities (by way of beliefs, cultural models, and practices) through language and context.

### **3.6 ESTABLISHING VALIDITY AND RELIABILITY**

Validity is significant for any research study, including the qualitative, ethnographic study. Peshkin (1993) refers to this as “verification” while Carspecken (1996) engages the researcher into “dialogical data generation”, both serving to test the assumptions, theories, and interpretations made by the researcher. This stage provides a means of examining data (as well as the researcher’s assumptions, theories, and interpretations) through different lenses to triangulate claims. In generating evidence, Erickson (1986) identifies five primary types of evidentiary inadequacy qualitative researchers must be conscious of:

1. “an inadequate amount of evidence”-the researcher does not have sufficient data or evidence to support claims or assertions
2. “inadequate variety in types of key evidence”-the researcher fails to have evidence across a range of different kinds of sources that would enable triangulation
3. “faulty interpretive status of evidence”-the researcher fails to understand the complexity of or meaning of the evidence; this could result from a lack of evidence, a flaw in the study design
4. “inadequate disconfirming evidence”-the researcher lacks or ignores data that might disprove a key assertion or claim or the researcher fails to challenge his or her assertions or claims
5. “inadequate discrepant case analysis”-the researcher did not sufficiently analyze or study any cases that conflict with confirming cases to determine which features

of the outlying cases were the same or different from the confirming cases to determine their significance (p. 140).

Being attentive to these issues was imperative for me to insure the reliability of the assertions and conclusions made from this study.

Carspecken (1996) also provides techniques for making qualitative research more reliable and valid. First, he indicates the need for “triangulation” of data, collecting and comparing data from multiple sources. In this study, I used artifacts and interviews to compare with the participants’ survey responses. This, with the field notes, helped to highlight apparent conflicts that existed between what candidates may be reporting and ways they are practicing in the classroom.

Another strategy that Carspecken (1996) recommends is “prolonged engagement” where the researcher spends an extended amount of time with the participants so that they become accustomed to his or her presence. My work with the participants on a weekly basis enabled them to develop an ease about our conversations about their work in the program. There have been numerous instances in which individual participants have initiated discussions about their experiences with me.

In addition, I checked the accuracy of my preliminary interpretations with participants during the interviews, giving them opportunities to respond to and clarify preliminary findings. Carspecken (1996) refers to this strategy as “member checks.” He does caution that a participant’s perception can affect their interpretation as well, but that this can provide both interesting and revealing information.

Finally, Peshkin (1993) calls for “evaluation” as a space where researchers can step back and examine the big picture, seeking to establish implications for policy, practice, and innovation. Similarly, Carspecken (1996) advocates explaining findings by “suggesting reasons

for the experiences and cultural forms reconstructed having to do with the class, race, gender, and political structures of society...it is this stage that gives one's study its force and makes it a contribution to real social change". Given these measures, it is important to recognize that ultimately, Gee (2006) indicates "discourse analyses are [not] 'subjective,' that they are just the analyst's 'opinion...All analyses are open to further discussion and dispute, and their status can go up or down with time as work goes on in the field" (p. 113).

## **4.0 CLARIFYING AND CODIFYING PROGRAM EXPECTATIONS**

### **4.1 UNDERSTANDING THE PHILOSOPHY OF THE ENGLISH EDUCATION PROGRAM - CLARIFYING AND CODIFYING PROGRAM EXPECTATIONS**

UP's teacher education program has purposefully and explicitly developed a philosophy that is built upon a number of tenets: adolescents learn best when they are given opportunities to develop higher level cognitive skills through studying and questioning a diversity of texts, posing authentic problems, engaging in dialogic discussions, and drawing on personal experiences to co-construct their own learning. According to *The English Education Handbook* (2006):

In our program we seek to meet the challenges [of standardized testing and diversity present in classrooms] by guiding our students toward pedagogical practices that provide adolescents with the best opportunities for authentic, critical thinking and learning, and that value the unique experiences and beliefs that each adolescent brings to the classroom (p. 4).

A dialogic, problem-posing approach to learning helps adolescents learn to construct knowledge through active intellectual work rather than passively accepting what teachers have to give them. Both programs carefully and purposefully situate participants as learners and teachers at different times and in different ways throughout the courses within the program to enable the pre-service teacher to experience and consider approaches from the perspective of the learner and then to step back and consider the methodological implications from the vantage of the teacher. While some teacher preparation programs may focus on teaching candidates

pedagogical theories, methods, and instructional strategies, English education at UP is based on the belief that experiencing the theories, methods, and instructional approaches as learners will provide pre-service teachers with a depth of understanding of these principles that cannot be achieved in any other way, allowing the English education candidate, through emersion, to experience as a learner, reflect, and then apply and transfer skills and concepts that may have been only superficially understood in traditional methods courses. This framework also allows for faculty to model instructional practices and teacher moves in the courses, assuring that candidates are taught using best practices. It begins to break the cycle of lecturing that is prevalent in many post-secondary programs and which many newly certified teachers often gravitate towards as novice teachers. Students are given opportunities to step back from their learning to think about how they learned, to develop common understandings for their learning, and most importantly to then consider how this process can be applied to their teaching.

In their courses, English education candidates experience inquiry-based teaching and learning as they actively and authentically engage in learning by personally grappling with complex teaching issues and questions using reading, writing, and discussion. Inquiry tasks present candidates with meaningful problems for which there are no clear solutions.

## **4.2 THREE TENETS OF THE ENGLISH EDUCATION PROGRAM AT UP**

Each of the course syllabi in the English education program support three overarching concepts by explicitly articulating the program's philosophy about *inquiry*, *perspective-taking*,

and genre and also implicitly in how the courses are designed. Explicitly, each syllabus relates that:

*Inquiry-based teaching presents students with meaningful problems for which there are no clear solutions and asks students to collaboratively consider possible solutions or analyses of problems. Inquiry-based teaching is student-centered and therefore requires that students share their views through discussion and writing. Because the issues addressed in inquiry-based teaching have no clear solutions, students are expected to listen to, consider, and adopt (sometimes temporarily) multiple perspectives.*

*The English Education Handbook* (2006) further clarifies that inquiry learning and teaching:

ask adolescents to delve deeply into complex, interpretive questions in their reading, writing, and discussion, is a powerful means of helping adolescents to actively engage in and authentically experience learning. Our students learn to scaffold (Bruner 1974) and sequence classroom work to make sophisticated habits of thinking accessible to all adolescents, engaging them in tasks that require them to develop and use “problem-analysis tools” and form “habits of mind that lead them to actively” learn and use different strategies that they develop as they collaboratively work toward solutions (Resnick & Nelson Le-Gall, 1997, p. 7). (p. 5).

Because inquiry learning is about grappling with “big” issues, concepts, and themes, English education candidates learn to develop “conceptual” units (Smagorinsky, 2002) that are organized around developing understandings of guiding questions, drawing on texts from a variety of social and cultural sources. Participating in lessons and units that are designed conceptually and based on inquiry learning enables students to think critically about how texts speak to them, to each other, and to social, cultural, and political issues; to explore diverse texts and writing genres; to write and respond in authentic ways to texts and ideas; and to come to



deeper personal understandings about concepts. This approach often contradicts the previous experiences of the English education candidates, the organization of textbooks and materials, and the current practices of many mentor teachers, all of which often position English instruction in a passive stance through textual retellings, citing well-accepted interpretations of texts in the form of recitations and traditional five-paragraph essays, and studying canonical texts organized around particular time periods, genres, and literary devices.

According to the syllabi from the English Education Program courses,

*Considering multiple perspectives allows student to see multiple facets of an issue and to work towards more comprehensive, complex, and effective solutions. Often students may bring unique perspectives to class based on their gender, racial, class, or sexual orientation or social identities. When a teacher and course represent and value multiple perspectives, it makes a class more inclusive of diverse students and can foster greater appreciation of the beliefs and cultures of many groups in society. This type of learning is also democratic in the sense that it provides opportunities for students from a wide range of abilities and backgrounds to actively participate in their own learning.*

*Finally, a written genre is a kind of writing – such as a recipe, a timed essay, or an email – that has evolved to achieve a particular communicative purpose for a particular audience. Genre-based teaching is based on the view that making explicit the conventions and purposes of a particular kind of writing helps students, particularly those who come from disempowered social groups, use specific written genres to affect social change.*

In addition to these three core concepts, all of the English education methods courses also model the use of targeted pedagogical teaching tools that support the philosophical stance of the program. The following language is used in all syllabi in the program to describe these tools:

Table 5 Tools in UP's English Education Program

Tool	Description
<b>Modeling</b>	Throughout this course, current “best practices” in English Language Arts instruction will be modeled. This will position students as active learners during the learning task as well as English Education pre-service teachers who will later deconstruct the moves made during the learning task.
<b>Step Back</b>	Often during a lesson or learning task the student is asked to “step back” and think about or reflect on the learning that occurred as a participant in the activity and also from the perspective of a pre-service teacher-considering the pedagogical moves, decisions, and choices made.
<b>Shared Inquiry</b>	All of our discussions will be based on the notion that learning is a social process and that the sharing of multiple perspectives leads to better learning. Discussions will be centered on questions that promote thinking and discussion, that drive participants into different texts, and that purposefully have no single “correct answer”.
<b>Quick write</b>	Short writings that allow participants to think on paper for 5-10 minutes prior to or after a discussion. Sometimes the Quick writes will be collected to informally gauge learning and make appropriate instructional decisions.
<b>Charting</b>	Wall charts are classroom charts that teachers construct with learners to reflect the content and/or habits of thinking they are learning, assessing, developing and applying. Class work will be recorded using charts and revisited often to show how thinking about teaching literature, writing, and language changes over time.
<b>Readers’ Writers’ Notebooks</b>	Participants will be required to bring a readers’/writers’ notebook to class each session. It should be a three-ring binder with lined paper. It will be used for Quick writes, responses to readings, and a place to store all handouts, notes, and copies of course readings.

Tool	Description
<b>Formative/Informative Assessments</b>	Class will demonstrate a variety of ways to assess students' progress and teaching informally as the course progresses. Often this will be done through Quick writes, course web discussion postings, anonymous feedback, class activities, questioning.
	Designed to help instructors make appropriate instructional decisions and is not evaluative in nature – does not assign a grade.
<b>Classroom Connections</b>	These are assignments that ask participants to make connections between what we are doing or discussion in class and their clinical work at the school site. Participants may need to do a focused observation, enact a strategy, or interview their cooperating teacher. It is essential that participants see the applicability and connections between the work done in this course and the teaching they will be doing very soon. Classroom Connections will enable pre-service teachers to tryout the ideas and techniques discussed in your methods courses; explore and challenge what is presented in methods course using the context of real students, teachers, and classrooms; and extend the work done in methods course to the work done in your clinical placement in supportive, structured tasks.

An analysis of the syllabi from UP's core courses in the English education program revealed the beliefs that fundamentally, philosophically and methodologically support its work. There are several beliefs worth noting in the following chart: the 3 principles of inquiry, multiple perspectives, and genre are incorporated into the learning goals and/or assignments of each course; the belief that knowledge is socially constructed is a fundamental element in most every course; and all courses actively engage candidates as learners, modeling the methods and practices the candidates are learning as pre-service teachers. Consequently, the three tenets that of UP's English Education program that were examined in this study were inquiry-based learning, perspective taking, and constructivist learning; though genre studies is a foundational

component of UP's program, it was not used as an indicator of beliefs or cultural models as tracking evidence of genre work was not conducted in the participants' work.

Table 6 reflects an analysis of each syllabi in the English Education program, consisting of an examination of the course objectives and learning goals as well as assignments; consequently, I was able to use this information along with information from the *English Education Handbook (2006)* to determine which beliefs were consistently found throughout the courses, providing the foundation to UP's English Education program at the time of this study.

Table 6 Analysis of English Language Arts Methods Courses

Course	Term	Learning Goals	Assignments	Underlying Belief
Shared Inquiry	1	<p>Understand the role of discussion in student learning</p> <p>Identify and use strategies in inquiring into a text</p> <p>Identify and use strategies in constructing and assessing an inquiry based classroom</p> <p>Understand how to engage students successfully and authentically in discussions</p> <p>Understand the cognitive, critical, and creative work that students participate in during discussions</p> <p>Understand how shared inquiry discussions “level the playing field” for student participants</p> <p>Understand how critical literary theories inform discussions</p> <p>Understand various discussion methods, including shared inquiry</p>	<p>Class Participation</p> <p>Reader’s/Writer’s Notebook</p> <p>Composing Interpretive Discussion Questions</p> <p>Discussion Facilitation</p> <p>Mini-Lesson</p> <p>Discussion Transcript and Analysis</p>	<p>Students learn through active participation in class activities.</p> <p>Talk is an important learning tool.</p> <p>Not all discussions and questions are “authentic”, meaningful, or interpretive.</p> <p>Students need to work with a text in different ways to make meaning with and from that text.</p> <p>Discussions can stimulate deep cognitive work in students.</p> <p>Discussions enable students who are not traditionally strong or “academic” to meaningfully contribute and engage in class.</p> <p>Discussions can be informed by critical literary theory.</p> <p>Understandings of texts can be enriched by discussions and critical literary theory.</p> <p>Knowledge is socially constructed.</p>

Course	Term	Learning Goals	Assignments	Underlying Belief
Teaching Writing	1 or 2	<p>Design and teach writing lessons and units that are sequenced and scaffolded</p> <p>Analyze and produce various written genres</p> <p>Provide useful feedback to students on improving writing</p> <p>Appreciate and build upon the varied writing practices that students bring to class</p> <p>Employ writing as a tool for intellectual inquiry into multiple perspectives and as a tool for social change</p>	<p>Class Participation</p> <p>Discussion Board logs</p> <p>Assessment of Students' Writing Resources</p> <p>Writing Autobiography</p> <p>Case Study of a Student Writer</p> <p>Feedback on Student Writing</p> <p>Philosophy of Teaching Writing</p> <p>Mini Unit Plan and Reflection</p>	<p>Instruction should be sequenced and scaffolded to support student learning.</p> <p>Students should write in many different genres for many audiences and purposes.</p> <p>Students need feedback on their work [writing] to improve.</p> <p>All students come to school with valuable experiences and skills.</p> <p>Writing is a tool for learning and thinking.</p> <p>Writing can be a mechanism for social change.</p> <p>A student's writing illustrates his/her perspective.</p> <p>Knowledge is socially constructed.</p>

Course	Term	Learning Goals	Assignments	Underlying Belief
Teaching Literature and Media	2	<p>Develop tools and protocols for selecting texts that reflect a diversity of social and cultural backgrounds and that meet the needs of students who represent a range of academic skills and needs</p> <p>Develop strategies for facilitating comprehension and interpretation of texts from a variety of genres, with a variety of textual features, and with a variety of academic skill requirements</p> <p>Develop strategies to use tools such as writing, discussion, questioning, process drama, and critical theory to aid students' interpretation of text</p> <p>Develop, sequence, and scaffold units of literary study that provide multiple perspectives on important issues and problems</p> <p>Develop an understanding of four approaches to teaching literature: discussion/shared inquiry, critical lenses, inquiry based instruction, genre studies</p>	<p>Class Participation</p> <p>Annotated Bibliography-text selection</p> <p>Classroom Connections</p> <p>Portfolio: trying on four approaches with reflections</p>	<p>Texts used in classrooms should be chosen to reflect multiple perspectives, important issues and problems, and/or diverse social and cultural backgrounds.</p> <p>Texts used in classrooms should be chosen with the students' academic, social, cultural, developmental needs and backgrounds in mind.</p> <p>Text used in classrooms should come from a variety of genres and should reflect a variety of textual features.</p> <p>Writing is a tool that can help students comprehend and interpret texts.</p> <p>Discussion, Questioning, and Inquiry are tools that can help students comprehend and interpret texts.</p> <p>Process Drama is a tool that can help students comprehend and interpret texts.</p> <p>Critical literary theory is a tool that can help students comprehend and interpret texts.</p> <p>Instruction should be sequenced and scaffolded to support student learning.</p> <p>There are different approaches that can be used to teach literature/texts.</p>

Course	Term	Learning Goals	Assignments	Underlying Belief
Drama and Performance in the Classroom	1	<p>Identify, design, and apply resources/instruction that incorporates process drama activities to teach content</p> <p>Discuss the value of spontaneity, flexibility, and inventiveness in problem solving situations for teachers and students</p>	<p>Inquiry Group Project—presentation and portfolio connecting theory to practice</p> <p>Reflection Papers</p>	<p>Process Drama is a teaching tool that can be used to teach writing, literature, grammar, etc.</p> <p>Process Drama actively engages students in learning.</p> <p>Process Drama develops creative, critical, and deep cognitive thinking skills.</p> <p>Knowledge is socially constructed.</p>
Students with Disabilities	32	<p>Understand special education procedures, services, and practices in accordance with state and federal legislation</p> <p>Develop a positive philosophical orientation toward teaching and supporting students with diverse needs</p> <p>Develop skills in observing, assessing, planning, teaching, and evaluating students with diverse needs</p> <p>Develop an understanding of the responsibility of the</p>	<p>Class Participation</p> <p>Reflection Papers</p> <p>Test Modification/Adaptation</p> <p>School/Classroom Observation Report</p> <p>Court Case Presentation</p> <p>Book Review</p> <p>Teaching Work Sample – adapted lessons</p>	<p>Teachers need to know, understand, and comply with state and federal special education legislation.</p> <p>All students have the ability to learn.</p> <p>All students have the right to an education.</p> <p>Struggling learners, students with special needs, ELL, and diverse learners often need supports in academic classrooms.</p> <p>The regular education teacher should adapt instruction for struggling learners, students with special needs, and diverse learners, ELL.</p>



Course	Term	Learning Goals	Assignments	Underlying Belief
		secondary classroom teacher in regard to students with disabilities and diverse needs.		Knowledge is socially constructed.
Teaching Grammar and Usage	1	<p>Explore the uses of English</p> <p>Explore attitudes about language, grammar, and usage</p> <p>Create a philosophy of language</p>	<p>Class Participation</p> <p>Poster Presentations</p> <p>Presentations on chapters</p>	<p>Students who speak variations of English [AAVE or dialectical English] are not viewed as having a deficit of knowledge.</p> <p>Grammar instruction should be integrated with the teaching of literature and writing.</p> <p>Grammar and language instruction should be taught through an inquiry, problem posing approach.</p> <p>Students' home languages are to be respected and valued in the classroom.</p>
Disciplined Inquiry –only Masters students	3	<p>Document teaching with the use of carefully selected evidence</p> <p>Reflect upon evidence to gain understanding and insight into teaching practice</p> <p>Use understandings and insights gained from evidence and reflections to inform or change instruction/practice</p>	<p>Class Participation</p> <p>Portfolio Introduction-description of teaching context</p> <p>Presentation of portfolio entry</p> <p>5 Portfolio Entries</p> <p>Teaching Project Research Plan and Progress Report</p>	<p>Teachers should examine their own instructional practice using evidence and reflection.</p> <p>Teachers should constantly examine their effectiveness as instructors using evidence</p> <p>Using evidence and reflection, teachers should make changes to their practice.</p>

Course	Term	Learning Goals	Assignments	Underlying Belief
Research Seminar-only Masters students	4	<p>Conduct action research to strengthen professional practice</p> <p>Reflect on teaching practice using empirical evidence and scholarly research as support</p> <p>Learn the expectations, conventions and format of educational research articles</p> <p>Speak and write about teaching practice, both contextualizing your practice and connecting it to wider issues and research about teaching</p>	<p>Discussion Board Postings Participation</p> <p>Action Research Project Paper</p>	<p>Teachers should examine their own instructional practice using evidence and reflection.</p> <p>Teachers should constantly examine their effectiveness as instructors using evidence.</p> <p>Using evidence and reflection, teachers should make changes to their practice.</p> <p>Teachers belong to a professional community that supports the practice and professional growth and development of its members.</p> <p>Knowledge is socially constructed.</p>

Though some of the beliefs identified through an analysis of program artifacts were specific to particular courses (critical literary theory is a tool that can help students comprehend and interpret texts and writing can be a mechanism for social change), the majority of the beliefs that were evident in one course were explicitly or implicitly relevant across the program. This occurred for several reasons. First, UP had designed an integrated English Language Arts program that purposefully advocated the teaching of literature, writing, language using similar, interdisciplinary, problem-posing, inquiry-based, constructivist practices. This was reflected in the beliefs. Second, UP's stance toward learners was one in which learner's differences and experiences were valued.

#### **4.3 CLINICAL EXPERIENCES DURING UP'S ENGLISH EDUCATION PROGRAM**

Generally, the English education program at UP expected English education candidates to engage in three kinds of work during their clinical experiences. According to the *English Education Handbook (2006)* first, the candidate was expected to be an educator who designs lessons and units that engage adolescents in cognitively demanding learning tasks, activities, and habits of thinking based on best practice and research. Second, the candidate was expected to design and implement lessons and units that integrate reading, writing, speaking, and language study. Third, the English education candidate was expected to position himself or herself as a life-long learner who constantly examines his or her practice through reflection and self-evaluation, forming a philosophy of teaching grounded in practice, theory, research, and reflection.

The faculty of the UP English education program has articulated numerous learning tasks for English education candidates to implement during their clinical teaching experiences which not only enact and actualize the philosophical stance of the program but also deliberately aid them in translating theory into practice. According to the *English Education Handbook* (2006), candidates were expected to complete the following learning tasks during their clinical experiences:

Design and implement a conceptual unit using diverse texts

Conduct at least one “shared inquiry” discussion during the teaching of each major text

Incorporate drama and performance techniques during the teaching of each major text

Use a variety of approaches to textual analysis [reader response and a variety of critical lenses]

Design and implement a unit length writing project with multiple drafts of different pieces of writing across genres and for multiple audiences

Design and implement at least 3 lessons in which student study the social construction and uses of language and grammar

Develop differentiated instruction as needed for struggling learners

Engage in both formal and informal assessments of students’ work

(Assessments used to evaluate the pre-service teachers’ work during their clinical experiences can be found in Appendix H-Observation Form, Appendix I-English Education Midterm and Final Evaluation Form).

All of this is to say, that the English education program at UP, aligned with standards published by the National Council for the Teachers of English and the International Reading Association, expected its graduates to teach English as a student-centered, problem-posing, inquiry-based

practice. The following illustrates the summative list of the beliefs which illustrated the ways in which UP's English education program supported and endorsed the teaching of English Language Arts as framed through its handbook, course syllabi, and assessment instruments at the time of this study:

Table 7 UP English Education Program Beliefs

<b><u>UP English Education Program Beliefs</u></b>
<b>1. Students learn through active participation in class activities.</b>
<b>2. Talk is an important learning tool.</b>
<b>3. Not all discussions and questions are “authentic”, meaningful, or interpretive.</b>
<b>4. Students need to work with a text in different ways to make meaning with and from that text.</b>
<b>5. Discussions can stimulate deep cognitive work in students.</b>
<b>6. Discussions enable students who are not traditionally strong or “academic” to meaningfully contribute and engage in class.</b>
<b>7. Discussions can be informed by critical literary theory.</b>
<b>8. Understandings of texts can be enriched by discussions and critical literary theory.</b>
<b>9. Knowledge is socially constructed.</b>
<b>10. Instruction should be sequenced and scaffolded to support student learning.</b>
<b>11. Students should write in many different genres for many audiences and purposes.</b>
<b>12. Students need feedback on their work [writing] to improve.</b>
<b>13. All students come to school with valuable experiences and skills.</b>
<b>14. Writing is a tool for learning and thinking.</b>

### **UP English Education Program Beliefs**

**15. Writing can be a mechanism for social change.**

**16. A student's writing illustrates his/her perspective.**

**17. Texts used in classrooms should be chosen to reflect multiple perspectives, important issues and problems, and or diverse social and cultural backgrounds.**

**18. Texts used in classrooms should be chosen with the students' academic, social, cultural, developmental needs and backgrounds in mind.**

**19. Texts used in classrooms should come from a variety of genres and should reflect a variety of textual features.**

**20. Writing is a tool that can help students comprehend and interpret texts.**

**21. Discussion, questioning, and inquiry are tools that can help students comprehend and interpret texts.**

**22. Process drama actively engages students in learning.**

**23. Process drama develops creative, critical, and deep cognitive thinking skills.**

**24. Teachers need to know, understand, and comply with state and federal special education legislation.**

**25. All students have the ability to learn.**

**26. All students have the right to an education.**

**27. Struggling learners, students with special needs, ELL, and diverse learners often need and should receive supports in the classroom.**

**28. The regular education teacher should adapt instruction for struggling learners, students with special needs, and diverse learners, ELL.**

**29. Teachers should examine their own instructional practices using evidence and reflection.**

**30. Teachers should constantly examine their effectiveness as instructors using evidence.**

**31. Using evidence and reflection, teachers should make changes to their**

<b><u>UP English Education Program Beliefs</u></b>
<b>practice.</b>
<b>32. Students of English should be able to understand and use literary conventions.</b>
<b>33. Classical texts are important components of an English Language Arts curriculum.</b>
<b>34. Effective teachers personally invest in their students' academic and personal growth.</b>
<b>35. Students should have a voice in the classroom and in their learning.</b>
<b>36. Effective teachers communicate authentically with parents.</b>
<b>37. Students who speak variations of English [AAVE or dialectical English] are not viewed as having a deficit.</b>
<b>38. Grammar instruction should be integrated with the teaching of literature and writing.</b>
<b>39. Grammar and language instruction should be taught through an inquiry, problem posing approach.</b>
<b>40. Students' home languages are to be respected and valued in the classroom.</b>

Given the tenets of inquiry, perspective taking, and constructivist teaching as well as the beliefs that frame UP's English Education program, the faculty were aware of the tension that could exist between the methods courses and the secondary classroom. This is explicitly addressed in the *English Education Handbook* (2007):

Our students often feel split allegiances between their field site experiences and their learning in methods courses. While this is unavoidable, we expect them to take a critical stance towards both experiences, so that they can develop their own philosophies and practices of teaching and learning. We expect them to ground their philosophies and practices in theory and research as well as in their disciplined reflections on their teaching and on the teaching of others. And we expect them to have the space and freedom to voice those reflections and critiques

as part-and-parcel of what it means to be a responsible reflective practitioner. This means that we expect our students to be able to engage in professional discussions of teaching with their mentors, supervisors, and college professors. They need opportunities to learn by doing and by reflecting on what they have done in an atmosphere of collegiality and mutual respect. They are apprentices to ideas, observations, and people, and they need both support and critique, but both should be situated in a sense of professionalism that allows reasonable people to have different ideas and approaches to problems...We recognize and support the fact that our students must negotiate across the pedagogical philosophies of both their university coursework and their field sites. We encourage our students to both learn strategies from their mentor teachers and to share strategies from their coursework with their mentors in constructing classroom curricula that meets the needs of the particular adolescents with whom they work (p.7-8).

The English Education program recognized the dissonance that occurred at different points in the program and welcomed this as an opportunity for candidates to thoughtfully consider their stances toward teaching English Language Arts, using reflection and negotiation to pool their resources to develop a sound, research-based, practice-oriented personal approach and philosophy to their practice. Unfortunately, the strong ideological stance of the program did not actually allow that to occur.

Though the 40 belief statements garnered from the programs' syllabi, assignments, and handbook provide clear insight into the programs' philosophical stance of both teaching and learning in English Language Arts; the assessment instruments clearly demonstrate that candidates are not afforded the intended "freedom" to "negotiate" and "voice reflections and critiques." Because the assessment instruments clearly dictate that candidates consistently demonstrate very specific teaching practices reflecting the program's philosophical tenets and many of the corresponding beliefs about teaching and learning, it is unlikely that a candidate would successfully complete the program if he or she were not able to effectively implement instruction that was grounded in inquiry, problem-posing, perspective-taking, constructivist



practices. In particular, according to the UP English Education Midterm and Final Evaluation Instrument, among other requirements candidates are required to

- Organize lessons and units around ‘conceptual focus’ or themes that reflect important concepts in the discipline of English
- Develop high cognitive tasks that emphasize shared inquiry, problem-solving, critical thinking, interpretation, and careful reasoning
- Plans for language study and grammar in the context of authentic texts and through the study of the social uses of language and language diversity
- Provides opportunities for meaningful talk in order to give students frequent opportunities to express their ideas
- Encourages and values multiple forms of expression and participation, allowing students to use their native language or dialect
- Acts as a facilitator as students take the lead in discussions and sharing of new concepts and strategies
- Collaborates with parents, administrators, colleagues
- Documents thinking about teaching

Further, in the *English Education Program Handbook*, under “Field Site Expectations” the program states, “we find it useful to outline for students, university supervisors, and mentor teachers the specific instructional expectations that we hold for our students.” The expectations that follow delineate very specific practices that again relate back to the tenets and philosophies of the program:

- Design and implement a conceptual literature unit which includes texts from authors from a variety of cultural, racial, and gender backgrounds

- For each major text students will conduct at least one shared inquiry discussion in which adolescents will negotiate meaning/interpretations of text avoiding plot based and recall questions; incorporate drama and performance; and experiment with approaches to textual analysis beyond New Critical which focuses on analysis of textual conventions.
- Design and implement a unit-length writing project where adolescents will construct multiple drafts, write across genres and for multiple audiences. Included in this unit will be writer's workshop, self-selected topics, recursive process, and collaboration to design rubrics, formal and informal assessments.
- Design and implement a series of 3 lessons in which adolescents study the social construction of grammar where students analyze an author's writing for grammar and usage, investigate the value and complexities of the diversity of oral and written language; explore vocabulary acquisition through conceptual and contextual understandings.

Although the practices that UP's candidates are being asked to perform are based upon research and best practice, it is unclear whether the candidates truly have "space and freedom to voice reflections and critiques as part-and parcel of what it means to be a responsible and reflective practitioner" (*English Education Handbook*). Specifically, it's not clear whether candidates can choose from the program the parts that make sense for them and chose from the modeling of their mentors or their biographical experiences what resonates from those. Though the program may indicate that as a reflective, professional that is exactly what they should do, the

expectations that have been established and the evaluation form provide little freedom for that to actually occur.

Consequently, many of the beliefs that were mined from the program materials are more influential than belief statements as defined as conceptual systems that would help them make meaning of aspects of his or her environment, used to *guide* behavior and thinking (see Section 2.1); rather, they are, more accurately, cultural models, defined as *expectations*—personal, social, and cultural constructs about how (in this case) teaching should be—shared, recognized, and transmitted representations or expectations that give judgments about the kinds of behaviors which are acceptable within the workings of the model that provide an overarching framework for the practices or perspectives of an effective teacher for the program and for any candidate who seeks to become an effective teacher through UP’s English education program. Referring to section 2.2 on cultural models, each community of practice decides what is relevant, acceptable, and appropriate practice as it forms judgments, admits entry, denies access – only can an individual who measures up or assimilates will gain acceptance. This is not merely relevant to which candidate will graduate recommended for certification but also which teachers are “acceptable” mentors or supervisors. UP, which at the time of the study had no articulated criteria for mentors and supervisors, claimed they welcomed dissonance, yet rejected mentors who were too traditional or unskilled in the kind of work UP was asking its candidates to conduct. Perhaps, UP was concerned, consciously or not, with candidates being caught between competing communities of practice, competing cultural models. As indicated in section 2.2, cultural models are socio-cultural constructs which guide how people who belong to a particular Discourse community are expected to function by those within that community (Gee, 2004 and van Dijk, 1993).

Drawing on the 40 belief statements, relevant in the UP English education program materials, I have pinpointed 10 cultural models that characterize the program's conception of an effective English Language Arts teacher. By first clustering similarly themed beliefs, then mapping these beliefs to the evaluation instruments used by UP's English education program [Appendix I] as well as the clinical performance tasks [identified in Appendix J] to determine which competencies, dispositions, and teaching behaviors were most significant for UP English education candidates to demonstrate to successfully complete the program, the following 10 behaviors or cultural models of effective teaching were identified. It should be recognized that other readings of these same documents may produce similarly or differently framed concepts of effective teaching as these cultural models. For details illustrating the mapping of the beliefs to the cultural models, refer to Appendix E.

1. Effective English Language Arts teachers use discussion, questioning, perspective-taking [critical lenses], and inquiry as tools to help students comprehend and interpret texts.
2. Effective English Language Arts teachers select texts to reflect multiple perspectives, important issues and problems, and diverse social and cultural backgrounds.
3. Effective English Language Arts teachers select texts with the students' academic, social, cultural, and developmental needs and backgrounds in mind.
4. Effective English Language Arts teachers use writing as a tool to help students comprehend and interpret texts, learn and think, illustrate his/her perspective, and as a mechanism for social change and personal expression.
5. Effective English Language Arts teachers actively engage students in learning.
6. Effective English Language Arts teachers provide authentic opportunities for students to talk, discuss, share, write, contribute, produce, and perform to learn.

7. Effective English Language Arts teachers recognize that knowledge is socially constructed and develop opportunities for students to collaborate, talk, and share.
8. Effective English Language Arts teachers personally invest in their students, viewing students democratically, recognizing that all students can learn, have a right to an education, bring valuable skills and experiences to the classroom, and have a voice in their education.
9. Effective English Language Arts teachers acknowledge and respect diversity in students' home language and teach grammar and language instruction through an inquiry, problem-posing approach.
10. Effective English Language Arts teachers examine and refine their own instructional practices using evidence and reflection.

Although teacher candidates in UP's program are not required to align their beliefs with UP's beliefs to successfully complete the program, they do need to demonstrate skills and proficiency with behaviors and practices that are expressed in these cultural models. This is not easy, for each candidate brings with him or her their own beliefs and cultural models of teaching and schooling developed over the course of his or her life and is entering into a space (the internship) which will likely present additional beliefs and competing cultural models from yet another community of practice. Negotiating the cultural models that reside in these spaces (the program, the school, and themselves) will provide the candidates with opportunities for experimentation, reflection, and growth.

### 4.3.1 Expectations of University Supervisor

Each of the English Education candidates was assigned a university supervisor who worked with him or her through the clinical experience. The university supervisor was employed by UP to support the work of both the pre-service teacher and the mentor or cooperating teacher during the clinical experience and to serve as a liaison between the university and each school site. University supervisors typically have had classroom experiences themselves; some have retired from teaching, others have taken a hiatus from full-time teaching to raise a family, and others were doctoral students who have had classroom experiences and were supervising pre-service teachers to fulfill assistantships. Regardless of their personal experiences, all brought varying classroom and teaching experiences to their work with the pre-service teachers, mentors, and cooperating teachers. Table 8 summarizes the backgrounds of the universities supervisors in the English education program in the year of this study.

Table 8 University Supervisors who Participated in the Study

Gender	Age	Position	Experience in Education	Other
n = 8	2 = 25 – 30 years	3 = GSA/TF	2 = 1-10 years	All 8 were classroom teachers.
	0 = 31-40 years	5 = Part Time Supervisors	1 = 11-20 years	1 had been a school administrator.
Male=2	1 = 41-50 years		5 = 30+ years	None had personal teaching experience in urban schools.
Female=6	5 = 51+ years			2 were new supervisors during the time period of the study.
				3 supervisors were in the UP English Education Doctoral

Gender	Age	Position	Experience in Education	Other
				Program and part of their funding included teaching methods courses.
				2 supervisors had taught methods courses in the UP teacher preparation program.

Because they have come to UP from different teacher preparation programs, different teaching experiences, and different influences, the supervisors brought diverse philosophies and perspectives on how English Languages Arts should be taught; some were grounded in a Madelyn Hunter approach to teaching [based on behavioral psychological theory and encouraged seven key components in a lesson: behavioral objectives, standards, anticipatory set, procedures, guided and independent practice, and closure (Hunter 1967, 1979), others preferred a reader response approach [based on the work of Louise Rosenblatt (1938, 1964) that posited meaning was co-constructed between the text and the reader], and yet others situated themselves within a New Critical frame [which centers on close textual readings and analysis of how the various features of a text work to create meaning in and from the text (Abrams 1999)]. One of the most important pieces of work was for the program to uncover the notions about teaching and learning that informed the supervisors and then to help them understand the program's underpinnings so that they could most effectively support the candidates in their work. In order to educate supervisors with the approaches and cultural models of UP's program, professional development opportunities were provided. First, UP's supervisors met four times a year to engage in discussions about case studies generated from actual issues UP English Education

candidates experienced in their clinical work; faculty, supervisors, and the coordinator of clinical placements collaborated on problem solving case studies, discussing mentoring strategies, and any issues the supervisors were currently experiencing in their assignments. Second, the coordinator of clinical placements was constantly available to provide individual support to each supervisor; consultations regarding problems were often done by phone or email, and when necessary, the coordinator engaged in on-site meetings with the supervisor, the candidate, and the mentor teacher to provide intensive support, modeling how the supervisor can negotiate and advocate for the UP teaching candidate while maintaining the relationship with the mentor teacher. UP's Department of Instruction and Learning also constructed a professional development website that supervisors were able to access that provided both articles and discussion board opportunities around mentoring and supervision, and the teaching of literature, writing, and language with links to NCTE and IRA. As these professional development sessions, opportunities, resources, and coaching sessions were developed by in collaboration with UP's English Education program and often incorporated content focused sessions facilitated by English Education faculty, a primary goal was to inform the supervisors about the principles of UP's English Education program and best practices in the teaching of English Language Arts. All supervisors were provided with a copy of the *English Education Handbook* as a supplement and a reference to the professional development and coaching they had received. It was expected that they would assist in orienting the mentor teachers to the information in the Handbook.

Even given these opportunities, however, there were occasions when supervisors did not understand or endorse the principles of UP's program and this did not become evident until the supervisor was actually engaged in supervising a teaching candidate. Although seamless conformity between the supervisor's beliefs, the mentor's beliefs, and the program's tenets are



not required, nor even necessarily wanted, anxiety, frustration, and confusion were felt by the candidates when the supervisor's beliefs and approaches were quite different or contradictory to those of the program. Susan, an English education intern teaching in an urban 12<sup>th</sup> grade classroom, related such an experience with her supervisor:

In the program we were taught different ways to help students 'step back' at the end of each lesson and think about what they learned and how they learned it. I'm really confused because I've tried to implement some of these different strategies but my supervisor just doesn't seem to get it. He keeps telling me my lessons don't have what he calls 'closure'. So, he was observing my lesson a few days ago and for closure, I planned to have students write exit slips with one thing they learned in the lesson and one question they still had, share them in trios, seeing if they could answer each others' questions. Well, things went ok and I collected the exit slips as the students left class so I could gauge what they learned and what questions they still had so I could decide what I needed to do the next day with what we worked on. I felt good about things until the conference with my supervisor. He insisted that I didn't have a closure to my lesson, again. I told him that what I had planned with the exit slips was what I had planned as closure. He said that that was an ok 'activity', but that for closure, I needed to stand in front of the class and explicitly say, 'for closure of today's lesson' and that closure needs to *always* be delivered by the teacher. God, I was frustrated and didn't know what to say to that-did he have any idea what a step back was or what I was trying to do at the end of the lesson (Interview, 2007)?

The idea of closure is from the Madeline Hunter approach to teaching and is basically a way to summarize the lesson with or for the students. For many teachers, like the supervisor in this episode, closure is often a teacher centered activity. Step-back, though, has a number of different purposes, closure of the lesson being just one; a more significant purpose of step-back is to help the students think about what they learned during the lesson and, significantly, how they learned it. Step-back is a metacognitive task that if done well, can help students understand how they learn and begin to apply thinking and learning strategies to new situations. Another key difference that is illustrated in this teaching episode is that step-back is not a task done by and for the teacher (though diagnostically the teacher will certainly gain much information about the lesson's effectiveness)-it is a meaningful task done by and for the students, often facilitated

by the teacher. Because Susan's supervisor did not understand or endorse the concept of step-back, Susan was in a very difficult position.

Though scenarios such as Susan's did not occur regularly, they did occur. In fact, this particular supervisor valued very traditional, teacher-directed methods that were such a contrast from those taught in the UP program that his supervisees often felt he put them into positions where they were conflicted, frustrated, and confused. After numerous professional development sessions, discussions with program faculty, and explicit conversations with the coordinator of clinical experiences, UP's English Education program and the coordinator of clinical experiences decided that it was in the best interest of the teaching candidates not to continue using supervisors who were not able to understand and support the tenets and cultural models framing the courses and clinical experiences.

There were other supervisors, however, for whom the professional development, the work with the teaching candidates, mentors, and faculty, and the reflection on one's own practice that supervision ignites was stimulating and career altering. Janie, a first year supervisor said:

A lot of my feelings about teaching and student learning have been influenced by UP. Prior to supervising here, I had been teaching for three years without a large focus on my own education and practice—I was too absorbed in “getting my job done.” I think my work at UP really helped freshen my perspective on possibilities in the classroom and encouraged me to think beyond what I had been doing in the classroom, myself. I think that if I hadn't done anything meaningful to continue my own professional development [via supervision], my teaching could have gotten stale, fast (questionnaire 2007).

Janie's response to her work as a supervisor mirrored a number of the cultural models framing UP's core philosophy, particularly those centering around the importance of reflective practice, the social nature of learning, inquiry based, and life-long learning. Consequently, supervisors

like Janie not only understand the cultural models theoretically but model them in their own professional practice. This is a powerful paradigm.

#### **4.3.2 Expectations of Mentor and Cooperating Teachers**

Though the university supervisor may seem to be the most logical individual to help the teaching candidate link the theory presented in the methods courses with the practice instituted in the clinical placement, often the most influential individual to the intern or student teacher is the mentor or cooperating teacher (hereafter referred to simply as mentor). The mentors that work with UP's pre-service teachers are skilled, experienced mentor teachers, many of whom have gone through UP's English education program themselves or who have worked with UP's pre-service teachers in prior years. Though the state regulations require that mentors have a minimum of three years of teaching experience, UP's mentor teachers tend to have a significantly greater amount of experience and have demonstrated explicit and implicit commitments to their work as English language arts teachers as well as collaborators in the preparation of novice English teachers. It is the practice of UP to place practicum students with potential mentors for abbreviated clinical experiences in which early pre-service teachers can conduct observations, tutor small and large groups of students, and perhaps engage in episodic teaching opportunities. After working with practicum students, classroom teachers often volunteer to become mentors for these same students in their internships or student teaching experiences. When possible, UP works with the same mentors for multiple years, building rapport, clarifying expectations, and establishing consistency of practice. As is the case with the supervisors in this study, the cohort of mentors who worked with the English education

candidates who participated in this study reflect diversity in background, experience, and perspective:

Table 9 Mentors who Participated in this Study

Gender	Age	Type of School	Type of District	Experience in Education	Other
n = 21	1 = 25-30 years	4=Middle School	7= Urban	1 = 4-10 years	12 mentors hold a Masters degree
Male = 5	10 = 31-40 years	17=High School	13= Suburban	14 = 11-20 years	4 mentors hold a Masters degree plus additional coursework
Female = 16	4 = 41-51 years		1 =Rural	6 = 30+ years	6 mentors were graduates of UP's English education program
	6 = 51+ years				12 mentors have previously served as mentor teachers for UP English education candidates.

There were several ways in which mentor teachers received information and professional development from UP's Department of Instruction and Learning. The coordinator of clinical experiences conducted optional professional development training sessions with mentor teachers several times during the year to codify the program's expectations and requirements and to provide mentoring training. Second, an interactive website was developed to provide optional content focused and general mentoring professional development via articles and discussion boards. Third, the university supervisors coached, mediated, and often modeled mentoring techniques for the mentors who worked with the pre-service teachers during their observation visits. Finally, the mentors received a copy of the English Education Handbook and Field Site Expectations which served as a touchstone for program information and a guide for how the

mentors were to supervise the candidates. Together, these practices systemically created a strong support for a cohesive program that attempted to structure for UP's pre-service teachers a solid clinical experience based on research, best practice, and a theoretical framework.

Often mentors, particularly those who have worked with UP's teaching candidates for numerous years, have begun to adopt the methods and approaches the program brought into the classroom. Jen, an urban high school teacher with over 30 years of experience explained:

I've served as a mentor to UP's interns for a few years now. I can honestly say that my teaching has become more student-centered – I seem to use more discussions, peer reviews, shared inquiry work...Gallery walks are also an excellent way for students to share their work; this technique was brought to me by an intern and I love it! Over time I've noticed that students need more direct involvement in their own education.

Jen's response was indicative of a situation when the mentor, candidate, supervisor relationship at UP was working at its best: a mentor who knows the program intimately is committed to working with UP's pre-service teachers, supports the concepts of the program, and at the same time is actively using the mentoring experience as a means to reflect and develop her own practice.

Although these systems had been put into place to communicate program philosophy and expectations and to support the work of the mentors and subsequently the teaching candidates, the reality was that very few mentors actually participated in the professional development that was available. Of course, all mentors were expected to adhere to the general principles and guidelines set forth in the Handbooks and to consult with the supervisors several times throughout the clinical experience, the professional development training and on-line supports were optional. In order to make the professional development training sessions accessible for the mentor teachers, UP offered the training in three formats: live, streamed live on-line, and on-demand. Though this yielded a higher participation rate than previous workshops which mentors

had to attend physically on campus, only 20% of mentors in English Language Arts attended during this study. Because a number of mentors have worked with UP teaching candidates in the past, many may have felt they didn't need the training, even though many programmatic changes had occurred. Other mentors perhaps were disinterested or engaged in other activities. Regardless, those who did not attend were at a disadvantage, as were their teaching candidates, in understanding the program, the expectations, and the supports that were available. The website that offered content focused and mentor training for both supervisors and mentors was also new, first offered during the Spring term of this study. At the time of this study, no supervisors and only 40% of mentors had logged on with no supervisors and no mentors participating on the discussion boards. The newness of this site and lack of marketing with mentors and supervisors about how to access and use the site may explain some of the lack of participation.

Consequently, often the only connections between UP's English Education program and mentors was through supervisors and candidates. Because the candidate was learning, adopting, adapting, and negotiating learning to teach, it was then primarily left to the supervisor to inform the mentor of the philosophy, tenets, and expectations of UP's program, but as was shown, the supervisor was not always an accurate source of information as he or she sometimes had stances that conflicted with that of the program or choose not to share the program's philosophy with the mentors. Instead of a cohesive program that allowed candidates to take what they've learned in their methods courses, test them in the classroom, reflect and discuss the results with their mentors, what sometimes occurred was what the English Education program calls "split allegiances between their field site experiences and their learning in methods courses" (*English Education Program Handbook*, 2006 p. 7) creating sites of contestation, pressure, and

frustration. Again, though there is value in placements that allow for some dissonance and push back, if it occurs to such a degree that the candidate is not permitted to experiment with the program's methods and teachings in a supportive environment, that candidate is unlikely to be able to fully grapple with those concepts and make informed decisions about their pedagogical and practical worth in the classroom.

#### **4.3.3 Making Explicit the Attitudes and Beliefs of English Education Supervisors and Mentor Teachers**

For this study, it was important to attempt to explicate the guiding beliefs and cultural models that UP's English supervisors and mentor teachers held about teaching and learning because each played such influential roles in the candidate's preparation. To accomplish this task, supervisors and mentors were asked to complete a questionnaire (Appendix C) during the first term in which they worked with the pre-service teacher(s). This questionnaire consisted of statements about learning, teaching, and English Language Arts to which the supervisors and mentors were asked to consider and indicate whether he or she "strongly agreed", "agreed", "disagreed", or "strongly disagreed". A second section identified teaching practices, methods, or strategies. Supervisors and mentors were asked to consider how often an effective teacher should engage in these particular practices – Always, Often, Sometimes, Rarely, or Never. Finally, there were several open-ended questions through which supervisors and mentors were encouraged to elaborate their thoughts and beliefs about teaching and learning.

Table 10 illustrates a synthesis and overview of the beliefs of the supervisors and mentors as these beliefs map to the beliefs framing UP's English education program. This table identifies

the beliefs, provides the beliefs statements from the survey as they connect to particular program beliefs, identifies both the supervisor and mentor responses and provides a preliminary synthesis of those responses. Following Table 10, Figure 3 provides a visual representation of how the supervisor and mentor responses compare to each other and how they align with UP's English Education Program. It is interesting to note that although the supervisors are more aligned with UP's beliefs than the mentors (as would be expected), the supervisors are not strongly aligned with the program; instead, the supervisors actually more closely agree with the beliefs of the mentors than with UP's English education program, which they are theoretically employed to support as evidenced by Table 10.



Table 10 Initial Data Synthesis and Analysis of Supervisors and Mentors – Questionnaire on Beliefs

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
1. Students learn through active participation in class activities	Discussion should be the basis of the English Language Arts classroom.	40%SA/40% A/20%D	<p>*80% of supervisors believe that students should have choices in what they read and write</p> <p>*100% of supervisors believe that students should have a voice in the classroom</p> <p>*100% of supervisors believe that students should be provided with different opportunities to use what they have learned.</p> <p>*80% of supervisors believe that teachers should consistently use inquiry based learning activities and strategies.</p> <p>*100% of supervisors believe that teachers should consistently create situations where students must problem solve.</p> <p>80% of supervisors believe that teachers often do too much of the</p>	33%SA/50% A/17%D	<p>*83% of mentor teachers indicate that they believe that discussion provides a strong foundation for English Language Arts classes and support the regular use of process drama</p> <p>*83% of mentors believe that students find it difficult to focus in activity driven classes</p> <p>*50% of mentors believe that direct instruction or lecturing is a method that should be used often.</p>
	The most effective way to teach English Language Arts is through direct instruction.	20% A/40%DA/40%SD		50% A/33%D/17%SD	
	Students should have choices in what they read and write.	60%SA/20% A/20%D		50%SA/50% A	
	Teachers often do too much of the students' thinking for them.	20%SA/60% A/20%D		17%SA/83% A	
	The continuity of learning can be interrupted with the teacher gives the student's choices about what they will study.	20% A/60%SD/20%D		17% A/83%D	
	Students should have a voice in the classroom.	60%SA/40% A		50%SA/50% A	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	Students can never really understand a subject until they can relate what they have learned to the broader context of the world.	40%SA/60%A	<p>think for students.            *20% disagree that discussion should be the basis of English Language Arts classrooms            *80% of supervisors believe that direct instruction or lecture should be used often or sometimes to deliver instruction            40% of supervisors believe that teachers should create writing assignments that ask students to write for audiences other than the teacher.</p>	33%SA/50%A/17%D	
	Students should be provided with different opportunities to use what they have learned.	60%SA/40%A		17%SA/67%A/17%D	
	The teacher should use direct instruction or lecture.	20%O/60%S/20%R		50%O/33%S/17%R	
	The teacher should conduct whole class or inquiry discussions.	20%AL/40%O/20%S		17%AL/50%O/33%S	
	Teachers should ask students to produce formal writing assignments.	20%AL/60%O/20%S		67%O/33%S	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	Teachers should ask students to produce informal writing assignments.	60%O/40%S		100%O	
	Teachers should differentiate materials or activities for struggling learners.	40%AL/20%O/60%S		50%O/33%S/17%R	
	Teachers should use inquiry based learning activities and strategies.	40%AL/40%S/20%N		17%AL/67%O/17%S	
	Teachers should require students to read a text more than once.	20%AL/20%S/60%R		50%O/33%S/17%N	
	Teachers should create situations where students must problem solve.	40%AL/20%O/40%S		67%O/33%S	
	Teachers should use writer's workshop, peer conferencing, or student conferencing with students.	20%AL/20%O/60%S		17%AL/33%O/50%S	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	Teachers should allow students to select their own writing topics.	60%O/40%S		15%AL/83%S	
	Teachers should allow students to select their own reading materials.	20%AL/40%O/40%R		17%O/50%S/33%N	
	Teachers should create writing assignments where students write for audiences other than the teacher.	60%O/40%R		33%O/50%S/17%R	
	Teachers should use dramatic activities in teaching English Language Arts.	20%AL/20%O/20%S/20%R		33%O/67%S	
	Teachers should allow students to evaluate their own work and set their own academic goals.	40%O/20%S40%R		17%SA/17%O/50%S/17%R	
	Students may find it difficult to concentrate when there is activity in the classroom.	20%A/60%D/20%SD		83%A/17%SD	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
2. Talk is an important learning tool.	Discussion should be the basis of the English Language Arts classroom.	40%SA/40%A/20%D	<p>* 60% of supervisors believe that lecture or direct instruction should be used sometimes to deliver instruction</p> <p>*80% of supervisors believe that discussion should be the basis of English Language Arts classes</p> <p>*60% of supervisors believe that students should be required to explain their thoughts, reasoning, and ideas.</p>	33%SA/50%A/17%D	<p>*83% of mentors express the belief that discussion [talk] is important in an English Language Arts class and more significantly *100% of mentors believe that students should be held accountable to explain their thoughts and ideas in class and value inquiry, work shopping and conferencing which all heavily rely on talk to construct learning.</p> <p>* 50% of mentors still advocate the use of direct instruction and lecture.</p>
	The teacher should require students to explain their thoughts, reasoning, and ideas.	60%AL/20%O/20%S		33%AL/67%O	
	The teacher should use direct instruction or lecture.	20%O/60%S/20%R		50%O/33%S/17%R	
	The teacher should conduct whole class or inquiry discussions.	20%AL/40%O/20%S		17%AL/50%O/33%S	
	Teachers should use writer's workshop, peer conferencing, or student conferencing with students.	20%AL/20%O/60%S		17%AL/33%O/50%S	
3. Not all discussions and questions are	Questioning is a valuable assessment tool.	80%SA/20%D		83%SA/17%A	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
"authentic", meaningful, or interpretive.	Teachers should use questioning to assess students' understanding of new content.	60% AL/20% O/20% S		33% AL/67% O	
4. Students need to work with a text in different ways to make meaning with and from that text.	Discussion should be the basis of the English Language Arts classroom.	40% SA/40% A/20% D	<p>*80 % of supervisors believe that students should discuss texts and that students should connect what they read to the broader context of the world</p> <p>*100% of supervisors think that students should read texts multiple times</p> <p>*60% of teachers should rarely require students to read a text more than once</p> <p>*40% of teachers should rarely use different critical lenses to work with texts.</p>	33% SA/50% A/17% D	<p>*the mentors acknowledge the value of working with texts through discussion [83% agree it should be foundational], through building connections with experiences [83% agree], exploring multiple interpretations [83% agree], by building connections with other texts [100% agree], using critical lenses [67% often] and through process drama [100% agree].</p>
	Students should read texts multiple times.	60% A/40% D		33% SA/67% A	
	Teachers often do too much of the students' thinking for them.	20% SA/60% A/20% D		17% SA/83% A	
	Students can never really understand a subject until they can relate what they have learned to the broader context of the world	40% SA/60% A		33% SA/50% A/17% D	
	Teachers should ask students to think about more than one interpretation of a text.	40% AL/40% O/20% S		33% AL/50% O/17% S	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	Teachers should ask students to think about connections between texts.	20% AL/60% O/20% S		33% AL/67% O	
	Teachers should differentiate materials or activities for struggling learners.	40% AL/20% O/60% S		50% O/33% S/17% R	
	Teachers should require students to read a text more than once.	20% AL/20% S/60% R		50% O/33% S/17% N	
	Teachers should use dramatic activities in teaching English Language Arts.	20% AL/20% O/20% S/20% R		33% O/67% S	
	Teachers should use critical lenses other than Reader Response and New Criticism to discuss literature.	20% AL/20% O/20% S/40% R		67% O/17% S/17% R	
5. Discussions can stimulate deep cognitive work in	Discussion should be the basis of the English Language Arts classroom.	40% SA/40% A/20% D	*100% of supervisors believe that teachers should require students to explain their	33% SA/50% A/17% D	* 33% of mentors [and 40% of supervisors] indicate that

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
students.	Teachers often do too much of the students' thinking for them.	20%SA/60%A/20%D	thoughts, reasons, ideas in class *100% of supervisors believe that teachers should consider the cognitive demand of class activities always or often * 80% of supervisors believe that teachers often do too much of the thinking for students.	17%SA/83%A	teachers should always consider the cognitive demand of the activities they are asking students to do [and 67%/60% often, respectively] * 100% of mentors agree or strongly agree that teachers do too much of the students' thinking for them *83% agree that discussion should be the foundation of English Language Arts class *100% believe that teachers should ask students to explain more frequently 67% believe that inquiry should often or always be used in the classroom
	The teacher should require students to explain their thoughts, reasoning, and ideas.	60%AL/20%O/20%S		33%AL/67%O	
	The teacher should conduct whole class or inquiry discussions.	20%AL/40%O/20%S		17%AL/50%O/33%S	
	Teachers should consider the cognitive demand of the activities asked of students.	40%AL/60%O		33%AL/67%O	
	Teachers should differentiate materials or activities for struggling learners.	40%AL/20%O/60%S		50%O/33%S/17%R	
	Teachers should use writer's workshop, peer conferencing, or student conferencing with students.	20%AL/20%O/60%S		17%AL/33%O/50%S	



UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
6. Discussions enable students who are not traditionally strong or “academic” to meaningfully contribute and engage in class.	Discussion should be the basis of the English Language Arts classroom.	40%SA/40%A/20%D	<p>*100% of supervisors agree that students need to feel valued by the teacher and peers</p> <p>*80% of supervisors believe that discussion should be the basis of English Language Arts classrooms</p> <p>*60% of supervisors believe that inquiry discussions should often or always be conducted,</p> <p>*60% of supervisors believe students learn best when they are in classes with students who have similar abilities</p> <p>*40% of supervisors believe that it is impossible to provide remediation/enrichment in a regular classroom.</p>	33%SA/50%A/17%D	<p>*83% of mentors indicate that all students are able to learn to read and write well</p> <p>*67% feel that it is impossible to provide specialized assistance or remediation in a regular classroom and that students learn best with those who share the same academic abilities [67%]</p>
	Students need to feel valued by their classmates and their teacher.	60%SA/40%A		50%SA/50%A	
	The teacher should require students to explain their thoughts, reasoning, and ideas.	60%AL/20%O/20%S		33%AL/67%O	
	The teacher should conduct whole class or inquiry discussions.	20%AL/40%O/20%S		17%AL/50%O/33%S	
	Teachers should differentiate materials or activities for struggling learners.	40%AL/20%O/60%S		50%O/33%S/17%R	
	Students learn best when they are in classes with students who have similar abilities.	40%SA/20%A/20%D/20%SD		17%SA/50%A/33%D	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	All students can learn to read and write well.	20%SA/20%A/60%D		100%A	
	It is impossible to provide remediation and enrichment in a regular classroom.	40%A/20%D/20%SD		17%SA/17%A/67%D	
	Teachers should use writer's workshop, peer conferencing, or student conferencing with students.	20%AL/20%O/60%S		17%AL/33%O/50%S	
7. Discussions can be informed by critical literary theory.	Teachers should use critical lenses other than Reader Response and New Criticism to discuss literature.	20%AL/20%O/20%S/40%R	*40% of supervisors feel that critical lenses should rarely be used when working with literature	67%O/17%S/17%R	*Mentors indicate that they are proponents of using critical literary lenses in teaching literature [67% often]
8. Understandings of texts can be enriched by discussions and critical literary theory.	Texts typically have one interpretation that is valued or accepted above other interpretations.	20%A/40%D/40%SD	* 80% of supervisors indicate that they endorse the use of discussion as a foundation of the English Language Arts classroom.	50%A/33%D/17%SD	*50% of mentors believe that texts typically have one interpretation that is valued or accepted about other interpretations.

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	Discussion should be the basis of the English Language Arts classroom.	40%SA/40%A/20%D	<p>*80% also often believe that students should consider multiple interpretations of texts</p> <p>*80% believe that students should think about connections between texts.</p> <p>*40% of supervisors believe that critical lenses should be used rarely in discussing texts.</p>	33%SA/50%A/17%D	<p>*83% advocate always or often asking the students to consider alternate interpretations of texts</p>
	The teacher should require students to explain their thoughts, reasoning, and ideas.	60%AL/20%O/20%S		33%AL/67%O	
	The teacher should conduct whole class or inquiry discussions.	20%AL/40%O/20%S		17%AL/50%O/33%S	
	Teachers should ask students to think about more than one interpretation of a text.	40%SA/40%O/20%S		33%AL/50%O/17%S	
	Teachers should ask students to think about connections between texts.	20%AL/60%O/20%S		33%AL/67%O	
	Teachers should use critical lenses other than Reader Response and New Criticism to discuss literature.	20%AL/20%O/20%S/40%R		67%O/17%S/17%R	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
9. Knowledge is socially constructed.	Discussion should be the basis of the English Language Arts Classroom.	40%SA/40%A/20%D	*80% of supervisors believe teachers should use direct instruction often or sometimes *100% of supervisors believe that writing workshop and peer conferences are effective techniques *100% of supervisors feel that students need to feel valued by their classmates and their teachers *100% of supervisors indicate students should be provided with different opportunities to use what they have learned *supervisors expressed that to successfully impact student achievement teachers need assistance from school administrators [80%], colleagues [100%], and students' families [100%].	33%SA/50%A/17%D	*17% disagree that discussion should provide a foundation for English Language Arts classes *50% believe that text typically have one valued or accepted interpretation *50% believe that the most effective way to teach English Language Arts is through direct instruction *100% agree that writing workshops and peer conferences are effective *100% recognize the need for collaboration from home, school, faculty, and administration *84% see the need for students to use what they have learned
	Texts typically have one interpretation that is valued or accepted above other interpretations.	20% A/40%D/40%SD		50%A/33%D/17%SD	
	The most effective way to teach English Language Arts is through direct instruction.	20% A/40%DA/40%SD		50%A/33%D/17%SD	
	Writing workshop and peer conferences are effective techniques for use in English Language Arts classrooms.	100% SA		67%SA/33%A	
	English teachers should read and write often.	80%SA/20%A		67%SA/33%A	
	Teachers often do too much of the students' thinking for them.	20%SA/60%A/20%D		17%SA/83%A	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	To successfully impact student achievement, teachers need assistance from school administration.	40%SA/40%A/20%D		33%SA/50%A/17%D	<p>*60% understand that students always or often should be given opportunities to problem solve</p> <p>*mentors recognize the need to value students in the classroom [100%] and allow students to often work in pairs or small groups [83%]</p>
	To successfully impact student achievement, teachers need assistance from students' families.	60%SA/40%A		33%SA/67%A	
	To successfully impact, student achievement, teachers need assistance from their colleagues.	60%SA/40%A		17%SA/83%A	
	Students can never really understand a subject until they can relate what they have learned to the broader context of the world	40%SA/60%A		33%SA/50%A/17%D	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	Students need to feel valued by their classmates and their teacher.	60%SA/40%A		50%SA/50%A	
	Students should be provided with different opportunities to use what they have learned.	60%SA/40%A		17%SA/67%A/17%D	
	The teacher should require students to explain their thoughts, reasoning, and ideas.	60%AL/20%O/20%S		33%AL/67%O	
	The teacher should use direct instruction or lecture.	20%O/60%S/20%R		50%O/33%S/17%R	
	The teacher should conduct whole class or inquiry discussions.	20%AL/40%O/20%S		17%AL/50%O/33%S	
	Teachers should ask students to think about more than one interpretation of a text.	40%SA/40%O/20%S		33%AL/50%O/17%S	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	Teachers should have students work in pairs or small groups.	20% AL/60% O/20% S		83% O/17% S	
	Teachers should differentiate materials or activities for struggling learners.	40% AL/20% O/60% S		50% O/33% S/17% R	
	Teachers should create situations where students must problem solve.	40% AL/20% O/40% S		67% O/33% S	
	Teachers should use writer's workshop, peer conferencing, or student conferencing with students.	20% AL/20% O/60% S		17% AL/33% O/50% S	
	Teachers should use dramatic activities in teaching English Language Arts.	20% AL/20% O/20% S/20% R		33% O/67% S	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
10. Instruction should be sequenced and scaffolded to support student learning.	Students should be provided with different opportunities to use what they have learned.	60%SA/40%A	*80% guided practice being planned for often/always *60% independent practice being planned for at least sometimes *60%engaging in discussions/inquiry work often/always 80% always having opportunities to read texts independently *100% of supervisors believe that teachers need to think about students' experiences and knowledge when designing lessons	17%SA/67%A/17%D	*83% teachers should at least often plan for guided practice *67% teachers should at least often plan for independent practice. *100% students should be required to explain their thinking often/always *83% students should be asked to read independently often *mentors indicate that they do not always [33%] explicitly plan for the sequencing /scaffolding the cognitive demand of the tasks asked of students
	The teacher should plan for guided practice.	20%-AL/60%O/20%S		83%O/17%S	
	The teacher should plan for independent practice.	20%AL/20%O/60%S		17%AL/50%O/33%S	
	The teacher should require students to explain their thoughts, reasoning, and ideas.	60%AL/20%O/20%S		33%AL/67%O	
	The teacher should use direct instruction or lecture.	20%O/60%S/20%R		50%O/33%S/17%R	
	The teacher should whole class or inquiry discussions.	20%AL/40%O/20%S		17%AL/50%O/33%S	



UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	Teachers should ask students to think about connections between texts.	20% AL/60% O/20% S		33% AL/67% O	
	Teachers should consider students' understanding, experiences, and previous lessons when developing lessons.	100% AL		83% O/17% S	
	Teachers should require students to read texts independently.	80% AL/20% O		33% AL/50% O/17% S	
	Teachers should consider the cognitive demand of the activities asked of students.	40% AL/60% O		33% AL/67% O	
	Teachers should require students to read a text more than once.	20% AL/20% S/60% R		50% O/33% S/17% N	
11. Students should write in many different genres for	Students should have choices in what they read and write.	60% SA/20% A/20% D	*40% of supervisors indicate that teachers should create writing assignments where	50% SA/50% A	*83% of mentors indicate that they feel students should sometimes select

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many audiences and purposes.	Students should be provided with different opportunities to use what they have learned.	60%SA/40%A	students write for audiences other than the teacher.	17%SA/67%A/17%D	their own writing topics *17% of mentors rarely think that students should write for audiences other than the teacher [50% sometimes] *100% of mentors feel that students should have choices in what they write *84% believe that they should be provided with opportunities to use what they have learned.
	Teachers should ask students to produce formal writing assignments.	20%AL/60%O/20%S		67%O/33%S	
	Teachers should ask students to produce informal writing assignments.	60%O/40%S		100%O	
	Teachers should allow students to select their own writing topics.	60%O/40%S		17%AL/83%S	
	Teachers should create writing assignments where students write for audiences other than the teacher.	60%O/40%R		33%O/50%S/17%R	

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12. Students need feedback on their work [writing] to improve.	Writing workshop and peer conferences are effective techniques for use in English Language Arts classrooms.	100% SA	*100% Supervisors strongly advocate the importance of providing formal and informal feedback to students on their writing.	67% SA/33% A	Mentors are fairly aligned with supervisors on their thinking about feedback to students =50% of mentors indicate they only sometimes need to provide written feedback to students.
	The teacher should provide written feedback to students.	60% AL/40% O		17% AL/33% O/50% S	
	Teachers should use writer's workshop, peer conferencing, or student conferencing with students.	20% AL/20% O/60% S		17% AL/33% O/50% S	
	Teachers have a responsibility to correct students' writing and speech so that it conforms to SWE.	40% SA/20% A/20% D		33% SA/50% A/17% SD	
	Teachers should develop and use rubrics to assess student writing and projects.	40% AL/60% O		50% AL/33% O/17% S	

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13. All students come to school with valuable experiences and skills.	Teachers should ask students to make connections between English Language Arts and other subjects.	40% AL/60% S	*100% of supervisors believe that teachers should consider always students' experiences and knowledge when designing instruction and should at least sometimes [often] [100%] allow students to select their own writing topics, drawing on their experiences.	33% AL/50% O/17% S	* 100% of supervisors believe that it is important to consider students' experiences and prior learning in planning instruction while 83% of mentors often do *the mentors strongly advocate drawing on and making connections to other subjects [83% at least often].
	Teachers should consider students' understanding, experiences, and previous lessons when developing lessons.	100% AL		83% O/17% S	
	Teachers should allow students to select their own writing topics.	60% O/40% S		17% AL/83% S	
14. Writing is a tool for learning and thinking.	Students should have choices in what they read and write.	60% SA/20% A/20% D	*80% of supervisors feel students should have choices in what they read and write	50% SA/50% A	*100% of mentors believe that students should often write informally as compared to 67% who believe students should often write formal assignments *50% of mentors
	Teachers have a responsibility to correct students' writing and speech so that it conforms to SWE.	40% SA/20% A/20% D	*60% of supervisors believe that teachers should often create writing assignments where students write for audiences other than the	33% SA/50% A/17% SD	

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	Teachers should ask students to produce informal writing assignments.	60%O/40%S	teacher *100% of supervisors believe that students should often or sometimes write informally *60% of supervisors expressed that they A or SA that teachers have a responsibility to correct students' writing so that it conforms to SWE- implying that correctness is most important above issues of identity or expression.	100%O	think that students should sometimes write for audiences other than the teachers [17% rarely] *83% of mentors think that students should select their own writing topics *83% of mentors support that teachers have a responsibility to correct students' use of language.
	Teachers should ask students to produce formal writing assignments.	20%AL/60%O/20%S		67%O/33%S	
	Teachers should allow students to select their own writing topics.	60%O/40%S		17%AL/83%S	
	Teachers should create writing assignments where students write for audiences other than the teacher.	60%O/40%R		33%O/50%S/17%R	
15. Writing can be a mechanism for social change.	Students should have choices in what they read and write.	60%SA/20%A/20%D		50%SA/50%A	
	Teachers should allow students to select their own writing topics.	60%O/40%S		17%AL/83%S	

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	Teachers should create writing assignments where students write for audiences other than the teacher.	60%O/40%R		33%O/50%S/17%R	
16. A student's writing illustrates his/her perspective.	Students should have choices in what they read and write.	60%SA/20%A/20%D	* 40% of supervisors strongly feel that a teacher has a responsibility to correct students' writing [20% agree] *80% of supervisors agree that students should have choices in what they write *100% of supervisors believe that teachers should often or sometimes allow students to select their own writing topics *60% of supervisors believe teachers should create writing assignments that allow students to write for varied audiences.	50%SA/50%A	*83% of mentors indicate that students should sometimes be allowed to select their own writing topics *50% of mentors agree that teachers should sometimes create assignments for students that ask them to write for different audiences [17%rarely] *83% of mentors believe they need to always or often correct students' writing [voice] to reflect SWE.
	Teachers should allow students to select their own writing topics.	60%O/40%S		17%AL/83%S	
	Teachers have a responsibility to correct students' writing and speech so that it conforms to SWE.	40%SA/20%A/20%D		33%SA/50%A/17%SD	
	Teachers should create writing assignments where students write for audiences other than the teacher.	60%O/40%R		33%O/50%S/17%R	

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17. Texts used in classrooms should be chosen to reflect multiple perspectives, important issues and problems, and or diverse social and cultural backgrounds.	Students need to read literature by marginalized writers in schools.	80%SA/20%A	<p>* 60% of supervisors have a strong opinion that canonical literature should always/often be used with students, there is strong support for the inclusion of other genres as well as other perspectives:</p> <p>*100% of supervisors agree that students need to read literature by marginalized writers</p> <p>*40% of supervisors feel that teachers should always or often study a variety of genres/texts by marginalized writers [though 40% of supervisors feel that teachers should rarely use such texts]</p> <p>*60% of supervisors feel that teachers should always or often allow students to select their own reading materials.</p> <p>*100% of supervisors believe that films, movies, websites, and articles are valuable texts in the English</p>	17%SA/83%A	<p>*100% agree that students need to read literature by marginalized writers in school</p> <p>*100% agree that films, websites, articles are important texts</p> <p>*100% agree that representation is important in selecting texts</p> <p>*83% believe that teachers should not be restricted to textbooks</p> <p>*83% believe that teachers should consider students interests in selecting curricular materials. And interestingly, 33% of mentors felt canonical texts should be used often while 33% felt rarely with none indicating always.</p>
	Films, movies, websites, articles are as valuable as literary texts in English Language Arts classrooms.	80%SA/20%A		50%SA/50%A	
	Representation is important to consider in selecting texts for use in English Language Arts classrooms.	60%SA/20%D/20%SD		100%A	
	To be certain they teach students all necessary content and skills, teachers should follow a textbook.	60%D/40%SD		17%A/50%D/33%SD	
	Teachers should ask students to think about connections between texts.	20%AL/60%O/20%S		33%AL/67%O	
	Teachers should study canonical texts with students.	40%AL/20%O/40%S		33%O/33%S/33%R	

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	Teachers should study a variety of genres /texts by marginalized writers with students.	20% AL/20% O/20% S/40% R	Language Arts classroom.	33% O/50% S/17% N	
	Teachers should allow students to select their own reading materials.	20% AL/40% O/40% R		17% O/50% S/33% N	
	An effective way to build curriculum is by expanding on students' ideas and interests.	60% SA/40% A		83% SA/17% A	
18. Texts used in classrooms should be chosen with the students' academic, social, cultural, developmental needs and backgrounds in mind.	Students need to read literature by marginalized writers in schools.	80% SA/20% A	*60% of supervisors still endorse the use of canonical texts, always or often *100% of supervisors feel that following a textbook will not provide students with the needed skills and content *100% of supervisors believe that teachers need to consider the cognitive demand they	17% SA/83% A	*100% of mentors believe that students should be given some choice in what they read in school and that they should expand on student's interests in selecting texts. *83% of mentors disagree and feel that choice would interrupt continuity of instruction.
	Films, movies, websites, articles are as valuable as literary texts in English Language Arts classrooms.	80% SA/20% A		50% SA/50% A	
	Students should have choices in what they read and write.	60% SA/20% A/20% D		50% SA/50% A	



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	To be certain they teach students all necessary content and skills, teachers should follow a textbook.	60%D/40%SD	ask of students –relating this to selection of texts is significant for texts should be chosen in how they appropriately support and challenge students intellectually and academically *80% of supervisors disagree that allowing students choice in the classroom [as in text selection] will interrupt the continuity of learning	17%A/50%D/33%SD	
	The continuity of learning can be interrupted with the teacher gives the student's choices about what they will study.	20%A/60%SD/20%D		17%A/83%D	
	Teachers should study canonical texts with students.	40%AL/20%O/40%S		33%O/33%S/33%R	
	Teachers should study a variety of genres /texts by marginalized writers with students.	20%AL/20%O/20%S/40%R		33%O/50%S/17%N	
	Teachers should consider the cognitive demand of the activities asked of students.	40%AL/60%O		33%AL/67%O	

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	An effective way to build curriculum is by expanding on students' ideas and interests.	60%SA/40% A		83%SA/17% A	
19. Texts used in classrooms should come from a variety of genres and should reflect a variety of textual features.	Students need to read literature by marginalized writers in schools.	80%SA/20% A		17%SA/83% A	<p>*100% of mentors believe that students should be given some choice in what they read in school and that they should expand on student's interests in selecting texts.</p> <p>*83% of mentors believe that choice would interrupt continuity of instruction.</p>
	Films, movies, websites, articles are as valuable as literary texts in English Language Arts classrooms.	80%SA/20% A		50%SA/50% A	
	To be certain they teach students all necessary content and skills, teachers should follow a textbook.	60%D/40%SD		17% A/50%D/33%SD	
	Teachers should study canonical texts with students.	40%AL/20%O/40%S		33%O/33%S/33%R	
	Teachers should study a variety of genres /texts by marginalized writers with students.	20%AL/20%O/20%S/40%R		33%O/50%S/17%N	

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	Teachers should ask students to think about connections between texts.	20% AL/60% O/20% S		33% AL/67% O	
	Teachers should allow students to select their own reading materials.	20% AL/40% O/40% R		17% O/50% S/33% N	
20. Writing is a tool that can help students comprehend and interpret texts.	Not addressed on survey				
21. Discussion, questioning, and inquiry are tools that can help students comprehend and interpret texts.	Texts typically have one interpretation that is valued or accepted above other interpretations.	20% A/40% D/40% SD	*80% of supervisors believe that texts have multiple, valid interpretations *80% of supervisors agree that discussion should be the foundation of English Language Arts classes *80% of supervisors believe that teachers should ask students to consider more than one interpretation of a text *80% of supervisors agree that teachers should ask students to	50% A/33% D/17% SD	*50% of mentors believe that texts typically have one valued or accepted interpretation, *83% agree that discussion is a foundational component of English Language Arts classes *33% believe that students should always consider multiple interpretations of texts
	Discussion should be the basis of the English Language Arts classroom.	40% SA/40% A/20% D		33% SA/50% A/17% D	
	Teachers should ask students to think about more than one interpretation of a text.	40% AL/40% O/20% S		33% AL/50% O/17% S	

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	Teachers should differentiate materials or activities for struggling learners.	40% AL/20% O/60% S	think about connections between texts.	50% O/33% S/17% N	67% think that teachers should often create situations where students are asked to problem solve 33% of mentors think that process drama should often be used in teaching English
	Teachers should ask students to think about connections between texts.	20% AL/60% O/20% S		33% AL/67% O	
	The teacher should require students to explain their thoughts, reasoning, and ideas.	60% AL/20% O/20% S		33% AL/67% O	
	Teachers should create situations where students must problem solve.	40% AL/20% O/40% S		67% O/33% S	
	Teachers should use dramatic activities in teaching English Language Arts.	20% AL/20% O/20% S/20% R		33% O/67% S	
22. Process drama actively engages students in learning.	Teachers should use dramatic activities in teaching English Language Arts.	20% AL/20% O/20% S/20% R	*Supervisors agree that teachers should 60% always/often create problem solving situations for students	33% O/67% S	*Unlike the supervisors [of which 20% feel that process drama should be rarely

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	The teacher should require students to explain their thoughts, reasoning, and ideas.	60%AL/20%O/20%S		33%AL/67%O	used], mentors are more receptive [67% feel it should be sometimes used and 33% feel that it should often be used]. * 17% of mentors disagree that students both need to connect their learning to the broader context of the world and that they need different opportunities to use what they have learned to most effectively understand and learn material.
	Students can never really understand a subject until they can relate what they have learned to the broader context of the world.	40%SA/60%A		33%SA/50%A/17%D	
	Students should be provided with different opportunities to use what they have learned.	60%SA/40%A		17%SA/67%A/17%D	
	Teachers should create situations where students must problem solve.	40%AL/20%O/40%S		67%O/33%S	
23. Process drama develops creative, critical, and deep cognitive thinking skills.					

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24. Teachers need to know, understand, and comply with state and federal special education legislation.	Teachers have a responsibility to connect English Language Arts curriculum to state and national standards.	20%SA/80%A	*100% of supervisors recognize the significance of standards in education today and the part standards play in guiding instructional lesson and curriculum design.	100%A	*all mentors recognize that teachers have a responsibility to connect the curriculum to state and national standards * 17% of mentors disagree that these standards should guide the teacher in developing lessons and curriculum *17% never use them in designing their lessons.
	State and national standards should guide the teacher in developing lessons and curriculum	20%SA/80%A		33%SA/50%A/17%D	
	Teachers should use state and national standards to assist them in designing lessons.	100%O		17%AL/50%O/17%S/17%N	
25. All students have the ability to learn.	All students can learn to read and write well.	20%SA/20%A/60%D	*60% of supervisors agree that instruction should always/often be differentiated *60% of supervisors feel that all students cannot learn to read and write well	100%A	*100% of mentors agree that all students can learn to read and write well. * 67% of mentors believe that struggling students can be remediated
	It is impossible to provide remediation and enrichment in a regular classroom.	40%A/20%D/20%SD		17%SA/17%A/67%D	

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	Instruction should be flexible enough to accommodate individual differences among learners.	60%SA/40%A		33%SA/67%A	in their classes  *100% of mentors also agree that students who do poorly in school believe that they would do better if they worked harder, but that the teacher is not expected to necessarily make accommodations to assist struggling learners [17%rarely, 33%sometimes].
	Teachers should differentiate materials or activities for struggling learners.	40%AL/20%O/60%S		50%O/33%S/17%R	
	Students are individuals and should be evaluated on the basis of their individual competencies.	20%SA/80%A		33%SA/67%A	
	Students who make poor grades could do better if they worked harder.	40%A/60%D		100%A	
26. All students have the right to an education.	Students learn best when they are in classes with students who have similar abilities.	40%SA/20%A/20%D/20%SD	*60% of supervisors believe that students learn best when grouped homogeneously. *40% of supervisors believe that instruction can be differentiated in a regular education	17%SA/50%A/33%D	* 67% of mentors believe students learn best when in classes with similarly grouped academic students and that 67% also believe that they can
	All students can learn to read and write well.	20%SA/20%A/60%D		100%A	

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	It is impossible to provide remediation and enrichment in a regular classroom.	40% A/20% D/20% SD	classroom, while 100% believe that instruction should accommodate the learning needs of the individual learner. *80% believe that instruction is aimed at the group.	17% SA/17% A/67% D	provide remediation if needed, 100% agree that instruction is often aimed at the academic level of the group.
	Instruction should be flexible enough to accommodate individual differences among learners.	60% SA/40% A		33% SA/67% A	
	Teachers should differentiate materials or activities for struggling learners.	40% AL/20% O/60% S		50% O/33% S/17% R	
	Instruction is often aimed at the group.	80% A/20% D		100% A	
27. Struggling learners, students with special needs, ELL, and diverse learners often need and should receive supports in the classroom.	Effective teachers must be strong problem solvers.	60% SA/40% A	*60% of supervisors indicated that not all students can learn to read and write well. *60% of supervisors believe that students learn best when grouped homogeneously. *40% of supervisors believe that instruction can be differentiated in a	67% SA/17% A/17% D	*100% of mentors believe that all students can learn to read and write well, indicating that this includes struggling learners, ELL, students with special needs, and diverse learners. *67% believe
	Students learn best when they are in classes with students who have similar abilities.	40% SA/20% A/20% D/20% SD		17% SA/50% A/33% D	
	All students can learn to read and write well.	20% SA/20% A/60% D		100% A	



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	It is impossible to provide remediation and enrichment in a regular classroom.	40% A/20% D/20% SD	regular education classroom, while 100% believe that instruction should accommodate the learning needs of the individual learner.	17% SA/17% A/67% D	remediation can be provided in regular classrooms *100% agree that instruction should be flexible to meet the needs of learners *50% believe that teachers should differentiate materials and activities often for struggling learners *100% agree that students should be evaluated on individual competencies.
	Instruction should be flexible enough to accommodate individual differences among learners.	60% SA/40% A		33% SA/67% A	
	Teachers should consider the cognitive demand of the activities asked of students.	40% AL/60% O		33% AL/67% O	
	Teachers should differentiate materials or activities for struggling learners.	40% AL/20% O/60% S		50% O/33% S/17% R	
	Instruction is often aimed at the group.	80% A/20% D		100% A	
	Students are individuals and should be evaluated on the basis of their individual competencies.	20% SA/80% A		33% SA/67% A	

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	If a teacher has strong content knowledge, he/she can teach.	40% A/20% D/40% SD		67% D/33% SD	
28. The regular education teacher should adapt instruction for struggling learners, students with special needs, and diverse learners, ELL.	Effective teachers must be strong problem solvers.	60% SA/40% A	*In addition to noting the above, 40% of supervisors believe that if a teacher has strong content knowledge he or she can teach	67% SA/17% A/17% D	Compared with the supervisors, all mentors disagree that content is all that is needed to teach [100%] with that a stronger belief that all students can learn to read and write.
	Students learn best when they are in classes with students who have similar abilities.	40% SA/20% A/20% D/20% SD		17% SA/50% A/33% D	
	All students can learn to read and write well.	20% SA/20% A/60% D		100% A	
	It is impossible to provide remediation and enrichment in a regular classroom.	40% A/20% D/20% SD		17% SA/17% A/67% D	
	Instruction should be flexible enough to accommodate individual differences among learners.	60% SA/40% A		33% SA/67% A	
	If a teacher has strong content knowledge, he/she can teach.	40% A/20% D/40% SD		67% D/33% SD	

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	Teachers should consider the cognitive demand of the activities asked of students.	40% AL/60% O		33% AL/67% O	
	Teachers should differentiate materials or activities for struggling learners.	40% AL/20% O/60% S		50% O/33% S/17% R	
	Instruction is often aimed at the group.	80% A/20% D		100% A	
	Students are individuals and should be evaluated on the basis of their individual competencies.	20% SA/80% A		33% SA/67% A	
29. Teachers should examine their own instructional practices using evidence and reflection.	Reflection is an essential aspect of a teacher's professional practice.	100% SA	100% of supervisors feel that reflection is essential for personal and professional growth in the classroom and that teachers must be strong problem solvers	67% SA/33% A	*Like supervisors, mentors also believe that reflection is an essential part of a teacher's professional practice [100%] *33% of mentors think that not as
	It is difficult to learn to be a good teacher.	20% SA/80% A		17% SA/50% A/33% D	

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	There are too many variables for teachers to impact student learning.	40%D/60%SD		17%A/50%D/33%SD	<p>convinced that it is not difficult to learn to be a good teacher and 17% feel that there are many variables that make it difficult for teachers to impact student learning.</p> <p>*It is interesting to note that 100% of mentors disagree that strong content knowledge is</p>
30. Teachers should constantly examine their effectiveness as instructors using evidence.	Effective teachers must be strong problem solvers.	60%SA/40%A		67%SA/17%A/17%D	
31. Using evidence and reflection, teachers should make changes to	Teachers who are well-liked by their students usually do a good job of teaching.	40%A/60%D		50%A/50%D	

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their practice.	If a teacher has strong content knowledge, he/she can teach.	40% A/20% D/40% SD		67% D/33% SD	primary to being able to teach; an effective teacher must also problem solve [84% agree], differentiate materials for students [50% often], and value their students and what they bring to the classroom [100% agree]. *What is also interesting is that 50% of mentors (and 40% supervisors) feel that teachers who are well like usually do a good job of teaching!
32. Students of English should be able to understand and use literary conventions. **	It is important for students to be able to define and identify literary conventions.	100% SA/A	*100% of supervisors believe that it is important for students to be able to work with literary conventions within texts. *The supervisors' responses also indicate	17% SA/83% A	*80% of mentors agree that it is important for students to read the classics, and 84% agree that college bound students should <b>focus</b> on
33. Classical texts are important	It is important for students to read the classics.	40% SA/40% A/20% D		33% SA/67% A	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
components of an English Language Arts curriculum. **	College-Bound students should focus on reading the classics	40% A/40% D/20% SD	that they value a traditional curriculum, but they don't relegate studying it to a certain "track" or academic path. *100% of supervisors indicated that there are specific texts that students "should" read prior to graduating	17% SA/67% A/17% D	classical texts *84% of mentors expressed that even students who are not planning to go to college should have to engage with difficult texts, like the classics *like the supervisors, 100% of mentors felt that there were certain texts that students should read before they should graduate
	Students who are not planning on going to college do not need to read difficult literature like the classics.	20% A/60% D/20% SD		17% A/67% D/17% SD	
	There are certain texts that students should read before they graduate from high school.	20% SA/80% A		33% SA/67% A	
	Teachers should study canonical texts with students.	40% AL/20% O/40% S		33% O/33% S/33% R	
34. Effective teachers personally invest in their students' academic and personal growth. **	An essential part of being a teacher is supporting a student when personal problems are interfering with school work.	40% SA/60% A	*100% of supervisors feel that an essential part of being a teacher is supporting students when personal problems are interfering with school	17% SA/83% A	*17% of mentors [and 20% of supervisors] believe their focus is to teach content knowledge and not to focus on helping

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	A teacher's primary role is to help students become strong learners, not to teach particular knowledge.	40%SA/40% A /20%D		17%SA/67% A/17%D	students become strong learners. *17% of mentors do not feel that they maximize their effectiveness by establishing personal connections with students.
	Teachers need to get to know their students.	100%SA		33%SA/67% A	
	Teachers maximize their effectiveness by establishing personal connections with students.	60%SA/40% A		33%SA/50% A/17%D	
	Students need to feel valued by their classmates and their teacher.	60%SA/40% A		50%SA/50% A	
	Students are more responsive to teachers who are able to understand their point of view.	40%SA/60% A		50%SA/50% A	
	It is important for students to believe a teacher has confidence in them.	100%SA		100%SA	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
35. Students should have a voice in the classroom and in their learning. **	It is important for teachers to establish classroom control before becoming too friendly with students.	20%SA/40%A/40%D	<p>*40% of supervisors believe that students should sometimes select their own writing topics</p> <p>*40% believe that they should select their own reading materials</p> <p>*60% responded that students should sometimes or rarely evaluate their own work and set their own learning goals.</p>	67%/SA/17%A/17%D	<p>*17% of mentors believe that students should always select their own writing topics, 33% believe that they should never select their own reading materials</p> <p>*67% responded that students should sometimes or rarely evaluate their own work and set their own learning goals.</p>
	The teacher should make curricular decisions for students because students can't know what they need to learn.	20%A/60%D/20%SD		33%A/67%D	
	Teachers should involve students in evaluating their own work and setting their own goals.	80%SA/20%A		33%SA/67%A	
	Teachers often do too much of the students' thinking for them.	20%SA/60%A/20%D		17%SA/83%A	
	The continuity of learning can be interrupted with the teacher gives the student's choices about what they will study.	20%A/60%D/20%SD		17%A/83%D	



UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	Students should have a voice in the classroom.	60%SA/40%A		50%SA/50%A	
	Teachers should allow students to select their own writing topics.	60%O/40%S		17%AL/83%S	
	Teachers should allow students to select their own reading materials.	20%AL/40%O/40%R		17%O/50%S/33%N	
	Teachers should allow students to evaluate their own work and set their own academic goals.	40%O/20%S40%R		17%AL/17%O/50%S/17%R	
36. Effective teachers communicate authentically with parents. **	Teachers communicate with parents mainly through report cards and parent teacher conferences.	20%A/40%D/40%SD	* 100% of the supervisors do overwhelmingly believe that communicating and collaborating with students' families is imperative to achieving success with students *80% of teachers believe that this communication does not occur via report cards/scheduled	50%A/50%D	100% of mentors agree that to successfully impact student achievement, teachers and families need to collaborate *50% of mentors believe that teachers communicate with parents in ways other than report
	To successfully impact student achievement, teachers need assistance from students' families.	60%SA/40%A		33%SA/67%A	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	The school should not be expected to compensate for the deficiencies of the home.	20% A/80%D	conferences *60% also believe that teachers should only sometimes contact parents about the students and the class.	17%SA/33% A/50%D	cards and conferences BUT 50% of mentors believe that teachers should sometimes contact parents about the students' work and the class. *50% of mentors also express that school should not be expected to compensate for deficiencies of the home
	Teachers should contact parents about their class or the work the students are doing.	20% AL/20% O/60%S		50% O/50%S	
37. Students who speak variations of English [AAVE or dialectical English] are not viewed as having a deficit.	Teachers should consider students' understanding, experiences, and previous lessons when developing lessons.	100%AL	*100% of supervisors believe that it is important for students to feel valued in the classroom and that students' backgrounds and experiences should always be considered in developing lessons *60% of supervisors believe teachers should be using SWE in the	83%O/17%S	*100% of mentors feel that students should feel valued in the classroom and that all students can be successful, <b>toward language diversity in the</b> *17% of mentors think that teachers should be restricted to using SWE in the
	Teachers should use standard written English in their speaking and writing.	60% AL/40% O		67% AL/17% O/17% R	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	All students can learn to read and write well.	20%SA/20%A/60%D	classroom 60% of supervisors believe that teachers should correct students' language use to conform to SWE	100%A	classroom themselves when speaking and writing-rarely [another 17% often] *83% of mentors strongly agree or agree that teachers have a responsibility to correct students' speech and writing to conform to SWE- indicating a need for students to use "standard, acceptable" grammatical constructions.
	Students need to feel valued by their classmates and their teacher.	60%SA/40%A		50%SA/50%A	
	Teachers have a responsibility to correct students' speech and writing so that it conforms to SWE.	40%SA/20%A/20%D		33%SA/50%A/17%SD	
38. Grammar instruction should be integrated with the teaching of literature and writing.	Teachers should ask students to produce formal writing assignments.	20%AL/60%O/0%S	100% of supervisors strongly agree that students should learn about grammar by reading and writing and that lessons should be prepared that integrate language and writing	67%O/33%S	*17% of mentors indicate that grammar should be formally taught often and that it is important for students to learn rules of
	All students can learn to read and write well.	20%SA/20%A/60%D		100%A	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	It is important for students to know the rules of grammar [SWE] for them to write well.	20%SA/40%A/20%D/20%SD	study [40% often]; *40% of supervisors also advocate often formally teaching grammar lessons.	33%SA/50%A/17%D	grammar[83%agree] and that teachers do have a responsibility to correct students' language [83% agree] *100% of mentors believe that grammar can be learned through reading and writing *33% of mentors indicated that teachers should rarely formally teach grammar and 33% indicated that grammar should be formally taught sometimes And most importantly, *33% of mentors indicate that teachers should often prepare lessons that integrate language and writing study
	Students learn about grammar by reading and writing.	100%SA		67%SA/33%A	
	Teachers have a responsibility to correct students' speech and writing so that it conforms to SWE.	40%SA/20%A/20%D		33%SA/50%A/17%SD	
	Teachers should formally teach grammar lessons.	40%O/20%S/40%R		17%O/50%S/33%R	
	Teachers should prepare lessons that integrate language and writing study.	60%O/40%R		33%O/50%S/17%R	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
39. Grammar and language instruction should be taught through an inquiry, problem posing approach.	Teachers should use inquiry based learning activities/strategies.	40% AL/20% S/20% R	*40% teachers should always use inquiry based learning strategies *100% of supervisors strongly agree that students learn about grammar by reading and writing *60% of supervisors believe that teachers should often prepare lessons that integrate language and writing study *40% of supervisors feel that teachers should formally teach grammar lessons *60% of supervisors agree that teachers have a responsibility to correct students' language so that it conforms to SWE.	17% AL/67% O/17% S	*84% of mentors think teachers should always or often use inquiry based learning strategies *100% of mentors strongly agree that students learn about grammar by reading and writing *33% of mentors believe that teachers should often prepare lessons that integrate language and writing study And *67% of mentors think that teachers should often create opportunities for students to problem solve *33% of mentors do not believe that teachers should formally teach grammar.
	All students can learn to read and write well.	20% SA/20% A/60% D		100% A	
	It is important for students to know the rules of grammar [SWE] for them to write well.	20% SA/40% A/20% D/20% SD		33% SA/50% A/17% D	
	Students learn about grammar by reading and writing.	100% SA		67% SA/33% A	
	Teachers have a responsibility to correct students' speech and writing so that it conforms to SWE.	40% SA/20% A/20% D		33% SA/50% A/17% SD	
	Teachers should formally teach grammar lessons.	40% O/20% S/40% R		17% O/50% S/33% R	
	Teachers should prepare lessons that integrate language and writing study.	60% O/40% R		33% O/50% S/17% R	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	Teachers should create situations where students must problem solve.	40% AL/20% O/40% S		67% O/33% S	
40. Students' home languages are to be respected and valued in the classroom.	Teachers should consider students' understanding, experiences, and previous lessons when developing lessons.	100% AL	<p>*60 of supervisors take the stance that teachers have a responsibility to correct students' speech and writing so that it conforms to SWE</p> <p>* 60% of supervisors also agree that students need to know SWE to be able to write well. These points indicate that in practice, the supervisors believe teachers need to stress the use of SWE in English Language Arts classes.</p>	83% O/17% S	<p>*mentors take the stance that teachers have a responsibility to correct students' speech and writing so that it conforms to SWE [83% strongly agree/ agree] 83% of mentors also strongly agree/ agree that students need to know SWE to be able to write well. These points indicate that in practice, mentors believe teachers need to stress the use of SWE in English Language</p>
	Teachers should use standard written English in their speaking and writing.	60% AL/40% O		67% AL/17% O/17% R	
	All students can learn to read and write well.	20% SA/20% A/60% D		100% A	
	It is important for students to know the rules of grammar [SWE] for them to write well.	20% SA/40% A/20% D/20% SD		33% SA/50% A/17% D	

UP English Ed. Belief Statement	Related Belief Statements from Survey	Response of Supervisors*	Synthesis of Key Points in Supervisors' Responses	Response of Mentor or Cooperating Teacher*	Synthesis of Key Points in Mentors' Responses
	Teachers have a responsibility to correct students' speech and writing so that it conforms to SWE.	40%SA/20%A/20%D		33%SA/50%A/17%SD	Arts classes.

\*SA-Strongly Agree; A-Agree; D-Disagree; SD-Strongly Disagree; AL-Always; O-Often; S-Sometimes; R-Rarely; N-Never

\*\*These beliefs are not expressed in the English education program syllabi but may be found in other program materials [i.e. Handbook].

#### **4.3.4 Analysis and Interpretation of Program Tenets and Beliefs, Supervisor Beliefs, and Mentor Beliefs**

In examining the 40 beliefs that provide the foundation for UP's English education program, the data analysis in Table 10 demonstrates that neither the supervisors nor the mentors are in strong agreement with the program's foundational underpinnings and, at best, marginally support half of them. In examining specific aspects of this data, several key points should be noted:

For 16 beliefs the supervisors and mentors are in strong agreement with their views, exhibiting a difference of less than .10 in their responses. For 20 beliefs the supervisors are more strongly aligned with UP's beliefs than the mentors. For 2 beliefs the mentors are more strongly aligned with the UP's beliefs than the supervisors. There were trends in the areas in which these areas of agreement and alignment occurred. The beliefs in which the supervisors and mentors were most in agreement centered around the issues of discussion, writing, and the teaching of literature, writing, and language in an integrated manner. Though the mentors and supervisors did agree on the beliefs that spoke to the importance of talk and discussion, it was evident based on the kind of work that was modeled and that the candidates were supported and encouraged to do in their teaching, many supervisors and mentors did not conceptualize "discussion" and "talk" in the same way that UP's English Program did. The 20 beliefs that the supervisors expressed more alignment than the mentors gravitate toward those that focus on student equity, diversity, and empowerment in the classroom. Supervisors' surveys reflect beliefs that multiple perspectives and experiences are valuable in a classroom and that the students bring much with them into the class, that equity in education is an important concept not only in students' rights to an education but also in the way they are educated, and finally, that methods such as process drama and inquiry are valuable tools to assist students in engaging with concepts. The beliefs which spoke most prominently to the mentors were only two – those that spoke to using critical lenses and literary theory with students to help them think about multiple perspectives. Even though the mentors showed a stronger agreement with UP's belief, it was only marginal as in belief 7 (Discussions can be informed by critical literary theory) showed an agreement of 2.5



(slightly higher than disagree) and belief 8 (Understandings of texts can be enriched by discussions and the use of critical literary theory) which showed an agreement of 3.0.

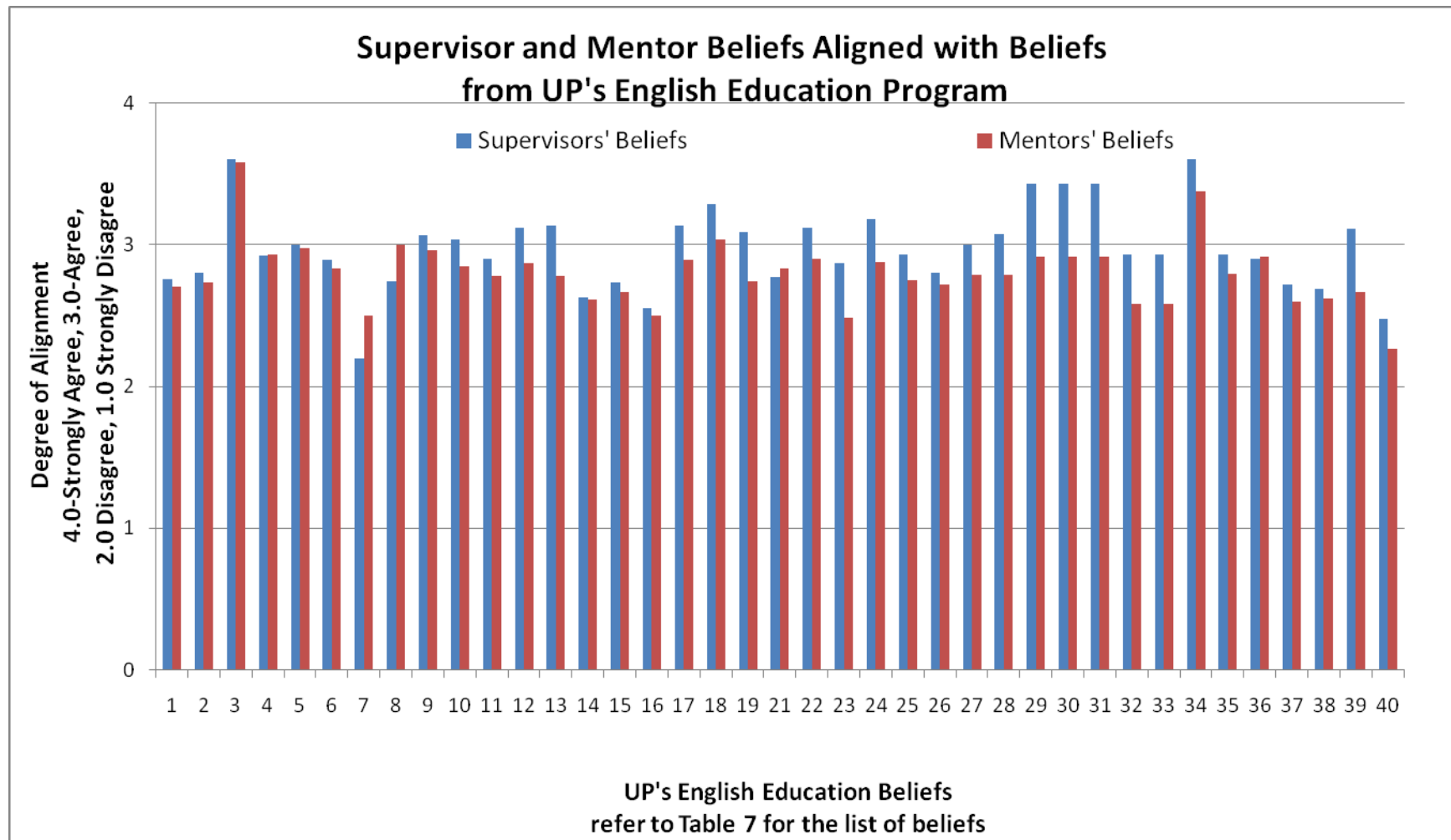


Figure 3 Supervisor and Mentor Beliefs Aligned with Beliefs from UP's English Education Program

#### **4.3.5 Supervisors and Mentors Alignment with Critical Components of UP's English Education Program-Socio-Constructivist Learning**

In addition to the analysis described above, the responses of the supervisors and mentors were also analyzed for alignment with three of the critical concepts in the UP's English Education: socio-cultural principles, inquiry, and multiple perspectives.

If one examines the beliefs that support UP's English Education program, it is clear that a constructivist, socio-cultural lens supports the work that candidates do in their methods courses, the methods and strategies candidates were introduced to, and the perspective that grounds the approach to learning candidates were asked to engage in as learners and teachers. Referring to Figure 4 and Table 10, beliefs 1, 2, 5, 6, 8, 9, 11, 13, 14, 21, 22, 23, 25, 26, and 35 (see page 123) are particularly related to the idea of learning being a process that involves social interaction, discussion, collaborative learning, and the notions that student engagement, talk, and active participation are crucial in learning. Figure 9 also illustrates that the mentors and supervisors were not only in strong agreement with one another in how they perceived of constructivist learning but also demonstrates that collectively, they just agreed with UP's basic approach toward knowledge being socially constructed and instruction being delivered in a manner which requires student interaction, engagement, contribution, and responsibility but just barely, leaving opportunities for engaging in teacher focused, direct instruction models of teaching.

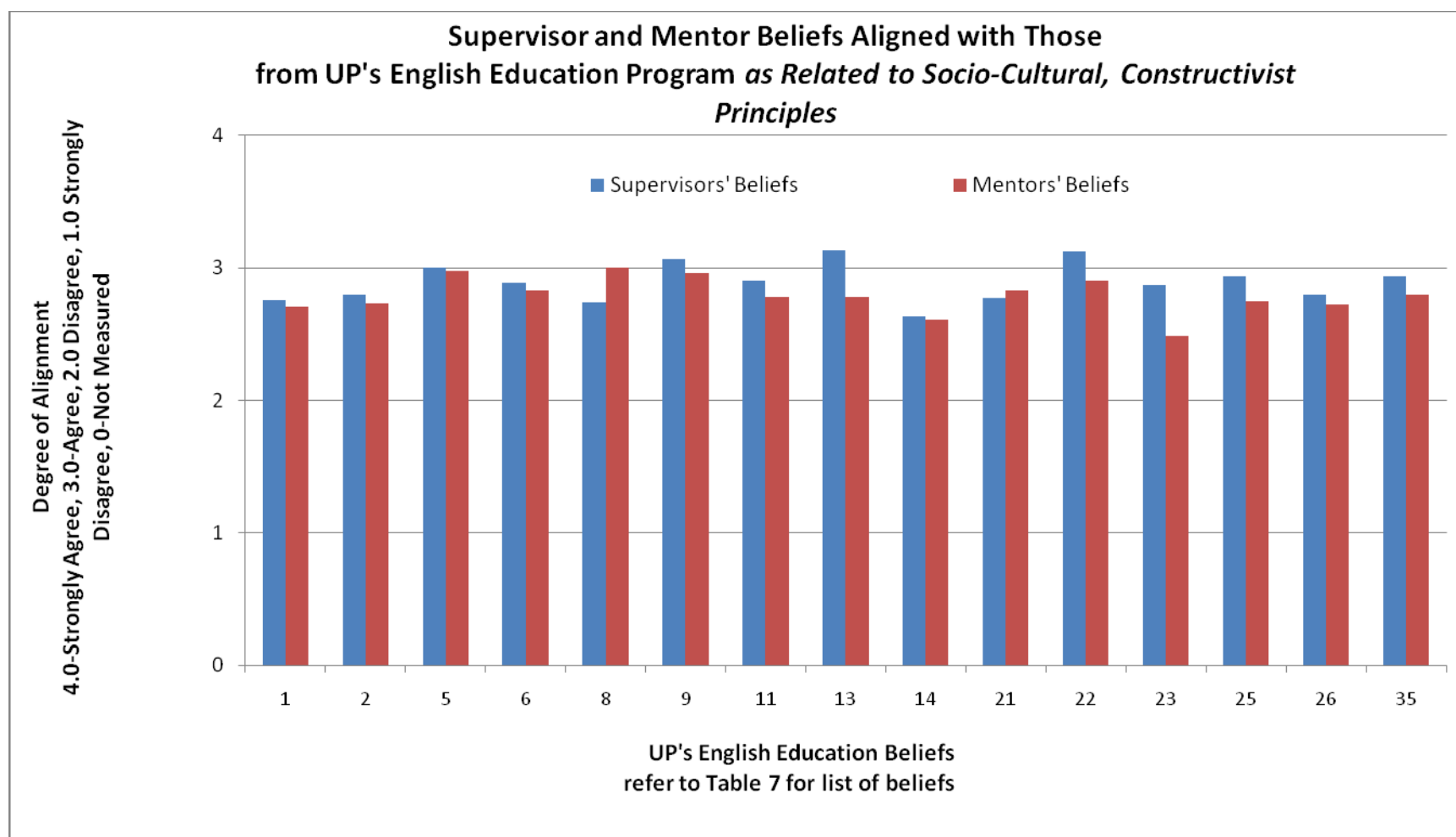


Figure 4 Supervisor and Mentor Beliefs Aligned with Those from UP's English Education Program-Socio-Constructivism

Knowing that UP's teaching candidates are exposed to methods that strongly align with student-centered, active, problem-posing pedagogy, most supervisors and mentors may generally support this concept, but when it comes to actually modeling, actively providing support and encouragement, and feedback, they may be somewhat less enthusiastic in their support of this philosophy than the program would like. For instance, in constructivist classrooms, dialogue is a primary vehicle for thinking and learning. Although the supervisors and mentors indicated that they strongly advocate discussion they also indicated that they just as strongly endorse direct instruction. The data indicates that there are competing cultural models operating that may create less support for the Program's tenets that may be ideal in supporting the work of the candidates.

Socio-cultural learning communities support the notion that students of differing abilities can and should contribute to the learning of all students; although students may be at different academic, intellectual, or developmental places, each has something to contribute to the learning environment. Because the mentors indicated that they believe all students are able to learn to read and write well (100% agree) but largely felt that it was impossible to provide specialized assistance or remediation in a regular classroom (67% agree) and largely felt that students learn best with those who share the same academic abilities (67% agree), it appeared as though the many mentors' views did not align with that of UP on belief 6, which states that discussions enable students who are not traditionally strong or academic to meaningfully contribute and engage in class. Although mentors valued talk, inquiry, and discussion, when it came to the contributions of all students in the classroom, based on some mentors difficulty with inclusivity, it appeared as though the classroom may not be a democratic environment where all students' voices can contribute and achieve. This stance contradicts UP's approach to learning (supported by socially constructed, inquiry-based, equitable learning opportunities) and IDEA regulations that mandate social learning through inclusion of struggling learners into regular education classes.

Similarly, most supervisors agreed that all students deserve an education, that instruction should be flexible enough to meet the needs of all learners, but that this kind of differentiation probably could not occur in a regular English Language Arts classroom. 60% of supervisors admitted that they believed that not all students could learn to read and write. This questions

how the supervisor would support the teaching candidates who face the daily reality of numerous special needs learners in their regular English Language Arts classroom. Couple that with the notion that 40% of these supervisors agreed that a teacher need just strong content to be able to effectively teach, and not only is UP's program totally discounted but one wonders if the supervisor believes if he or she has anything of worth to offer to the candidate. Compared to the supervisors, all mentors (100%) strongly believed that content expertise is not enough and that all students could learn to read and write well (100%).

#### **4.3.6 Supervisors and Mentors Alignment with Critical Components of UP's English Education Program-Inquiry Based Learning**

Inquiry, a second principle that grounded UP's English Education program, stems from student-centered, constructivist learning in which teacher candidates (and students) pose or are presented with meaningful questions or problems to consider. Through the process of problem solving students use collaboration, discussion, analysis, research, debate, and reflection to consider and evaluate potential solutions, alternatives, and approaches to authentically posed questions, issues, and problems. Often, engaging in the process is more important than the solution or result. Figure 5 illustrates how the mentors and supervisors perceived inquiry-based instructional methods.

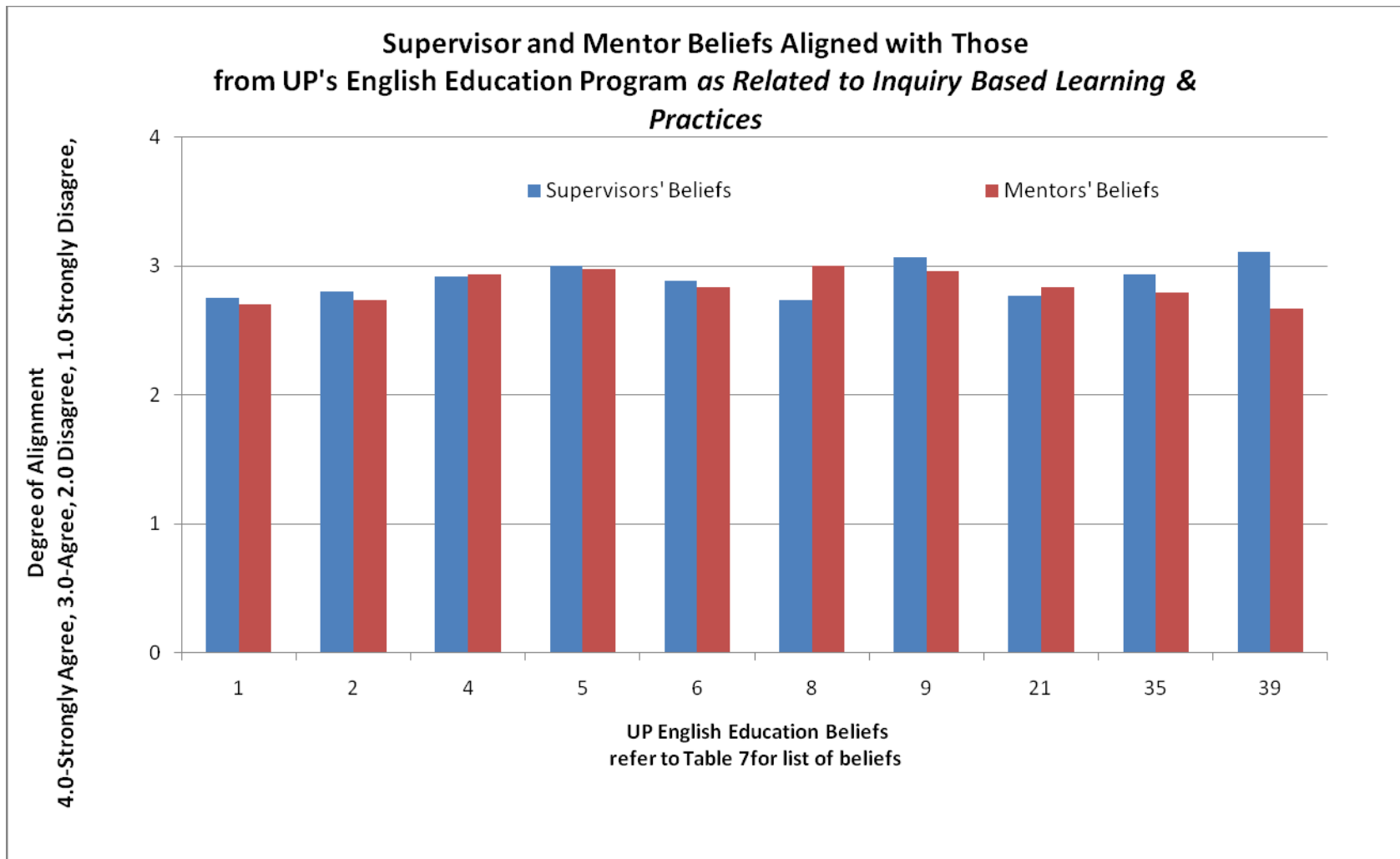


Figure 5 Supervisor and Mentor Beliefs Aligned with Beliefs from UP's English Education Program as Related to Inquiry Based Learning and Practices

As was the case with learning being socially constructed, mentors and supervisors shared similar beliefs in respect to inquiry learning, and those beliefs were aligned, though not strongly aligned with the UP English education model. As was indicated previously, supervisors and mentors both endorsed the use of direct instruction as a primary methodology: 80% of supervisors-often/sometimes and 83% of mentors-often/sometimes. However, an equal number of supervisors and mentors expressed the belief that talk (discussion) is an important tool and that students should be held accountable to explain their thoughts and ideas in class. They also valued writing workshops and conferencing which rely heavily on talk to construct learning. Supervisors, like mentors, acknowledged a value of working with text through discussion, building connections with experiences, exploring multiple interpretations, building connections with other texts, using critical lenses, and through process drama, and, given that 100% of mentors and 80% of supervisors believed that teachers do too much of the thinking for students, it is contradictory that both groups also strongly endorse direct instruction.

#### **4.3.7 Supervisors and Mentors Alignment with Critical Components of UP's English Education Program-Considering Multiple Perspectives**

Finally, UP's teaching candidates and their future students experience work that, according to the *English Education Handbook*, requires them to “consider and respond to multiple perspectives through texts written by writers that represent social and cultural identities that differ from their own in race, gender, class, or sexual orientation. This tenet intends to provide opportunities to allow students to engage with and understand the importance of giving voice and consideration to all viewpoints in a multicultural, diverse society.”



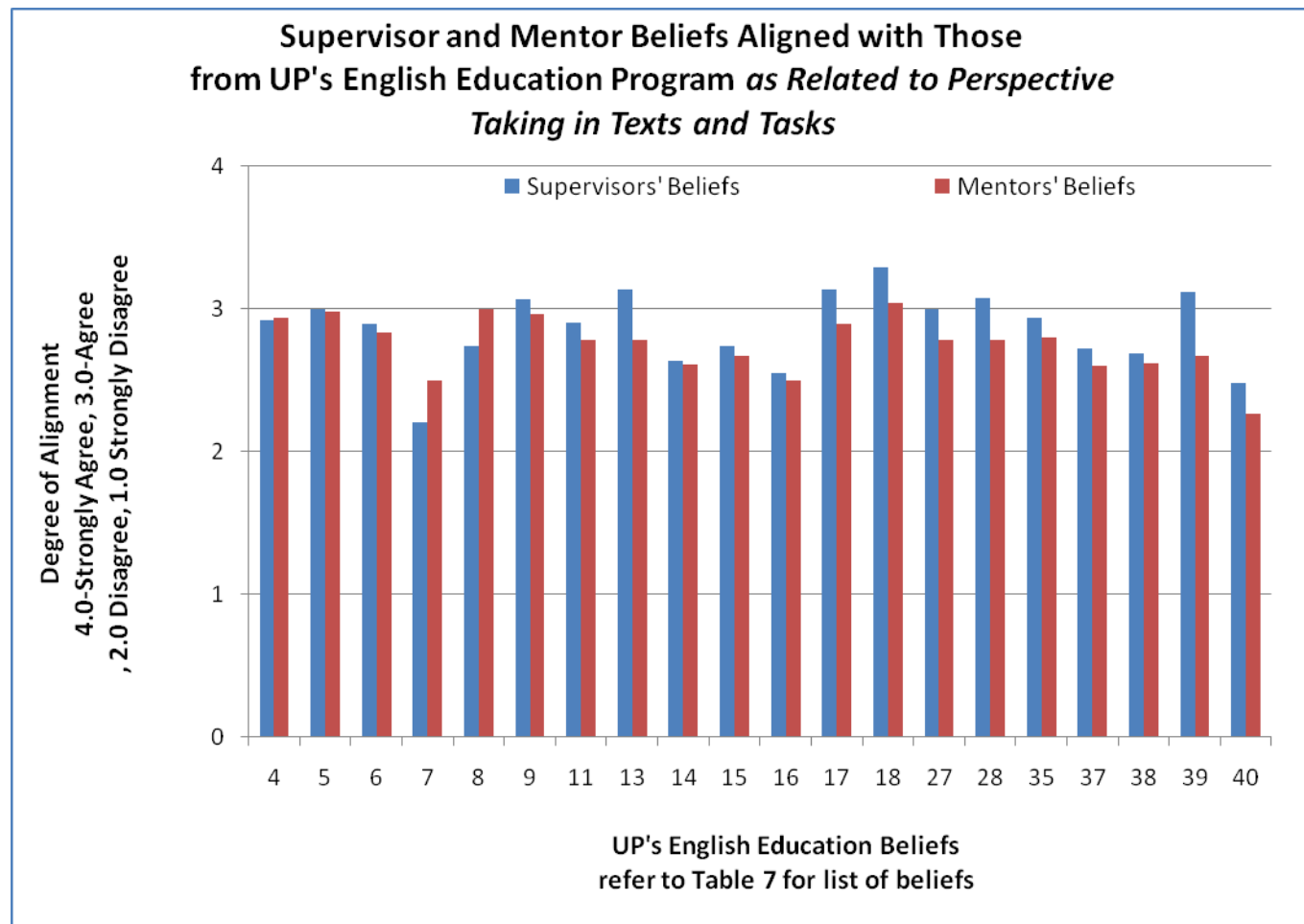


Figure 6 Supervisor and Mentor Beliefs Aligned with Those from UP's English Education Program as Related to Perspective Taking in Texts and Tasks

Though the use of discussion and adopting a socio-cultural, inquiry-based instructional approach lends itself to the consideration of multiple perspectives in the classroom, there are a number of explicit teacher moves and approaches that teachers of English can use to ensure that students engage in learning tasks that challenge their thinking to include the perspectives and experiences of others. Examining the data generated from the questionnaire, illustrated yet again, that there was not a high degree of agreement between the beliefs of UP's program in respect to the inclusiveness and use of multiple perspectives in the classroom, the mentors and supervisors did express more agreement in this area than in inquiry-based instruction and in socially constructed learning.

First and foremost, in an age of inclusion of special needs learners and English language learners in regular education classrooms, it would seem a logical beginning place would be the inclusion and value of the multiple voices that are in the classroom. Because 100% of the mentors indicated that all students are able to learn to read and write well but 67% felt that it was impossible to provide specialized assistance or remediation in a regular education classroom or that students learned best with those who shared the same academic abilities, it appeared as though the mentors' thinking did not align with that of UP. As indicated, mentors valued talk, inquiry, discussion, but when it came to valuing the contributions of all in the classroom, it appeared as though the classroom was not a democratic environment where all had an equitable voice and opportunity to meaningful contribute. This stance not only contradicted UP's approach to learning and IDEA regulations that mandated learning through inclusion of struggling learners into regular education classrooms, it questioned how supportive the mentors

would be in modeling and coaching the teaching candidates in drawing struggling learners into instruction and in establishing appropriate yet challenging expectations for instruction while valuing what each child brings to the classroom.

80% of supervisors indicated that they endorsed the use of discussion as a foundation of the English Language Arts classroom. 80% of supervisors also believed that students should also consider multiple interpretations of texts and should think of connections between texts though only 40% of supervisors believed that critical lenses are ways to discuss texts that assist students in examining texts through different perspectives. This may indicate an area of professional development that is needed to assist supervisors in understanding how critical theory can enrich students' cognitive work with texts. Mentors were more strongly aligned with the idea that students' understandings of texts can be facilitated, developed, enriched through the discussion and examination of text using critical lenses and theory though 50% of the mentors believed that texts typically have one interpretation that is valued or accepted about other interpretations. This raised the question that if 50% of mentors believe this, why would 83% advocate always or often asking the students to consider alternate views or interpretations of the text? This perspective created potential issues for not only the validation of perspective-taking but also for the use of inquiry and the notion of socially constructed knowledge in the classroom.

The issue of student choice and voice also impacted the way that mentors and supervisors thought about text and writing instruction. 100% of the mentors strongly favored the use of inclusive and varied texts in the classroom and thought of "text" in broad, often non-traditional ways that included technological, film, and media texts.

Though less open than the mentors, the supervisors also seemed to support the use of a broader range of texts that extended beyond traditional canonical works. In the past supervisors and mentors have been quite traditional in the texts they have endorsed and their approaches to the curriculum. In both text selection and writing topics, supervisors and mentors alike indicated that students should have a voice in what they are learning, that the content can and should speak to the students' interests and intellectual, academic, and developmental needs, and that in designing instruction teachers need to consider the composition of the class in selecting texts and creating assignments. This can be difficult for teaching candidates so having mentors that make their planning and decision making explicit, and purposeful will model the kind of engaged lesson, unit, and curriculum planning that UP advocated.

#### **4.4 UNDERSTANDING AND CONNECTING TO UP'S CULTURAL MODELS**

As was mentioned in section 4.3, the 40 belief statements extracted from the program materials serve as a vehicle to examine the philosophical foundation of UP's English education program. The analysis that follows illustrates the interesting ways in which the mentors and supervisors supported the candidates as they were negotiating numerous, often competing models of teaching and learning as well as the primary tenets of UP's program. As the *English Education Handbook* articulated and also was expressed in various meetings, the program claimed to encourage dialogue, citing the value they placed on philosophical differences and dissonance, because the program

viewed these differences as “healthy” and the “negotiations” that occur when such differences arise as part of being part of a professional community. As long as the discussions occupied the conceptual space of beliefs, this kind of philosophical discussion could occur, allowing participants to accept or reject the ideals that resonated with them. However, the conflicting notions of teaching and learning were not taking place in a theoretical space but were being enacted in real classrooms with real students. This had a profound effect on how passionately and tenaciously teachers and faculty felt about their practice, how judgmental they might become, and how conflicted the candidates might be between the competing cultural models manifested by the various players.

As was indicated in section 4.3, UP did not merely situate its program on a series of research-based beliefs; rather, the program designed clear expectations and assessment instruments around a set of behaviors, practices, and beliefs that it felt effective teachers engaged in with the expectation that its candidates would demonstrate these to successfully complete the program. These cultural models were used to assess and judge whether a candidate was prepared to become a certified teacher through UP’s program. Much like their response to the 40 beliefs and to the tenets of the program, although they didn’t express the degree of disagreement as was seen in the individual beliefs, the supervisors and mentors were not strongly aligned with UP’s cultural models about effective teaching.

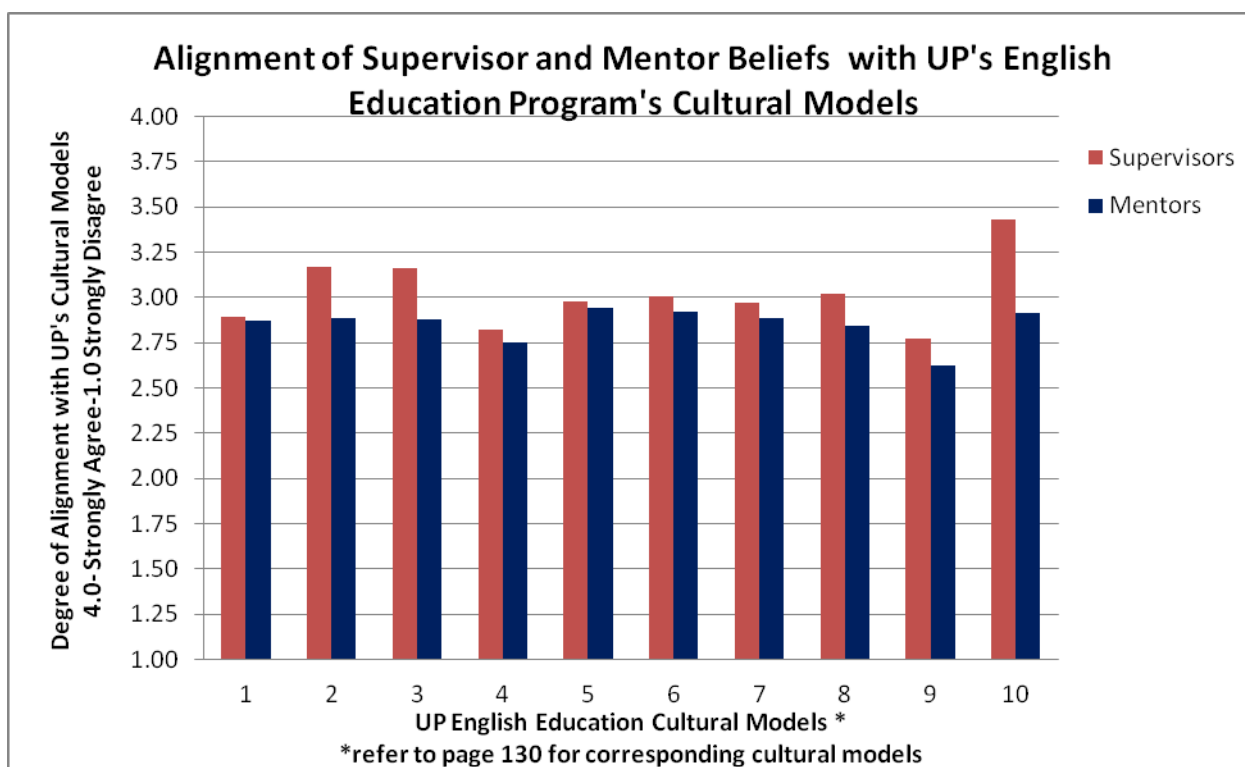


Figure 7 Alignment of Supervisor and Mentor Beliefs with UP's English Education Program's Cultural Models

As with their response to the beliefs, the supervisors and mentors were fairly aligned in their thinking regarding the cultural models, most particularly 2, 3, and 10. Cultural models 2 and 3 discuss text selection and the importance of using texts to add different perspectives to the classroom as well as to speak to the students' academic, developmental, social, and cultural needs and backgrounds. The largest discrepancy was noted in CM10 which discusses the importance of reflective practice. Though the examination of the specificity of beliefs is helpful in pinpointing exact ways in which the beliefs and practices of the supervisors and mentors intersect with those of the program, examining them through a larger lens, clustered as cultural models, provided an overview of how aligned the key components of the program were, holistically.

## 4.5 DISCUSSION

In the data abstracted from the questionnaire there are several trends worth noting. There were a few beliefs in which supervisors (and to a lesser extent, mentors) reported a stronger agreement (3.40+) to UP's philosophy and practice than with others: belief 3: Not all discussions and questions are 'authentic', meaningful, or interpretive; belief 34: Effective teachers personally invest in their students' academic and personal growth; and belief 37: Students who speak variations of English [AAVE or dialectical English] are not viewed as having a deficit (though mentors generally did not agree with belief 37). Because supervisors and mentors were fairly consistent (difference of  $<.10$ ) in their responses on half of the items, their support and work with the pre-service teachers should have been relatively consistent; however, a problem arose because in the majority of cases the responses of the supervisors and mentors indicated that they did not agree with the beliefs that were foundational to the UP program. As one might expect, out of the two, the supervisors' responses were more aligned with those of the program, but only marginally so. This seems logical as the supervisors in general had more direct, unfiltered contact with the program faculty through part-time teaching opportunities in the education program, taking courses, as well as regularly attending professional development sessions coordinated by UP's Department of Instruction and Learning and the English education program. Though not exhibiting strong alignment or agreement with the program's beliefs ( $>3.0$ ), the mentor's responses to several items were more aligned to the program than were those of the supervisors, perhaps because the mentors by the nature of their work are more practice, application-oriented than the supervisors:

belief 25: All students have the ability to learn; belief 26: All students have the right to an education; belief 27: Struggling learners, students with special needs, ELL, and diverse learners often need and should receive supports in the classroom; belief 28: The regular education teacher should adapt instruction for struggling learners, students with special needs, and diverse learners, ELL; belief 29: Teachers should examine their own instructional practices using evidence and reflection; belief 30: Teachers should constantly examine their effectiveness as instructors using evidence; belief 31: Using evidence and reflection, teachers should make changes to their practice; and belief 36: Effective teachers communicate authentically with parents.

Belief 7 (Discussions can be informed by critical literary theory) is the item in which there was the most disagreement between the program and the supervisors and mentors; even though the mentors acknowledged that there may be some merit in using literary theory in the classroom, their responses in actually implementing critical literary theory in the discussion yielded a negative response to this item. Similarly, supervisors disagreed with the applicability of using critical literary theory in discussions with students. The items that demonstrated the largest discrepancy ( $>.30$ ) between the supervisors' and the mentors' responses were belief 7 (Discussions can be informed by critical literary theory), belief 13 (All students come to school with valuable experiences and skills), belief 19 (Texts used in the classrooms should come from a variety of genres and should reflect a variety of textual features), belief 23 (Process drama develops creative, critical, and deep cognitive thinking skills), and belief 37 (Students who speak variations of English [AAVE or dialectical English] are not viewed as having a deficit).



In each of these instances except belief 7, the supervisors' beliefs were more strongly aligned with those of UP's program.

Though there were no instances where the supervisors and mentors overtly disagreed or strongly disagreed with the cultural models endorsed by UP (note belief 20 was not addressed on the questionnaire), the data did reflect a need to explicitly inform supervisors and mentors about the principles that guide UP's English education program, to demonstrate these principles in practice, to discuss with stakeholders what these principles mean and look like both in theory and in practice, and to debate their value in theory and in practice in the different communities in which UP's pre-service teachers will complete their clinical experiences. Because most of the responses to the items fall clearly between 2.50 and 2.80, implications exist that the supervisors and mentors either did not clearly understand the cultural models that guide the program, that these cultural models were not operationalized in the classrooms where the candidates were expected to implement them, the cultural models were not being reinforced in the feedback provided by the university supervisor and mentor, and/or the supervisor or mentor simply disagreed with UP's fundamental approach to teaching and learning but still chose to work with their pre-service teachers in fundamentally conflicted ways. All of which created problematic situations for candidates who were trying to pull theory and practice together in the clinical experience. In examining the data from Figure 8 a significant issue is raised concerning whether candidates were restricted from engaging in the kind of teaching practices UP advocates because classroom teachers often do not develop, scaffold and support this type of learning, or because it is too difficult instructionally, or because teachers believe constructivist, inquiry-based learning too time consuming in a

teach-to-the-test driven culture. Whatever the reason, teacher candidates absolutely need mentors and supervisors who can coach them through designing, implementing, and assessing learning tasks that illicit high cognitive demand of the students, requiring them to think deeply and engage in the cognitive work themselves.

Robby B. particularly had a difficult experience as he tried to negotiate both a supervisor who was a traditionalist and a mentor who was new to UP's program and felt very confident in her approach to teaching:

She [my mentor] keeps saying that "teaching is in my blood" and because of this says that all aspects of teaching have come naturally to her...it's quite offensive...she went off on a tangent about what it was like when she was a student teacher. She seems to resent that I have classes in the afternoon and cannot spend the entire day thinking about the time I will spend at Morrison High School. I feel like she has little respect for my work. For example, I talked to her about maybe rearranging the desks for the classes that I teach. She seemed ok with it for some activities but felt that rows were the best way to keep the class for instructing the average class (teaching journal, p. 5-6). In UP I was taught that quick writes were excellent intros and exit slips were excellent closures for assessing what students know. My supervisor's last observation indicated I was unsatisfactory for not having any intro or closure. I am beyond confused. I don't understand how UP can teach one thing and then I try to enact it and I am marked down for it. I find this very upsetting (teaching journal, p. 21).

Robby's experiences were not pervasive among the teaching candidates but were not isolated either. Supervisors and mentors had notions of teaching and approaches to instruction that were not always consistent with what the candidates were learning at UP. Candidates sometimes struggled to see the practices UP was presenting being modeled in actual classrooms. Overall, the analysis of the data from the supervisors' and mentors' questionnaires created unexpected and disturbing questions about the kind of support the candidates were receiving from the university supervisors who were not nearly as aligned

with UP's English education program as would have been expected, absolutely highlighting the need for stronger communication and professional development as well as better selection, feedback, and retention processes for both supervisors and mentors.

Given this information, the question becomes how can UP's program realistically expect its candidates to be supported in implementing the theories and practices taught in the methods courses if those who are most directly responsible and accountable for facilitating this work (the mentors and supervisors) either do not understand or will not support the principles that the work, competencies, and expectations are based upon. This is the situation that many of UP's English education candidates find themselves in, and like many pre-service teachers, they experience tension between the university and the school – between theory and practice but this tension is compounded when the supervisors and mentors are disconnected from the program, theoretically...philosophically. It is imperative that UP situates its teaching candidates in classrooms where students' thoughts are valued, where students are expected to not only vocally and explicitly contribute to the class and are encouraged and supported to take risks but where knowledge is co-constructed through dialogue and interaction between and among students and teacher. Again, if teaching candidates do not have opportunities to see these practices being modeled, to experiment with them personally, to debrief with a professional who supports these practices, and to reflect on their own experiences, it is unlikely that these methods will root in their own teaching repertoire. As noted in the analysis section, in numerous instances, the supervisors and mentors actually have cultural models that compete with those of UP's teacher education program, causing problematic experiences for candidates like Robby. When examining the 10 foundational

cultural models that support the program, an interesting trend is noted. Though supervisors and mentors may have clear disagreements with numerous beliefs that support a cultural model, there are other beliefs that support the same cultural model that they express agreement with; consequently the supervisors and mentors express reactions between 2.8 and 3.2 to the cultural models— marginally agreeing and disagreeing with the primary views of effective teaching put forth by UP. A clear commitment to or criticism of the cultural models does not stand out. For an overview that illustrates how the cultural models and beliefs map to UP’s three basic tenets, refer to Appendix E.

## **5.0 UNCOVERING AND CLARIFYING TEACHER CANDIDATES' EXPECTATIONS AND BELIEFS**

### **5.1 BELIEFS AND CULTURAL MODELS OF UP TEACHER CANDIDATES IN THE BEGINNING OF THEIR PROGRAM**

As the research in Chapter 2 documented, teacher candidates enter into a teacher education program with myriad thoughts, beliefs, and conceptions about teaching, socially-constructed throughout their lives as students. Teacher education programs need to consider where their candidates are oriented, conceptually-philosophically-emotionally about teaching, as they enter into the teacher preparation program in order to effectively predict how students will perform in the courses and clinical experiences and to determine how to best instruct students and structure experiences for students. Often, it may not be until candidates are well-invested in the program (financially, emotionally, psychologically) that their notions and beliefs are considered, confronted, or challenged, resulting in candidates either finding ways to assimilate the new constructs presented through the program with their existing beliefs and cultural models or candidates struggling to remain true to those beliefs and models they have brought along, often resulting in candidates failing to succeed in the program. If the program can purposefully and explicitly uncover and map candidates' beliefs and cultural models with those of the program, instruction and experiences can be better planned to meet the needs and unique perspectives of teacher candidates.

The first glimpse UP got into the candidates' orienting beliefs and cultural models occurred when candidates applied to the English education program. One component of the admissions materials was an admissions essay in which applicants submitted a writing sample that articulated their thoughts about teaching, their motivations for pursuing admissions into a teacher education program, and their experiences working with adolescents. The UP English education admissions committee used this artifact to gain an understanding of each candidate's experiences, his or her orientation toward teaching English Language Arts, and his or her writing skills. These statements

were very revealing in exposing cultural models and beliefs that each candidate used to frame his or her thinking about teaching and learning. Common beliefs and cultural models found in the admissions essays of the participants of this study are listed in Table 11.

Table 11 Beliefs and Cultural Models about Schools, Education, Teaching, and Learning from Admissions Essays

Beliefs and Cultural Models about Schools, Education, Teaching, and Learning from Admissions Application Goal Statements	Sample Quotes from Application Goal Statements
1. Students are disengaged from school and learning.	<ul style="list-style-type: none"> <li>▪ “many students are simply not interested in learning, not interested in their own education”</li> <li>▪ ”my aforementioned third grade tutee would do anything to avoid difficult tasks”</li> <li>▪ ”the teacher said, ‘he [the student] would do well if he would only lay off the drugs”</li> </ul>
2. Education in America is broken and needs fixed.	<ul style="list-style-type: none"> <li>▪ “a lack of interest, reluctance to be active in the learning process is one of the things holding American education back”</li> <li>▪ ”it is essential for our society to begin promoting intercultural education”</li> <li>▪ ”my own experiences in compulsory education was that it lacked appreciation for other societies”</li> </ul>
3. Parents don’t care about their kids’ education.	<ul style="list-style-type: none"> <li>▪ “some of the responsibility is the parents who need to raise their children with a healthy curiosity and a thirst for knowledge in all its forms”</li> </ul>
4. Students must be active in their own learning.	<ul style="list-style-type: none"> <li>▪ ”students who are not excited about learning and who lack confidence will struggle to succeed”</li> <li>▪ ”Mr. M is dealing with children who have missed 65 days of school and do not know where they are going to sleep that night, who must constantly fight off the pressure to use drugs, who are required to watch their younger siblings while their parents work”</li> <li>▪ ”all of my high school English classes lacked the important component of student interaction”</li> </ul>
5. Society doesn’t value teachers.	<ul style="list-style-type: none"> <li>▪ “if we want our children to quest for knowledge we must strive for a society that places great significance upon education and the value of learning”</li> </ul>
6. Teachers are failing students by undervaluing them and their abilities.	<ul style="list-style-type: none"> <li>▪ “when I was teaching at the community college, my students were coming into my classroom with about a 5<sup>th</sup> or 6<sup>th</sup> grade reading and writing level”</li> <li>▪ “many students have the ability to memorize facts, but few could apply this knowledge in any meaningful way; very few have the ability to expound on ideas or relate them together – this is a huge problem that needs to be fixed”</li> <li>▪ “a ten-year old second grader was described as ‘incapable of reading’ by his burnt-out teacher”</li> </ul>
7. Schools are failing students.	<ul style="list-style-type: none"> <li>▪ “I can’t pinpoint exactly what it was that made Mr. C so different”</li> <li>▪ “it is an indescribable feeling to witness one make the</li> </ul>

Beliefs and Cultural Models about Schools, Education, Teaching, and Learning from Admissions Application Goal Statements	Sample Quotes from Application Goal Statements
	<p>connection to learning”</p> <ul style="list-style-type: none"> <li>“the excitement I feel when helping another person experience an epiphany is unmatched”</li> </ul>
8. Effective teaching is difficult to articulate.	<ul style="list-style-type: none"> <li>”I want to help others experience that feeling [the love of reading and writing] that I have”</li> <li>”I have a genuine love for literature and would like to pass that on”</li> <li>“I think I have a draw to literature because it keeps us, us being the collective human race, distinctly human”</li> </ul>
9. Effective teachers love the subject they teach.	<ul style="list-style-type: none"> <li>“Along the way I encountered professors who inspired in me the same passion, the same intense interest in what they had to say as Mr. C had”</li> <li>”I want to become a teacher and attempt to inspire that same love of academic pursuit in many students as I am able”</li> <li>”I was challenged by my teachers to try my best”</li> <li>“I want to help disillusioned or disinterested students take interest in their education, to want to come to school every day”</li> </ul>
10. Effective teachers can inspire, energize and motivate students.	<ul style="list-style-type: none"> <li>“I plan to return to school again in my life to earn my MFA”</li> <li>“If I were to hit the lottery I would become a lifelong student, and try to learn as much as I can about as many different subjects as I can, so great is my love of learning”</li> <li>“I am excited at the possibility of furthering my own education at UP”</li> </ul>
11. Teachers are life-long learners (they value education).	<ul style="list-style-type: none"> <li>“writing has always been my first love and I plan to continue to pursue it while I teach”</li> <li>“My focus is poetry and I hope to one day publish full length books”</li> <li>”English literature has always interested me”</li> <li>”I am very passionate about reading”</li> </ul>
12. English teachers are readers or writers.	<ul style="list-style-type: none"> <li>“some of this task [of education] can be taken up by teachers, who should not be blamed for every failure”</li> <li>”my goal is to connect with a diverse group of people through teaching”</li> <li>“I look forward to being a member of a community of teachers”</li> <li>“Mr. M is dealing with children who have missed 65 days of school and do not know where they are going to sleep that night, who must constantly fight off the pressure to use drugs, who are required to watch their younger siblings while their parents work”</li> </ul>
13. Teaching requires collaboration between home, community, and school.	<ul style="list-style-type: none"> <li>“the first days [of teaching] were excruciating”</li> <li>”tutoring her undoubtedly had its frustrating moments but it was also one of the most rewarding experiences of my life”</li> <li>”teaching is one of the most difficult jobs in the world but can be very rewarding”</li> </ul>
14. Teaching is difficult.	<ul style="list-style-type: none"> <li>“communication is essential in daily life”</li> <li>“I will stress the day to day significance of communication, especially when preparing students for state-wide exams and SAT writing sections”</li> <li>”one of my students came up to me after class and gave me a huge hug, saying that thanks to my class, her writing skills had improved”</li> </ul>

Beliefs and Cultural Models about Schools, Education, Teaching, and Learning from Admissions Application Goal Statements	Sample Quotes from Application Goal Statements
	<ul style="list-style-type: none"> <li>▪ "I can provide information about other civilizations along with the standard English staples such as grammar, spelling, and other language rules...I plan on developing units that incorporate books whose narrator presents viewpoints from underrepresented cultures"</li> </ul>
15. English is a significant subject to teach.	<ul style="list-style-type: none"> <li>▪ "I look forward to becoming involved in extracurricular activities which can enhance students' practical experience"</li> <li>▪ "my ultimate goal as an English teacher is to teach in extremely rural communities and encourage acceptance and tolerance for various cultures"</li> <li>▪ "I want to be a teacher who stimulates creative learning"</li> <li>▪ "I want to be more than an imparter of knowledge"</li> <li>▪ "young minds need opportunities to think for themselves; I want to present those changes and allow students to make decisions and respect each other as individuals, holding them accountable for their actions"</li> </ul>
16. Teaching is more than preparing and implementing lessons.	<ul style="list-style-type: none"> <li>▪ "students learn best from teachers who use varied approaches to the subject matter and who relate to them on multiple levels"</li> <li>▪ "the current standards-based school environment class for a multi-faceted and inner-driven education"</li> <li>▪ "it is important for me to make their studies relevant to their lives and the world around them so that they gain more from their work than just a grade"</li> <li>▪ "I plan to always keep my students' strengths and interests in mind when facilitating lessons to build their self-confidence and engage them in learning"</li> </ul>
17. Teaching effectively is a takes a great deal of skill and strategy.	<ul style="list-style-type: none"> <li>▪ "I have always loved school"</li> <li>▪ "Learning came naturally to me"</li> </ul>
18. Candidate was a good student.	<ul style="list-style-type: none"> <li>▪ "I admire educators for their dedication to improving the quality of students' lives and for the challenges they face each day in doing so"</li> <li>▪ "high school is a <i>Saved by the Bell</i>-esque fountain of youth"</li> </ul>
19. Candidate admires teachers.	<ul style="list-style-type: none"> <li>▪ "I consider myself to be personal, patient and fair"</li> <li>▪ "I love to show people how to do things, or teach them anything...I derive satisfaction whenever [people] actually listen to me and I see them doing things properly"</li> <li>▪ "I am fascinated by the social and academic progression of teenage years—their moments of wisdom and clarity are so profound as are their immense spirit and hopefulness"</li> <li>▪ "teachers require great amounts of ambition and optimism to be successful and I have been told repeatedly that I have both of those"</li> </ul>
20. Candidate believes they have personal qualities of an educator.	<ul style="list-style-type: none"> <li>▪ "I was once one of the students who needed inspiration"</li> <li>▪ "I made it through high school without any comprehension of the value of reading and intellectual exploration; English was my least favorite subject"</li> </ul>
21. Candidate identifies with struggling students.	<ul style="list-style-type: none"> <li>▪ "I need to teach"</li> <li>▪ "I have a passion for working with and educating children and young adults"</li> <li>▪ "I truly believe that my calling in life, my purpose, is teaching"</li> <li>▪ "I have wanted to be a teacher since as far back as I can"</li> </ul>



Beliefs and Cultural Models about Schools, Education, Teaching, and Learning from Admissions Application Goal Statements	Sample Quotes from Application Goal Statements
	remember”
22. Teaching is a calling.	<ul style="list-style-type: none"><li>▪ “I want to help disillusioned or disinterested students take interest in their education, to want to come to school every day”</li><li>▪ “I want to be one of those teachers whose students look forward to class each day”</li><li>▪ “I wanted to give my students the skills they lacked”</li></ul>
23. Candidate believes he or she can make a difference as a teacher.	<ul style="list-style-type: none"><li>▪ “many students are simply not interested in learning, not interested in their own education”</li><li>▪ ”my aforementioned third grade tutee would do anything to avoid difficult tasks”</li><li>▪ ”the teacher said, ‘he [the student] would do well if he would only lay off the drugs”</li></ul>

The principles underlying these cultural models can be categorized into several distinct genres: motivations for teaching, call for reform in education, and teacher as nurturer.

5.1.1 Motivations for Teaching

In their admissions essays, candidates often provided insights into what motivated them to pursue a career in education. A number of candidates indicated that their experiences teaching or tutoring had given them some intangible, positive feeling which was very motivational. Although these candidates did indicate that they wanted to help others, they also conveyed that the feeling they got when working with students in classrooms was intoxicating. For instance, students’ wrote that “...tutoring has reaffirmed how passionately I feel about teaching,” “I feel compelled to teach to pay forward all of the efforts of my own mentors and teachers,” and “in tutoring and teaching experiences I’ve had, I had a definite passion for the job. In teaching English, I am both passionate and capable.”

Having an affinity for reading and writing was another theme that was mentioned in a number of admissions statements. Not only did the candidates express their passion for the subject area they were going to teach, but as a teacher a goal was to “instill the same love” of literature or composition in their students. Representative statements in this vein included “I want to help others experience that feeling [the love of reading and writing] that I have,” “I have

a genuine love for literature and would like to pass that on,” and “I think I have a draw to literature because it keeps us, us being the collective human race, distinctly human.” A majority of the candidates indicated that they personally value education and positioned themselves as learners, not only as they enter this program but throughout all experiences in which they engage (including the act of teaching). Representative statements included, “I do not believe that an education ends with a specific degree. Anyone can learn new ideas and develop new skills as long as one wants to,” “my education will not stop with this certificate,” and “If I were to hit the lottery I would become a lifelong student, and try to learn as much as I can about as many different subjects as I can, so great is my love of learning.” Many also indicate that teaching English may not be a terminal career goal for them, envisioning themselves pursuing advanced degrees and potentially going into educational administration. For instance students stated, “I would like to eventually earn a PhD in media studies,” “ I also plan to pursue a TESOL certificate,” and “I plan on teaching for several years before returning to school to get my Master’s Degree in either administration or teaching.” Significantly, the candidates’ stance toward learning should have framed their work in the teacher education program in such a way that allowed them to consider new approaches. A number of candidates expressed a personal passion for reading and writing and a desire to instill a similar enthusiasm in others. Robby B. wrote, “I want to share my knowledge and my enjoyment of literature with my students so that my student will embrace literature and reading with the same passion and enthusiasm that I do.” The candidates who applied to UP’s English education program often spoke of the importance of English to students’ lives; they felt committed to their subject area personally (as in belief 11) and professionally (as in belief 14). In her statement Susan wrote, “I will stress the day to day significance of communication, especially when preparing students for state-wide exams and SAT writing sessions...teaching English is teaching the literacy of the language...one of my students came up to me after class and gave me a huge hug, saying that thanks to my class, her writing skills had improved.”

The candidates expressed many ambitions for their teaching in their admissions essays that extended beyond actual delivery of lessons: creativity, acceptance and tolerance, extra-curricular work, risk-taking, emotional and intellectual support, in addition to content area knowledge and skills instruction. A number of statements expressed such sentiments as “I look forward to becoming involved in extra-curricular activities which can enhance students’ practical

experiences,” “my ultimate goal as an English teacher is to teach in extremely rural communities and encourage acceptance and tolerance for various cultures,” “it is my goal as a teacher to arm my students with the skills and knowledge necessary to be successful in a world inundated by constant communication and interaction,” and “my first goal as a teacher would be to create a safe, creative, and cooperative learning environment for all students so students feel they could take risks, make mistakes, and learn from them.” This is significant as other candidates did limit their focus narrowly and viewed their work to encompass only English Language Arts instruction, not considering all of the ways they might impact students. In his statement, Alex wrote, “when I was teaching at the community college, my students were coming into my classroom with about a 5th or 6th grade reading and writing level...many students had the ability to memorize facts but few could apply this knowledge in any meaningful way and few had the ability to expound on ideas to relate them together – this is a huge problem that needs to be fixed by getting back to the basics.” Alex, like many of his peers, saw his potential responsibility as extending beyond content instruction to include helping his students develop cognitive skills and abilities, solving a societal problem of a weak educational system.

All of the candidates had demonstrated success in their school careers, but only a few actually articulated a strong affinity with school; sample examples included “I have always loved school,” and “Learning came naturally to me,” while a few of the candidates indicated that they admired teachers and aspired to capture some of the qualities that they valued in teachers who have impacted their lives. For example, some candidates expressed, “I was challenged by my teachers to try my best,” “I want to create an environment where each student can experience excellence,” “A number of my former teachers have had a profound and meaningful impact on my life and I know I will not feel personally fulfilled until I am able to offer the same opportunities to others,” and “I want to help disillusioned or disinterested students take interest in their education, to want to come to school every day.”

Another motivation for entering into a teacher education program that was identified by a number of candidates was that they themselves related to those students who struggled in school. They saw themselves as potential educators who could not only relate to these students but who could make a difference with these students. Several essays reflected this idea: “I was once one of the students who needed inspiration,” “I made it through high school without any comprehension of the value of reading and intellectual exploration; English was my least favorite

subject,” and “A single teacher who was open, understanding, emotionally and cognitively challenging might have made all of the difference to a student such as myself.” For these candidates, teaching was very personal. In imagining themselves as teachers, the candidates felt personal needs to connect with and support the students, not only as students but as individuals, as people.

Many of the admissions essays indicated that the candidates who wrote them felt a personal calling to teaching stating, “I have a passion for working with and educating children and young adults,” “I truly believe that my calling in life, my purpose, is teaching,” and “I have always wanted to be a teacher as far back as I can remember.” Every single candidate discussed ways in which he or she believed he or she could impact students, society, or education. A number of admissions essays reflected this perspective: “I want to help disillusioned students take interest in their education, to want to come to school every day,” “I missed teaching students who truly needed my help,” “they needed me to build their skills from the ground up,” “My aim is to empower students with tools they can use for the rest of their lives; equipping students with skills and knowledge will produce well-rounded capable individuals,” and “I hope to guide students towards an understanding of not only how reading, but also writing and intellectual exploration in general, can benefit us pragmatically, emotionally, and cognitively.”

In sum, candidates’ admissions essays revealed reasons why they felt motivated to become teachers. These statements of motivations can be meaningfully linked to key beliefs they had as they started the program. A number of their views reflected a romanticized way to look at teaching which would undermine them if this was the sole motivating factor. When novice teachers struggle with students (either instructionally or behaviorally), they can easily become discouraged and lose their motivation, even their sense of identity; if their focus in teaching comes primarily from an intrinsic desire to help students. Research has indicated that teachers who orient themselves toward teaching for this type of gratification are often disappointed and ineffective (Veenman 1984, Richardson, 1996, Corcoran, 1981). Like their desire to help others, their desire to get students to love literature and writing may be an unrealistic expectation that may set many candidates up for disappointment, particularly as there is nothing specific in UP’s teacher education program designed to instill a love of English Language Arts in students. As an instructional goal in an English Language Arts classroom, aiding students in developing a love or passion for the subject matter is an unrealistic learning

goal that may very rarely be achievable (Richardson 1996). This can be a potential pitfall for novice teachers who may encounter students who are less than eager to read and write, having very little interest in literature, poetry, fiction, writing and school. Though inspirational, this thinking is romanticized and may position the new teacher for disappointment if they are envisioning themselves as needing to fill a much greater role than that of a teacher (Veenman 1984, Richardson 1996).

As evidenced in all of these excerpts from the admissions essays, many candidates had started to view themselves as teachers before they had even applied to or been accepted into the teacher education program. They aligned themselves with many admirable traits that they believed effective teachers possess: patience, fairness, ambition, optimism. They also attributed a great deal of agency to teachers: the ability to inspire, to lead, to change lives. Although many teachers do possess these traits, the candidates' focus on these traits suggested that they may not always see the reality of teaching accurately nor see themselves realistically, either personally or as potential teachers. The affective, emotional connection they could make with the students may surpass their feelings of responsibility in educating them; this is a difficult tension to balance and may easily impede on any professional judgment the new teacher may have. This passion will motivate many of them, but it may also position some to be resistant to the program's methods as they have been "playing school" and envisioning themselves as teachers and what their classrooms will be like for decades. This was very significant for in a social career, such as education, if the candidate did not believe he or she could make a difference, impact student learning, then he or she would have little intrinsic drive to support him or her through the program and the most difficult years, the induction years, of a challenging profession (Bruckerhoff & Carlson 1995, Croasmun, Hampton, & Herrmann 2008).

### **5.1.2 Call for Reform**

A second trend identified in the candidates' admissions essays was dissatisfaction with the current educational system and a call for reform efforts to which they felt they could positively contribute. A number of candidates indicated either directly or indirectly that student engagement is critical if students are going to be successful in learning. They wrote that "Many students are simply not interested in learning, not interested in their own education," "All of my

high school English classes lacked the important component of student interaction,” and “Students who are not excited about learning and who lack confidence will struggle to succeed.” Many candidates expressed the belief that students are being failed by the system, arguing that students are being socially promoted without basic skills, teachers often have little commitment to or understanding of student needs, and stressful and difficult demands are placed on teachers and students. In their statements many of them express the challenges that exist in the classroom: “I have seen many teachers become frustrated with paperwork, struggle with reaching distant students, and watch unsuccessful students leave the system,” “The challenges the teachers and administrators face every day are devastating,” and “Mr. M. was dealing with children who have missed 65 days of school and do not know where they are going to sleep that night, who must constantly fight off the pressure to use drugs, who are required to watch their younger siblings while their parents work.”

A number of candidates’ statements reflected on the state of education, often identifying systemic concerns, including social and individual apathy, intolerance, stresses on the system, economics, and social pressures, that impact student achievement and learning. Statements from their admissions essays included, “Many students are simply not interested in learning, not interested in their own education,” “a lack of interest, reluctance to be active in the learning process is one of the things holding American education back,” “I am firmly planted in reality and am well aware of the obstacles that stand in the way of impoverished children obtaining success,” “Some of the responsibility is the parents who need to raise their children with a healthy curiosity and a thirst for knowledge in all its forms,” and “If we want our children to quest for knowledge, we must strive for a society that places great significance upon education and the value of learning.” In discussing these issues, many candidates indicated that they were entering the teaching profession to change the system, to save students, giving them a feeling of powered and committing them to make a difference. A few candidates acknowledged that teaching is a collaborative process and that the teacher alone would have a difficult time being solely responsible for the education of students; rather, teachers should pull various resources together to most effectively impact instruction. Those candidates wrote, “Some of this task [of reforming education] can be taken up by teachers, who should not be blamed for every failure,” and “My goal is to connect with a diverse group of people through teaching; I look forward to being a member of a community of teachers.” A number of the candidates in this study

purposefully addressed issues of how instruction could be structured, arguing for the value of multiple approaches, standards-based instruction, real-world relevance, engaging practices, and student interaction. Candidates wrote, “Students learn best from teachers who use varied approaches to the subject matter and to relate to them on multiple levels,” “it is important for me to make their studies relevant to their lives and the world around them so that they gain more from their work than just a grade,” “I plan to always keep my students’ strengths and interests in mind when facilitating lessons to build their self-confidence and engage them in learning,” and “I believe English students needs to be revitalized through the creation of a constructivist, transactional, and student centered classroom.”

Again, although the teacher candidates had yet to be accepted into UP’s teacher preparation program, much less begin coursework and clinical experiences, and as research (Lortie 1975, Hollingsworth, 1989, Calderhead & Robson 1991) has indicated, they were firmly positioned from their biographical experiences regarding their conceptions of teaching. Their admissions essays often presented their thoughts about how teaching should be approached. Though their notions seemed aligned with UP’s socially constructed view of learning—many candidates would need to not only learn what this looked like in practice but also how to draw social, community, and school resources into their practice. Research also indicates that pre-service teachers often imitate teaching methods that they have experienced (Hollingsworth, 1989, Calderhead & Robson 1991); consequently, it is interesting the candidates in this study had such varied thoughts about methods of instruction. Even as early as their admissions essays, these students knew the jargon, but it is questionable whether they understood the principles behind creating the classrooms and learning situations they described. At the time they submitted these application essays, their thinking was in many ways aligned with those cultural models framing UP’s English Education program. This philosophy should have been reflected in their approach to teaching and consequently, should also have been strongly aligned with UP’s student-centered, inquiry based, constructivist approach. They understood the reality that existed in many classrooms: all students do not come to school ready and eager to learn. Although they acknowledged this, they were also very optimistic as they entered the program about their abilities to affect change (see Table 12 beliefs and cultural models 19, 20, and 21).

### 5.1.3 Teacher as Nurturer

Finally, a third trend gleaned from the admission essays involved many candidates discussing the opportunity that teaching would provide them to nurture and help those in need. A concern mentioned in a considerable number of admissions essays reflected the idea that students are disengaged from school, that either from distractions in their lives or from disengaging instruction, students were not invested in their own learning and did not value education. A number of candidates wrote such statements as “I want to help disillusioned or disinterested students take interest in their education, to want to come to school every day,” “I want to be one of those teachers whose students look forward to class each day.” One candidate felt that parents were not being responsible in advocating strong educational values in their children. Another candidate’s admissions essay did call particular attention to the need for society to explicitly support education and learning.

One of the most popular beliefs expressed in the goal statements was that effective teachers can inspire and motivate students. Candidates expressed this belief in a number of different ways: talking about personal experiences with inspirational teachers, discussing what they can do as teachers to help students, and considering how teachers can impact students. Candidates were particularly specific in ways in which they felt they could impact student learners. For instance, “Helping create more literate members of our society is one of my goals; the other is to show my students the joy they can receive by reading and creating works of fiction,” “A lesson that I facilitate may help a student understand her own power,” and “My ultimate goal as an English teacher is to teach in extremely rural communities and encourage acceptance and tolerance for various communities.” These statements/beliefs offered the most revealing look into how the candidates viewed teaching and how they perceived themselves as teachers prior to beginning the program.

In summary, this often positioned many candidates to approach teaching and their students, particularly urban students, through a perspective or view that the students were either to blame for their own academic failures or that students came to school with little to offer and that the teacher had a battle to wage in engaging students in education. Again, this positioned this candidate in the role of having to save or nurture the students when they were being abandoned by others who should be supporting and advocating for them



#### **5.1.4 Candidates' Beliefs Aligned with Program-JULY**

After the candidates were admitted into the Program, a questionnaire (Appendix C) was administered within two weeks of the beginning of the first summer term. This same questionnaire was administered at the very end of the Fall term in December, and at the end of their experience in June. The purpose of this survey was to first determine the candidate's beliefs in the areas of teaching, learning, professional dispositions, motivations for teaching, and thoughts about English Language Arts instruction. Then, to determine the candidates' beliefs and cultural models as they connect to those expressed in the admissions essays and UP's English Education Program's beliefs. Examining the survey also provided the opportunity to analyze how the candidates' beliefs and cultural models changed over time. Figure 8 illustrates the alignment of UP's English Education Program's beliefs with those of the teacher candidates [July].

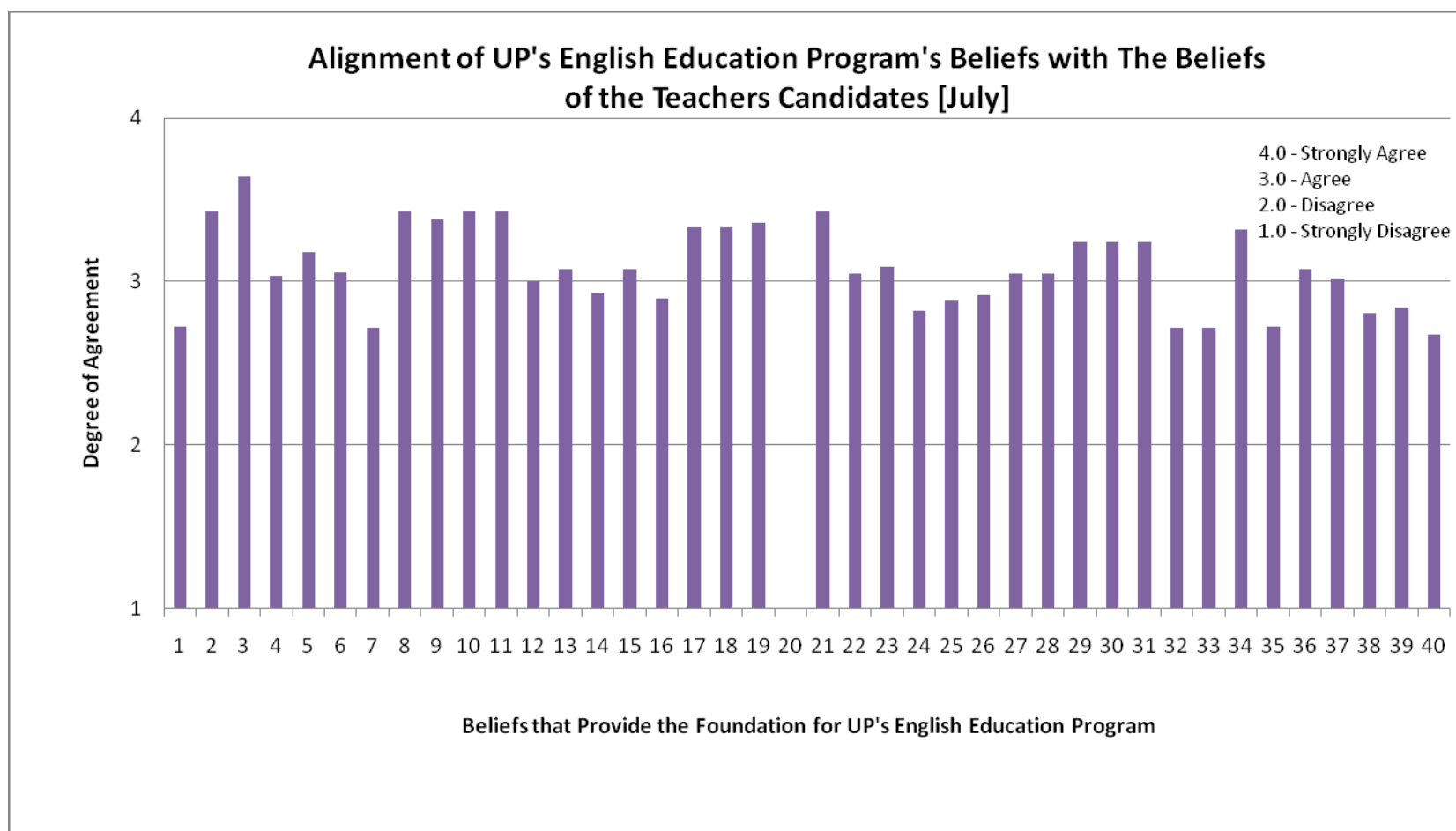


Figure 8 Alignment of UP's English Education Program's Beliefs with Those of the Teacher Candidates [July]<sup>4</sup>

<sup>4</sup> For a list of UP's English Education Programs Beliefs refer to Table 7



The data in the Figure 8 illustrates how the candidates' beliefs in this study aligned with those of UP's English Education program when the candidates began the program in the summer session, after approximately 2 weeks of classes. Many of the candidates agreed with the beliefs that framed UP's teacher education program (+ - >.10 of 3.00). Unlike the supervisors and mentors, the pre-service teachers did not express opinions that differed noticeably from the general agreement response except in beliefs 7, 24, 32, 33, 38-40. Though their responses to these items did not register disagreement, they did dip lower than their responses to the other items. These beliefs reflect positions about state and federal special education regulations (24), the use and value of critical theory, literary conventions, and classical texts in studying literature (beliefs 7, 32, 33), and grammar and language instruction (beliefs 38-40). Each of these areas challenged the pre-service teacher's experiences or positioned their thinking in situations that they had yet to encounter, so it is not surprising that their responses are less aligned with the program in these areas.

#### **5.1.5 Discussion of Candidates' Beliefs in the Beginning of the Program**

Historically, UP's English Education admissions committee, comprised of faculty from the English Education program, relied heavily on the candidates' admissions essays to learn about several facets of their candidacy that were not revealed through a transcript, test scores, or letters of recommendation: their work with adolescents, their disposition toward education and teaching, and their writing abilities. Therefore, it would be logical that the admissions committee would have sought candidates whose admissions essays reflected the similar beliefs that were evident in UP's program, specifically a belief in socially constructed, inquiry-based learning, and the value of acknowledging and using multiple perspectives in the classroom. Given this function of the admissions essay, it is remarkable in analyzing the beliefs and cultural models expressed in the admissions essays of the candidates in this study that only 4, 9, 11, 12, 13, 15, and 16, (Table 12) which focus on stances that dealt with students as active learners and effective teachers as those who inspire and motivate students as well as engage in reading and writing themselves, directly connect with the beliefs held by UP's English Education program.

These beliefs also characterize teaching as a difficult skill that can be learned and that encompasses far more than designing and implementing lessons. In fact, candidates' beliefs and cultural models 3, 7, 12, 18, 19, and 20 (Table 12) disconnect from UP's program, philosophically. These reflect the idea that some parents don't care about their students' education; more significantly though, these position teaching as a calling that only a certain few individuals receive and that those individuals are born with certain traits that predispose them to become a successful teacher and that it is extremely difficult to identify what makes effective teaching and consequently, if one is not born with those skills and traits it is difficult to learn to teach.

After the results of the first questionnaire point to noticeable differences between what was articulated in candidates' admissions essays and the beliefs and cultural models they held after just two weeks in the program. There are several possible explanations for these differences. Some of the candidates may have really supported the cultural models they articulated in their admissions essays while others may have been reflecting what they imagined the program would endorse. Conversely, in the first questionnaire, students may have been voicing what they heard in the first few weeks of classes in the first term. Because the admissions essays were primarily written referencing biographical experiences, the candidates positioned their beliefs from an experiential understanding, it is uncertain if the cultural models they articulated also grounded the candidates on a theoretical level as well as in a practice-based orientation. This discrepancy between the candidates' beliefs and cultural models as expressed in their admissions essays and as expressed in the questionnaire yielded a number of observations. There are many influences that inform a candidate's admissions essay: actual beliefs, lived experiences, perceptions of what the program is looking for and expects its candidates to believe, perceptions about what "good" teaching is and should be. Moreover, a candidate's admissions essay may not be a true representative of their actual beliefs but may be an attempt to sell himself or herself into the program and that an interview or a survey that can drill down and further reveal a candidate's cultural models would be helpful to the program in assessing the candidate's position toward teaching and learning. This would become clearer as the candidates' work in their courses and in their clinical experiences were examined as the study progressed.

## 5.2 DEVELOPMENT OF TEACHER CANDIDATE'S BELIEFS THROUGHOUT THE PROGRAM

The fall semester was an exciting time for the English education teacher candidates at UP. The MAT interns had completed a summer term of course work, had been issued their intern certificates by the state department of education, and were eager to embark on their internships in the classrooms. Just beginning their first semester in the program, the professional year candidates were taking their initial semester of methods and theory courses and were anticipating their first practicum experiences in the classrooms where they would remain for the next 30 weeks first as practicum students and then as student teachers during the second semester. Regardless of the program, UP's English education candidates were immersed in their clinical experiences and course work; as this occurred, the beliefs and cultural models which motivated them to pursue careers in education, with which they began the program, were examined, challenged, and negotiated as they were confronted with the beliefs and cultural models of their peers, the program, the school site, and other stakeholders. During their initial experiences in the classroom, the teacher candidates often found themselves struggling to determine who they were as teachers. Keli C. wrote,

I find myself walking a very thin line between the teacher I want to be and the teacher I sometimes feel I need to be. I don't [want] to be a control freak for a teacher, but I also don't want to give them [the students] so much rope that they hang themselves and me. Where is the line? I want them to do creative things. I want there to be lots of meaningful interaction. But I also don't want complete chaos. Is there a safe middle ground? How do I find it? (teaching journal, October 4, 2007).

For many teacher candidates this tension was manifested in the classroom and in their courses and began to impact their own beliefs and cultural models which governed how they thought about teaching and learning. Figures 9 and 10 illustrate the changes in teacher candidates' beliefs across the fall semester indicated by the results of the surveys given in July and December. As previously discussed, as indicated by their initial survey the candidates were fairly aligned with the majority of the beliefs and cultural models that framed the English Education program. However, based on the results of the same survey given in December, an apparent shift had occurred: in 14 of the beliefs, the candidates became less aligned with the program; in 7 of the beliefs, the candidates became distinctly more aligned with the mentors; in only 7 of the beliefs did the candidates' beliefs more strongly agree with those beliefs of the

program; and finally, just 12 of the candidate's beliefs remained relatively fixed from July to December. After two semesters of methods courses which included the teaching of writing, literature, language/grammar, educational psychology, social issues in education, and general lesson and unit design, it is a curiosity that in 14 of UP's English education beliefs the teacher candidates became less aligned with UP's program and in 12 of the beliefs their agreement remained stagnant, not increasing in agreement and support.

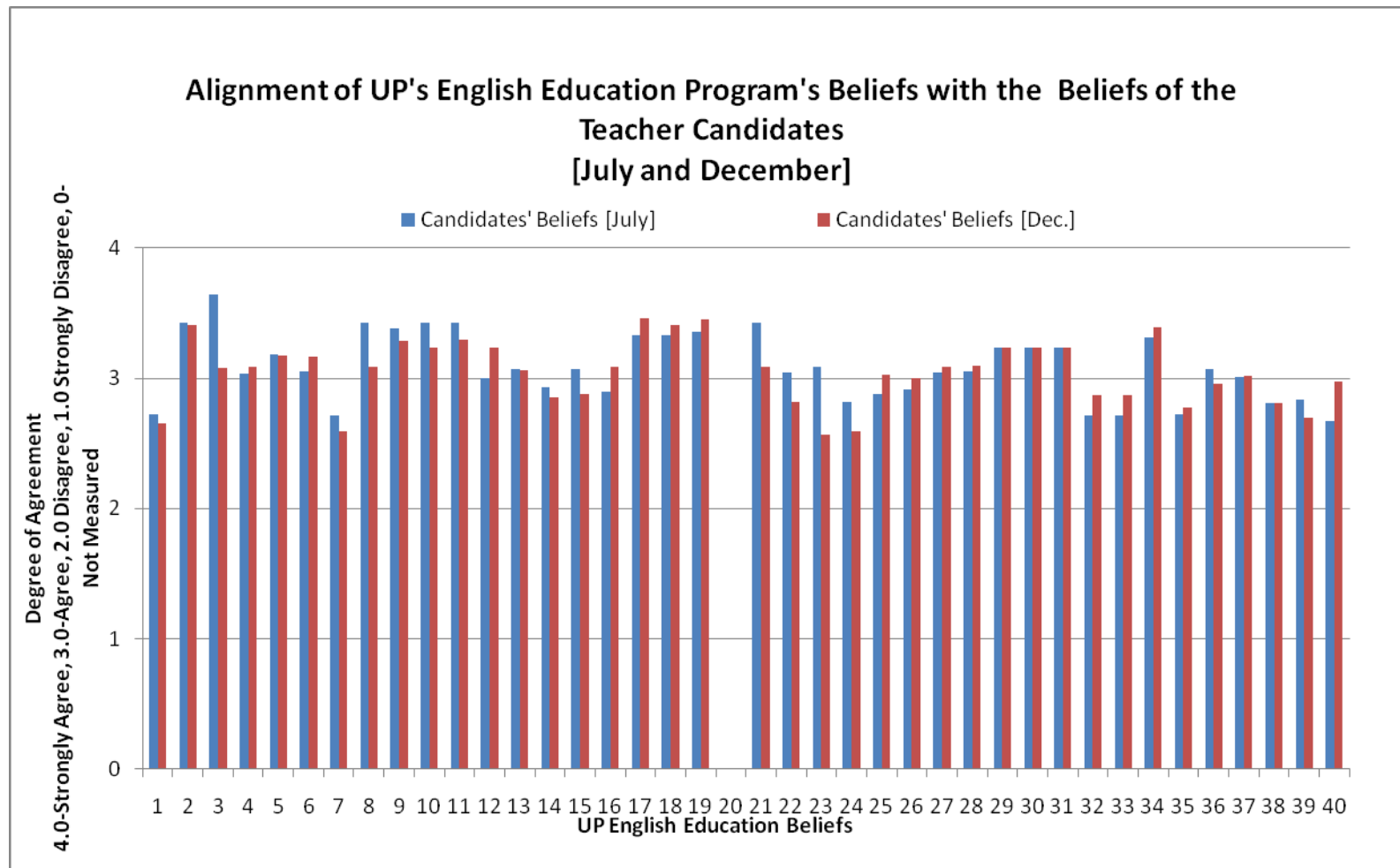


Figure 9 Alignment of UP's English Education Program's Beliefs and Beliefs of the Teacher Candidates [July and December]



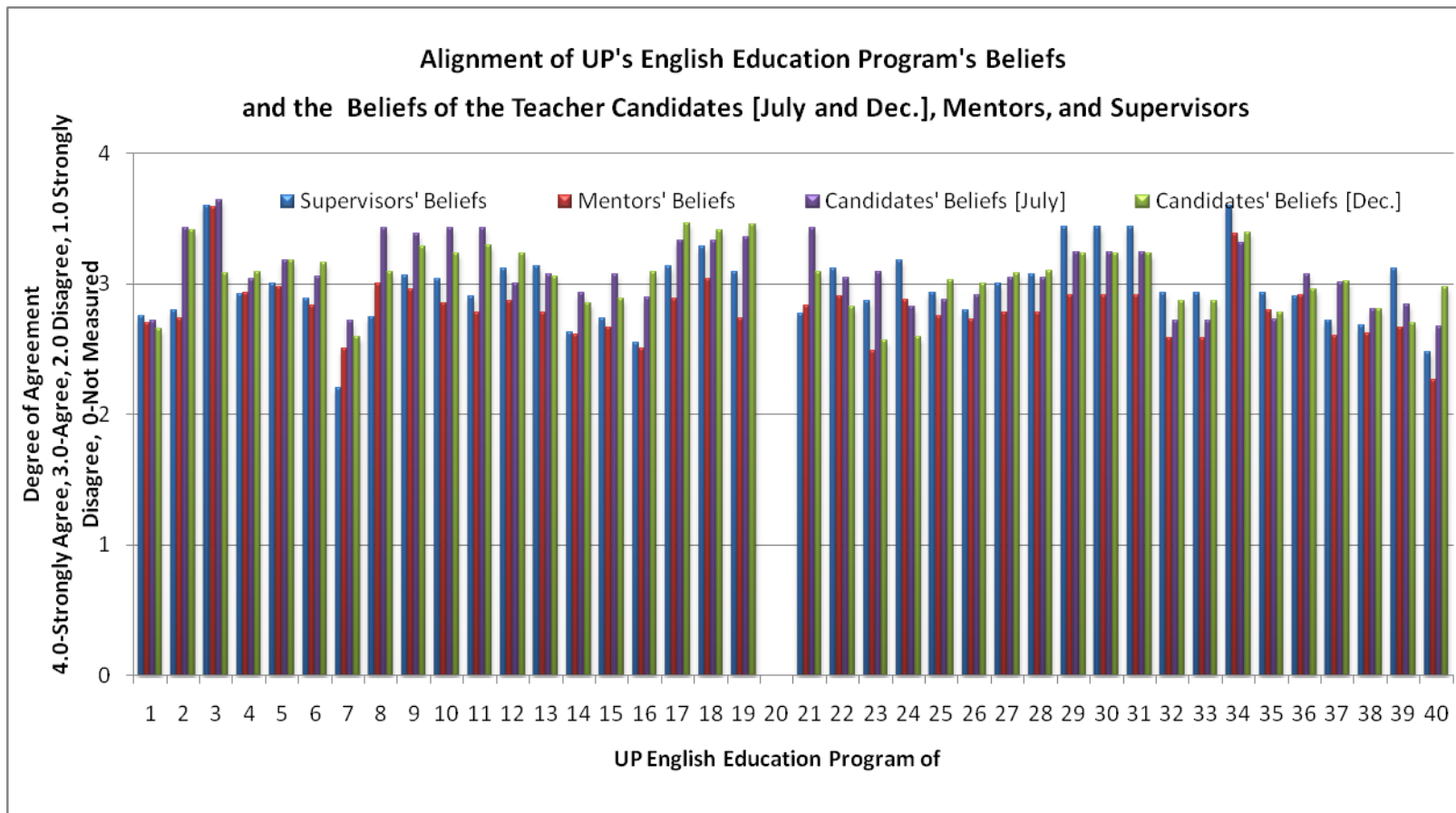


Figure 10 Alignment of UP's English Education Program's Beliefs with those of All Participants [July, December]

### 5.2.1 Shifting Alignment from Program toward Mentor

One of the most remarkable observations noted from the data is that in a number of cases the candidates' beliefs shifted toward alignment with their mentors rather than with UP's program. The beliefs where this shift occurred indicated a move on the part of the candidates towards a more traditional approach of teaching English Language Arts.

The first cluster of beliefs that illustrated a significant shift from a strong alignment with the program to marginal or less than marginal alignment (and toward a higher degree of alignment with the mentor teachers) were beliefs 7, 8, 9, 10, 11, 14, and 15 (Table 7). These beliefs forward the use of critical literary theory in the classroom, a belief in knowledge as socially constructed, supporting student learning, and using writing as a means of learning, thinking and for social change. The methods courses the candidates took in the fall, Teaching Literature and Media and Teaching Writing specifically supported these beliefs in theory and in practice. However, many of the classrooms where the candidates were placed did not model how critical literary theory could be used in most classrooms, particularly non-AP or honors classrooms, or that writing can be a means of learning and a process for thinking as opposed to merely an end product to be mastered. Consequently, the impact of being in classrooms with teachers who followed more traditional methods of working with texts and writing – often approaching instruction through a teacher directed stance – created a tension between the program's philosophical framework and the philosophical frameworks of many of the classroom sites. In the face of this tension the data demonstrate that students' burgeoning beliefs about teaching English were often more substantially swayed by practices experienced in their classroom sites than they were by those encouraged by UP's program.

The second cluster of beliefs that showed a similar shift, demonstrating a pull away from the tenets of the program toward traditional approaches to teaching were beliefs 21, 22, 23 which focused on the use of process drama, discussion, and inquiry in the classroom as tools to help students comprehend texts. The shifts in thinking here were dramatic. Candidates had experienced courses in both using process drama and in inquiry-based learning prior to beginning their internship experiences; in the fall their courses continued to support these tenets. Although inquiry-based instruction was a foundational tenet of UP's English education program and was infused into every course, the candidates were more significantly influenced by what

was occurring daily in the classrooms. Candidates have traditionally reported that, unless a mentor teacher is engaging in teaching drama, it is unlikely that the teacher will actually use process drama as a teaching technique to help students engage with concepts, consider ideas, or grapple with texts. Additionally, candidates have reported that work with texts has been relegated to superficial, comprehension-based or reader-response oriented discussions. The work that UP's program was promoting was more conceptual, more cognitive. Candidates received exposure and reinforcement in their methods courses but the data demonstrated that because the tenets of the program were not translated and modeled in the actual teaching practice in the clinical placements, they did not form a basis of their practice and their belief system.

A third significant shift occurred with beliefs 34, 35, 36, and 39 which support allowing a student to have a voice in their learning, communicating authentically with parents, and teaching grammar and language through inquiry, problem-posing approaches. Again, the reasons for these shifts were not different. These approaches typically were not validated by their mentor teachers in the classroom. Rather, candidates were held to other expectations: curricula that were rigid and prescribed and did not consider student choice or inquiry and cultural models on the part of mentor teachers that did not align with those of UP's program.

### **5.3 UNDERSTANDING THE TEACHER CANDIDATE'S BELIEFS AT THE END OF PROGRAM**

As the candidates began their final terms in the program, they gained confidence in their perceptions about teaching and learning, in the instructional decisions they were making, and in their teaching abilities. The data from the survey given in June indicated that candidates gained confidence in the philosophy of education forwarded by UP and less dependent upon their mentors for direction and influence. Figures 11 and 12 illustrate this shift.

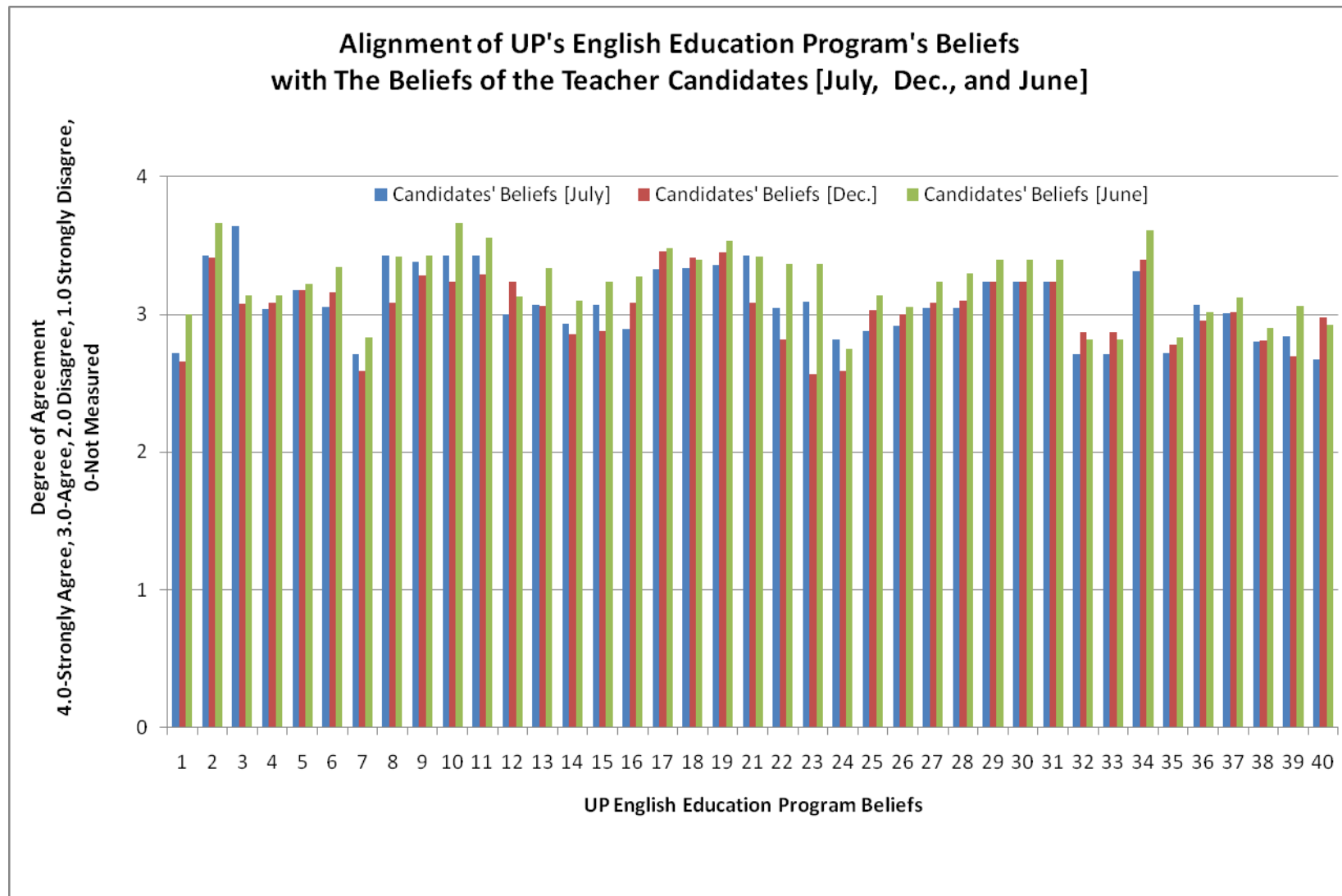


Figure 11 Alignment of UP's English Education Program's Beliefs with Those of the Teacher Candidates [July-December]

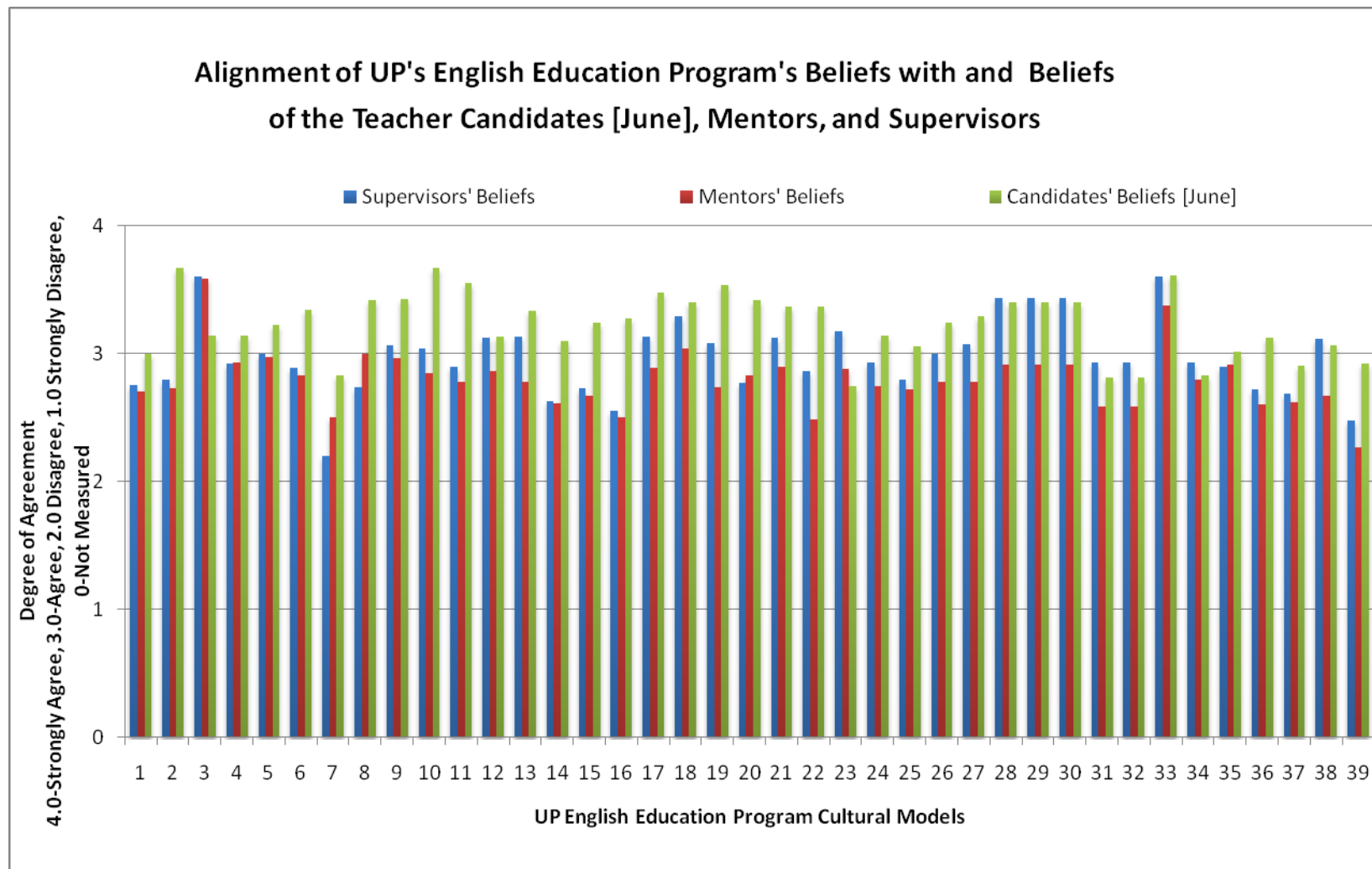


Figure 12 Alignment of UP's English Education Program's Beliefs with the Beliefs of the Teacher Candidates [June], Mentors, and Supervisors

By June an interesting transformation had occurred with the candidates' beliefs: in 36 of the beliefs (all but 4 [beliefs 12, 32, 33, and 40]), the survey demonstrated that candidates shifted toward alignment with UP's beliefs. In fact, in 17 of the beliefs the candidates' agreement rose by a measure of at least .25 on the 4 point scale. This not only indicated a move toward understanding and adopting the approaches toward teaching and learning supported by UP but in many instances also represented a movement away from what was being implemented, modeled and philosophically supported in the classrooms by their mentor teachers and often their supervisors.

There are several possible reasons for the pronounced shift back toward the program's philosophy. A general lack of confidence in classroom practices would cause some candidates to believe and practice anything their mentors initially suggest. After increased coursework; additional time, comfort, and confidence with increasing responsibilities and experiences in the classroom; and a deepening pedagogical knowledge base, the candidates may be able to think more critically about their practice and the cultural models that serve to lay its foundation. Another reason for this shift in thinking is that it takes time for a candidate to latch on to a philosophy that is based on a paradigm of teaching that is remarkable different than what they experienced personally. When they entered into the classroom, it was natural for them to rely on those approaches that were familiar, but as the candidates continued in the program, they became not only open to different paradigms but also more critical.

## 5.4 EXAMINATION OF THE TEACHER CANDIDATES' RESPONSE TO UP'S CULTURAL MODELS

Just as the candidates' beliefs experienced shifts throughout the program as they grappled with new concepts about teaching and learning and gained additional classroom experiences, their reactions to UP's cultural models shifted as well.

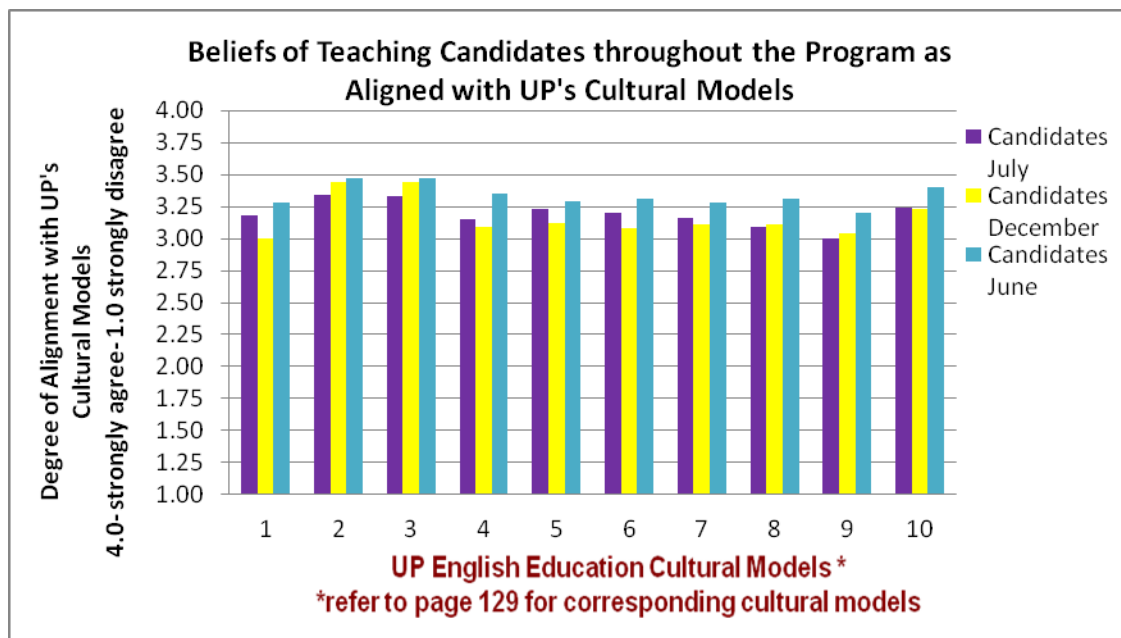


Figure 13 Beliefs of Teaching Candidates Aligned with UP's Cultural Models

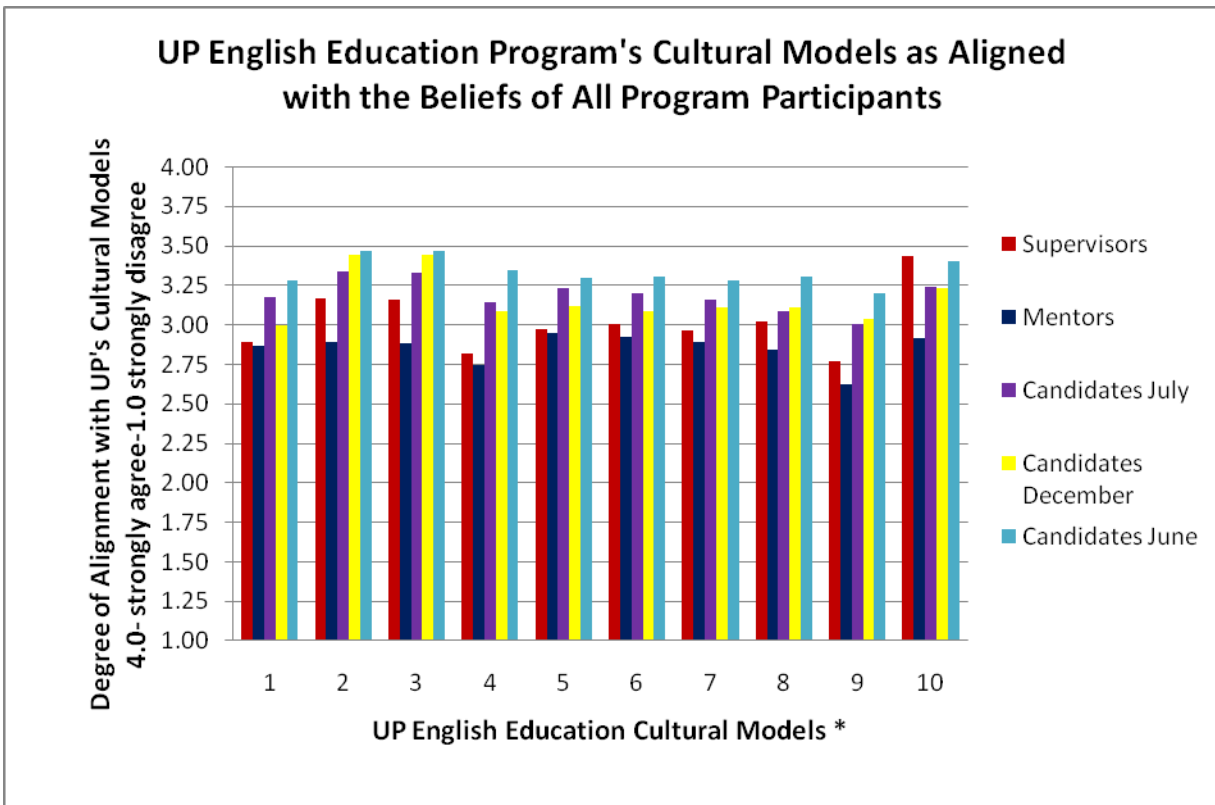


Figure 14 UP English Education Program's Cultural Models as Aligned with the Beliefs of All Program Participants

Examining Figures 13 and 14 reveal a similar trend as the candidates experienced in their change of beliefs as compared to the program's beliefs at the three touch points in the program: July, December, and June. Primarily, the candidates begin the program expressing some agreement with UP's cultural models, then in their first term in the clinical teaching experience, demonstrate a slight movement toward agreement with the mentor and away from the program's cultural models, and then the candidate returns to align more closely with the program's cultural models at the end of the experience.



## **5.5 IDENTIFICATION AND ANALYSIS OF THE CHANGES IN THE TEACHER CANDIDATES**

The data shown in Figures 7-14 illustrate changes in the beliefs and thinking of the candidates as they progressed through the program. During that time each developed conceptions of teaching, learning, and self as both a teacher and a professional. Sections 5.8.1-5.8.3 provides a closer examination of the candidates' shifting beliefs through time and context in the areas of teaching, learning, and their conceptions of themselves as professional using specific examples from their experiences in the program.

### **5.5.1 Conceptions of Teaching**

After working through the program and trying to conceptualize and enact their roles as teachers, the teacher candidates may have developed a sense of what teaching was to them, but to actually own being a teacher took confidence. For some, this confidence came during their clinical experience. Keli C. wrote the following in her teaching journal:

I'm still working on my teacher voice- I know it sounds silly, but it is one of my biggest struggles. Anyway, as I gave students directions about how to behave during a session of presentations, one of my students looked at me and said, "jeez, you're like a teacher now." The class laughed and so did I and we moved on, but for some reason the moment stood out to me. I may not have perfected my teacher voice or mastered my poker face, but there is a noticeable change in how I interact with students now. Students who used to shoot laser beams at me with their eyes and didn't trust me to write halls pass now come to me for directions and help. And, it feels really good (Keli C., teaching journal, May 18, 2008).

For others, it remained elusive:

It still feels so strange to stand in front of a group of students and be “in charge.” I know that I’m qualified as far as content knowledge goes, but that doesn’t necessarily mean I am able to vocalize that knowledge and actually impart some of it to someone else. I’ve always been able to lead people but it’s different being elected to take the lead because people you know already respect you. These students haven’t elected me to do anything. I have to prove myself to them and it’s really scary. When will I start feeling like a teacher? (Kara P., teaching journal, March 23, 2008).

And for others, it may not occur until their fifth year in the classroom or later. For some, it may never come; though, for success in the classroom, confidence in one’s abilities in the classroom is critical.

As the internship progressed and candidates said they were more invested in both their teaching and the work they were doing in their methods courses, a shift began to occur. Candidates began to want to assert practices based on their own beliefs about teaching, even when those practices were in conflict with their mentors’ practices. Though this often created political and social tensions that needed to be negotiated by the candidates (sometimes with interventions from UP), it was a sign of emerging professional identity and autonomy. These assertions took various forms depending upon the strength and relationships of the candidates, mentors, and sites. Madison M.’s experiences at Kidskin Middle School serve as a strong example of this. In her teaching journal, Madison M. reflected:

My mentor explained to me that memorizing is a good way to make sure students are thinking. She further explained that the superintendent encourages memorization and that it is a “lost art” that she thinks should be encouraged more often...The teaching arrangement we have now is that on days when I have not planned the lesson, my mentor teaches the first two periods while I observe and then I teach the third period. Well, I have a moral dilemma about teaching this lesson. I do not believe that memorization is a good way to show students are thinking. However, I felt like it would be a bad idea to voice these opinions. In the end, I taught the lesson modeled but I reworded the part where she told the

students that memorization was the best and only way to learn prepositional phrases (November 26, 2007).

Madison knew she felt the kind of instruction her mentor was advocating contradicted the instruction that she felt was more conducive to her students' active learning - later in her entry she even articulated how she would have gone about teaching the lesson, "using stations where students would examine and experiment with prepositions in different contexts." But, at this point, in November she lacked the confidence and the rapport with her mentor to assert herself. For Madison episodes like this persisted until she did become vocal to the point that her mentor felt that Madison was not only arrogant but undermining. By the middle of December, a placement change was required, but Madison had some poignant thoughts about her time at Kidskin Middle School.

I have mixed feelings about leaving. On the one hand, my integrity, character, professionalism, and passion for teaching have never been so thoroughly questioned before. That particular meeting [negotiating her leaving the district] made me furious and left me feeling like the administrator had no faith in my ability to teach, and I think any self-respecting person would get out of that situation and school district as soon as possible...my heart goes out to the students I'm leaving behind. I'm not self-righteous enough to believe that I was going to rescue them or anything like that. I just worry that they will be spoon-fed answers enough to pass the holy state assessment exam but will fail to develop true critical thinking skills. I also do not think that direct or teacher-centered teaching shows any interest in the learner as an individual. The students in the class rarely had an opportunity to truly express themselves because they were so busy doing prescriptive assignments. I think that especially in middle school it is really important to place value on each student's individuality (Madison M., teaching journal, December 17, 2007).

Madison left Kidskin Middle School under exceptionally difficult circumstances, but with a confidence that she knew that the environment there was a mismatch for her development as a teacher. Though she knew this cognitively, it took her several successful months in her new placement to believe in herself and in her abilities in the classroom. Madison, in November and

December, was beginning to articulate and demonstrate beliefs and cultural models aligned with the program, but it was a difficult struggle for her to do so. Though she had the determination, confidence, and support from her supervisor to do so, it is not inconceivable how other, less assertive interns, would perish under these same circumstances, pulling further away from UP's teachings.

Molly R., placed in an urban high school with a very supportive mentor who had worked with UP English education students in previous years, was able to immediately implement methods she was learning about in her university courses. In comparing her to Madison, it was clearly evident the impact this environment had on her confidence, her learning, and her developing skills in the classroom.

I have been very worried about how what I learn in my classes will transfer into the reality in my classroom...the poetry that they read for homework is ancient Chinese poetry that is from mostly 1,000-2,000 years ago. In class, we read the poems multiple times and each time the students had to underline a certain word...an interesting example of imagery...diction...metaphor...to begin our discussion, I asked students to share the words they underlined. Every student had something that they could share with the class. Then, we used perspective-taking and although some students were resistant to assuming a perspective they were assigned, I was relieved to see that I can use what I learn to teach my own students (Molly R., teaching journal, September 14, 2007).

From the beginning Molly was able to engage with the theories and practices that she was learning about in a supportive environment; because she questioned the relevance of what she was learning about for her students, the ability to immediately test it out and come back to her instructors with questions and feedback was critical to her growth.

When confronted with some of the more challenging "realities" of the classroom (struggling students, pressure from state assessments, student apathy, over-crowded classrooms), teacher candidates reacted in different ways. Jennifer had a difficult time in her first placement, an urban high school with a 33 year veteran teacher. Her difficulties came fast and furious from

the first week of the internship. She had difficulty relating to the students and to her mentor, not really understanding the backgrounds, perspectives, or experiences that each brought to the classroom. Jennifer believed she was committed to work in urban schools to “make a difference in the lives of disadvantaged kids” and “to show them that they can use their minds to achieve great things.” Though her goals may have been altruistic, there was nothing in her experiences prior to this internship that prepared her for actually working in an urban setting with kids whose lives, experiences, and realities were vastly different from hers. In her teaching journal an entry in mid-September illustrated the difficulty she was experiencing from the beginning in trying to understand the culture, developing expectations, and remaining true to her mission.

I’m feeling really frustrated. There are two young men in my CAS class (the really, really talented kids) who are the class-appointed and self-appointed slackers. I wonder, though, which appointment came first? The guys didn’t do their work and the class caught on or the class called them slackers and they decided to live up to it? Either way I think that pigeonholing like that is problematic. If no one expected me to do my assignments, and if my teacher even made jokes about it, I don’t think I’d do my work either. I don’t plan on lowering my standards and expectations for any of my students. The other issue though is how the students are basically being treated---like prisoners---go to this room, sit down, don’t talk, don’t wear this, don’t listen to music, do this assignment. I know it’s important for kids to be able to be quiet and follow directions, but this seems like an extreme. Why wouldn’t they rebel? In my class I hope to allow them some freedom and expression (Jennifer S., teaching journal, September 21, 2007).

A number of the issues that Jennifer addressed in this entry (“go to this room, sit down, don’t talk, don’t wear this, don’t listen to music, do this assignment”) related directly to school district or building policies that regulated students’ dress or behavior in order to create and maintain safe and orderly environments. Her desire to create a sense of “freedom” in her classroom could certainly be accomplished through instructional practices but interpreting policies that restricted students’ dress, music, or movement during the school day as treating them like “prisoners” was

naïve at best and certainly immature; creating opportunities to circumvent those policies in the classroom was not only unwise, it was insubordinate. After 4 weeks, Jennifer requested a placement change, indicating that she felt she could not work with her mentor teacher and wanted to try a different type of school setting. She was placed in a middle class suburban high school with a veteran teacher of 30 years experience. Ironically, Jennifer didn't understand that many of the same issues that she had to deal with in her first placement would also plague students in this placement as well. One in particular was student apathy.

I have a student who had decided not to do anything. I've been here for more than a month, and he still hasn't turned anything in. He puts his head down every day and tries to fall asleep. I tell him to sit up at least six times a class. I have talked to his counselor and have tried to talk to him a few times after class and he just says he's lazy. I don't know what to do. I'll keep trying with him, but I can't be the only one trying. I talked to one of my instructors and he said it's the hardest thing for a teacher to do is to just let a kid go. I'm starting to think that's true (Jennifer S., teaching journal, November 16, 2007).

Interestingly, Jennifer found that student disengagement occurred at all schools and with all students and that for many kids it is the teacher's job to work consistently to engage those students in the work. It is noteworthy though that in the earlier entry, Jennifer vowed to not lower her expectations for her students and was ready to blame the system for producing and enabling "slackers" but less than 2 months later, she very easily was ready to consider "just letting a kid go." When confronted with these two entries, Jennifer became clearly shaken and upset with herself. "I don't know what to say. I don't want to give up on any student but there are so many students and some of them just don't seem to care at all. How do you break through that? How can you make them care? Will this program teach us that" (Jennifer S., interview, December 12, 2007)?

Classroom management was an issue that UP's program did not take on directly through coursework, but left it to the mentors and supervisors to model and coach in the clinical placements. This can be difficult and problematic for, as the results from the questionnaire indicated, approaches to classroom management emanate from how a teacher views the students and their roles in the classroom; the management style in an inquiry-based, socio-constructivist classroom will look differently than in a teacher-directed, traditional classroom. It was quite possible that the management style being implemented and encouraged in a candidate's classroom may undermine their instructional approaches. By mid-April many of the candidates were still struggling with themselves as effective classroom managers. The following are excerpts taken from a paper reflecting on *Classroom Management and Instruction Issues* that was written on April 16, 2008 for a teaching seminar; they reveal the struggles and uncertainty the candidates had as they continued to work at asserting themselves in the classroom: "The only rule in my classroom is respect...this encompasses all management issues that I have from students talking out of turn to being habitually late for class. When I frame an issue or concern in terms of respect, students respond much better than if I said 'because I'm the teacher.' I never yell or lost my temper, which has become a source of pride for me...Working with urban students, I have learned that the last thing they need is one more person yelling at them" –Molly R. Molly's framework of respect is both reasonable and logical for her and her students; she models this in the way that she interacts with them by not losing her temper in difficult situations, allowing students to feel what respect is like. "I see management as a game of tug-o-war. It is my responsibility as a teacher to dig in, lean, allow some slack, but never give up all of the ground. I have established this relationship by setting certain boundaries and markers of expectations for the students and allowing opportunities for them to move and learn within

them” Elizabeth K. Like Molly, Elizabeth also operated her classroom with a basis of mutual respect, but she also saw an importance of allowing students some autonomy, teaching them to become responsible in their decision making. “Currently, there is tension because I cannot create the comfortable learning atmosphere that I want to under my mentor teacher’s watchful eye. I worry that students see me as a pushover because my mentor is the one who will take away their cell phones or make them remove their hats or pick their heads up. The truth is, though, those kinds of strict rules hinder the kind of atmosphere I am trying to create” –Jennifer S. Unlike her peers, Elizabeth and Molly, by April Jennifer had not had the opportunity to create an environment in her classroom that supported the kind of rapport that she wanted in her classroom, thus she had no experience as others had of working through the behavior issues that face all teachers. Elizabeth, Molly, and Jennifer illustrate the glaring variety in experiences and consequently skills that candidates from UP’s program gain in classroom management.

Though it is understandable and natural for candidates to have difficulty feeling the role of the teacher, having been in the classroom, teaching for eight months, it is interesting that so many of them do not feel a sense of ownership with the classroom space and role of the teacher.

### **5.5.2 Conceptions of Learning**

Many lessons about learning cannot be learned in methods courses but are learned in classrooms with students. One of the most significant lessons the teacher candidates learned early on was that the students really are the sum of their parts; to be effective teachers, they needed to not only know who their students were in the context of their English Language Arts class but they needed to take the time and find a way to know who their students were



developmentally, socially, intellectually, and academically. It was only by taking the time and effort to know their students and forge relationships that the foundation for a learning community would be built. At the beginning of her internship experience, Keli had a number of difficulties with the athletes in her period 4 class; little did she know that she had begun to create a classroom community based on respect:

As soon as I realized who I was left alone with in the room [a couple of football players and the class clown], I became nervous. These students were the same ones who gave me a hard time at the beginning of the year and I knew they would turn on me at the drop of a hat. But, something strange happened. Without an audience they were different...one of the football players commented that he was writing his paper on a Tupac Shakur song. Out of nowhere, he turned to me and said, "Ms. C, I just wanted to let you know that I'm not a thug. I don't want you to think I'm some kind of bad kid because I'm writing about rap." I quickly told him I knew he wasn't a thug...I had no idea that he cared what I thought of him. He mocked me on my first day of teaching. I had no idea that any of them cared about anything I said or thought" (Keli C., teaching journal, November 3, 2007).

Being able to talk to students and coming to the realization that they are people with genuine ideas, feelings, and interests outside of the classroom was extremely important; equally important was for teacher candidates to recognize that students needed to realize that they, as teachers, also had ideas, feelings, and interests. It was this development of a professional, personal relationship that built credibility and confidence between teacher and student that supported the teaching learning dynamic. Similarly, Madison M. came to personally understand how important the subtle messages a teacher and mentor send a student are in the learning process as well as the confidence of the learner.

A lot of times my mentor asks me to do something, and I will, only to find that I haven't done it exactly as she wanted. So, she usually changes whatever I have done ever so slightly. Even seemingly silly things like hanging student work on a bulletin board. She tells me I do a good job but will completely rearrange something I've done. Pedagogically, this really makes me think. I feel like I have done the task incorrectly when she re-does it. So, as a teacher, I hope to remember that it is not always important to correct every mistake.

Sometimes, confidence is built in merely completing a task, even if it isn't exactly how I might have personally completed it. It also has something to do with building a student's pride in their work and how important that is in their working toward success (Madison M., teaching journal, October 5, 2007).

Through this experience Madison gained empathy for her students as learners and determined that as a teacher she would be supportive of her students' efforts and not bluntly corrective. Other candidates discussed student apathy. Alex S. began to make a connection between student learning, teacher behavior, and student apathy in early November.

I watched a past teaching episode today and realized I really need to be more energized with my students. In the video, I vaguely appeared to be dying. The topic was not extremely exciting (pretty much a discussion of irony and a Shakespearean poem) but if I were at least engaged, I feel as though my students would follow. By and large, many students in the video appeared to be relatively apathetic. In seminar, many of my peers complain about how their students are so lazy and won't participate. Watching this really opened my eyes. If I want students to learn and to engage in my lessons, I need to make them interesting and I need to engage myself. If I do not seem to care, what reason would my students have to be passionate about the material? ...this is not the case in middle school. I really have to start drawing the students into the lessons, the assignments, and the work. It is my fault if they are not learning (Alex S., teaching journal, November 1, 2007).

In seminar the next week Alex spurred a lively discussion about who is responsible for students' learning. Though many candidates began the session firmly entrenched in the attitude that they couldn't "make their students drink the water" by the end of the class a majority had come to concede that it was a large responsibility of the teacher to "engage students in learning", "to motivate students", and to "develop lessons that are meaningful, rich, and relevant" to students. Alex did much to contribute to the learning of his peers. Similarly, Alicia related an episode of significance in her growth and understanding during the Program:

My mentor and I had a conversation today that I feel contains something I haven't considered yet. He told me that it isn't always about how we *can* teach the class, but how the class *needs* us to teach. Perhaps when I am

coming up with lesson plans, part of my concern should be with how the class itself functions, not how I can present the lesson.

For example, my fourth period class is very energetic and enthusiastic about working with rather than learning about information. With this in mind, I could get a lot accomplished by having students come up with counterevidence to a claim and then discussing the process and why rather than providing students with examples or notes about what counterevidence is.

I think this way of thinking about how students learn in planning my lessons will really affect how effective my lessons are with students. It takes differentiated instruction to a really relevant place. The information is the same but the way it is presented really is dependent on how the class functions. It seems so obvious (Alicia D., teaching journal, February 19, 2008).

Too often differentiated instruction is couched in terms of special needs students, special education legislation, or struggling learners; Alicia's realization that learners do learn differently and should be taught using different approaches was significant for her. Realizing that creating one lesson plan for several sections of a course may not be effective or efficient was a tremendous step in understanding the nature of learning and teaching.

### **5.5.3 Conceptions of Self as Teacher and Professional**

One of the most emotionally difficult, yet professionally educational, aspects confronting a few teacher candidates was negotiating tensions between faculty and administration during a contract negotiation year. Becca explained how sticky the first day of school could have been if her mentor teacher had not been supportive and had she not been crafty,

Unfortunately, it is a contract year. Furthermore, negotiations are not going well. Fortunately, my mentor teacher has been wonderful with helping me negotiate this volatile situation. For instance, on the first day of school, all the

teachers wore white t-shirts to show their unification. Luckily, [my mentor] let me know this in advance, so that I could chose my clothes wisely...ultimately, after thinking about the situation, I chose to wear cream. It was a difficult situation to walk into knowing that the first meeting I would have with people would be tainted by whatever color shirt I was wearing. I didn't want to offend any of the administration, but I also did not want my attire to be the determining factor in the opinion people would have of me" (Becca M., teaching journal, p.1).

The second day at her internship site did not do much to make Becca feel more calm, enabling her to begin to settle into the classroom environment. It is undeniable that educators need to know much more than strong content and research-based methods and pedagogy to effectively impact student learning and successfully work in American schools in the 21<sup>st</sup> century. In fact, schools have proven to be volatile environments on rare, tragic occasions. As a result, many districts, such as the one in which Becca was interning, have become proactive in preparing their teachers for crisis that may occur. Though wise, perhaps, what such an experience as the following does to a teacher candidate whose second day in a school as a professional was spent in "Shooter Response Training?"

[On the second staff development day of August] we were asked to go to our individual classrooms and listen to different types of weapons being shot off from different positions within the school. They shot off a .22, .32, 36, .48, AK47, and a shot gun. The scariest part of this demonstration was that if the shots were being fired anywhere besides the hall where my classroom is located in I might not even hear them. During this, there were only about 175 people in the high school, who were all being relatively silent. And as the shots were fired, not only were they quiet, but they sounded like many common sounds like a door being slammed or a book being dropped. I'm sure that if a shooter would come not the school on a typical day with 2500 individuals in the building, I would never know he was shooting unless the shots were being fired in my hallway...it was frightening the quietest weapon is the most deadly. The AK47 can shoot off bullets in 8 round spurts with just one pull of the trigger. It's rather terrifying. I don't know if I really feel more confident now that I could keep my students safe. The reality is paralyzing (Becca M., teaching journal, p. 2-3).

Becca grew as a professional in immeasurable ways before the students stepped one foot into her classroom: her awareness about the political and social realities of the classroom smacked her in the face with such bluntness that her enthusiasm for teaching was not only clouded but “paralyzed” when confronted with the seriousness of the issues that she must consciously face, not as a by-stander but as an active, engaged participant, even as an intern.

Though certainly not as grave, but just as emotionally charged and as lethal to a teacher’s professional identity, was the too prevalent pressure teachers felt to “teach to the test.” In an era of accountability and standards, educators were required to become transparent with their teaching methods, justifying why they were doing what they were doing in the classroom, particularly when students were not demonstrating proficiency on state assessment and benchmark diagnostic exams. Even the teacher candidates felt this pressure,

I am starting to understand the pressure a teacher feels to teach to the test. In the beginning of the year, the administrators go over the state assessment scores with the teachers. It is undeniable that this pressure exists, especially for new teachers. While a teacher is trying to negotiate their ability to maintain their position and achieve tenure, I can understand their tendency to teach to the test. It is too much of a risk for an untenured teacher to rely on unconventional teaching methods when this in and of itself could provide grounds for denial of tenure should the students not do well on the exams. This becomes problematic because the main brunt of pressure is felt during the time when a teacher develops the foundations of their teaching...it is easy to develop a style that teaches to the test over those first three years; then, after this time, I can imagine the majority of teachers are set in their practices and are reluctant to change in their 5<sup>th</sup> or 6<sup>th</sup> year (Becca M., teaching journal, p.7).

This was insightful, for this was honestly what happened quite often—in the past the impetus may have been from social pressure from colleagues teaching at the school site or from a overly persistent biographical influence on the candidate (Goodlad 1984; Lortie 1975)—but now, the pressure was coming from a fear to do whatever was necessary to try to ensure students would

score well regardless of the skills and knowledge they might learn in the process. Another significant area that teacher education programs consistently have difficulty preparing their candidates for is understanding the politics of school. The exit surveys from UP teacher education candidates had been consistently ranked in the 3.2-4 range out of a possible highly satisfied score of 7 in how well the candidates felt the program has prepared them to understand and negotiate school politics. This was an area in which the program would be best served to deliberately collaborate with the schools to design experiences and support; however, historically, it had been left to chance experiences, casual conversations, and problem solving when issues did arise. Heather M. described a difficult situation that she found herself in mid-October:

The principal and I got off on a great start...a few things have recently happened though...I missed one faculty meeting about students who were failing our classes, and it seems she's holding a grudge about it. This upsets me because I go to every meeting...but this one time, it occurred during my one and only prep period, and I was too busy planning for the next day. Mrs. H. didn't hesitate to bring this missed meeting up to my supervisor the first time she even met with him (Heather M, teaching journal, October 12, 2007).

Questions that arose were why, even though the faculty meeting was scheduled during Heather's planning period, did she feel entitled not to attend, did other faculty feel similarly? Why did she feel her planning for the next day superseded a principal's meeting on failing students, and why did she feel offended that the principal was concerned enough to discuss it with her and her supervisor? Did Heather even consider that she should have handled the situation differently?

In the same entry Heather related another incident in which she and the principal experienced conflict.

I had asked Mrs. H. days ahead of time if I could sit down and interview her for a paper I was writing for class. She kept putting me off, giving me different times to come down and then cancelling. Finally, 4 days later, I was writing the paper during my lunch in my classroom when she came in and asked if it would be a good time. I politely said no, that I was in the middle of writing it, but thanks anyway and sorry, so she left. But apparently, according to the reading coach, she was offended that I turned down her offer of help and I didn't seem appreciative (Heather M., teaching journal, October 12, 2007).

Again, Heather seemed to misunderstand the role and schedule of a school administrator: the inundation of constant interruptions and disruptions that can cause alterations in plans and scheduled meetings. It was apparent that because Mrs. H. sought out Heather in her room during lunch (within 4 days) of the interview request she was invested in assisting her. What also seemed clear was that Heather reacted in an immature and arrogant manner; first, by assuming that the principal would be able to drop everything to meet with her, second by assuming that the principal had not interest or intention in helping her, and third, by not taking time when Mrs. H. offered to talk with her – as she was just writing her paper, she could have certainly used some of the information or at the very least had a conversation with the principal to accept her offer. At the end, Heather wrote, “I have to learn this system better. I guess there is a specific protocol that I just haven't picked up yet concerning how to please the principal, even when she continually brushes you off” (Heather M., teaching journal, October 12, 2007). The real question was for UP: how could they have helped structure Heather's experience so that her understanding of the principal's role and expectations were more realistic and her expectations of the principal were more aligned with the realities of the school.

## **5.6 DISCUSSION**

It is through coursework intersecting with the teaching experience that the candidates began to develop their own conceptions of learning, teaching, and professional identity as they were able to take what UP offered, apply it to their classrooms, challenge and test it, and then modify, adopt, push back, assimilate, and frame their own teaching identities. Consistent with UP's program goals, the candidates examined their practice through reflection and self-evaluation, formed a philosophy of teaching grounded in practice, theory, research, and reflection, adopted a generative approach to their teaching and professional development.



## 6.0 CONCLUSIONS

All of the participants who were involved in UP's English Education program- the faculty and instructors, the university supervisors, the mentor teachers, the interns and student teachers-had tacit and explicated beliefs and cultural models that framed their thinking and actions regarding how they approached their work in the program, in the classroom, and with each other. In many instances these beliefs and cultural models went unspoken, but not unchallenged. Teacher education programs often only see residual effects of competing beliefs and cultural models: candidates being removed from placements, not performing well in clinical placements or courses, debates in classrooms between instructors and students, mentors who criticize the university as being "out of touch," university representatives who dismiss mentors as being "stale," and teachers leaving the profession early in their careers because they cannot reconcile their cultural models of teaching and learning with the realities of the classroom. However, data from this dissertation study focused not on these residual effects, but rather on uncovering the cultural models held by all parties in UP's English Education program in order to better understand where conflicts occur and how such conflicts impact the developing professional identities of interns and student teachers.

The data generated in this study yielded findings that are important for teacher education programs as well as for additional research. For instance, this study suggests that candidates in teacher education programs typically experience transitions where their beliefs and cultural models are challenged and that these beliefs and cultural models shift multiple times and in multiple ways, and it suggests that teacher candidates may progress through these challenges and shifts in predictable, developmental stages during their preparation program. Additionally, this study suggests that there are particular aspects of the teacher education programs that are more influential than others in shaping candidates' cultural models and influencing the adoption, assimilation, or accommodation of new cultural models. Finally, this study suggests that there may be discrepancies in the extent to which the teacher candidates' practices (in planning, instructional delivery, and professional responsibilities) reflect their reported beliefs. In the

sections that follow, I will discuss each of these general findings in more depth relative to the original research questions and in the context of implications for teacher education, English education, and research.

## **6.1 IMPLICATIONS FOR TEACHER EDUCATION**

### **6.1.1 What tacit or naïve social beliefs do English education candidates bring with them about teaching when they begin their licensure program and what generalizations about teaching underlie these beliefs?**

The first research question sought to explore the beliefs and positions of teacher candidates as they entered into a teacher preparation program, to uncover where they situated themselves socially, politically, and culturally as they consider issues of teaching and learning. Using data strands 1 and 2, allowed for an understanding of the beliefs that motivated the study participants to enter the teacher preparation program, to seek a career in the teaching profession, and even to make a number of the instructional decisions they did while in the program.

One data source that was particularly salient in revealing both candidates' early beliefs and cultural models was the admissions essay, which was a critical component in the admissions process for the UP's English Education program because it added intimate information about the candidates' experiences, beliefs about teaching and learning, and expectations that were not revealed in the other admissions documentation. According to their admissions procedures, the UP faculty examined these essays holistically to make determinations about the candidates' experiences with adolescents, their writing ability, and their general orientations toward teaching.

Admissions essays were successfully able to determine a candidate's motivations for applying to the teacher education program. These essays also were effective in providing a solid sample of the candidate's writing abilities. Finally, in many instances they also allowed for a glimpse into a number of candidates' experiences working with adolescents.

In a number of instances, beliefs and cultural models expressed in admissions essays did not align with the beliefs and cultural models the same candidates' expressed agreement with in their first questionnaire. There are several reasons that may account for this discrepancy. As the

essays are primarily anecdotal and personal, candidates tended to speak in platitudes while the survey asked more specific questions about teaching. For example, “I want to help all students become better readers and writers” might be written in an admissions essay, while the survey asked candidates to respond to specific statements, “Texts typically have one interpretation that is valued or accepted above other interpretations.” The specificity of the survey statements helped to reveal underlying assumptions and beliefs the candidates held about teaching and learning. Generally, the admissions essays allow candidates to voice broad, over-generalized discourses but didn’t insist they delve into the meanings or explicitness the way the survey does. Second, the admissions essay was clearly written with the intent of saying the “right” thing and making an impression. Although the survey can also be taken with that stance, the use of multiple questions that holistically combine to determine a candidate’s stance toward teaching and learning may provide a more comprehensive view. In order to gather the most accurate picture of a candidate, programs might consider developing a brief questionnaire that applicants’ would complete as part of the admissions process that would contribute to revealing the applicants’ beliefs and cultural models about teaching and learning. This would not only assist the program faculty in making admissions decisions but would also serve to add credibility to the reliability of information gleaned from the admissions essay, creating a more specific, holistic view of the applicant.

Another significant implication that emerged from the admissions essays was that programs were able to identify the motivations that were the impetus for the applicant applying to the teacher education program. Analyzing the motivations that precipitated an application to the teacher education program is significant; knowing this information positions programs to assist the candidates realistically understand how they can impact student learning. Programs can then provide candidates with the needed tools to clearly understand the ways in which they can realistically achieve their goals; otherwise these motivations may be sources of dissatisfaction and frustration, often ending in a premature departure from the profession (Croasmun, Hampton, and Herrmann 2006, Bruckerhoff, & Carlson, 1995, and Corcoran, 1981). Because many of the candidates have had experiences tutoring and working with children in school settings, they have a sense of what teaching is like. Though individual teachers can and often do make differences in the lives of their students, this organically occurs in classrooms as supportive relationships are developed between teachers and students through the learning

process; it is quite different for a teacher to enter into the classroom viewing the students as needing saved or rescued. This devalues the students' voices, intelligences, and value that they inherently bring to the classroom and negates any attempt at a democratic, socially-constructed learning environment. Knowing what the candidate expects of himself or herself as a teacher can aid a program in helping the candidate understand and establish clear and realistic expectations (Calderhead & Robson 1991, Corcoran 1981).

After candidates have been admitted, program faculty might analyze these admissions essays to gain a better understanding of the candidates' beliefs, cultural models, experiences, biases, and current understandings about teaching and learning. Only then can program courses and experiences be purposefully structured, scaffolded, and implemented to assist the candidates as they move from a theoretical space, informed primarily from their personal biographical experiences, to a practice-based orientation, informed by research, theory, and best practice.

#### **6.1.2 How are beliefs negotiated and explicated across time and contexts so that they become overt theories or beliefs? What new theories or beliefs are acquired across time and contexts?**

When the candidates in this study began the program, each had clear conceptions of teaching and learning that were not always fully transparent as they entered the program. This study demonstrated that clinical experiences in general and mentors in particular had tremendous impact on how candidates' beliefs shifted throughout their certification program. As evidenced by the surveys and the anecdotal evidence from the study as presented through lesson plans, teaching journals, reflections, and course artifacts, the candidates initially expressed agreement with many of UP's beliefs and cultural models, and by the end of the first term were eager to find ways to implement them in their clinical placements. But as they began working in the schools in the Fall, many candidates found themselves struggling to find ways to enact progressive practices like shared inquiry and perspective-taking in traditionally-oriented classrooms and found themselves pushing back against the establishment at their school sites. For many of the candidates, their new ideologies of teaching and learning that they were experimenting with were so tentative that without encouragement, modeling, and support to assist them through the struggle of working through the different paradigm with their mentors and, even often more difficultly with their students, many of the candidates easily abandoned these interesting new

conceptions of teaching and learning. Consequently, for a majority of the candidates, their beliefs and cultural models actually become more aligned with their mentors in December, and then in June, their beliefs and cultural models became aligned with that of the program. For a select few, many of their beliefs and cultural models actually become more aligned with the program in December even as they continued to experience difficulty connecting the principles they were learning about with the practice in the classroom; and at the end of the program, these candidates' beliefs, for the majority of the cultural models, returned back to virtually the same space as when they began the program.

This raises several implications for teacher education programs. First, programs might consider the value of monitoring candidates' beliefs at critical touch points throughout their program using a measure connected to the key principles of the program's theoretical and practical orientations. This would allow the program to gather valuable information about how the candidates' beliefs are being impacted by their various experiences in the program. This could be accompanied with the submission of taped teaching episodes and reflections to determine if the candidates' reported beliefs via the survey correspond to the enacted beliefs in practice. This is vital in assisting the program in assessing its effectiveness in training teachers in what they consider research-based best practices and to examine the influence that biographical experiences and personal pedagogical influences of mentors and supervisors are having on the candidate. Based on the data collected in this study, it is reasonable to conclude that the candidates embraced many of the concepts from the program but had difficulty conceptualizing how to translate the concepts of inquiry-based learning, constructivism, interpretation, and perspective-taking into practice, particularly in situations where mentors had not established these practices prior to the candidates' arrival. Programs may want to work more closely with supervisors and mentors to develop very specific assignments and strategies that would scaffold candidates through the process of introducing these approaches into the classroom, implementing and assessing lessons, and building a classroom culture that supports this kind of learning.

In this study, the candidates seemed to experience a large gap between the theoretical orientation of the university coursework and the practical space of the classroom. Many of the mentors and supervisors seem either ill-equipped or unwilling to help candidates transition their theoretical knowledge to a practical orientation, so the program should consider finding a

stronger way to build this connection with and for students. Programs like UP who have a strong ideology that is not easily recognizable in public schools and not easily translated to public school classrooms may want to be especially cognizant of the difficulties their candidates face. By being more pragmatic and less theoretical in their approach, programs would aid candidates in adopting the tenets into practice. These kinds of shifts that occurred in candidates' beliefs from July to December signified a need for teacher education programs to clearly articulate experiences for candidates that connect courses with clinical experiences. It appears that this initial immersion in the classroom is a critical time for the program to strongly connect theory and practice with the candidates for the study findings suggest the candidates seem to connect strongly with the mentor teacher in terms of their beliefs during this time. Candidates need repeated opportunities to see practical models of the theoretical and instructional approaches they are being taught as well as opportunities to implement such approaches themselves. Without such practical connections, new approaches remain theoretical and are easily abandoned.

Concerns about classroom management also seem to color the early clinical experiences of candidates. Programs might consider collaborating on classroom management experiences and approaches with the mentors and supervisors to assist the candidates in understanding the issues and problem solving solutions that support students, instructionally and behaviorally. Though this has often been relegated to the mentor to model and teach, programs that assist candidates by providing them a theoretical orientation toward classroom management enable them to think about management issues through a proactive not reactive stance.

In sum this study suggests that if the teacher education programs want to impact candidates' beliefs and sustain best practices, they should consider ways to clearly understand the orientations from which their candidates enter their program, very explicitly support these candidates in making connections to their classrooms, and provide candidates with mentors and supervisors that are at least somewhat aligned with the thinking of the program. Stronger communication and collaboration between the program faculty and the mentors and supervisors would be a robust agent in impacting sustainable change in teacher candidates' beliefs about teaching and learning.

### **6.1.3 What in a teacher education program influences the changing and shaping of teacher candidates' beliefs and cultural models?**

Considering the time they spend together interacting in the classroom, it is a reasonable assumption that the candidates' mentors and supervisors have a tremendous impact on the development of their teaching practices and their thinking about teaching and learning.

#### **6.1.3.1 Influence of Mentors**

Research indicates the mentors have a tremendous influence on the candidates' practical and theoretical orientations (Bruckerhoff & Carlson 1995, Bunting 1988, Franzak, 2002). Certainly, depending upon the mentor's orientation, such influence can support what a candidate is learning in his or her teacher education program or contradict it. According to their responses to the questionnaires they completed in early Fall, the mentors of the candidates in this study were typically not in alignment with the beliefs and cultural models of UP's English Education Program (Figure 8). Given this information, the data from the questionnaires that the candidates completed, and candidates' teaching journals, interviews, teaching episodes, this dissonance created a great deal of tension for the candidates. Candidates related instances when their mentors' expected them to emulate instructional practices that contradicted both the program's tenets and the beliefs of the candidates. They also discussed numerous instances when they attempted to implement lessons and learning tasks based on inquiry, constructivism, interpretation, or perspective-taking, but were not supported by their pre-established classroom communities or the mentors. Consequently, the candidates experienced frustration as they continually attempted to change the classroom environment to one that would support the kind of teaching and learning they were eager to implement. Only when candidates were persistent and confident were they eventually able to begin to enact many of the practices that they valued but the struggle to do so prevented them from achieving the professional growth that they might have with mentors whose teaching was aligned with UP's tenets. Research has reported that biographical experiences have a strong influence on pre-service teachers' developing beliefs and practices (Lortie 1975); this study suggests several implications that corroborate and extend this finding. First, many of the mentors model traditional practices that coincided with practices the candidates experienced in their own education. Consequently, when candidates entered those classrooms and were confronted with a choice between enacting the modeled behavior of the

mentors, which was also familiar to them, or experimenting with new ways of teaching offered by the program, candidates often found it easier and more comfortable to follow the lead of the mentor. Second, many candidates lacked the confidence to push-back against the mentor when the mentors' practice did not align with UP. Instead of continuing to find ways to implement new instructional approaches, candidates may have found it easier to dismiss what the program is teaching or they may have found their mentors' practices more believable as best practices given that they experienced them in practice, not just in theory. Finally, it takes patience, scaffolding, and planning to help students learn to actively engage with academically rigorous learning tasks that involve inquiry, interpretation, and perspective-taking; many candidates easily become discouraged and abandon the process without giving the students and themselves sufficient time to acclimate to the different expectations.

#### **6.1.3.2 Suggestions for Mentor Participation in Teacher Education Programs**

One of the teacher preparation program's primary resources in educating teacher candidates is the classroom teachers who volunteer to work with the teaching candidates. These mentor teachers come to this experience with a wide variety of motivations, experiences, and orientations to teaching. Unless the teacher education program uncovers these, particularly the mentors' orientations to teaching and learning, the support that the candidates will receive remains uncertain, even when candidates work with mentors who have familiarity with the teacher education program in question.

First, teacher education programs should consider administering an abbreviated questionnaire to each potential or assigned mentor to complete; this would assist the program faculty in identifying the beliefs and cultural models that guide each mentor's teaching practices and understandings of learning. After each mentor completes this survey, the results can be analyzed with an eye toward identifying how the mentor aligns with the program and predicting how the mentor will support a teaching candidate. It would also provide the program faculty with information about the kind of professional development the program could develop to support the mentors and to help them better understand the program's tenets and the expectations of the candidate as well as to predict areas of dissonance between the program and the mentor's practice.



Second, in addition to the typical mentor teacher orientation that is provided at the beginning of the internship partnership to explain protocols and provide a general introduction regarding the programs' philosophical approach, more specific, content focused work with the mentors should be considered to discuss and model how the program's beliefs and cultural models translate into practice and how the mentors can assist the candidates in creating learning environments for that kind of work to occur.

Third, it would be helpful for teacher education programs to sustain relationships with mentors who have been supportive and successful in mentoring candidates in doing the kind of work that the program values. There is value in having a cadre of mentors in different districts who can serve as a community of resources not only for sound placements but for mentoring other mentors. It is not unusual for effective mentors to need sabbaticals from working with candidates; it is also desirable for mentors to have multiple resources to support and sustain the work that they are doing as mentors and help them develop their professional practice. Having multiple mentors in a district will facilitate this. The program would then be able to have access to numerous sound placements in the district but would also be able to establish a supportive network of mentor coaches in districts who could be relied on to provide guidance and assistance to mentors as they develop their own teaching practice as well as their mentoring skills.

It is important to acknowledge that there are mentors who have some different perspectives about teaching and learning and still collaborate effectively with teacher education programs in training new teachers. This allows the candidate to consider and try-on different perspectives, however, it is important that the mentor and candidate know, understand, and support the same basic tenets of the program and that the mentor is supportive of the candidate's efforts to engage in the program's work and that they both practice critical reflective thinking.

#### **6.1.3.3 Influence of Supervisors**

Every candidate was assigned a university supervisor who observed, provided feedback, and assessed his or her work in the classroom multiple times throughout the internship experience. These supervisors primarily fell into two groups: students enrolled in UP's doctoral English Education program and "experienced" supervisors who had been supervising for UP for a number of years (usually retired teachers with years of experience). Given the close connections that most supervisors had to UP, it was surprising that the supervisors as a group

expressed alignment with only half of the beliefs that provided the foundation for UP's program (according to their responses to the surveys they completed in early Fall). Consequently, for over half of the beliefs, the supervisors, employed by UP to support the candidates in implementing the practices and theories they were learning of in their courses, disagreed.

There are several possible explanations for these results. First, the doctoral students who were supervising candidates during this study were either one to two years into their program when this study was conducted. They did not have extensive experience with the tenets of the teacher preparation program specifically, nor did the courses in their doctoral program philosophically prepare them to support the teaching candidates in implementing lessons grounded in inquiry, interpretation, constructivism, and perspective-taking. However, all of the doctoral student supervisors did have some classroom teaching experience – experience that led them to develop their own beliefs and cultural models of teaching and learning that were more firmly established than any that were introduced in their doctoral programs.

The part-time supervisors who were employed by UP to supervise students during this study had worked at UP for a number of years (Table 3 and Table 8); one might expect that these individuals would have been the most aligned in their thinking with the tenets of UP's program. Like the doctoral students, the part-time supervisors have come to their work with the teaching candidates after experiences working in schools as teachers and administrators. But, unlike the doctoral students in this study who typically had 5- 10 years of teaching experience, these supervisors were retired teachers and administrators with entire careers spent in secondary schools. This is significant because although UP had provided extensive training, on-going professional development, and support that the supervisors were required to attend, it appeared as though their secondary school experiences were so ingrained that the beliefs and cultural models that governed their practices as teachers and administrators continued to guide their work with the teacher candidates, even if it contradicted the teacher preparation program (recall Susan and her supervisor's debates over step-back and closure.) Unfortunately, the candidates often received mixed messages from their supervisors, often getting directives to implement practices that were more aligned with direct teaching than constructivist, inquiry-based teaching.

#### **6.1.3.4 Suggestions for Selecting, Training and Working with Supervisors**

Just as important as uncovering the beliefs and cultural models of the applicants and mentors is pinpointing the cultural models of the supervisors – programs cannot assume that supervisor’s share their beliefs and cultural models simply because they are employees of the program. Programs might consider pinpointing supervisors’ beliefs through the use of surveys and questionnaires about teaching and learning as well as discussions around teaching tapes and case studies that reflect the tenets of the teacher education program. It is not enough to theoretically orient the supervisors to the beliefs and cultural models of the program and ascertain if the supervisors align with those ideals, but the program might find it beneficial to ground those ideals in concrete, practices with the use of case studies and taped teaching episodes. This would enable the supervisors to more easily translate the program’s expectations into practice as they are working with the teaching candidates. Otherwise, when left to their own devices, the supervisors, like other teachers, may fall back on their own experiences. Programs may also consider working with supervisors on assessments for teaching candidates to ensure reliability in how supervisors respond to teaching. It may be beneficial in numerous ways for program faculty to supervise interns and student teachers on a regular, rotating basis, which would allow the faculty to model strong supervisory and mentoring practices as well as ensure that the program is grounded in relevant classroom practices. Finally, it is in the best interest of the teaching candidates for programs to discontinue using supervisors who are not able to understand and support the tenets, beliefs, and cultural models framing the courses and clinical experiences of the program.

Though the candidates expressed the supervisors were “supportive,” they generally did not credit the supervisors with being instrumental in the development of their teaching practices. The candidates primarily viewed the supervisors’ role as either one of a mediator who negotiated problems that came up between the mentor and the candidate or one of evaluator who issued grades and assessments. I suggest that programs should consider positioning supervisors in the role of a content-teaching coach whose primary role (particularly in the beginning of the clinical experience) is to visit the candidate frequently and informally to provide suggestions, feedback, even modeling in the implementation of practices that correlate to those that are being taught in the methods courses. Formal observations and assessments would still occur as necessitated by the structure of program, but data collection for the purposes of assigning grades could be

generated from multiple sources other than strictly formal observations. This would provide the candidate with a resource who has knowledge about the program's tenets and experience in schools, helping the candidate find ways to unite the ideological with the practical. The supervisor would also serve as a resource for the program to be able to discuss how the program's tenets and practices are translating in practice.

## **6.2 IMPLICATIONS FOR RESEARCH**

### **6.2.1 The Use of Cultural Models for Studying Beliefs**

Cultural models are based on a combination of “tacit” and “explicated” beliefs (Gee, 1996). Although cultural models and beliefs are firmly situated in an individual [and community's] sense of identity and reality, a teacher candidate's identity is in a constant state of flux and is reactionary, often responding to the competing social, political, cultural landscapes that touch the teacher's professional and personal spaces at very particular moments. This was obvious through the analysis of the candidates' questionnaires and artifact submissions throughout the study. Using cultural models was a particularly effective vehicle for examining the beliefs of teaching candidates and the tenets of the program for they were imbedded in everything both the candidate and the program produced. Because in many instances cultural models were open to interpretation, it is essential to triangulate the interpretations with multiple data sources as well as “member checks” (Carspecken 1996). The protocols that were used in this study to analyze cultural models were helpful in identifying, comparing and tracking how cultural models changed over time; I plan additional studies to continue to refine these protocols to examine ways in which cultural models can be seen in a candidate's teaching behavior. I also would like to further explore more explicitly how cultural models inhibit learning of new teaching paradigms.

In numerous instances UP's materials indicated that it valued and encouraged dialogue and different ideas about teaching and learning and “expect[ed] candidates to take a critical stance towards both experiences [courses and clinical teaching], so that they [could] develop their own philosophies and practices of teaching and learning” (*English Education Handbook*, 2006). But, as indicated in Sections 4.3 and 4.4, the assessment instruments used by the program

articulated and enforced specific cultural models of teaching that the program valued. This raises several issues for future research. Though the program admitted that there is value in difference and that through difference and dissonance, healthy discussion, negotiation and exchange of ideas occurs, in practice, the program allowed little room for candidates to authentically participate in that kind of exchange and provide no opportunity for mentors, supervisors and the program to engage in that dialogue. I would like to examine how the instability of beliefs and cultural models contribute to changing practices, contending that to change a person's cultural model, practice must first be changed. Additionally, I would like to examine the value of dissonance of cultural models within a teaching community to determine how that dissonance impacts the practices of the members of that teaching community. Finally, I would like to explore the role of teacher education programs, in general, and English Education programs, in particular, as they relate to establishing, promoting, and sustaining cultural models of effective teaching. Do such programs consider themselves as one perspective open to critique, as agents of social, cultural, and institutional change, or as a stabilizing agents in a particular field?

### **6.2.2 The Study of Teacher Beliefs and Cultural Models**

It is difficult for teacher education programs to substantially modify the initial beliefs and cultural models with which teacher candidates enter programs; they are firmly entrenched, emotionally embedded, and resistant to change (Cohn, 1991; Feiman-Nemser, 2001; Goodlad, 1984; Lortie, 1975; Richardson, 1996). Previous research has suggested that it is difficult to break through these belief systems, which serve as both filters and barriers to acquiring new skills and knowledge (Alsup, 2006; Brookhart and Freeman, 1992; Cohn, 1991; Feiman-Nemser, 2001; Goodlad, 1984; Lortie, 1975; Tatto, 1998; Weinstein, 1988). Such research also indicates, candidate beliefs appear to corroborate these findings of little change if one examines the data at touch points only at the beginning and end of the programs. However, this study sheds new light on the research cited above by suggesting that examining initial beliefs of teacher candidate at these two touch points is insufficient. Instead, this study finds that candidates' beliefs do change quite a bit, however such changes are only apparent when beliefs are examined at multiple points throughout the program. For most candidates in this study, alignment with beliefs and cultural models did change over the course of the program, shifting in December to a much closer

alignment with their mentor teachers than with the program. Then, in June, many of the candidates' beliefs were either consistent with where they were at the beginning of the program or slightly more in agreement with the program. Loughran (2006) indicates that "students of teaching need opportunities to learn, un-learn and re-learn in order to better know themselves so that they might better understand how and why they teach in the way they teach; especially if they seek to change" (p. 112). I argue that based on this study and the changing beliefs of the candidates throughout UP's program that this is true. It is important for candidates' beliefs about teaching and learning to be challenged. As difficult as it may be, the faculty, supervisors, and mentor teachers have a responsibility to confront them with realities, push-back, and designed opportunities for implementation of new paradigms of teaching and to require reflection on those teaching episodes: "Otherwise, tacit, unquestioned, taken-for-granted images of teachers and teaching [and learning] that have dominated students' observation of practice as students may well unintentionally prevail" (Loughran 2006, p. 112). Additional studies need to be conducted to determine what kinds of supports most effectively impact candidates' beliefs and cultural models. Deep analysis should also be conducted on those candidates who did leave the program aligned with the cultural models of the program to determine what was different about their experiences that may have contributed to their growth. Analyzing how candidates in an undergraduate program who have longer to process the concepts and who have numerous clinical placements would add interesting details as would information from candidates who progress through an alternative licensure program without an in-class mentor. Finally, tracking several candidates to see if any of the programs' influences emerge 1 or 2 years later in their thinking or practice would be helpful to add information about sustainability.

## **CASE STUDIES**

In order to more closely examine the experiences of the teaching candidates, two candidates have been chosen as case studies. The experiences of Jake and Claire provide observations, insights, and questions that add detail and meaning to the information gleaned from study participants. Both Jake and Claire were part of the original study participants. They participated in numerous individual interviews with the PI in addition to the data collection as was described in Chapter 2.

## 7.0 FOCUSED EXAMINATION OF CASE STUDY 1: JAKE

Jake and his younger brother and sister grew up in a divorced home in an affluent suburb, raised by their mother with little contact from their father. He spent his teenage years working fast food jobs and at 18 entered UP's undergraduate English writing program from which he graduated cum laude four years later. Jake's goal was to be a poet. He said, "Writing is my first love...my focus is poetry and I hope to one day publish full-length books." However, Jake also had a pragmatic side as he felt that poetry would not support him. He realized that though he would always write, he needed a career plan that would be personally and economically sustaining. His time at UP was not the only positive educational experience he had; Jake looked rather nostalgically back on his time in high school. In his goal statement written as part of his admissions materials, Jake expressed that

As an eleventh grader at Northern High School I met Mr. C and, simply put, my academic life was changed forever. I went from dreading school every day and searching desperately for ways to get out of it, to looking forward to it for the sheer knowledge that I would have class with Mr. C. I can't pinpoint exactly what it was that made him so different. It was just something about the way he presented himself, the ways he presented the class material, and the way he engaged each and every student...along the way, I encountered professors who inspired in me the same passion, the same intense interest in what they had to say as Mr. C had...I wanted to be a Mr. C, to help disillusioned or disinterested students take interest in their education, to want to come to school every day.

So, a year after graduating with a BA in English, Jake applied to UP's MAT English Education program to "become a teacher and attempt to inspire the same love of academic pursuit in as many students as [he is] able." In his recommendation letters, Jake was described by former instructors as being "a thoughtful and interesting poet" who "deftly questions, without being condescending or mean, any idea that seems unexamined". Another instructor indicated that Jake was "mature, inventive, serious and thoughtful – all qualities that would make him a wonderful teacher." Having several pre-requisite courses to take, Jake was provisionally admitted to UP's English education program in June of 2006 and was assigned to Farmington High School in an affluent district for an internship during the coming academic year. With the



additional 14 students in his MAT English cohort, Jake began classes at UP's School of Education at the end of June, 2007.

## **7.1 UNDERSTANDING EXPECTATIONS – JAKE'S ENTRY INTO THE PROGRAM AND HIS FIRST TERM**

In Jake's admissions essay he clearly articulated the beliefs and cultural models that framed his thinking about the current educational system and about learning and teaching using strong, declarative statements. Very bluntly, he posited that students in schools in the 21<sup>st</sup> century were not engaged in their own education and that this was holding American education back. He saw this problem as a shared responsibility for parents, society, and educators stating that all parties need to take up the task of helping "even a few students take a vested and active interest in their education." Jake spoke of several high school and college instructors who had a profound effect on motivating him but could not identify what exactly they did to inspire him and others to academic achievement. Similarly, in an interview at the start of the program, Jake indicated that he knew what he wanted to do and why he wanted to do it, but had no idea how to get there:

I am so pumped to be in this program. I've known for a long time that I want to teach. There are so many teachers out there that are disinterested and just in it for the paycheck and kids know it – they can tell. I was one of those kids. I wasn't about to put any effort into anything for a teacher who could care less. Why should I? I didn't care myself. Looking back, I know how stupid it was and how immature it sounds, but that's how kids think. They don't understand the reality is that they are only hurting themselves, but that's the truth of the situation. Teachers have got to find a way to really communicate and connect what they are teaching with the students. That's the only way. I don't know how to do it, but I know it has to be done. I'm really excited to start classes and figure it out. I can't wait to actually get into the school and work with students. I'm nervous but jazzed too. I just hope that I can bring what's in my head to life (interview, June 10, 2007).

Jake held a strong cultural model related to the role of the teacher in the classroom- a motivator, a cheerleader, a coach, a source of knowledge. What he didn't have was an understanding of how that role would manifest in actual practice. Jake's statement revealed that he valued students as active participants in class and in their own learning and that he believed that the teacher's role is to provide opportunities and tasks where students can learn. Knowing that UP's

program is based upon the practices of inquiry and socially-constructed learning, it seemed as though Jake's framework and UP's philosophical positioning were a strong match from the beginning.

In early July Jake took the questionnaire (Appendix C) to determine his initial beliefs and cultural models with respect to teaching and learning in English Language Arts. The results of this survey were then compared to the beliefs and cultural models of UP's English Education program and his mentor and university supervisor. Figure 15 displays this data.

There are a number of beliefs in which Jake was in agreement with the program as he began his work at UP. The first cluster centered on the use of discussions (beliefs 3, 7, 8, and 21). Jake expressed relatively strong agreement with the idea that texts can be enriched through discussion, that critical literary theory can stimulate and inform discussions, and those discussions, questioning, and inquiry can aid students in understanding and interpreting texts. Additionally, he agreed that not all discussions are authentic and interpretive. Consistent with his admissions essay, Jake also expressed agreement with the beliefs that all students have the ability to learn, have the right to an education, and come to school with valuable skills and experiences (beliefs 25, 26, and 13). Finally, also consistent with Jake's view of an active classroom, he demonstrated alignment with the value of process drama as a vehicle for engaging students and developing deep, creative, critical thinking (beliefs 22 and 23). Jake also agreed that knowledge is socially constructed (belief 9).

While Jake began the program aligned with many of UP's beliefs, there were several clusters with which he disagreed on the survey. Notable, although Jake's admissions essay sounded democratic and forwarded teaching for social justice, his initial survey demonstrated that a primary cluster of beliefs with which he disagreed were related to language instruction of non-dominant culture students. For instance, Jake disagreed or strongly disagreed with the beliefs that suggest that students who speak AAVE do not have a deficit (37), that students' home languages should be respected in the classroom (40), and that grammar study should be integrated with the teaching of literature and writing (38). He also disagreed with using texts in the classroom to explore multiple perspectives, issues and problems, and diverse social and cultural backgrounds (17). Finally, it was remarkable that Jake did not align himself with beliefs that value talk (2) and writing in the classroom (14-16) considering his background as a writer and his agenda to actively engage students in their own learning. Jake did not agree that talk was

an important learning tool or that students should have a voice in the classroom and in their learning (35). In respect to writing, Jake indicated that he did not believe that writing should be used as a tool for learning and thinking and only felt slightly more in agreement that writing can be a mechanism for social change and that a student's writing illustrates his or her perspective.

### **7.1.1 Jake's University Supervisor, Ellen**

Jake's supervisor, Ellen, had been a supervisor and adjunct instructor with UP's English Education program for well over 6 years. Prior to her retirement from teaching, she taught English in numerous public and private secondary schools in the United States and abroad. The Program had come to regard her as a consistent and reliable instructor and supervisor, typically assigning her 7 candidates a term to supervise in their clinical experiences. The candidates also regarded her highly for her practical knowledge, her supportive and nurturing demeanor, and her down-to-earth humor. Ellen regularly attended supervision meetings and English Education program meetings, assisted in writing the observation and evaluation instruments, and contributed to the development and revision of courses; consequently, she was invested in the program and knowledgeable about its beliefs and expectations.

Ellen completed the questionnaire (Appendix C) in September 2007; Figure 15 also illustrates her degree of alignment with the beliefs of the English Education program. On 33 of the 40 beliefs (reference page 123) Ellen's responses fall between agree or strongly agree with the program. In particular, Ellen strongly supports the following beliefs (4.0): not all discussions are "authentic", meaningful, or interpretive (belief 3); discussions can stimulate deep cognitive work in students (belief 5); discussions can be informed by critical literary theory (belief 7); effective teachers personally invest in their students' academic and personal growth (belief 34); students who speak variations of English are not viewed as having a deficit (belief 37), and students home languages should be valued in school (belief 40). This is significant and unusual, for when examining the holistic response of all supervisors, only 18 of the 40 beliefs were rated in the range of agree to strongly agree.

On 5 of the beliefs Ellen was in marginally less agreement (>.15). These concern teaching diverse learners and using reflection to improve practice. The only belief in which Ellen expressed clear disagreement with UP's framework is "Effective teachers communicate

authentically with parents.” It is unclear whether this was sincere disagreement or simply that her current role does not position her to interact with parents.

### **7.1.2 Jake’s Mentor Teacher, Dianne**

UP’s English Education program regularly placed interns and student teachers with the English Department faculty in Farmington Heights School District for decades with a high degree of success. Farmington Heights was a large, affluent school district, located 10 miles northeast of campus. The teachers were committed to their profession and to their students who were academically focused with few behavioral issues to challenge novice teachers. When Jake received his internship assignment at Farmington High School, he was excited because he knew that it was not only prestigious, but he would be able to actually implement much of what he would be learning at UP. His mentor teacher, Dianne had taught 9<sup>th</sup> and 11<sup>th</sup> grade at Farmington High School for 14 years when she became Jake’s mentor in the Fall of 2007. She was excited to work with Jake, for she had served as a mentor for two of UP’s English interns in previous years and was committed to working with pre-service teachers. Although she knew it entailed work and responsibility, she also saw it as a privilege and looked forward to it:

Working with interns continues to feed my positivity and also provides me with a wealth of ideas to implement in my classroom. Also I love passing on my passion to others. Sure it’s challenging, not knowing what to expect from the individual intern, but part of the job is working through the beginning stuff and establishing expectations, teaching professionalism. Being a mentor forces me to continually re-evaluate myself so that I can be the best teacher I can. Through my work with UP, I’ve learned how necessary it is to value the students’ input, needs...my classroom is no longer about me; it’s a community about everyone who is involved.

Dianne did not attend the mentor training session but had worked with Ellen in mentoring previous UP students. Dianne also completed the questionnaire in September 2007. Although she had worked with UP teaching candidates in the past, she was not as aligned with program’s beliefs in ways the program might have anticipated. Of the 40 beliefs, Dianne agreed or strongly agreed with just 18. Dianne strongly supported the notion of talk, inquiry, and discussion as significant tools for student learning (belief 3). She was also aligned with the idea that students of English should be knowledgeable about literary conventions and canonical texts (belief 32, 33). Dianne indicated that students who use languages other than SWE in the classroom should not be viewed as having a deficit and that their home languages should be valued. Finally, she

exhibited agreement that effective teachers not only personally invest in their students' learning but also communicate authentically with parents.

There were 12 beliefs in which Dianne either trended toward disagree, disagreed, or strongly disagreed. Some were particularly significant for Jake's work. First, she rated "students learn through active participation in class activities" (belief 1) at 2.5, which could have created difficulties for Jake depending upon how he wanted to structure his class activities. Second – a tenet of UP's program related to the importance of including multiple perspectives - Dianne ranked belief 17 (texts should be chosen to reflect multiple perspectives, important issues and problems, and diverse social and cultural backgrounds) at a 0, belief 18 (texts should be chosen with students' academic, social, cultural, and developmental needs and backgrounds in mind) at a 2.2, and belief 19 (Texts should reflect a variety of genres and textual features) at a 1.7. Finally, Dianne strongly disagreed with the belief that all students have the ability to learn and all students have the right to an education, while disagreeing only slightly less than regular education teachers should adapt instruction for struggling learners.

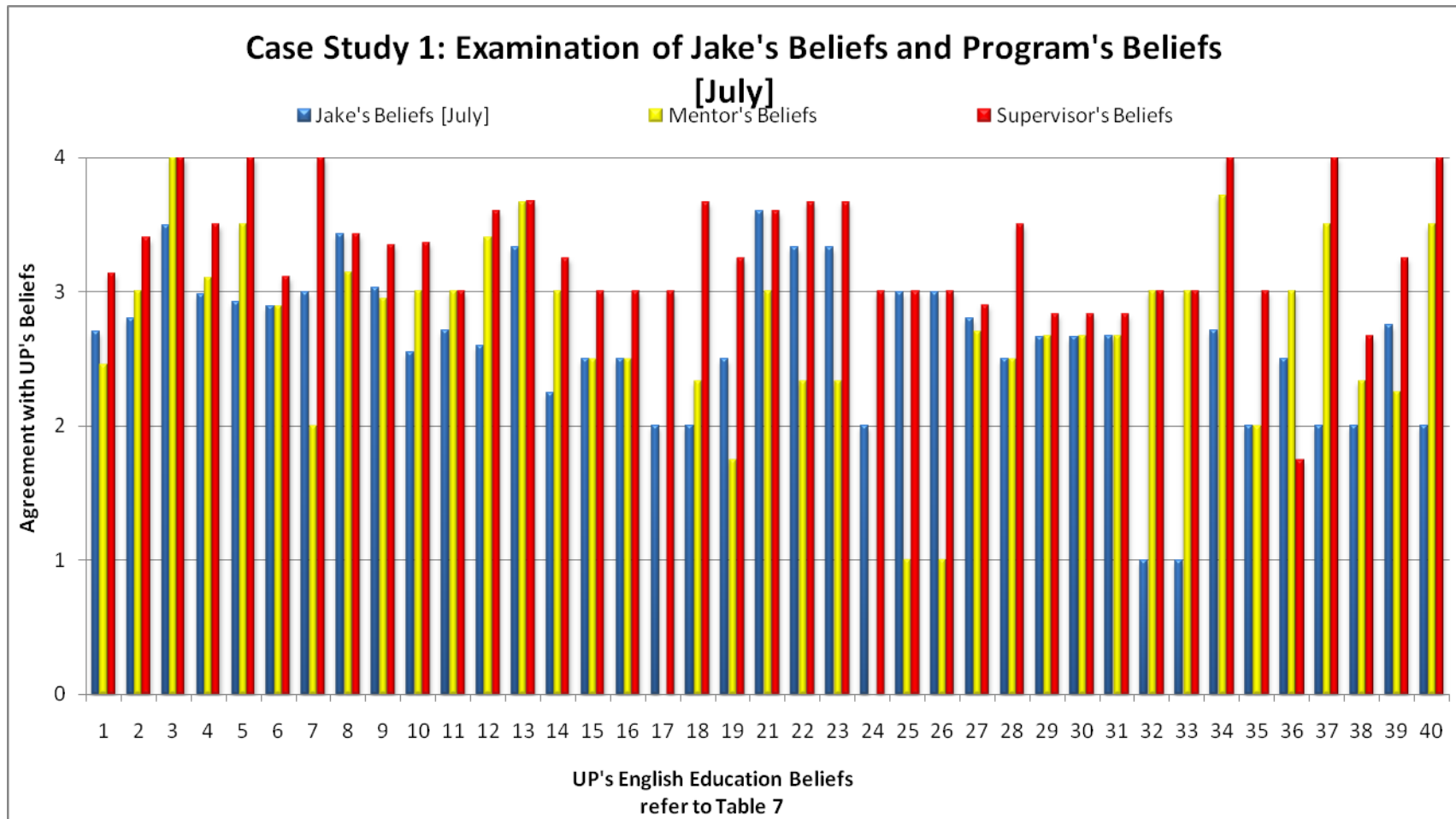


Figure 15 Case Study: Examination of Jake's Beliefs and Program's Beliefs - July

## **7.2 DISCUSSION OF JAKE'S BELIEFS AND CULTURAL MODELS AT THE BEGINNING OF THE PROGRAM**

On the surface Jake seemed to enter the program with a solid connection to the fundamental tenets of the program: socially-constructed learning and inquiry-based learning, and problem-posing methods. His admissions essay focused on a democratic view of education that positioned learners as active, responsible participants and the teacher as a facilitator of learning tasks that motivated and engaged students in challenging, stimulating educational experiences. Even though this was what his admissions essay convincingly and passionately expressed, his questionnaire revealed contrasting beliefs. Trends from the first survey suggest that even though Jake generically supported a discussion model, he didn't really have a sense of how students could learn through talk or how a teacher might use talk and discussion to develop understandings of text. Additionally, even though Jake talked in his admissions essay about the importance of education for all, his survey results indicated that he believed that education cannot and should not provide a means of equity for those who begin with less.

Jake was assigned Ellen as his university supervisor. This should have positioned him with tremendous support to implement and receive feedback on the theories and practices he was learning about in UP's program. As a supervisor, Ellen was strongly aligned with the program, understood the complexities that often need negotiated between the program and a school site, and had even supervised numerous past interns in Farmington High School.

Having Dianne as a mentor provided Jake with a number of benefits. First, she was an experienced teacher who had previously worked with UP teacher candidates. This positioned her as a mentor who not only had knowledge of content and teaching but also the expectations, philosophy, and protocol of the UP Program. Second, she admittedly was excited about working with Jake; this is significant as she viewed the experience as mutually beneficial. Given these advantages, it cannot be overlooked that even though she had worked with UP teaching candidates in the past, she was not clearly aligned with UP's teaching philosophy, particularly in the principles of socio-cultural aspects of learning and the value of perspective taking. This put

Jake at a disadvantage as he did not experience strong support, feedback, and modeling in these areas. The best that could be hoped for was that he would also not receive push back in his attempts to implement methods and curriculum that drew on these frames.

### **7.3 JAKE'S DEVELOPING BELIEFS AND CULTURAL MODELS THROUGHOUT THE PROGRAM**

As Jake thought about his work from the summer courses and how those courses impacted his thinking about teaching, he indicated,

“the most dramatic change is that I’ve come to believe that there is no one correct interpretation of a text and that the most effective means of teaching literature is through shared inquiry discussions. I feel it gives students the opportunity to create their own meaning within a text and provides them with the skill set necessary to dissect literature for the rest of their lives” (interview, September 9, 2007).

What is noteworthy is that by acknowledging that texts are open to various interpretations and that inquiry is a sound method to engage students in considering textual interpretations, Jake was beginning to discover how to actually enact ways to engage students in the study of literature (although he also referred to their work with literature as a “dissection” which is more aligned with a New Critical close reading). Recalling Jake’s admissions essay and initial interview, this was the kind of work he was eager for; methods that would actively pull students into his classes and into learning while providing Jake with very specific teaching tools to help him achieve those kinds of lessons. Jake’s statement about shared inquiry is noteworthy for a number of reasons. First, his statement is representative of common reactions that his peers shared. Many English majors who entered into the program felt passionately about teaching canonical interpretations of literature often through a lecture-based style, so becoming open to the concept that students can interpret literature and that this is a difficult, cognitively demanding task that should be foundational in an English Language Arts classroom was a substantial paradigm shift. Coupled with the fact that Jake was still negotiating the curriculum at Farmington with the teaching paradigm presented at UP, it was obvious that he was in the process of learning and working through many competing beliefs and cultural models, not just about teaching and learning, but also about literary interpretation, for example.



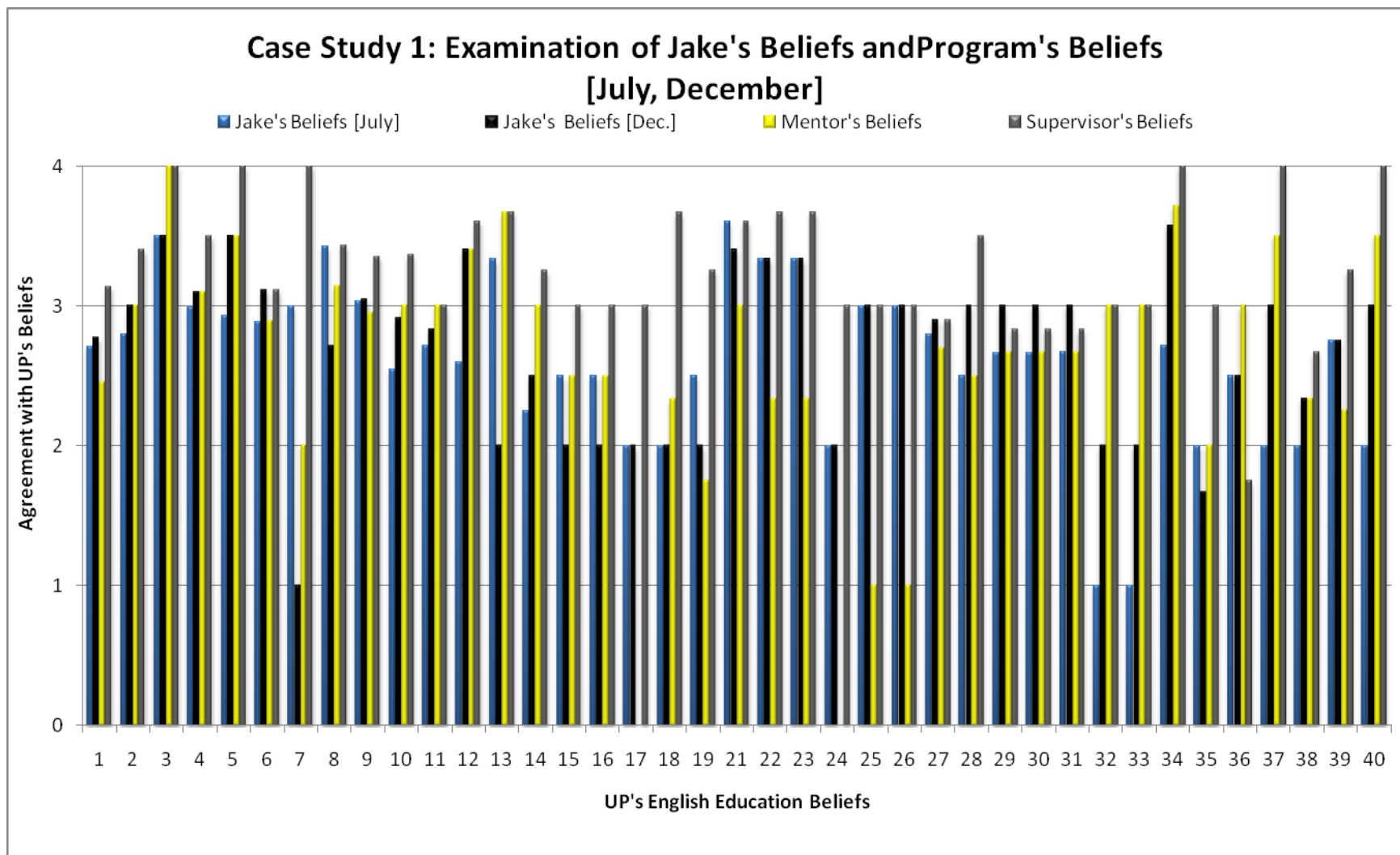


Figure 16 Examination of Jake's Beliefs and Program's Beliefs – July and December

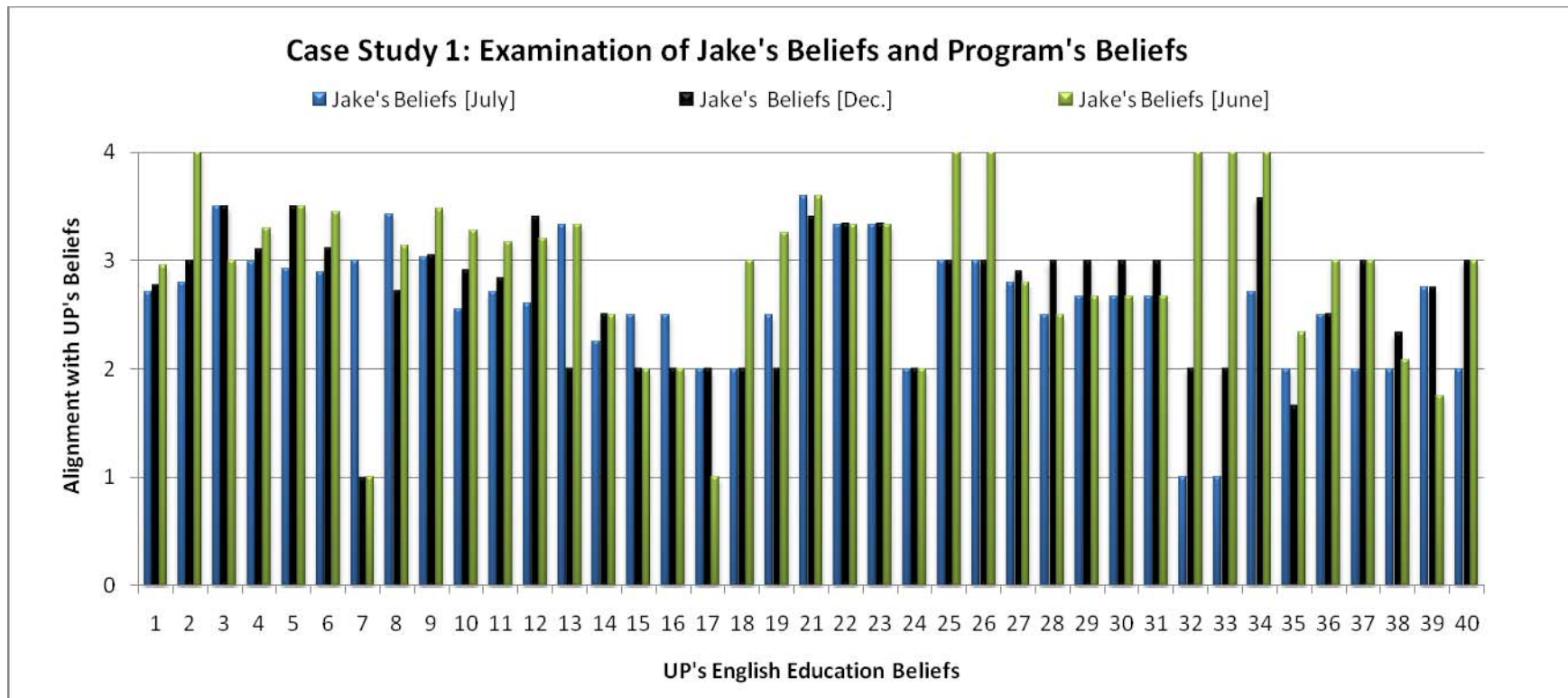


Figure 17 Examination of Jake's Beliefs and Program's Beliefs – July, December, June

When Jake began the program his beliefs in learning being a social activity were between a 2.0 and a 3.3 in response to the program's beliefs that touched on socio-cultural learning, indicating a disagreement to weak agreement with such cultural models as "students learn through active participation in class activities" (belief 1), "talk is an important learning tool" (belief 2), "discussions stimulate deep cognitive work in students" (belief 5), "all students come to school with valuable experiences and skills" (belief 13), and "students should have a voice in the classroom and in their learning" (belief 35).

Midway through the program, Jake's experiences in the classroom began to impact his beliefs in constructivist learning. Though some of the beliefs remained virtually unchanged, some began to move further toward agreement with UP's program. As Jake articulated his enthusiasm for interpretive discussions and as his teaching artifacts demonstrated repeated attempts to enact this kind of work with his students, it is not surprising to note that in December, his reported beliefs regarding the ability of discussion to stimulate students cognitively moved from below agree to 3.5, but interestingly, his view of the importance of students' engagement in talk had only marginally increased .02 points to 3.1. The areas where his beliefs demonstrated the most change were in the areas of student agency; although Jake was working hard to engage students actively in his class discussions and learning tasks, his beliefs about what students brought to the classroom changed dramatically. When he began the program he agreed that students bring valuable skills and experiences with them to the classroom but in December expressed disagreement (2.0) with that belief. Similarly, in July Jake's thoughts about students' voice in classroom decisions had declined below disagree.

Conversely, Jake did begin to demonstrate a stronger understanding about working with special needs students. When he began the program, Jake had little knowledge and experience of

the issues surrounding struggling students and his initial survey reflected a 2.6 response to belief 28: the regular education teacher should adapt instruction for struggling learners, students with special needs, and diverse learners, and ELLs. In December, however, Jake expressed a 3.0 in response to this belief.

Last summer in lab we talked about adapting lessons and differentiated instruction and it made sense, but I also thought if a student needed to have the academic work “adapted” for them so that they could be successful then what was the point? Wouldn’t it be better to put them in a class where they could be successful without adaptations? What was the point in putting them in a class where they struggled and needed such obvious assistance? Well, I have 4 included students. I know that is a really small number compared to everyone else. Now that I know them and can contextualize what kind of issues they have I understand what adaptations really are. This summer I thought I would be giving them abridged texts or watered-down assignments, but I’m not. One of my students needs preferential seating so he can hear me more clearly because he some has hearing loss. Another needs additional time to complete assignments and for another one he has an instructional assistant who helps him with his work. It really isn’t as invasive as I thought it would be and they are doing ok. My issue though is that I try to provide resources to any student who is struggling and not just those students who have an IEP. I think that is only fair (interview January 6, 2008).

Another area that showed a significant shift toward aligning more with the program was belief 34 (effective teachers personally invest in their students’ academic and personal growth) which shifted from a 2.6 in July to a 3.7 in December. Through the first semester, Jake was focused at establishing appropriate relationships with his students that would facilitate the kind of classroom management he was trying to create. He struggled initially with this. As Jake explained,

I never imagined I would be the kind of teacher who assigned seats or yelled or demanded respect. I imagined I would be able to relate to my students and that they would respect me because I respected them. I imagined this *Dead Poets Society* meets *Dangerous Minds* culture in my classroom, but after everyone was won over and into the classes [Jake laughed]. I never saw myself as an authority figure, but the students did. It took awhile for them to let me see who they were; I guess I had to show them that I was genuine. I had to let them know me first. It makes sense, but I thought it would have happened easier [sic]. It’s just know

that I think they actually trust me and I think that's only because I really think they know I care about them, academically and personally (interview January 6, 2008).

This reflection was significant for Jake; he was able to critically understand what went into the relationship with his students that actually made it work on both a professional and personal level. Initially, he thought that he could just “joke with the students” and “do impressions of celebrities or literary figures to lighten the mood” to win the students over, but ultimately, he realized that the students would not be so easily manipulated. This realization is evident not only in his behavioral changes but in the shift in thinking illustrated by his response to belief 34.

In each of these beliefs and several others (6, 9, 25, 26, 27, 28, and 34) Jake's beliefs became even more aligned with the program over the course of the year. In fact, when he took the questionnaire in June, Jake strongly agreed (4.0) with belief 2 regarding the importance of talk, with belief 25 (all students have the ability to learn), belief 26 (all students have a right to an education), and belief 34 (effective teachers personally invest in their students' academic and personal growth). Jake's consistent and focused work with discussions not only continued to strengthen his beliefs in the value of discussions but also in the concept that students who are not as strong academically contribute meaningfully via discussions which directly related to Jake's strong alignment with belief 25 –all students have the ability to learn. In many ways, as the program progressed, Jake was becoming more strongly aligned with the program's philosophy of constructivist learning and less aligned with his mentor:

I think I differ a great deal from Dianne in the way I think about student learning. I absolutely believe that students primarily learn from each other, by talking to each other, by listening to each other, by working together. Dianne is far more comfortable when she is doing the talking than when the students are. As a teacher I live for the moments in class when students make connections, even if it seems like it has nothing to do with what we're talking about – some teachers, Dianne, might call it crap, I always try to find a way to connect it to what we are

doing. That's my job. I need to create opportunities for students to talk and think and share and connect (interview June 14, 2008).

By the end of the program, Jake was aware of the value of constructivist learning and did believe that students learned through engaged interaction with rigorous learning tasks.

### **7.3.1 Inquiry-Based Learning**

Jake's initial responses to the questionnaire revealed marginal acceptance of the concept of inquiry-based learning. He barely acknowledged the relevance of talk as a tool in learning (belief 2-2.8) and barely agreed that discussions could stimulate deep cognitive work (belief 5-2.9) or that students need to work with texts in multiple ways to make meaning with and from that text (belief 4-2.9). His responses were more strongly aligned (3.3) with the ideas that process drama can assist students in thinking about texts and concepts (belief 22 and 23) and that in general, discussion, questioning, and inquiry are tools that could help students comprehend and interpret texts (belief 21-3.6).

As Jake worked through the first semester in his teaching, he continued to work at lessons that he developed with an effort to focus on inquiry, problem-solving and exploration. In November he wrote in his journal of an introduction to poetry lesson:

My goal yesterday was to challenge students' notion of what poetry was. They were quite frustrated. They struggled with the idea that poetry doesn't have to rhyme and doesn't or shouldn't be centered on the page. They're used to reading Frost which rhymes and to writing acrostics. My hope for today is to get into some basic techniques like line breaks, end stop, and enjambment. We'll go over these as a class and then students will be asked to revise their poems to include one or more of these techniques. My mentor was concerned about my turning students off of poetry. I want them to see how do-able this is and how they can be poets and contribute to a poetic tradition (teaching journal November 6, 2007).

Although Jake's lesson was an attempt at inquiry-based instruction, it appears as though he first spent time "teaching some basic poetic techniques" and then providing students a directive to use these in their poems. An inquiry-based lesson on this concept would more likely involve presenting a number of poems that contain these items and asking students to talk about what they notice the poem doing differently in each of the poems to create different effects and then talking about the techniques. Although Jake may want to engage his students in inquiry work, he still very much is using a direct instructional approach.

Midway through the program, Jake's beliefs had remained relatively the same. One noteworthy change, however, was in belief 5 which, as indicated previously, had risen to 3.5. On a more significant note, though, were Jake's responses to beliefs 28, 29, and 30 regarding the importance of reflection. Jake's survey revealed he agreed with the importance of examining his practice using evidence and reflection to make effective changes to this instructional practice. By December reflection had become a significant aspect of his routine as he was using reflection in his teaching journal, with his observations, and with his portfolio evidence. More importantly, though, Jake was using reflection to make instructional decisions.

Even when I'm not observed or writing a journal entry, I make annotated notes on each lesson plan of things that went well and things I need or want to revise next time I teach that lesson. My mentor suggested this and it is really helpful. Actually, much more helpful than any of the other kinds of reflections that I write because it is contextualized and concise (interview January 6, 2008).

By the end of the program in June, Jake again, demonstrated a dramatic shift in his beliefs, aligning with the program in the way that he thought about inquiry in teaching and learning. He strongly advocated talk as a teaching and learning tool (4.0) as well as discussions (3.5). Interestingly, when considering belief 39 (grammar and language instruction should be taught through an inquiry, problem-posing approach) Jake became skeptical (2.67) but as evidenced in a

teaching episode (Appendix O) and in his survey, his thoughts about this fell to 1.7 at the end of the program.

In addition, Jake's view of inquiry learning did not transfer to using inquiry and reflection in his own learning and practice. Beliefs 29, 20, and 31 focused on using reflection, evidence, and problem-posing strategies to improve instructional practice. In his response to each of these, Jake began the program with a response of 2.6 then at midpoint in December agreed with these beliefs but in June Jake surprisingly expressed marginal disagreement at 2.6, again. When questioned about this he indicated,

I don't know; I guess the reflection got away from me. It was helpful and I was doing it often, but then the paperwork got to me and well, I think about what I do and how it goes but as far as formally reflecting, I just don't have the time to do it. To be honest, I'm really, really, really tired of the word, reflection (June 14, 2008).

Reflection became a difficult piece for many candidates. Though they didn't resist the idea of reflection, they found it cumbersome, especially given all of the other responsibilities they had at their internship and in the program.

### **7.3.2 Interpretive Work**

Many of the beliefs that were identified in the above two sections (1, 2, 5, 6, 9, 13) are also relevant in interpretive work. Although Jake initially was not supportive of these concepts, he became more aligned with them as he progressed through the program. Belief 3 (not all discussions and questions are "authentic, meaningful, or interpretive) presented interesting results; initially, Jake expressed fairly strong agreement at 3.5 but by the end of the program that dropped to 3.0, with no shift in his thinking in December. As he struggled to implement



interpretive discussions, it seemed as though his was struggling with his understanding of how to enact an authentic discussion in his classroom. Jake related an episode of a discussion of the meaning of a poem,

This excerpt is from a discussion we had about a poem. I was trying to work through the meaning of the poem with the students.

Stephanie: Happy.

Jake: Happy?

Stephanie: Well...funny.

Jake: A little funny, it's kinda on the funny side... "kill Satan, buy milk". How does it end?

-----  
Lucas: Cause they want to get your attention.

Jake: Get your attention?

Stephanie: They make you wanna read it because you think it's gonna be a funny poem until you get to the sad part.

Jake: Is it sad at the end?

Stephanie: Well, not really sad, but like, serious.

Jake: serious.

In both of my examples, students learn that their responses are not those that I had in mind, based upon my repetition of their answers in the form of a question and attempt to "guess what's in my head" until they get the correct response which is indicated by my revoicing of their response.

Jake knew he was uncomfortable with the way this dialogue went for the students were trying to generate original thought at first but quickly caught on that those ideas were not being valued.

During this discussion none of the questions I asked were actually interpretive [in retrospect] because I have my own interpretation in mind. I was responsible for 57 out of a total of 117 talk turns. There was little room for students to engage in genuine dialogue with each other. In fact, there were only five instances of multiple student responses to one question. I failed to establish the right environment for the kind of learning and talk I wanted to occur (teaching artifact February 2, 2008).

Also significant was his response to belief 21 (discussion, questioning, and inquiry are tools that can help students comprehend and interpret texts). Initially, Jake responded 3.6, in December that dipped just a bit and then in June rose again to 3.6. Given Jake's persistent affirmations of interpretive discussions, his frustrations may have been impacting his conceptual

views. From the very beginning Jake was an advocate of interpretive discussions, but he struggled to find ways to effectively implement them in his classroom where his mentor was not an advocate and his supervisor, though someone who understood and supported the practice, was more of a cheerleader and less of a hands-on coach.

### **7.3.3 Perspective Taking**

The area in which Jake demonstrated the least alignment with UP's beliefs by the end of the program was in the area of perspective taking. In fact, by the end of his experience he strongly disagreed with a number of these beliefs. When he began in July, Jake believed that discussions could be informed by critical lenses (literary theory) to offer students different perspectives, but in December he strongly disagreed (1.0) and that did not change his views by June. When asked about this Jake indicated that when he began the program he was situated in his English Literature background and valued what literary theory contributed to the discussion of literature but working in the classroom he found the theory had little relevance,

We did a lot with perspective taking in the Teaching Literature class and I think that it is a valid use of literature, but there is so much to do in an English class that honestly, I didn't do much with using literary lenses and perspective taking. It's not that I wouldn't ever use it but it wasn't a priority for me. In fact, I'm sure I did use it, you know, talking about issues of power and agency, but it wasn't a conscious decision (interview June 14, 2008).

At the beginning of the program, Jake disagreed that texts should be chosen to reflect multiple perspectives, important issues, and problems, and or diverse social and cultural backgrounds (belief 17), that did not change in December and by June expressed a strong disagreement with this principle though he very strongly believed that canonical texts were important components in the English Language Arts curriculum (belief 3.3-4.0) and agreed that

texts should be chosen with students' academic, social, cultural, developmental needs and backgrounds in mind (belief 18 raising from a 2.0 in July and December to 3.0).

OK, so I'm busted. I like the dead white guys. I'm a traditionalist. Yes, I get the rationale about why teachers need to be more inclusive with texts, but again, there is only so much time to be able to teach what we need to and it's difficult to think about eliminating Shakespeare or Hemingway, but I do think that as a teacher I need to consider where students are academically and developmentally when I select texts to use (interview June 14, 2008).

Although Jake was not as eager to use marginalized and diverse writers in his classes, he was beginning to notice ways he did use perspective taking in his class. With assistance from a mentor more aligned with perspective taking or a supervisor who was more involved with coaching, Jake may have been more open to this concept as he was eager to find ways to engage his students in his class.

## **7.4 JAKE'S EMERGING IDENTITY**

Based on examining Jake's beliefs over time, the next section will provide a descriptive analysis of Jake's identity through an examination of how Jake's views of teaching, learning, and professionalism have shifted over the course of his experiences in the program.

### **7.4.1 Jake's Stance toward Teaching and Learning**

As Jake progressed through the program, his work affected how his professional identity took shape. One of the earliest and greatest impacts on Jake's beliefs and teaching was his introduction to shared inquiry and work with interpretive discussions. When Jake began the

program, he did not quite support the belief that talk is an important learning tool (belief 2) but by the end of the program he firmly believed this. Similarly, talk became an important teaching/learning tool in his classroom from the very beginning, though initially he struggled to negotiate what talk should look like and what made it meaningful and productive in the classroom. Additionally, he struggled to negotiate with his mentor the role talk played in their shared classroom. The first resistance that Jake encountered to interpretive discussion work was from both the students and his mentor. He wrote about his frustrations in a series of entries in his teaching journal,

September 12<sup>th</sup>: Trying to facilitate discussion has been like pulling teeth. My initial reaction would be to blame my mentor's style of questioning. She is not asking interpretive questions around 80% of the time. Her approach to discussion is troubling...Even when I try to run the discussion and encourage them to answer without raising their hands, they're unable to do so. I'm hoping we'll get there in the future.

September 14<sup>th</sup>: Her [his mentor's] idea of discussion is very IRE, guess-what's in my head questioning. What are they [the students] getting from that? Yes, they will be able to pass a test on those stories and questions but what about other stories and contexts? Are they learning any transferrable skills? She and I had a pretty heated argument about it yesterday with little resolution. She underestimates her power as teacher. When she offers an answer, the students take it as fact. It's like she doesn't realize what her discussions actually look like: one question and she takes answers until she gets the one she likes.

September 15<sup>th</sup>: When I run discussion using interpretive questions, I get multiple students to participate. Of course it's not perfect, but I'm giving students a stake in their own learning and they seem to appreciate that. They're interested.

September 18<sup>th</sup>: I'm finally beginning to gain an understanding for how my mentor wants me to run discussions. It seems she wants us to "model" for students that there is meaning in a story, a concept she says they've never encountered before. Personally, I think that is bull...I transcribed her "discussions" from the back of the room. Her discussions were painful to watch as she tried to guide students to her interpretation without telling it to them.

Throughout this week Jake was eager to engage his students in inquiry and interpretive discussion work but was clearly frustrated when he felt unsupported and misunderstood by his mentor and derailed by his students. Several significant issues seemed to emerge. First, Jake did not acknowledge his responsibility as the teacher to identify his expectations and scaffold the students' experiences into a discussion format that was alien to them, but instead became frustrated with them and blamed others for his discussion not being successful. He expected his students to embrace the freedom of offering their opinions about texts and not raising their hand, but Jake didn't realize that of both of these behaviors needed to be introduced, encouraged, and cultivated. Second, he also did not acknowledge the possibility that there might be different kinds of questions and discussions that might be used for different purposes in a discussion, but quickly became judgmental and drew philosophical battle lines with his mentor teacher, dismissing her knowledge, abilities, and input.

As the semester progressed, Jake continued to work with inquiry and interpretive work. On October 3<sup>rd</sup> he reflected on his facilitation of an inquiry discussion:

When facilitating the discussion, I often had my head down taking notes of what was being said. On numerous occasions I noticed students with their hands in the air, waiting to be called on. Before I could acknowledge them another student who was more accustomed to speaking without raising his or her hand began to speak. This issue is further complicated by the fact that students who are raising their hands are infrequent participants in discussions and those who are speaking freely already tend to participate a great deal. My mentor constantly reminds me to make every effort to get all students involved and I want to. I believe it is possible with time and patience, but I worry that if they are constantly skipped over by other students who are not waiting with hands in the air they might become frustrated or discouraged and not participated at all. (Note: for Coded Analysis of this artifact see Appendix K).

While Jake indicated that he needed to have time and patience to achieve the kind of inquiry-based interpretive discussion he valued with his students, what he was missing was that he

needed to explicitly teach the behaviors and skills needed for the students to engage in the learning tasks he valued. Though this would take time and patience, Jake provided opportunities but did not provide the instruction, the means, for his students to learn to do the kind of work he valued. In this episode, Jake was focused on recording the discussion but was not clearly facilitating the discussion; consequently, both students and Jake became frustrated with their roles and the outcome. Even though Jake believed he was giving agency to the students, he, in fact, had not because he had not prepared them to assume it; consequently, only a subset of assertive, confident students had asserted themselves in the lesson. Jake's mentor continued to push back while Jake continued to struggle to both implement and assert his philosophy of teaching.

A taped teaching episode of Jake's from late February illustrated a number of significant moments as Jake continued to work on implementing inquiry and interpretive discussions. To introduce a narrative text, Jake began a discussion with the question, "how do we learn lessons?" Though the students were seated in a circle, Jake stood at the front of the class, controlled the flow of the conversation by acknowledging student responses that were directed primarily to him through such techniques as uptake, re-voicing, and affirmation. Only nine of 24 students participated in this opening activity. After this introductory discussion, Jake had the students work in groups with a text and several "discussion questions" that he had created "to help them think about the text." The students got into assigned groups, read the assigned text, and began working on the questions. Only 1 group appeared to actively engage in discussing the questions. Other groups worked silently, worked in pairs, or exhibited off-task behaviors. Jake indicated that the students should bring their texts back the next day to "discuss" the responses to the questions. As indicated in his journal writings and in the modes of instruction he was

attempting, it appeared as though Jake valued a social-cultural learning environment where talk is an important component, but in practice, he had difficulty implementing effective discussions and cooperative, inquiry-based learning experiences. Rather, his discussions and group work mirrored what he may have experienced as a student and what his mentor may have been practicing: teacher-directed, structured activities. It was clear that Jake believed that students do bring meaningful experiences to the classroom and that those should be connected to learning but seemed to struggle with how to actually access and use these experiences in inclusive and authentic ways. There seemed to be a tension between what he was learning in his methods courses which he clearly indicated interested him and a lack of clarity and direction of how to implement those approaches perhaps because he did not have a strong model in his mentor or his experiences. (Note: for Coded Analysis of this Teaching Episode see Appendix N).

A third teaching episode from April 10<sup>th</sup> revealed even more about Jake's progress as an inquiry-based, constructivist teacher. Jake situated a mini-lesson on comma usage as a response to student errors in their writing. This was significant for on numerous occasions he had mentioned the need to be responsive to his students and not simply teach irrelevant information, particularly when it came to grammar studies. The room was set up in traditional rows with Jake in the front, presenting a PowerPoint to the class while the students took notes, asked and answered questions. Actually, only six students out of 24 asked questions or made comments during the lesson. The lesson construction allowed Jake to maintain authority while his students were able to remain disengaged and passive, operating at a relatively low cognitive level. Though the lesson was contextualized in student errors, no examples from student writing were used; rather, the lesson focused on rules and situations where commas might be used. After the PowerPoint lecture, the students were given a worksheet that asked them to apply the comma

rules. Though Jake chose to work with commas because he felt “students struggled with them in their writing,” he did not make any connections to students’ writing in the lesson. Much of Jake’s work reflected approaches learned in the program: the belief that language instruction should be derived from students’ writing needs rather than prescribed grammar lessons, that mini-lessons about language issues and instruction are more effective than prescriptive grammar lessons. However, in implementation, he again struggled with what inquiry-based instruction and student centered instruction, two tenets he tenaciously defended, looked like in practice. (Note: for Coded Analysis of this Teaching Episode see Appendix O).

As time passed, Jake’s coursework and experiences in the classroom solidified his framework of teaching and learning but also allowed him to reflect more realistically on his work in the classroom and his progress.

A good class discussion can be engaging, informative, dynamic, and full of insight for students. It presents an opportunity for students to express their thoughts, feelings, and interpretations of a text while also listening to the same from the peers; this is something that is rare in many classrooms. I want it to be a staple in mine. I’ve had trouble along the way. I’ve known all along what I’ve wanted to accomplish, but from day one I really didn’t realize how difficult it would be. I really thought students would eat up the opportunity. What I now know is that it just isn’t about giving them the opportunity. Interpretation and talk-you know, meaningful talk, needs to be learned – coached. It’s really, really difficult and I have to make a conscious effort in my planning and especially when I’m teaching to say and do certain things, teacher moves, to help students think, interpret, and talk. It’s hard (interview, June 14, 2008).

Though Jake committed early to the concepts that were presented in UP’s Program, it took many months and experiences for him to conceptualize what teacher moves and what behaviors in his planning and implementation would be involved for him to enact lessons that brought those concepts to fruition. Philosophically, he was grounded in the program but contextually he was



enacting school the way he had experienced it and the way his mentor teacher was modeling teaching and learning.

#### **7.4.2 Jake's Stance toward Professionalism**

Like many of the candidates, Jake thought deeply about the kind of professional he wanted to be: this could be seen in the classroom he wanted to create and the environment that he wanted to establish for his students. The first glimpse of this was seen in his admissions essay when he talked about wanting to create an environment to “help disillusioned or disinterested students take interest in their education, to want to come to school every day.” During an interview in early September, he talked about the way he wanted his classroom to feel,

I want my classroom to be a place where students are socially comfortable, but academically uncomfortable in the sense that they are continually challenged. I feel that I have every high expectation for my students' academic achievements and performance, and because of that I try to create a positive, relaxed classroom environment as a sort of counterweight to the pressures and challenges presented by the academic work.

Jake consciously distinguished between the personal and the academic, but as his internship continued, he found that with students it was especially difficult for them (and him) to separate the two. Appropriately, he developed clear academic expectations that were rigorous and explicit, but student behavior was not always supportive of those academic goals. So, Jake struggled when he had to step in as a disciplinarian.

I would make a joke about it [student misbehavior] or focus my attention on the offending student in an attempt to get the student involved in the lesson. I might address the student in front of the class and say something like, “Ray, I know you're having a great time talking with TJ about parts of speech, but I need you to curb your enthusiasm for a little while.” Sometimes we'll banter back and forth

for a few seconds before moving on. I like the relaxed mood it creates. I also like natural consequences for misbehavior. Like if students are talking when I am going over directions. I'll say, "I went over this already; if you weren't paying attention there's nothing I can do now." I like this approach because I believe it teaches students responsibility (interview October 20, 2007).

Early in his experience, Jake wanted to establish a rigorous classroom where students were responsible and accountable but also one where he and the students could joke, banter, and relax. Like many of his peers, Jake struggled to find the balance between authority and approachability.

By February, Jake was still concerned about how his students perceived him; in a paper for a course, he wrote the following reflection:

I wonder sometimes if students do not take me seriously. I feel that the work that I assign and the high expectations I have for them is indicative of a "hard teacher" who is to be taken seriously, but fear that my classroom personality might sometimes work to undermine that. I may joke too much and am occasionally susceptible to getting off task or arguing unnecessarily with a student. At times my jokes, which are sometimes improvised, other times planned, will lead to a torrent of off-topic talk among students that requires me to spend class time to "reel them back in." These instances are rare but I find myself torn between wanting to make my students laugh and feeling that I should be the strict, mirthless old teacher that gets things done efficiently (teaching artifact, February 19, 2008). Note: for Coded Analysis of this artifact see Appendix M.

Jake expressed concern between the seriousness he was trying to establish academically and the kind of rapport that he wanted to develop with his students, personally, resulting in a professional identity crisis where he was having difficulty reconciling his professional and personal selves.

The tension Jake was experiencing between being a rigorous teacher with high expectations and being an approachable and supportive, "cool" teacher worked itself out closer toward the end of his experience. This was evidenced in his responses over time to the questionnaire. First, Jake's initial response to belief 34 (Effective teachers personally invest in

their students' academic and personal growth) was 2.75 as he continued in the program and continued to work with his students in authentic ways, his beliefs began to shift—3.5 in December and 4.0 in June. Second, Jake's response to belief 35 (Students should have a voice in the classroom and in their learning) in July was 3.0 but by December had dropped to 2.5 and in June had risen to 3.4. The shifts in responses to these two beliefs paralleled the kinds of struggles and experiences he was having in his classes. Initially, Jake believed that his "investment" in the students academically extended to presenting the assignments and information and setting high standards, but if students didn't get it, particularly because of their behavior, then that was their fault and they learned a personal lesson in responsibility. By the end of his experience, Jake felt differently about his responsibilities, his role, and the relationship he could have with his students.

My thoughts have changed drastically regarding my relationship with my students and their work in my classroom. I still have rigorous and high expectations, but I don't take it personally if they sometimes get angry with me for a grade or a tough assignment. That's just their immaturity. At the same time, I want to teach them responsibility and I have to hold students accountable, I've also learned that I'm accountable for their success and progress, so I really can't have an attitude where I present information or assignments and leave it to them. I have to also partly own it if they don't perform well on assessments or assignments. It's not college where students are totally autonomous. It's more a partnership and my attitude at the beginning of the year, well, I really didn't get it. I don't think I understood the kind of personal support some students needed from me to be successful and to do their work. As for being a cut up, I've learned to be more subtle and I've learned to talk to them and with them [the students] in class instead of performing. This has allowed me to be myself so the joking isn't such an extreme break from the work so it's not really hard to refocus the class (interview, June 14, 2008).

Like many teaching candidates, Jake approached his role of teacher as someone who was there to academically support students and put the responsibility for learning primarily on the students, which mirrored their most recent educational experiences in college settings. Only when Jake began interacting with students and paying attention to the academic and personal reactions of

his students did he more appropriately define his role. He also seemed to settle into his role of teacher and the space of the classroom, so that his relationship with the students became authentic and genuine which facilitated both the academic and personal work of the classroom.

## 7.5 JAKE'S RESPONSE TO UP'S ENGLISH EDUCATION PROGRAM'S CULTURAL MODELS OVER TIME AND CONTEXT

Throughout his experiences in the program, Jake's reactions to the English education program's cultural models mirrored that of his reactions to those of the belief statements illustrated in Figures 18 and 19 and for similar reasons. First, in examining how his mentor and supervisor responded to the program's cultural models, refer to Figure 18.

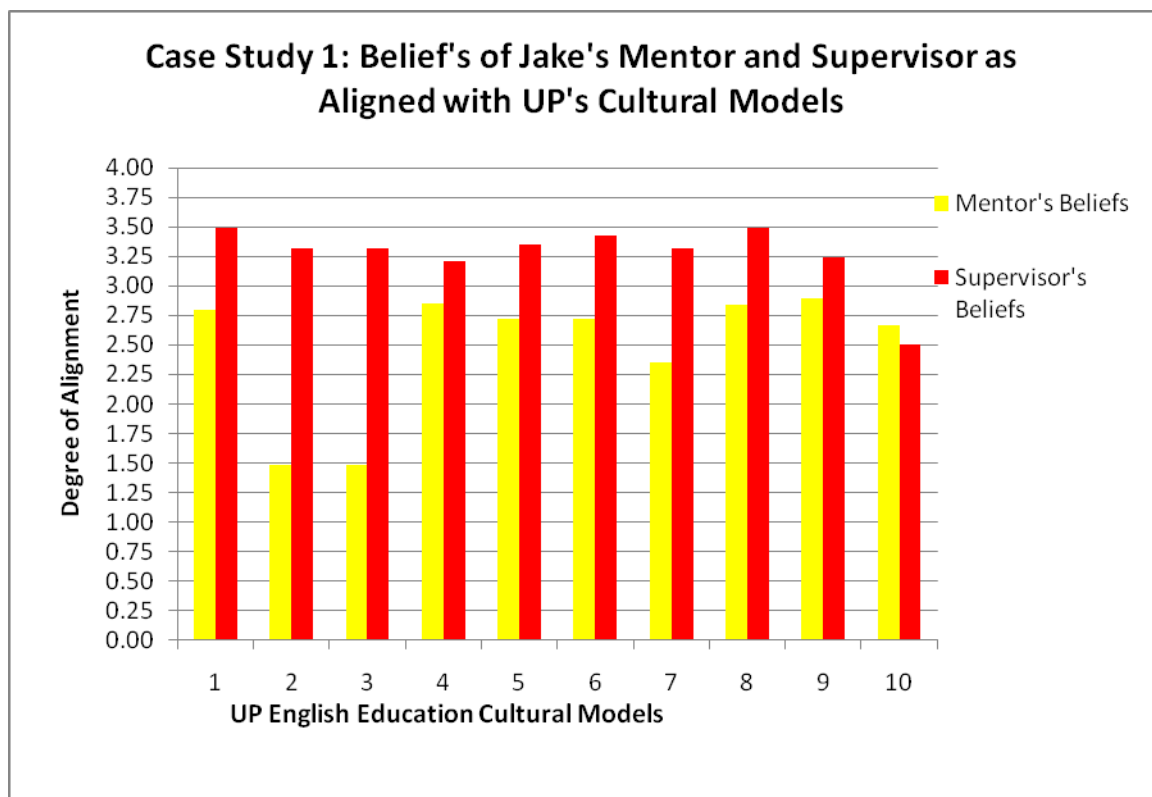


Figure 18 Jake's Mentor and Supervisor as Aligned with UP's English Education Cultural Models

Generally speaking, Ellen (Jake's supervisor) demonstrates similar patterns of agreement with the cultural models as she does with the program's belief statements just not with as much conviction. She strongly agreed with 6 belief statements and does not strongly support any of the cultural models. Though she agreed with a majority of the beliefs and agrees with all but one of the cultural models. The one area in which Ellen consistently expresses disagreement is in the usefulness of reflection. Though Dianne (Jake's mentor) did disagree with a number of the belief statements that the program endorsed, when presented clustered and framed as cultural models, this disagreement becomes even more pronounced and there become none with which Dianne clearly agrees.

To examine Jake's changing conceptions of teaching and learning as well as how he reacted to the program, Figures 19 and 20 are helpful in illustrating how his views as connected to the cultural models in the program and in relation to his mentor and supervisor shifted across time.

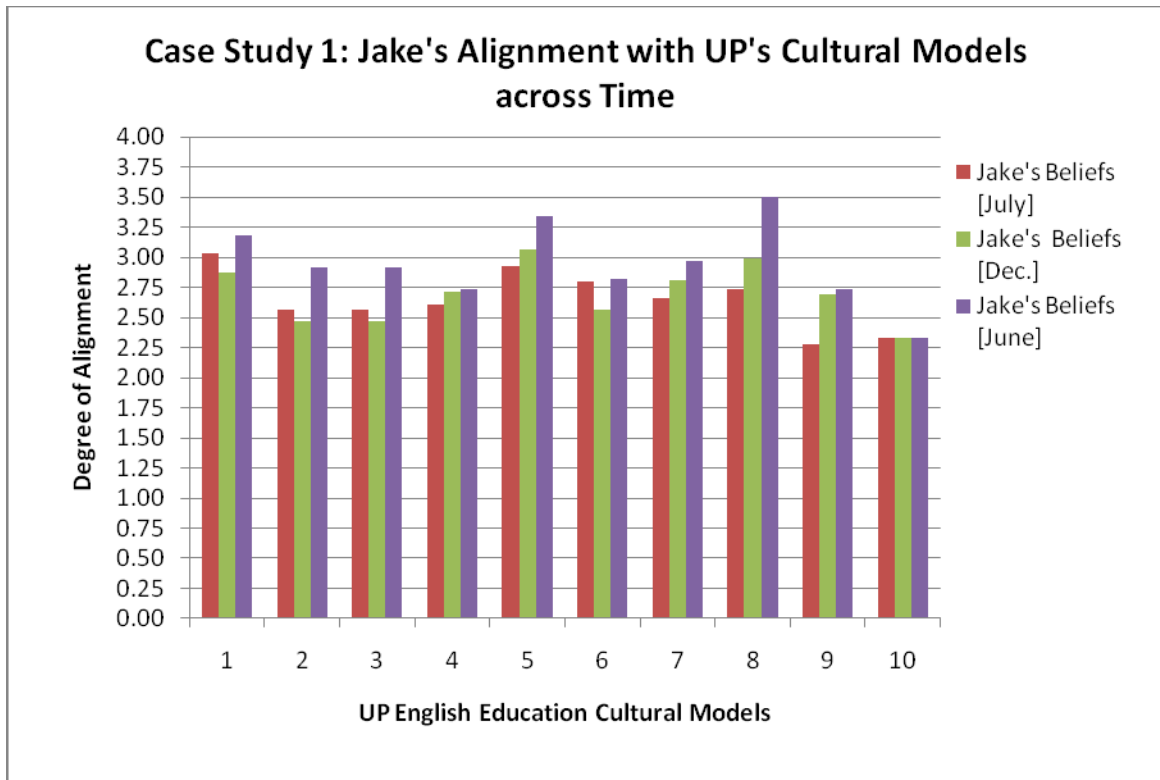


Figure 19 Jake's Alignment with UP English Education Program's Cultural Models across Time

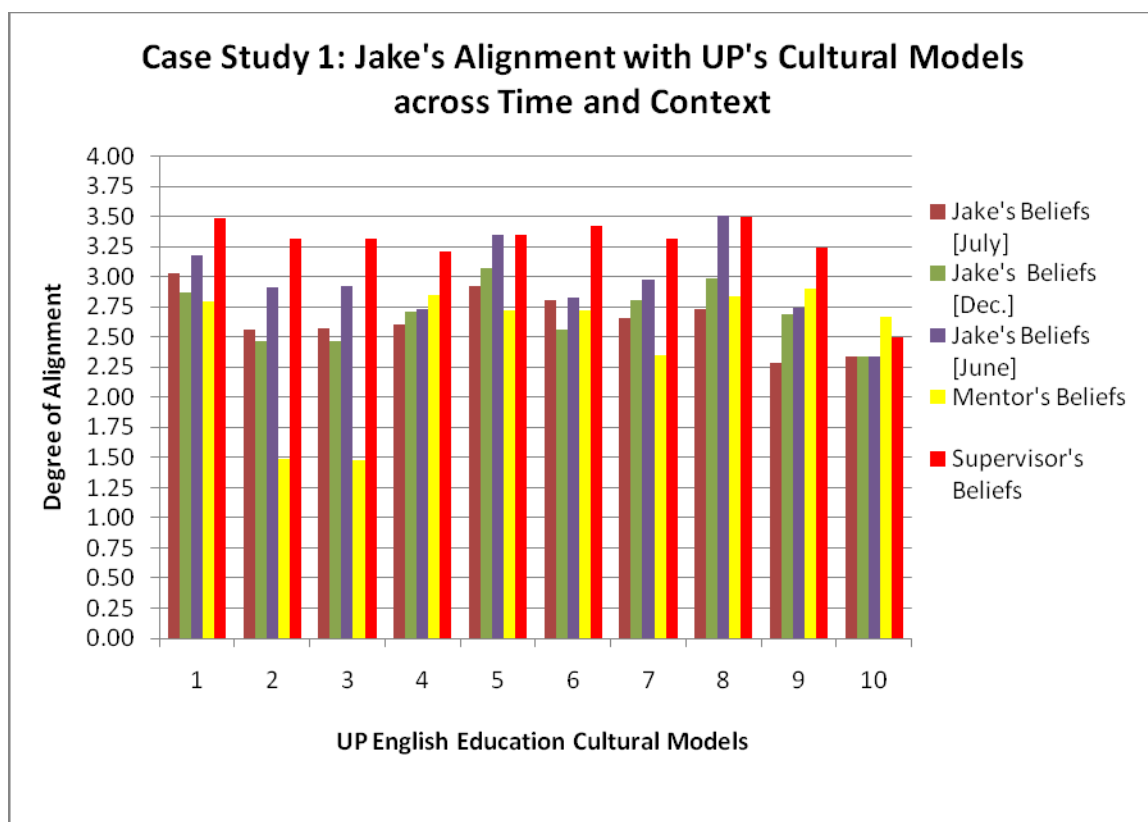


Figure 20 Jake's Alignment with UP English Education Program's Cultural Models across Time and Context

In all but two instances, cultural models 5 and 6, Jake became more aligned with his mentor from July to December. CM 5 and 6 both deal with providing authentic learning opportunities for students and actively engaging students in learning. In half of the instances (cultural models 4, 5, 7, 8, 9), Jake shows a steady increase throughout his program in moving toward stronger agreement with the program's cultural models. These cultural models center on using writing as a learning and thinking tool, actively engaging students in learning, learning and knowledge being socially constructed, the importance of teachers valuing their students and recognizing they bring valuable skills and experiences into the classroom, and finally respecting diversity in students' dialectical differences and approaching language study through a lens of

inquiry not rules. Examining Jake's admissions essay will reveal a number of similar principles and ideologies reflecting the democratic nature of education, so it is not surprising that these cultural models resonated with him throughout the program. Jake's reaction to the CM 12, 3, and 6 shows the struggle that Jake had with the concepts; he vacillated in how he thought about them at different points in the program and this is reflected in his journal writings and in the lessons that he tried to implement that turned into a hybrid of ineffective approaches. These cultural models centered on using inquiry, problem-posing, and perspective-taking methods, selecting diverse texts to challenge students' thinking, developing authentic learning experiences and tasks for students to produce, contribute, discuss, and perform. Though he never truly disagreed with any of these cultural models of effective teaching, he struggled to find ways to embrace them into his practice. Cultural model 10, regarding the importance of using reflection and evidence to improve his own instructional practice, ever took hold with Jake. Like many of his peers, he never seemed to find a way to meaningfully and purposefully use reflection, and with the mentor and supervisor not modeling and engaging him in this practice, it obviously went nowhere on his radar.

## **7.6 DISCUSSION OF CASE STUDY 1: JAKE**

A year after the study concluded Jake was employed, teaching high school English in the district from which he graduated. He described himself as a "work in progress." Looking back on the journals and interview notes, he laughed and described himself as naively arrogant and then paused and said, "No, not arrogant, maybe too ambitious, too disillusioned, too unprepared.



Ok...and probably arrogant” (September 29, 2008). Jake did all of the right things in the courses, said all of the right things, wrote excellent papers, contributed meaningfully in discussions and activities, and openly embraced all the program had to offer both at the university and in his clinical experience. He was supported by a supervisor who was invested personally and philosophically in the program and in Jake. He was placed in an internship with an experienced mentor. He was a tremendously successful teaching candidate. But, Jake struggled.

A primary source of Jake’s struggle was finding a way to actually implement what he was learning in the program in his practice. For Jake, the coursework maintained a theoretical, academic space. Though he tried numerous times to wedge pieces of that into his practice at Farmington Heights, he was met with feelings of resistance or inadequacy. This resulted in frustratingly vain attempts to adopt pieces of concepts he was learning about in respect to inquiry, interpretive work, multiple perspectives, and socio-cultural learning. What resulted was an ineffective attempt to conceptually use the philosophical approaches while implementing the traditional methods he had seen modeled in his biographical experiences and from his mentor teacher. Not only did this yield ineffective instruction but a frustrating lack of identity as an educator. In numerous teaching episodes this cycle continued to repeat itself. Many of Jake’s practices and the beliefs and cultural models he responded agreement to on the final survey seem totally contrary to Jake’s philosophy; Jake’s writings, interviews, and teaching artifacts indicate that these are not necessarily his deep down beliefs, but rather the result of a year of frustration with trying to get students to discuss and try on multiple perspectives causing him to completely question these beliefs. His often ineffective attempts to implement the theory without the tools and without the support from his mentor actually caused his paradigm to collapse. At the end of the program, Jake knew who he wanted to be as a teacher and what beliefs and cultural models

supported his views of teaching and learning and could articulate it clearly, but he had little notion of how to enact it.

So, as Jake began his first year teaching in his own classroom, in many ways, he began again. This time establishing a classroom environment that he hoped would yield the kind of results he was desperately searching for in his internship. “I am not in much of a different place than I was last year. I feel more relaxed and able to experiment and make mistakes because it’s just me and my kids. I still know what I want my class to be like – comfortable, everyone talking and sharing and contributing. I feel like I’m getting closer, but I still have a lot to learn. Can you come out and observe? I could use some feedback,” Jake says with a huge smile (interview, September 29, 2008).

## 8.0 FOCUSED EXAMINATION OF CASE STUDY 2: CLAIRE

When I was younger, I loved to write fiction and used any opportunity to create stories of various subjects and genres. I didn't seek approval through these stories and rarely showed them to anyone. I didn't have any early dreams of becoming a prolific author or to publish my work at all. I enjoyed the process: the creation the narrative development, the manipulation of language. I liked weaving strings of carefully selected words, of building precise meaning through syntax and diction. I enjoyed the freedom I felt when writing, the elation at the fact that I had complete reign to create whatever and whomever I wanted. There was no wrong way in which to go about this creation; the manipulation was mine, and I enjoyed the exploration that presented no consequences, and that was so perfectly left to my discretion. As I entered and progressed through middle school, I was surrounded by teachers and peers who encouraged my writing and gave me many opportunities to express myself. I wrote countless stories, poems, and essays and worked diligently. I earned high grades and felt confident in my work.

I began to notice a change in the freedom I was given. I found that I occasionally had to rein my imagination a bit in order to tailor my work to particular assignments. This gave me little trouble until I also noticed slight discrepancies between the way I wrote and the way my teachers recommended I write. I would occasionally lose a point or two for "incorrect" usages or sentence constructions. When I entered into Mr. Latone's class for the first time he said, "Alright, rule number one. No first person. Number two. No passive tense. Three. No dangling participles." I sat up and began to look around. Passive tense? Dangling participles? What the hell was the man talking about? As his list continued, I began to feel sick. I stared at the board behind his head, its green expanse completely covered with restrictions. Around the room everyone else looked placid or comatose-would no one join me in a coup against this madman? How could we possibly write anything with all these rules? It was then that I learned that high school English was a game, a game that I could choose to resist or one that I could learn to play. I didn't have to change what I knew or how I write, but that I merely had to mask my work for school. There was little room for risk and creativity. It was much easier to succeed within the box than dare step outside of it (course artifact, September 8, 2007).

And so, Claire described the motivation that led her to teaching; as a child and adolescent she had a proclivity for writing that, as she progressed through school, was not nurtured, but could have been silenced if not for her own confidence and determination. Consequently, she expressed that her personal experiences and passion lead her to want to create a learning environment for students that "support and feed" the spirit of those who come to school inspired in their talents but also "more importantly, to nurture, inspire, and teach the ones who really struggle. I don't want to frighten writers or make them conform to some ridiculous formula of 'good' writing that intimidates them into silence" (interview, September 28, 2007). She envisioned her future classroom as one where her students would have opportunities to learn and

practice their writing in exciting ways that don't always involve formal essays, one where she would use movies and music as ways to make connections to the ideas and themes presented within literature and the students, and where students will develop creative culminating projects, using many skills and interests to demonstrate their understanding and knowledge (interview, September 28, 2007).

Though Claire had an affinity for writing and literature, she had her share of typical part-time jobs - a nanny, a carousel operator, a baker, and a tutor - as she worked her way through UP's undergraduate program earning dual Bachelor of Arts degrees in English Literature and Fiction Writing. Her admissions essay indicated, "I respect UP's MAT program and am confident that I will receive excellent instruction and practical experience. The intensity of being a teaching intern at the same time as a graduate student will be both challenging and rewarding." Claire also valued the opportunity to begin her teaching career with a master's degree in hand. And, she communicated that she felt strongly about the importance of being involved in all aspects of school life: "I look forward to being involved in extra-curricular activities which can enhance students' personal and academic experiences. I consider myself to be personable, patient, and fair, and I want to challenge my students to become the strongest individuals and citizens they can be" (admissions essay).

Claire had strong letters of recommendation that also spoke to her passion, abilities, and potential in the classroom. One professor wrote of Claire that she "is a remarkably poised, self-motivated student who will meet the demands of graduate study with ease – and, later, will be a credit to your program as a teacher in her own classroom." Another indicated that she "demonstrated the ability to evaluate various educational practices, comprehending and appropriately applying pedagogical theory, exploring the role of social, cultural, and linguistic diversity, and considering multiple possibilities in addressing complex social problems."

It was with enthusiasm and passion for writing, teaching, and working with adolescents that Claire entered UP's English MAT Program in the summer of 2007. Claire had explicit beliefs and cultural models about writing and the teaching of writing at that time. She believed that writing was a personal, often private, creative experience. She felt that good writing did not necessarily mean grammatically "correct" writing; writing was a process; and that though there was a process to writing, the creative nature of writing left the writer free to make her own decisions. She also believed that writing was something people did organically not something

that people could be taught to do. Claire viewed a writing teacher's role as one of support not one of control or structure. Claire also expressed clear conceptions about school. She viewed school as a game with rules that "good students" learned to play by. Though interestingly, she also equated earning high grades with a feeling of confidence. School stifles students' creativity and is punitive to students who want to be creative. These beliefs and cultural models are significant for they will filter how Claire interprets the course material as well as the classroom interactions with her mentor.

## **8.1 UNDERSTANDING EXPECTATIONS – CLAIRE'S ENTRY INTO THE PROGRAM AND HER FIRST TERM**

Like Jake, Claire was assigned to Farmington Heights School District and High School for her internship experience. Farmington Heights was an affluent district with newly renovated athletic fields, an Olympic sized pool, two full gymnasiums, a fully equipped library and computer lab. Each classroom was outfitted with a Promethean Board, LCD projector, and 24 student laptops. Academically, the school boasted intensely rigorous curriculum and high test scores, which reflected the school's mission which was "to provide a rigorous school program that strives to take students to their maximum levels of educational achievement and to develop the whole persona in order to accomplish his or her personal best" (About the District, 2007). The Blue Ribbon school followed a block schedule comprised of four academic periods that meet daily for a semester. While ninth and tenth grade classes are heterogeneously mixed, eleventh and twelfth grades could select between academic, accelerated, and AP options of their courses. Twenty-seven percent of students took AP classes. Even though the High School boasted 2007 PPSA scores well above the state average (98% proficiency in writing, 88% proficiency in reading, and 83% proficiency in math) the administration continued to aggressively push both students and faculty toward improved scores (Claire H., interview December 11, 2007).

Claire described her internship teaching assignment,

I was assigned two sections of English 10 and Grammar and Usage elective. My English 10 classes were collectively comprised of 47 sophomores, heterogeneously mixed, while my Grammar elective consisted of a mixture sophomores, juniors, and seniors. The students were college-bound and seemed to want to perform well in school. They were cooperative, respectful, and conscientious, typically working hard to meet me and my mentor's expectations by studying, completing assignments on time, and participating in class activities and discussions. Disruptions were minimal, and usually consisted of students talking to or distracting one another during class. Additionally, many of my students had active parents who were aware of, interested in, and concerned about their children's success (teaching journal September 10, 2007).

Claire's interviews and journals regarding her initial experiences at Farmington Heights indicated that she perceived an alignment between these experiences and the beliefs and cultural models expressed in her admissions essays. After only several weeks on site, Claire had a strong sense of who her students were, academically and personally. The time she spent figuring out who her students were and what was important to them and their parents positioned her to develop a positive rapport with her students.

I feel that I have developed a rapport with my students while earning a position of authority and respect. While many of the students initially viewed me as a student teacher at the beginning of the school year, it didn't take long for them to accept me as their English teacher. Many started asking for my help or permission instead of my mentor's and looked to me as a voice of authority. I felt that I connected with many of them because I could relate to them because I valued their ideas and personalities in the classroom. One student told me, "you treated me different than some of my other teachers." I plan to continue to hone this skill and to find more beneficial ways to apply the connections I make with students to my instruction (teaching journal October 30, 2007).

Claire was both proud of and enthused about the relationships she was able to establish so quickly with her students because they connected back to her motivations for entering the classroom: making students feel engaged and connected in their learning.

Several weeks after beginning the program, Claire took a questionnaire (Appendix C) to pinpoint her beliefs about teaching and learning and to see how these beliefs mapped to those of the program. Figure 21 illustrates Claire's initial beliefs along with those of her supervisor, Ellen, and her mentor, William as they align with UP's beliefs. Claire began the program strongly agreeing with belief 2 and fairly strongly aligned with beliefs 11, 14, 15, and 34. Belief 2 relates to the importance of talk as a tool for student learning and belief 34 indicates that effective teachers personally invest in their students' academic and personal growth. This was consistent with information that was related about Claire's admissions essay, her letters of recommendation, and her early experiences in the classroom. The other beliefs all reflect the importance of writing as a tool for learning and thinking, a tool for social change, and the necessity for students to write often for many purposes; knowing the value Claire placed on

writing throughout her life, it was no surprise to see her strong agreement with these principles. Claire expressed clear disagreement with several cultural models as well: beliefs 24, 32, and 33, which focused on the significance of special education legislation, the importance of classical/canonical texts, and students' use and knowledge of literary terms. These disagreements suggest that Claire may have lacked experience with or interest in working with diverse learners and that her beliefs about teacher were primarily guided by own experiences with writing. For the remaining cultural models, Claire's responses primarily fell between 2.5 and 3.0. She expressed enthusiasm to learn more about the various areas on the questionnaire but did not express strong opinions in many of the areas.

### **8.1.1 Claire's University Supervisor, Ellen**

Claire's supervisor, as Jake's, was also Ellen. As a reminder of Ellen's beliefs, Ellen strongly supports the following beliefs (4.0): not all discussions are "authentic", meaningful, or interpretive (belief 3); discussions can stimulate deep cognitive work in students (Belief 5); discussions can be informed by critical literary theory (belief 7); effective teachers personally invest in their students' academic and personal growth (belief 34); students who speak variations of English are not viewed as having a deficit (belief 37), and students' home languages should be valued in school (belief 40). This is significant and unusual, for when examining the holistic response of all supervisors, only 18 of the 40 cultural models were rated in the agree to strongly agree range.

On 5 of the beliefs Ellen marginally less than agrees (>.15) and these particular beliefs concern teaching diverse learners and using reflection to improve practice. The only belief in which Ellen expressed clear disagreement with UP's framework is "Effective teachers communicate authentically with parents;" it is unclear whether this was sincere disagreement or simply that her current role does not position her to interact with parents.

### 8.1.2 Claire's Mentor Teacher, William

William had been teaching English at Farmington Heights High School for 26 years and, like Jake's mentor, had worked with UP pre-service teachers in previous years. Superficially, this should have positioned him to provide strong support to Claire as his experience with the program and its philosophical underpinnings should provide him with a familiar reference from which to begin. In her teaching journal Claire described William as "relatively jovial and carefree" and went on to characterize his classroom as "relaxed." The students could use the hall pass at will; there were no assigned seats; and the students were expected to govern themselves and one another as William "rarely reprimanded the students" and believed that "students were ultimately responsible for themselves."

William explained his teaching philosophy, "I can provide them with opportunities for success, but they are ultimately accountable for achieving that success" (questionnaire September 2007). William's "comfortable atmosphere," seemingly created through a lack of formal rules and the laissez-faire attitude toward student learning that followed, frustrated Claire and made her work difficult. William's attitude towards his students and pedagogical approaches may have been better suited to a collegiate environment where a more mature student would approach learning more independently.

William did not attend the mentor training that was offered in September by UP. He did complete the questionnaire which provided further insights into his thoughts about teaching and learning. Although William didn't express strong disagreement with any of the 40 beliefs framing UP's English Education program, he only expressed clear agreement with three: 2, 3, and 34. William indicated that he agreed (3.0) that talk is an important learning tool and he strongly agreed (3.3) that not all discussions and questions are authentic, meaningful, or interpretive. William also expressed agreement (3.0) with belief 34 which states that effective teachers personally invest in their students' academic and personal growth. Claire and William interpreted how this manifested in practice differently, given Claire's view that William's approach to instruction basically abandoned students who weren't self-motivators.

Of the 37 other beliefs, William's responses registered between 2.1 and 2.6, indicating marginal disagreement, suggesting that William has a very limited view of teaching which



largely digresses from that of UP. This was significant for the impact it would bring to Claire's teaching and her interpretations of UP's theoretical and practical framework.

## **8.2 DISCUSSION OF CLAIRE AT THE BEGINNING OF THE PROGRAM**

Claire entered the program with a solid understanding of the kind of classroom she wanted to create: a student centered, engaging, learning environment that not only stimulated students but responded to their academic and personal needs and goals. Though she didn't directly connect these to the fundamental principles of the program, she was not strongly misaligned with the program's concepts of socially-constructed learning and inquiry-based, problem-posing methods. She certainly situated herself in writing instruction more than in literature or language instruction, not agreeing (2.5) that these three prongs of English Language Arts should be taught in an integrated fashion. In examining the trends from the first survey, Claire seemed to express that even though she generically supported talk as a means of learning, she didn't really have a sense of how students could actually learn through talk and how a teacher might use talk and discussion to develop understandings of text. Second, like Jake, even though in her admissions essay, Claire also talked about the importance of education for all students, the survey results indicated neither a sense that education may be equitable nor that education could provide a means of equity to those who begin with less. This tension between the philosophical position of educating all students and actually working with special needs students would manifest in practical orientations for Claire, creating an opportunity for her to determine how to meet the needs of all learners in her classroom. Finally, Claire was strongly aligned with the program's view of writing instruction, particularly the ideas that writing should be used as a tool for thinking and learning, that writing reflects students' perspectives and that students should write for many different audiences and purposes.

Because Claire was assigned Ellen as her university supervisor she should have been positioned with tremendous support to implement and receive feedback on the theories and practices she was learning about in UP's program. As a supervisor, Ellen was strongly aligned with the program, understood the complexities that often need negotiated between the program and a school site, and had even supervised numerous past interns in Farmington High School.

Although William had worked with UP pre-service teachers in the past, having William as a mentor provided Claire with a number of challenges. First, because William did position himself as an experienced teacher who had previously worked UP teacher candidates, he considered himself a mentor who not only had knowledge of content and teaching but also expectations, philosophy, and protocol of the UP program. Though this may have been true at one time; at the time of the study, William did not have a solid understanding of the expectations, beliefs, and cultural models framing the program. This was apparent in September as Claire realized William's conception of discussion was very different from UP's and hers. Claire described a discussion led by William as being very didactic:

He took an authoritative approach – there were points he wanted to cover and he made it very clear what he wanted to talk about. The students reacted to this control with a degree of resistance through indifference. Kids had their heads down drawing, others sat hunched with their arms crossed and looking bored. I couldn't blame them (teaching journal September 12, 2007).

Although William expressed agreement that talk is an important learning tool, in this discussion episode, he did not engage students in meaningful talk. Certainly, it seemed as if this episode does reflect his belief that not all questions are authentic, meaningful, or interpretive as his perhaps did not generate authentic discussion.

This kind of disconnect actually was more problematic than had Claire been with a novice mentor, for William felt he didn't need professional development or coaching offered by UP. Though he had worked with UP teaching candidates in the past, he was aligned with very little of UP's teaching philosophy, particularly in the principles of socio-cultural learning, inquiry based learning, and incorporating multiple perspectives. Though the program has indicated on numerous occasions that differing opinions are good and that dissonance creates space for growth, William's contestations put Claire at a disadvantage as she did not experience strong support, feedback, and especially modeling in these particular areas. The best that could be hoped for was that she would also not receive push back in her attempts to implement methods and curriculum that drew on these frames as she was trying to learn them. She was not yet in a position to defend or argue them. Figure 21 illustrates how Claire's beliefs were situated against those of William and Ellen at the beginning of the program; it suggests that based upon William and Ellen's stances toward the program's beliefs and cultural models, Claire would be pulled in competing directions.

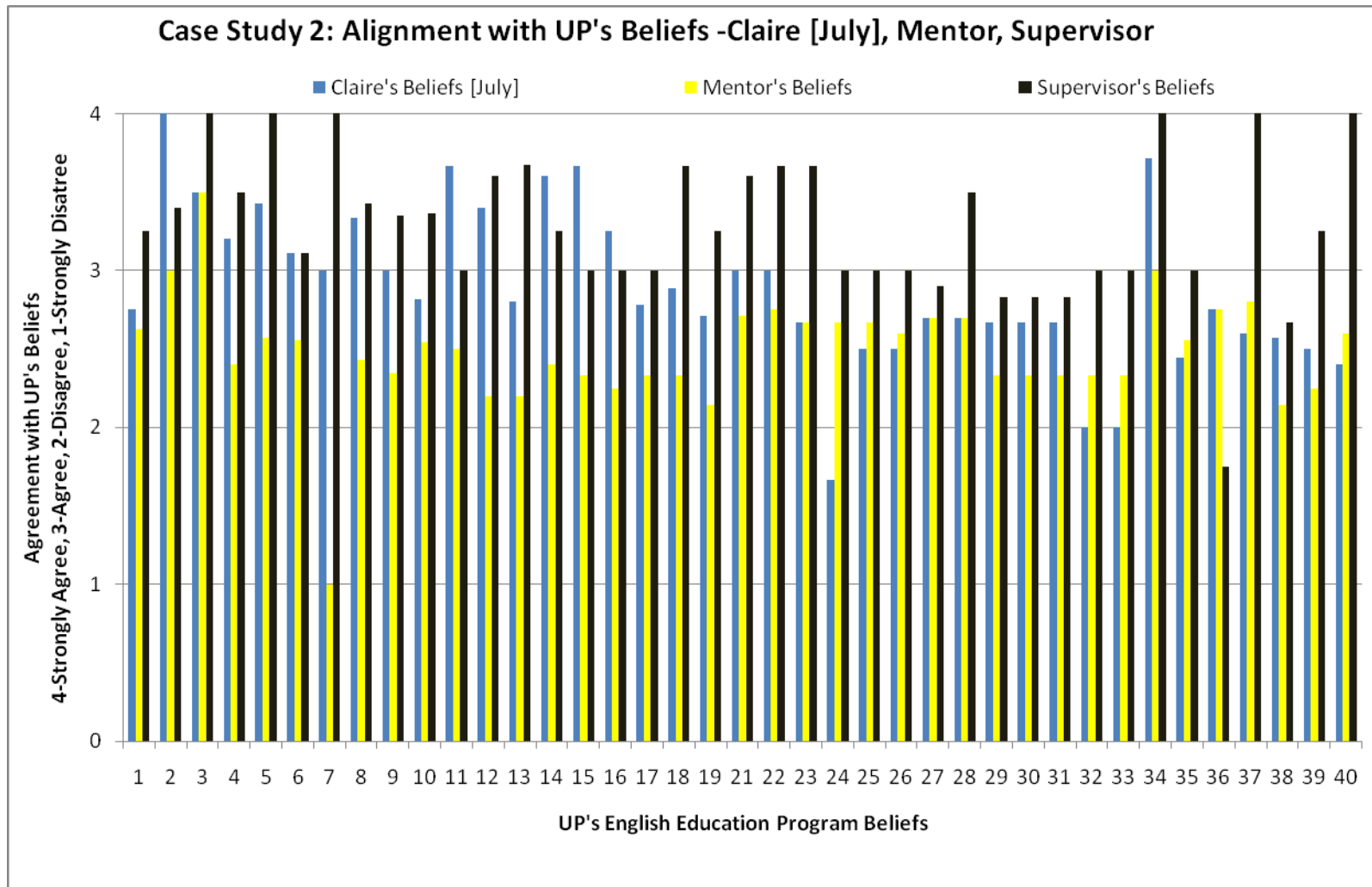


Figure 21 Case Study 2: Alignment with UP Beliefs – Claire, July, Mentor, Supervisor

### **8.3 CLAIRE'S DEVELOPING BELIEFS AND CULTURAL MODELS THROUGHOUT THE PROGRAM**

When I began teaching this year, there were so many different elements of my practice to develop simultaneously that I spent many of my early lessons tackling a random scattering of concerns. I worried about wait time and delivery and about developing lessons that were challenging yet scaffolded, but as I continued to work a common issue emerged from my reflections and evaluations – a lack of participation. A huge portion of my class rarely contributed to discussion and thwarted without fail any attempts I made to redirect questions or actively engage any students. I became so frustrated when even those students who would frequently bail me out became to remain silent with the rest of the class. I had been following the lead of my mentor in the way he was working with the class and it became really obvious, this was not working (interview October 13, 2007).

Like many beginning teachers, Claire had numerous issues that she was working on simultaneously: lesson design and assessment, student engagement, class management, and professional confidence. What was significant was that she very astutely diagnosed issues that were impacting the quality and effectiveness of her instruction, even if she did not yet have adequate means to remedy them. Below, she describes some of these issues:

Another area of difficulty at the beginning of my experience was reading my students' understanding and comprehension – it was much more difficult than I anticipated. I initially believed that if students didn't ask questions, they understood the material. I thought asking 'okay?' and seeing heads bob in unison was a confirmation of my educational prowess and that my students were ready to move ahead. I soon realized that what my students could passively feign in class as comprehension and learning didn't transfer in their assessments. I found this frustrating because I teach a group of mixed ability 10<sup>th</sup> graders—what I came to learn was that at any given time no one in the class was on the same page with what they knew (interview October 13, 2007).

Given Claire's self-assessment and self-identified areas of weakness, she knew particular areas within her practice that needed the most attention. In addition to these, the questionnaire that she

took again in December and June demonstrated how her beliefs began to change as her experiences in the classroom and her coursework impacted her learning (Figures 21 - 23).

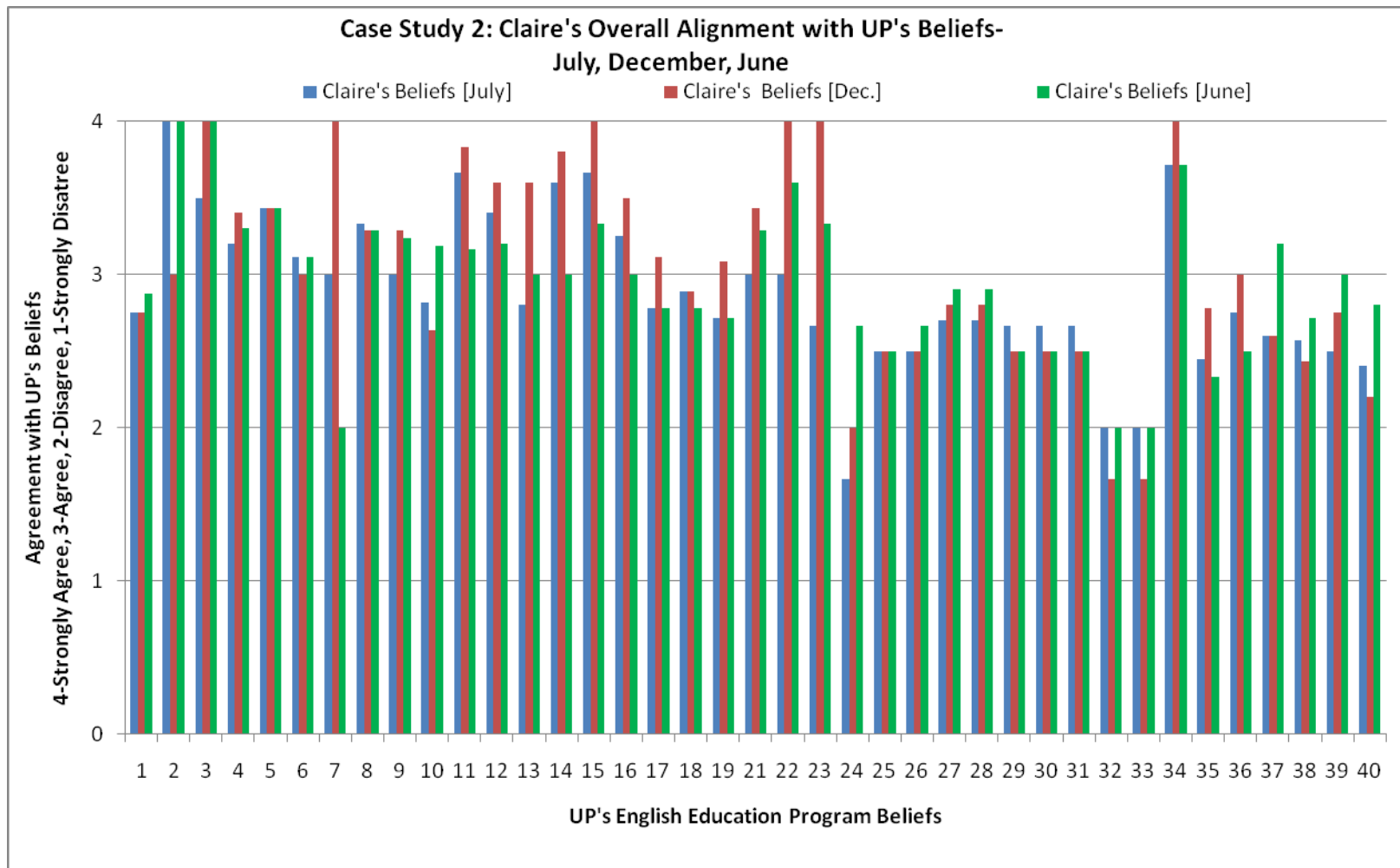


Figure 22 Claire's Overall Alignment with UP's Beliefs [July, December, June]

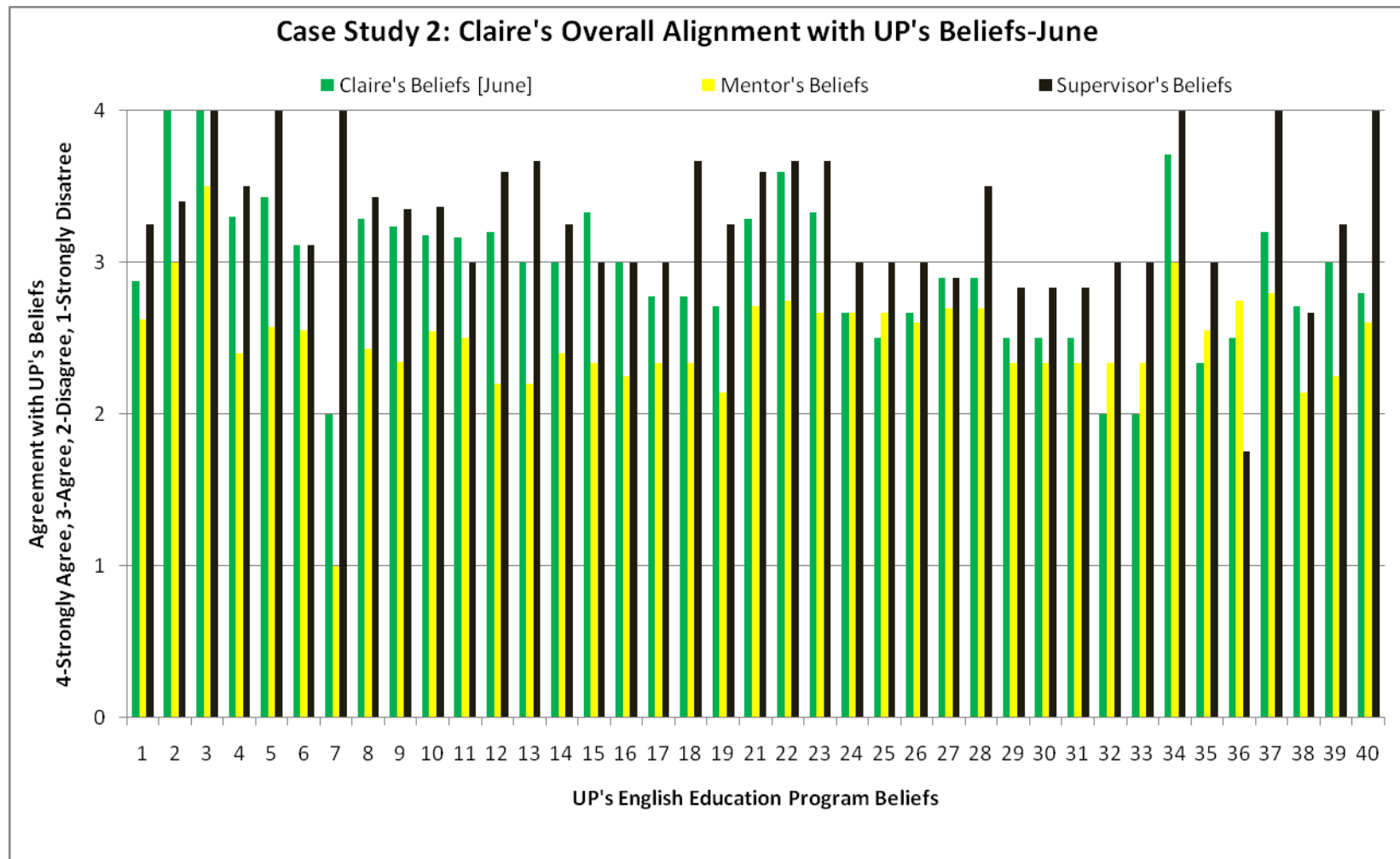


Figure 23 Claire's Overall Alignment with Program, Supervisor, and Mentor – End of Program

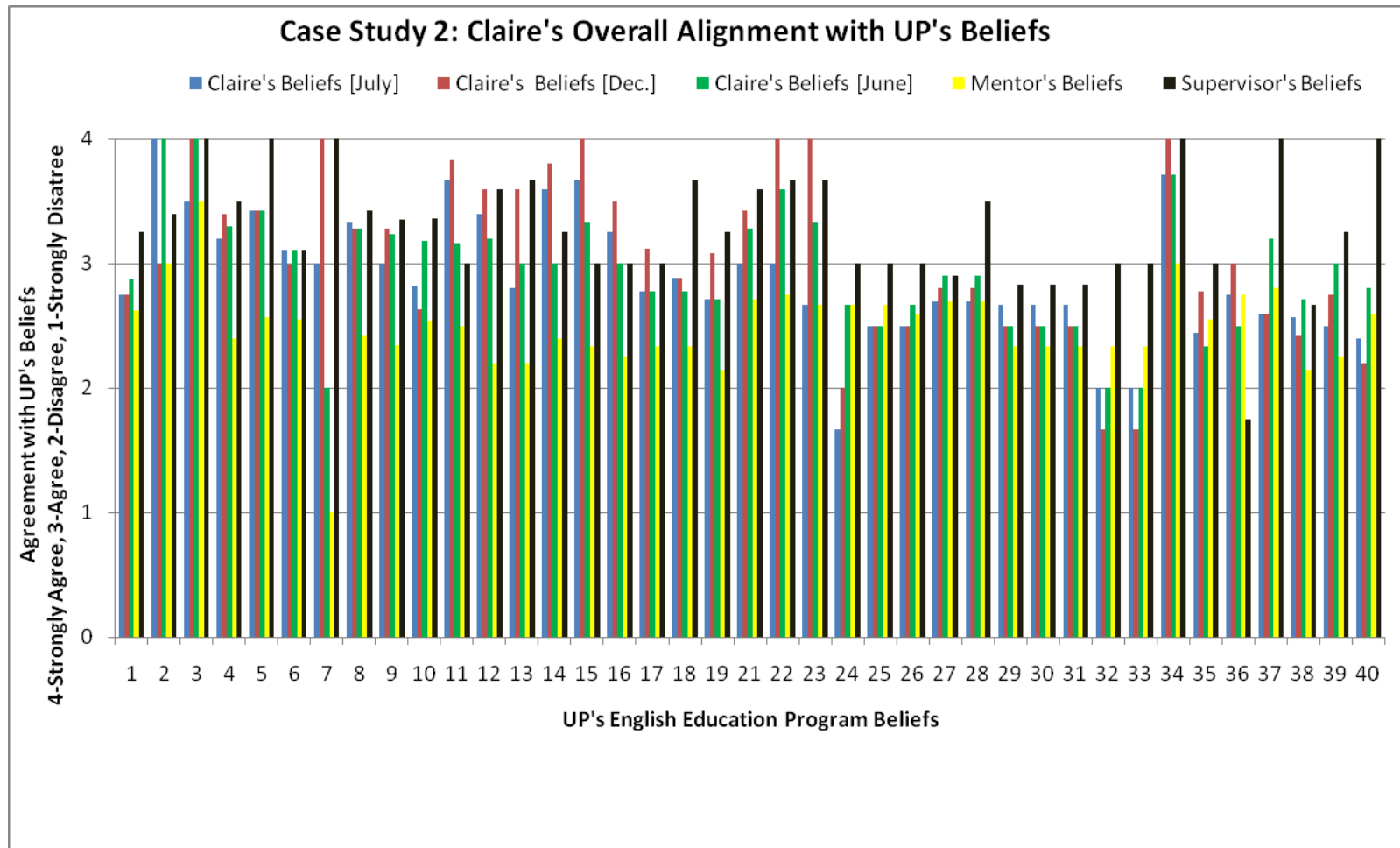


Figure 24 Claire's Alignment with UP Beliefs across Time [July-June]



### **8.3.1 Claire's Changing Beliefs over Time**

In examining Figure 24 two significant details should be noted regarding Claire's shifting beliefs over time in the program. First, in response to 14 of the beliefs, Claire showed less than .15 of a difference in belief from the beginning of the program to the end of the program and in 11 of the beliefs, she demonstrated no change in her beliefs from how she thought about teaching and learning when she began the program to how she thought about teaching and learning at the end of the program. In the beliefs in which her thinking did evidence change, for the most part, that change was not noticeably significant.

#### **8.3.1.1 Socio-Cultural Learning**

In reference to the beliefs of learning being socially constructed (beliefs 1, 2, 5, 6, 9, 13, 25, 26, 27, 28, 34, 35-see Table 7), Claire's beliefs either remained the same from the initial questionnaire in July to the her responses the following June or changed insignificantly ( $>.2$ ). Of these beliefs, Claire indicated that she aligned with only a few. First, Claire strongly agreed with belief 2, "talk is an important learning tool," and consequently agreed with other cultural models that value discussion as a methodology. She also aligned her thinking with the notion that students do come to school with valuable skills and experiences and that knowledge can be socially constructed. Based upon these responses, her classroom should have reflected students actively engaged with their work, talking with the teacher and each other, and being provided a myriad of opportunities to learn through exploration, connection, and talk. Claire's use of constructivist learning was evidenced in many of her lessons. She often had students working in groups on projects, engaging in discussions, and work shopping their writing.

In December Claire had several strong reactions to several of the beliefs that related to this tenet: 2, 13, 34, and 35. Belief 2 dropped from a 4.0 in July to a 3.0 in December (and rose back to a 4.0 in June). Claire entered the program considering talk a significant learning tool but the entire first semester was influenced by a mentor who didn't value the students' talk as much as she did initially (3.0) and who didn't feel students had much to contribute to the class (belief 35-2.5). Both of these affected Claire's attitude toward students and how she worked with them.

William runs his classroom where he is the obvious authority. The students like and respect him, but learning is definitely not socially constructed. He has the knowledge and he knows it and the students know it. When I've tried to develop lessons that have been more inquiry based he tries to be supportive but I think he thinks that if I just teach them the information it would be easier and would take much less time and I would get more accomplished. I sometimes think he thinks I'm wasting class time or being lazy or that I just don't know how to teach it to the students when the way that I'm doing something through inquiry is a way to get them to learn it, just not by telling them the information. Sometimes I'll do lessons the way I know he would because I know he thinks those are where I'm really teaching (interview November 27, 2007).

Frustratingly, Claire understood that by using inquiry-based instruction, she was actually teaching the students much more than the lesson's content; she was teaching cognitive skills, but unfortunately, William didn't view Claire as actually "teaching" unless she was in front of the room providing direct instruction. This created a tension for Claire. As she worked to implement lessons she knew theoretically were based on best practice, she concurrently implemented lessons to please her mentor's sense of best practice. Based on the survey, this began to impact the way she was thinking about best practice as well.

Ironically, while Claire was doing this dance between implementing lessons she felt good about and those she wanted to use to satisfy her mentor, two other beliefs became more aligned with the program, 13 and 34, with have to do with student agency. Claire expressed strong agreement in December that effective teachers should personally invest in their students' academic and personal growth and expressed more agreement with the notion that students come to school with valuable experiences and skills. This is interesting for although she is trying to satisfy her mentor with lessons that he would appreciate, she is moving further away from him ideologically.

#### **8.3.1.2 Inquiry-Based Learning**

A foundational principle of UP's program is inquiry-based learning. From Claire's early journal entries and lessons, it was apparent that she also subscribed to the concept that students should actively engage in work that is generative, requires them to problem-solve, ask questions, and participate in authentic learning tasks that drawing on both the students' prior knowledge and experiences as well as the knowledge and skills they are acquiring. This was evidenced in many of Claire's lessons that involved discussion, process drama, and authentic assessments.

At the beginning of the program, Claire knew she wanted to avoid direct instruction, but lacked the repertoire to develop lessons that were inquiry based; this was further compounded by her mentor's direct teaching approach. She wrote in her teaching journal in early October:

One thing I've wanted to do is approach grammar in a more exploratory manner. With certain aspects of the language, I feel as though students may get more out of an approach that places them discovering meaning through examining literature instead of throwing rules at students. The problem becomes the fact that this approach does not work for everything. This may work for examining how punctuation helps to convey meaning but what about agreement or use of prepositional phrases? My mentor teaches grammar basically through direct instruction but I've been struggling to try creative or active, engaging ways to work with students but I'm at a loss. I'm not ready to give up yet, but when it comes to the nitty gritty mechanics, I'm running out of ideas and patience!

The frustration in her voice was evident: frustration with her mentor and with herself. During the previous term, Claire had taken a methods course in Teaching Grammar and Language which did not advocate teaching grammar via, direct instruction but rather did focus on a holistic, inquiry based, integrated approach. Claire did not feel prepared or supported to implement those methods in her fall teaching. She needed more support from UP, particularly given her time constraints with managing the program coursework and developing lessons for the site it was difficult for her to find the time to process how to implement the methods she learned in her courses.

At the midpoint of the program, the most significant changes in Claire's thinking are noticed in Claire's responses to beliefs 22 and 23 regarding process drama. Initially, Claire had little interest and faith in process drama as a methodology, describing it as "an opportunity for students to play with literature in ways that allow them to actively engage with concepts, themes, and ideas." In her second survey, she strongly advocated the use of process drama as a vehicle to develop creative, critical and deep cognitive thinking skills.

My thoughts about using process drama have definitely changed now that I've actually used it with my students. I was preparing them to do a reading of a particularly difficult passage in *The Warrior Woman*. The students had struggled with some of the reading from the night before and were confused. We stopped and did a role play to see if we could figure out what was going on with the characters and then we did a tableau of significant moments from the chapter. It worked so well. Then, the students used this as a pre-writing for an informal paper. I do think you can overuse the process drama techniques, but I do think that for many students, especially who are kinesthetic learners, it's terrific (November 27, 2007).

By the end of the program, Claire agreed with all of the beliefs concerning inquiry-work except belief 1 (2.8) "students learn through active participation in class activities," which contradicts the way that she deliberately attempted to structure all of her lessons to "engage"

students in their learning. When asked about her response to belief 1, a puzzled look crossed her face and she responded:

Wow. I'm really stunned. On the surface I would say, of course, I agree with that statement. I would say I strongly agree with that statement. But, when I look at the items that went into that idea, I don't really support the active engagement of all of my students on a regular basis or sometimes the active participation is superficial. For example, I only indicated that it was somewhat important-not important or very important for students to receive time in class for guided and independent practice, but in thinking about it I can see the importance of having this time so that support can be provided if students struggle. I also indicated that I thought providing written feedback to students was not important and that differentiating materials or activities for struggling learners was somewhat important. Again, in thinking about this through a constructivist, engagement lens, I see the implications for students who need feedback written from me and from others and the value that would provide and certainly, I've seen students disengage when the class doesn't connect to them – I think I blasted my mentor for that in a number of journals (interview June 2, 2008).

When confronted with the explicit belief, the teaching behaviors from the survey, and her experiences, Claire was able to do a number of important things from the stance of a reflective professional: first, she was able to evaluate her stance toward the belief – philosophically and in practice. She was also able to evaluate her teaching practices to determine if they were aligned with her beliefs, and she was able to assess the appropriateness of her practices for her students and her beliefs.

Interestingly, like Jake and their peers, Claire also did not agree with beliefs 29, 30, and 31, which were likewise not supported or practiced by her mentor or supervisor. These beliefs focused on the importance of using reflection, evidence, and self-evaluation to consistently gauge the effectiveness of teaching and make modifications appropriately. After the conversation regarding inquiry, Claire's thoughts about 29, 30, and 31 (all 2.5) shifted as well.

I know that reflection is important to the program. We reflected on everything: our lessons, our portfolio evidence, our students' work and what it revealed to us; to some of my peers it became profane. (she laughs). I know reflection can help me improve my teaching but to be honest, I don't know if I'll reflect in the ways I have this year when I actually begin teaching. I can't conceive how there will be time. But... obviously, we just talked about a situation where I thought my classroom was very student focused, constructivist, and inquiry based but when I REFLECT (emphasis), I realized it wasn't as much as I thought. So, I guess I should reflect on my teaching and the students' work and learning, but there has to be a way to do it so it is manageable, and not so punitive and cumbersome (interview June 2, 2008).

What is particularly relevant from Claire's comments about reflection is that she viewed UP's approach toward reflection as "cumbersome" and "punitive" and not one that was instructive and supportive of her growth as a teacher.

Also worth note is that a number of Claire's responses shifted away from strongly agree. For example, beliefs 22 and 23 were 4.0 in December and in June were 3.5 and 3.3, respectively. Claire explained, "After working with many of the techniques, I've realized that though I value what a lot of them offer me as a teacher, like process drama and interpretive discussion, I can't rely on them in totality. They are just part of the tools I need to use to reach students. That's probably why I don't have too many things that I end up very strongly agreeing with beyond the importance of talk and discussions and that learning is constructivist" (June 2, 2008). Note, on her final survey, Claire rated belief 9 - knowledge is socially constructed as 3.2.

### **8.3.1.3 Interpretive Work**

At the beginning of the program as with her stance toward inquiry, Claire more strongly agreed with the principles surrounding interpretive work than she did either socio-cultural work or working with multiple perspectives in the classroom, but very similarly to her view of inquiry. She supported the notion that meaning was co-constructed and negotiated as opposed to viewing the teacher as keeper of all of the knowledge to dispense to students who choose to take advantage of opportunities to learn. This is significant because it put her in direct contrast to William, her mentor, who did endorse the idea that he was the students' benefactor with THE interpretation. Claire found that she had to really work to get students to not only offer their opinions but also to question texts that were presented. In an entry in her teaching journal from October, 2007 she wrote,

I asked my students to question the merit of a documentary they watched and was incredibly surprised to find that many of them had great difficulty thinking critically in this way while some jumped at the chance to openly criticize a school text. The film offered an alternative perspective about the war in Iraq and the media's hand in creating deceitful, subjective information in the form of propaganda. Many students, because it was presented in an informational nature in a school setting, bought into this movie and shifted their own ideals to sympathize heavily with Iraq. First, I asked the students if the film was a form of propaganda, many were initially resistant and did not know how to think in this mode. As the conversation continued, I found that more students began to enthusiastically question the film's merit. In an exit slip the expressed their excitement at getting to disagree with a text. I think that this was because in the past they felt that they had to complacently accept the merit of a text because it was presented by the teacher. There were other students who did not want to step outside the box. I think I need to continue to scaffold this work to create an environment where students feel more comfortable to engage in conversations about a text without being overzealous or resistant.

Claire was eager to have students question and interpret texts that were presented in class. Whether it was conditioning, apathy, disinterest, a lack of confidence, or a lack of skills that prevented students from taking on this task, the students were very reticent. Frustrated, Claire struggled to design learning tasks to engage them in what she considered highly cognitive, deeply critical work. Other than the major shift in thinking around belief 2 which has already been discussed, Claire also experienced a significant and lasting shift in her thinking regarding belief 3, which rose from 3.5-4.0. After seeing William's discussions and work with questioning, it solidified the validity of belief 3 for Claire: not all discussions and questions are "authentic", meaningful, or interpretive.

I've seen William conduct so many 'discussions' where he asks questions that students refuse to answer because everyone believes they are rhetorical. He doesn't intend them to be but they are. No one volunteers to answer because the students know if they are silent he'll provide the answer. That's the routine and everyone is comfortable with that (November 27, 2007).

Claire wants something more for her students; she wants authentic responses to authentic questions. In inquiry and interpretive work, Claire knows by mid-program what her expectations are and begins to lay the foundation with her students to make this occur.

#### **8.3.1.4 Perspective Taking**

One might think that Claire, as a writer, would be particularly open to the concept of the importance of viewing and understanding multiple perspectives. It was this tenet of the program that Claire demonstrated the most dissonance in her responses to the beliefs. Though there were several beliefs in which Claire indicated mild agreement: 6 (3.1), 8 (3.2), 13 (3.0), 16 (3.0), and 37 (3.2), for the most part her thinking did not shift nor did she agree with the remaining 8 beliefs that related to multiple perspectives. Interestingly, though Claire agreed that students should write in many different genres for many audiences and purposes and that writing does illustrate a students' perspective, she did not believe that texts should be chosen with students' academic, social, cultural, and developmental needs and backgrounds in mind nor did she believe that texts used in classrooms should reflect multiple perspectives, important issues, diverse social and cultural backgrounds. Similarly, though she did agree that students who speak variations of English should not be viewed as having a deficit, she, in contrast, did not feel that students' home languages should be valued at school. This view of Claire's remained consistent throughout the program.

Another example about perspective taking and the use of critical literary theory relates to belief 7 to which Claire strongly agrees in December and clearly disagrees in June. At the end of April 2008 for a conceptual reflection in a graduate course, Claire wrote,

Asking students to interpret text and understand multiple perspectives using literary theory produces a way in which to make the text and the questions it raises relevant to the student. By perspective-taking, the student also utilizes his or her own sympathies, experiences, and feelings to make personal connections to the text. Additionally, the student is also able to think more critically about his or her own life...when the student is able to consider another point of view outside of that presented in the text, particularly when personally relating to that perspective; the subsequent analysis is much richer. The student can then connect the relevance of the text and can think critically about his or her own life.

In this excerpt Claire articulated the benefits of using critical theory to inform students' work with texts, yet in response to the items on the questionnaire indicated that this kind of work was not something that she valued in her practice. This calls into question whether Claire authentically believed what she wrote in the conceptual reflection. In her admissions essay she wrote about "playing the game of school;" since her reported beliefs in June reveal a disagreement with 7. In the final interview Claire simply responded: "it's not that I disagree exactly, it's just that there is often little time to spend on perspective taking and using literary theory in the lessons. I do think it's valuable though" (June 2, 2008).

Though many of Claire's practices reflect beliefs grounded in UP's program, it took many months and experiences for her to conceptualize what teacher moves, what expectations and behaviors in her planning and implementation (for both herself and her students) would be involved for her to clearly connect practice and theory. Philosophically, Claire had a sense that inquiry, constructivist learning, and multiple perspectives were aligned with her thinking, but thoughtfully and purposefully designing lessons that enacted these approaches were evasive to her, more happenstance. Unless, she was called to task, Claire took these principles as givens and did not consider how to actually inform her practice with them and implement them in instruction. Like Jake, if Claire had a mentor who modeled or supported any of these tenets or a supervisor who was a more aggressive coach, she may have been able to implement many of UP's approaches earlier in her experience and much more effectively.

## 8.4 CLAIRE'S EMERGING IDENTITY

Based on examining Claire's beliefs and cultural models over time, the next section will provide a descriptive analysis of Claire's identity through an examination of how Claire views of teaching, learning, and professionalism have shifted over the course of his experiences in the program.

### 8.4.1 Claire's Stance toward Teaching and Learning

Claire wrote about how she thought about herself as a teacher,

As a ninth grade English teacher, I know that I am responsible for the growth and learning of each of the students in my classroom. Each student is an important unit of a larger whole, and individually impacts the class and has the potential for success. Subsequently, each of these individual students must have their strengths and weaknesses identified as well as his or her needs addressed. As a general education teacher, I must use the observations I make and the information I am given to collaborate with other teachers and professionals to collectively work toward assisting my students and helping them achieve their potential (teaching journal May 24, 2008).

Although it may sound simplistic, helping each student recognize his or her potential is a complicated, intense charge. But, it is also attainable. Claire had rigorous expectations for herself and for her students from the beginning of her time at Farmington Heights. Because she expected active participation and engagement and a very different kind of learning environment than her mentor, William, had constructed, she and the students struggled to adopt principles and behaviors that support inquiry, interpretive discussion, and constructivist learning.

Today, my mentor modeled in second period the ways in which he leads discussion, and I was meant to lead the [same] discussion in fourth [period]. Observing second, I immediately began to notice the students began acting a bit more uncooperative than usual. They were quiet, a bit distracted, and many of the usual contributors looked almost bored. I was trying to figure out why and realized that it may have had to do with the way my mentor was leading discussion. He took an authoritative approach – there were points he wanted to cover and he made it very clear what he wanted to talk about. The students reacted to this control with a degree of resistance through indifference. Kids had their heads down drawing, others sat hunched with their arms crossed and looking bored. I couldn't blame them. During fourth period, I decided to take a different approach. I asked the students to take 5 minutes to write about something they found interesting and something they had a question about. We began our discussion with one of the student's questions. I was surprised by how quickly the conversation began to pick up. Many students contributed multiple times, offering insights and rebutting each other's statements through textual examples. Many seemed genuinely enthusiastic and offered subjects of discussion with authentic interest.



Claire recognized initially that the authoritative, teacher-directed approach William had used in his discussion and the results it yielded would not work for her. She confidently took a different approach, in which she immediately involved students through an idea generating quick-write, used up-take to pull students' questions and comments as key stems to stimulate the discussion, and encouraged students to talk to each other. This initial experience seemed to be a positive one for both Claire and her students. But, as their work with inquiry, interpretation, and co-constructed learning continued, they would discover that part of the process involved pot holes and speed bumps. Claire wrote of such an experience in a November 7<sup>th</sup> teaching journal entry.

As we moved into the third current event [in the discussion], the topic became very controversial and the students became very heated. The rules and expectations that I had established began to break down and students began to scream at one another. I stopped the class after a few minutes and turned back to the chart paper with the posted rules. I reminded students to be respectful. I did notice that this helped. Although there were some students who I thought were drowned out by the voices in the crowd. They had comments, but without my calling on them, they didn't know when to jump in.

This disrupted Claire's thinking and teaching a bit, especially after having many of what she felt were successful discussions with her students. During an interview shortly after this experience in early November, Claire expressed her frustration,

I was really floored when that discussion [on the current events] turned so sour. I sincerely thought that I had established a protocol with the students. I guess the topic just got them too invested and their emotions took over and I just couldn't get them back.

Claire came up with a system for trying to impose a means of controlling turn-taking yet still allowing the students a means of self-monitoring during their discussions. She explained:

I've decided on a system for when we do this again. Each student will get 3 tokens and each student must use all of them during the discussion, giving one up each time they talk. When their three [tokens] are gone, they cannot speak until the person on either side of them is out of tokens too – that way everyone talks.

Claire felt that this alternative to what she referred to as the "free-for-all" that occurred in the last discussion the class had would accomplish several things, "I wouldn't have to regulate the students' turns, the students would be accountable for their own behavior, and more students would be able to contribute." Claire demonstrated thoughtful, purposeful decision making that enable her to continue to implement the principles that were important in her instruction – interpretation, constructivist learning, and allowing the students to contribute their multiple perspectives.

Initially, Clair was quite skeptical of the usefulness of performance drama as a methodology: “I had little experience with drama in the classroom, and what I recollect often seemed to have no merit. I remembered much more the embarrassment I felt instead of the knowledge I was meant to retain” (midterm course reflection artifact July 12, 2007). Just as Claire found meaningful and effective ways to work with discussion in her classroom, she also found space for process drama in her teaching repertoire as a sound pedagogical approach,

I had been hesitant to do a drama activity in the past because my mentor doesn’t do them, and I was worried that if I tried it my students would resist. I thought that without the proper scaffolding or work toward building student confidence, the activity would be a bust. I was surprised! The students were naturally hesitant—I asked for four volunteers to be the four main characters in *Lord of the Flies* for the class to ask questions ala press conference to delve into what happened in the meeting in chapter 5. I considered taking on a role as a character to model for my students the type of role playing involved. I was glad I hadn’t though –the volunteers found their voices and I think overall loved the experience. More importantly, this activity helped some students understand the core challenges and dilemmas within the text. Several students who usually struggle reported that it helped them “see” the conflict – to actually visualize it (teaching journal, January 17, 2008).

Claire mentioned that “without the proper scaffolding or work toward building student confidence, the activity would be a bust,” though she was absolutely correct, she should not have been surprised that her students took to the learning task for through her work the first term with discussion, inquiry, interpretation, constructivism, and working with multiple perspectives, she had prepared her students for work with process drama. She had created opportunities for them to have developed the confidence and had created a classroom that supported risk-taking that nurtured both independence and co-dependence in learning, which valued the community and the individual. Consequently, her students were able to use their voices, and those who struggled were given another means to enter into the academic world. When questioned about this change, Claire responded with a smile, “I saw that process drama holds tremendous potential for learning and retaining information than I originally thought possible. I let my own biases cloud my learning at first. What I have come to realize is that this approach involves much more than I could ever have anticipated and that the ideologies behind process drama in the classroom are not only legitimate, but crucial elements of a productive and effective learning experience” (interview June 22, 2008). Claire’s overall approach to teaching and learning became one of constructivist principles: engaging students in opportunities of active learning.

#### 8.4.2 Claire's Stance towards Professionalism

As any new teacher, Claire seemed to struggle most with sorting out who she was, who she wanted to be, and who she needed to be as instructional and behavioral manager in the classroom. She wanted a “friendly” relationship, an “easy” rapport, but “mutual respect.”

I'm really excited that my students and I are starting to develop a rapport and positive relationship. It's made me feel terrific about my decision to teach. I know that sounds really bleeding-heart but I wondered how my experiences would be and if I was cut out for this. I honestly think that only a part of your experiences and focus as a teacher should be on schooling and effective instruction, and that an additional concern should be for your students' lives and supporting them (teaching journal October 24, 2007).

From the beginning of her experience in her internship, it was obvious to Claire that one of the most important things she needed to do as a teacher was to develop a relationship with her students. This was not something that was attained easily, quickly, or effortlessly; as Claire indicated, it was not a skill that all educators even “get.” Acquiring this kind of relationship requires walking a fine line. This also extended into the classroom environment she tried to foster in her classroom, one that reflected the ideals of a student-centered classroom.

I think part of the success I have experienced results from my intention to help create an environment where I am both an authority and a peer. I have worked hard to develop respect by showing respect, and to treat my students like young adults. I told my students on the first day of school that I don't ‘sweat the small stuff,’ and I try to live up to that. I allow them the agency to make their own decisions in class: I let them choose their own seats, their own groups. They provide me with feedback and input regarding assignments and activities (teaching journal, October 19, 2007).

Though Claire's intentions had been to create a learning community in an emotionally safe-space built on respect, what she learned was that asserting control doesn't mean imposing a restrictive learning environment. During an interview in December, Claire considered how her attempts to be both friend and teacher were creating a tension that at times became problematic:

I found that there were times during the semester when I hesitated to act and correct behavior in the interest of preserving fluency and maintaining a positive relationship with students. There were moments when I could have been firmer, and should have perhaps displayed more solidly my authority over the class. This allowed my students to test me and take advantage of my sympathies, and I wavered in my consistency through inaction. By not following through as I could have my students could then continue to act in a particular way the rest of the semester because I did not initially stop it. Overall, my hesitation and inability to reconcile my role as their teacher and a peer prevented me from measuring up as a teacher in the way my students needed me to. There were many times I didn't provide the direction they needed – academically or behaviorally.

This was a critical moment for Claire; she was able to step back and assess the consequences of her inability to define her role in the classroom. One of the reasons Claire struggled with defining her identity in the classroom was that her mentor had a very different concept of his role as teacher than Claire had envisioned and he had created a classroom community situated around that paradigm.

William, for example, believed that his role was to give students the information they needed, though it “wasn’t his job” to make certain his students learned. Claire presented herself as a more empathetic, invested educator who was not only invested in her students’ learning but who also had a responsibility for their learning. Late in her experience, she wrote of her thoughts regarding her role as a teacher,

I know I am responsible for the growth and learning of each of my students in my classroom and it is a daunting responsibility. Each student is an important piece of a larger whole that individually and collectively impacts the class and has the potential for success. As a general education teacher, I must use the observations I make and the information I am given to collaborate with other teachers and professionals to collectively work toward assisting my students and helping them to achieve their potential (course paper artifact March 2008).

This excerpt exposed a number of Claire’s beliefs and cultural models about her role as a teacher and life in the classroom. First, she viewed teaching as a collaborative process that involves the primary classroom teacher, the students, and other professionals who may or may not be in education. Second, she indicated that all students have the potential for academic success, and finally, Claire unequivocally assumed responsibility for the learning and growth of the students in her classroom.

## **8.5 CLAIRE’S RESPONSE TO UP’S ENGLISH EDUCATION PROGRAM’S CULTURAL MODELS OVER TIME AND CONTEXT**

Many influences impacted Claire’s changing beliefs and cultural models over time in the program. First, it is helpful to examine how Claire’s mentor and supervisor responded to the program’s cultural models, refer to Figure 25.

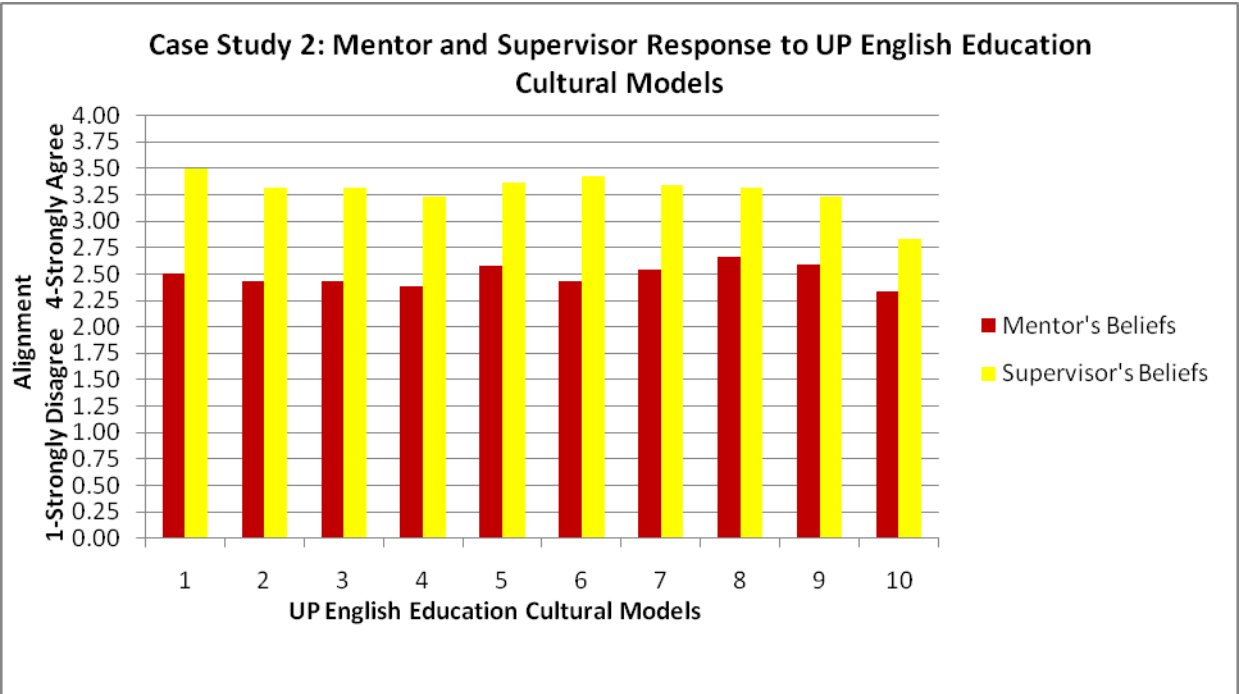


Figure 25 Case Study 2: Mentor and Supervisor Response to UP English Education Cultural Models

Although there were a few beliefs with which William, Claire’s mentor expressed agreement, primarily that not all discussions and questions are authentic, meaningful or interpretive, that talk is an important learning tool, and that effective teachers are personally invested in their students, it is clear that he does not align his thinking with the cultural models that frame the program. Though his responses do not demonstrate strong or even clear (2.0) disagreement, they fall between 2.6 and 2.4, never reaching agreement with the program of 3.0. This is also reflected in his classroom practices and feedback to Claire. As was indicated previously, Ellen, Jake’s supervisor as well as Claire’s, is a fairly consistent advocate of the program’s tenets and practices, providing for Claire stability and support should she want it in negotiating areas of dissonance with William.

In examining how Claire’s beliefs mapped to UP’s cultural models over the course of the program, however, it becomes apparent that she didn’t need Ellen to mediate her way. Figure 26 illustrates some interesting trends that mirror what was also noticed in examining Claire’s response to the program’s beliefs over time in the program as well. In December, Claire became more aligned with the program’s cultural models (and beliefs) and then at the end of the program in June, she in many instances returned to a conceptual space that was close to where she began, demonstrating very little actual change. It was as if Claire “tried on” or played with the tenets and practices of the program for a time but none resonated with her well enough for her to adopt them.

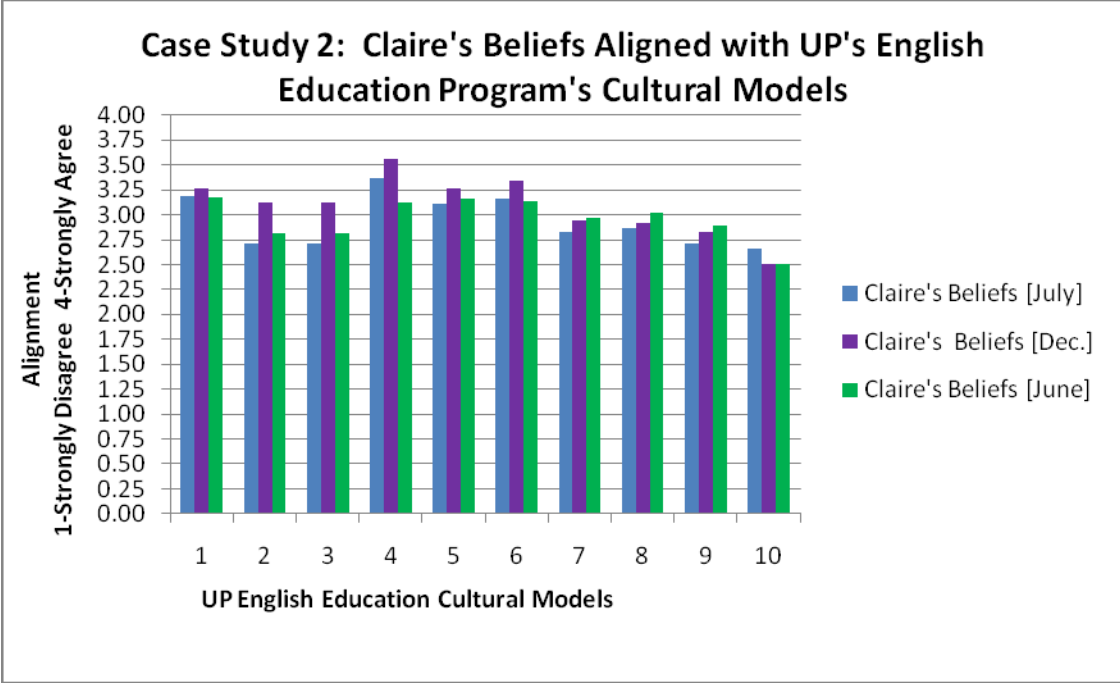


Figure 26 Case Study 2: Claire’s Beliefs Aligned with UP’s English Education Program’s Cultural Models

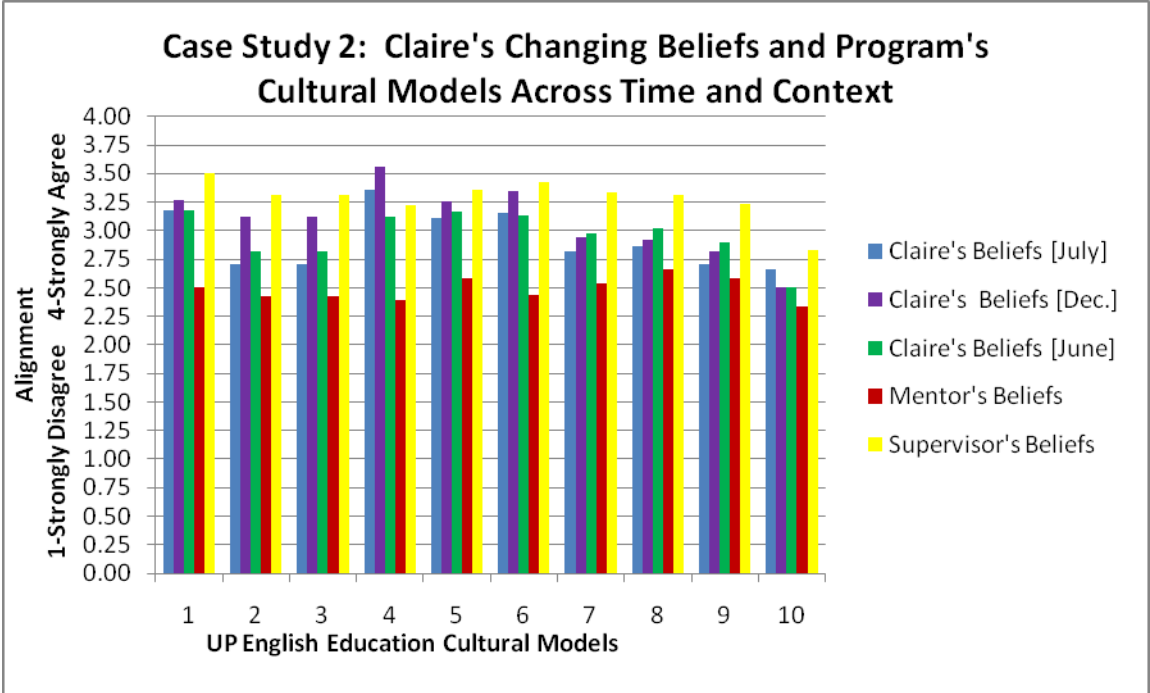


Figure 27 Case Study 2: Claire’s Changing Beliefs and Program’s Cultural Models Across Time and Context

It is interesting in looking at Figure 27 how misaligned Claire became with her mentor, particularly given her efforts in the beginning to imitate his practices as well as the influence other candidates’ mentors had over their emerging beliefs and practices.

## 8.6 DISCUSSION OF CASE STUDY 2: CLAIRE

When I began the program, I drew heavily from my own personal experiences in high school, piecing together the elements of my old teachers' philosophies that I felt were fair while still demanding respect and students' best efforts. I was also immediately influenced by my mentor's philosophy, which often seemed so natural and right when we discussed our reactions to particular situations in the classroom. I was apprehensive of both my noncommittal feelings and the influence of my mentor. I hoped that through my experiences, my philosophies would develop themselves, and solidify as I continued to grow as a teacher (interview June 2, 2008).

Claire expressed feelings that were similar to Jake, others in the program, and consistent with what other researchers (Bunting 1988, Calderhead & Robson 1991, Richardson, 1996, Goodman 1988, Lortie, 1975) have indicated influenced other novice teachers. She articulated cultural models that framed her thoughts of teaching and learning in her admissions essay and confirmed them by her response to the first questionnaire. Though Claire did exhibit different cultural models than her mentor as early as September, particularly in the role of the teacher, how to engage students in learning, and conducting discussions, she indicated that she still felt the pressure to defer to his experience and knowledge. Claire was placed with an experienced, skilled, confident mentor teacher, and she was easily swayed to follow his lead early in her experience. For Claire, the draw of her mentor quickly faded though as her confidence grew and she engaged with principles from the program.

Claire ended the program in a much different space; it was as she predicted, "her philosophies" did solidify from her experiences. Through the coursework at UP, the implementations at Farmington Heights, the pushback from William, and the support from Ellen, Claire was able to embrace the cultural models that were most meaningful to her work in the classroom: shared agency in the classroom, constructivist, student-centered learning, socially-constructed learning, and inquiry-based learning.

While my philosophies have developed over time, I feel that they have grown from the same foundations: my teaching experiences in the classroom, my readings and discussions in class, and my experiences as a student. These all have contributed immensely to the teacher I am, to how I think about teaching. I value student-centered classrooms for its supportive environment, its power to motivate, and its ability to help students bring meaning to their learning. I've learned that teachers play a difficult role in the classroom as they must balance both power and authority, but the reward is encouraging, students who are life-long, self-sufficient learners. As for me, I believe that I have an obligation, regardless of how experienced or confident I become, I will always look for new and effective ways to educate my students. I intend to take this responsibility seriously, to work actively to teach my students to the best of my ability, to stay current, to collaborate with other insightful, open-minded colleagues (interview June 2, 2008).

There were moments when Claire seemed to be “playing the game” and seeming to agree with UP’s tenets in her course artifacts as her surveys and practices revealed contradictory information. It may be that UP’s program is so ideologically strong that insightful candidates like Claire are able to pick up on the elements they need to in their coursework to please the instructors and then, as she often did with William, design lessons that satisfy his traditional nature. In the end, it in some ways is difficult to know who Claire really became.

Claire completed UP’s program in June of 2008 with her Master of Arts in Teaching and her teaching certificate in secondary English, but just as significantly with a firm set of cultural models aligned with best practice and current research and a confidence that would enable her to begin her work teaching grades 10 and 11 in the state of Virginia the Fall following her graduation.



## **9.0 IMPLICATIONS FROM CASE STUDY EXAMINATIONS**

The conclusions presented in Section 6.0 are strengthened and given insight by the detailed experiences of both Jake and Claire. The following conclusions and implications taken from their case studies provide additional insights into the research questions regarding teacher candidates' experiences, English Education programs, and teacher education programs.

### **9.1 SPECIFIC LESSONS LEARNED FROM JAKE AND CLAIRE**

#### **9.1.1 To what extent do English education candidates' practices reflect their reported beliefs?**

Both Jake and Claire are illustrative of contradictions in practice and beliefs. Throughout his experiences in the program, Jake continually advocates for student-centered, inquiry-based, constructivist lessons as being paramount in his philosophical approach to teaching. After several difficult attempts at inquiry discussion, Jake began to implement lessons that were surface level "discussion" and "student-oriented" but more realistically teacher-directed, IRE-based, direct instruction lessons. Although his philosophical approach did not waver and his analysis of what he was trying to accomplish remained the same – engaging students in authentic, meaningful learning tasks – he began to not only struggle with implementing these kinds of lessons but with developing them.

Interestingly, Claire, conversely, seemed to always know what she was doing and why she was doing it. When she designed a discussion, it was purposefully different from the one modeled by William, her mentor, even though he had wanted her to begin by modeling her lessons after him. She wanted authentic inquiry discussion and she designed it that way. Though it didn't progress as smoothly as she would have liked, it didn't have the same negative perceptions she was left with after William's round of "guess what the teacher is thinking."

The question with Claire was why she believes what she does. Numerous times throughout the experience, she implemented diametrically different practices, wrote of contradictory stances, and seemed to play the program against her mentor. Was she trying on different positions, experimenting to see what felt right to her or was she “playing the game of school” she described in her admissions essay?

In general, examining Jake and the other candidates, considering Claire an outlier, the candidates’ consistent and emerging practices tend to be more indicative of their cultural models than their reported beliefs.

### **9.1.2 What in the English education program is most influential in changing and shaping a candidate’s beliefs?**

Like their peers, Jake and Claire were initially strongly influenced by their mentor teachers; both, in fact, attempted to imitate the teaching practices of his or her mentor when each first began teaching in early September. Both Jake and Claire related instances when their mentors’ expected them to imitate their instructional approaches, even when these practices contradicted the program’s tenets, beliefs, and cultural models as well as their own. They also discussed numerous instances when they attempted to implement lessons and learning tasks based on inquiry, constructivism, interpretation, or perspective-taking, but were not supported by their mentors and the pre-established classroom communities that were already in place. Claire, and to a lesser degree Jake, struggled and pushed back against the establishment at the school site; resulting in many of the candidates’ beliefs actually becoming more aligned with the programs in December even as they continued to experience difficulty connecting the principles they were learning about with their classroom practices. As a result, both Jake and Claire experienced frustration as they continually attempted to change the classroom environment to one that would support the kind of teaching and learning they were eager to implement. Because of their persistence and developing confidence, they eventually were able to begin to enact many of the practices that they valued though often in inconsistent or hybridized ways, but the struggle to do so prevented them from achieving the professional growth that they might have with mentors whose teaching was aligned with UP’s tenets. At the end of the program, Jake and Claire’s beliefs returned virtually to the same space as when they began the program for a majority of the beliefs and cultural models.

Though both mentioned how supportive they felt Ellen was as a supervisor, neither felt she was instrumental as an advocate nor as a coach who informed their practice. They viewed Ellen as an evaluator and a cheerleader, someone who came into their classroom periodically and as Jake indicated, “gave me a pat on the back whenever I seemed to need it.” She didn’t seem to push either of them to push or extend themselves in their practice. This seemed to be similar to most of the experiences between supervisor and candidate.

As research has indicated (Lortie 1975) and this study corroborated, biography did have a significant effect on both Claire and Jake as they developed classroom philosophies and practices in the program, but not necessarily in the tenacious way that Lortie and others have indicated. Both Claire and Jake have demonstrated that beliefs are malleable and subject to shifts and changes, unlike what earlier research has reported, but more significantly, when other practices are not operationalized and modeled in ways that make sense to the candidate and in contexts that facilitate their success, the candidate will gravitate toward more familiar, more traditional approaches, particularly if those are being modeled by a mentor who is using them with some success.

Both Claire and Jake entered their program with very specific conceptions about teaching and learning, both beliefs and cultural models. As they began their internship experience in the Fall, each had gravitated toward concepts they had learned about in the first semester of their program and were eager to begin implementing in the classroom. Without the support, modeling, feedback, and coaching of their mentors and supervisor though, neither experienced much success with these innovative teaching practices; they as well as their students were ill-equipped to scaffold instruction appropriately, reconfigure the classroom community to allow for the kind of environment to develop that would facilitate the kind of work they were after, and engage in the learning tasks. Consequently, after several frustrating attempts, it wasn’t hard for either of them to rely on their experiences as students and dismiss the new practices or develop some hybrid model that barely resembled, either in spirit or practice, what was being taught in the methods courses. Ultimately, both Claire and to a lesser extent Jake became disillusioned with their mentors fairly quickly and ultimately with much of the program’s tenets as well. They embraced the ideas but had little direction on how to operationalize them into practice so had little choice but to search for other, more practical methods.

### **9.1.3 As teacher candidates progress through an English education program, how do they construct professional identities that negotiate various contexts, expectations, constraints?**

Both Claire and Jake were strong candidates who were articulate and confident. They had clear notions of what teaching and learning looked like and of what kind of teacher each envisioned he or she would become. Though the constructs of teaching presented in UP's program were generally aligned with their views, those of their mentor teachers were not. Both Claire and Jake were certain that they did not want to emulate William and Dianne, respectively, and from the beginning of their internship experience, were adamant and purposeful in the instructional decisions they made to distance themselves from the teaching stance that each mentor exhibited. This created a source of contestation at the school site for several reasons: the mentors' practices and experiences were not valued by Jake and Claire, the feedback the mentors provided was often disconnected and antithetical to the practices they were attempting to implement, and the theoretical orientations of the mentors and the interns were often contradictory. Consequently, instead of Jake and Claire using discussions around the teaching episodes and decisions of their mentors and themselves to help construct and solidify their thoughts, beliefs, and cultural models of teaching and learning – their professional identities – they actually turned inward and relied more on their own beliefs and experiences to guide their developing identities. They saw in their mentors' teaching and classrooms what they did not want to become and without much exploration or consideration, disregarded much of it. Similarly, when practices introduced from the program were difficult to implement, Jake and Claire struggled and then developed a hybridized version of the theory and practice, blending their biographical experiences and beliefs with the program's approaches to allow each to work in a space that felt comfortable and didn't push either of them too far from center, where they actually were when they began the program. By the end of the program, both Claire and Jake established themselves as teachers who articulate beliefs that mirror the program philosophies of inquiry and constructivist learning but who in practice demonstrate the need to control the classroom, presenting information to students in traditional, direct instructional ways. Interestingly, both also struggled with the persona of "teacher," trying to find their fit between supporter and instructor, nurturer and disciplinarian, friend and authoritarian, expert and learner. Only as Jake and Claire continue teaching will each refine what being a teacher is to them.

## 9.2 IMPLICATIONS FOR ENGLISH EDUCATION

The experiences of Jake and Claire, in particular, and the study participants in general, yielded a number of questions and implications for English education programs. The English Education program examined in this study held a strongly ideological position regarding the use of inquiry, perspective-taking, and constructivist learning principles in the teaching of English Language Arts. The strong stance of the program raised a number of issues for the participants, exemplified by Jake and Claire. First, Jake and Claire had mentors who didn't agree with the beliefs and practices of the program much less model the instructional practices in their classrooms. Consequently, the candidates were unable to experience how the program's tenets could be operationalized in actual classes with secondary students. Therefore, the program's methods primarily occupied either a theoretical space in the methods courses, a space of haphazard implementation in the candidates' classrooms often resulting in frustration, or a space of hybridized implementation in which some aspects of the approach might be used with other aspects of the candidate's or mentor's work. Regardless, none of these is optimum in allowing the candidate the opportunity to grapple with the concepts and make informed instructional decisions about the usefulness and appropriateness of the theories and approaches. Though the English education program in this study reveals that it believes it is but one perspective in the teaching of English Language Arts, it does not open itself to critique in the way that it is currently structured. Ultimately, English education programs should find ways to determine and then operate within their mission: to uncover or change beliefs about teaching and learning in English Language Arts or perhaps more significantly to uncover, establish, and/or to stabilize cultural models [and standards] about teaching and learning in English Language Arts.

English education programs might consider closely examining their mission statements, course syllabi, assignments, and especially assessment and evaluation instruments to determine to what extent their candidates (mentors, and supervisors) can choose to push back against the concepts and tenets presented by the program and still successfully complete (and work within) the program. The program should consider if it is, authentically and actually, urging its candidates to adopt a stance of reflection and critical thinking or if it is requiring its candidates to adopt its paradigm of teaching by the nature of the structure of its assignments, readings, and assessments. Programs could also explore avenues for mentor teachers and supervisors to

provide their perspectives to the program regarding the beliefs and cultural models framing the program's philosophical and theoretical stance as well as how the stance translates into practice. This dialogue would aid in affirming the work of the program faculty, mentors, supervisors, and candidates but opening the perspectives of each to critique.

### **9.3 IMPLICATIONS FOR TEACHER EDUCATION**

The experiences of Jake and Claire validate the implications for teacher education that were discussed in Section 6.1. Additionally, their experiences indicate the need for teacher education programs, like English education, to reveal itself as a perspective open to critique. Given the number of teacher education programs based on differing philosophical underpinnings, teacher education programs should consider how to structure aspects of their programs to allow for conversations when dissonance does occur. Programs should consider ways to embrace the value of difference in beliefs and practices between the faculty, supervisors, mentors, and candidates, finding strategies to consider the possibilities that result from difference, recognizing that the resolution of dissonance is not always the goal and that the conversations and growth that can occur when philosophical differences collide can be productive. Programs should also consider how to use candidates' instability of beliefs at different touch points in their program experiences as praxis to enable them to consider or reconsider notions of teaching and learning.

### **9.4 IMPLICATIONS FOR RESEARCH**

There are several areas of research that the case studies have suggested. First, it would be beneficial to examine other English education programs to determine how and to what extent each attempt to identify, change, and stabilize beliefs, cultural models, and standards for the teaching of English Language Arts. It would be extremely beneficial to not only determine trends in what these beliefs, cultural models, and standards are but to document the overall stance English education programs take: perspectives open to critique or programs that set standards for how English Language Arts should be taught. Second, additional case studies, similar to Jake and Claire, should be examined to reveal candidate's specific experiences,

illustrating the relationships between a candidate's cognitive understanding of concepts, their beliefs, and their practices. It would be interesting to explore how a candidate's actual practices are affected by conceptual understanding of principles and then by beliefs. It would also be interesting to study what affects a candidate's changing beliefs more: their practices (experiences) or their courses; this could be examined in a longitudinal study done in an undergraduate program. Finally, it would be beneficial to follow up with case study participants in several year intervals to mark how their beliefs and practices continue to change over time.

## 10.0 REVISITING ISAAC

More than almost any other candidate in the study, Isaac's initial thoughts about teaching and learning (in English Language Arts) reflected traditional, teacher-directed, conservative approaches to instruction. There were numerous instances throughout the English education program where Isaac struggled in his courses and in the classroom, trying to find ways to reconcile his thoughts about teaching with the constructivist approaches the program was advocating and certainly with the ways in which his students challenged him. Though Isaac completed the program and received his teaching certificate, unlike Jake and Claire, he did not find a teaching position and has come to the conclusion that like the military, ranching, and accounting, teaching really wasn't his calling either. Sadly, there were signals in his admissions essay, in his early course writings and journals, and in his teaching. Would analyzing the beliefs and cultural models that he expressed from the very beginning have helped Isaac, the faculty, the mentor and supervisor, and most especially, the students he spent his internship year with the growing pains that Isaac endured to learn that teaching may not have been his profession? With better supports for negotiating the program and understanding what teaching is about, could Isaac have developed the skills and dispositions to form an identity as a teacher that could work effectively in schools? This study indicates that learning to teach is not an innate ability or disposition but is a set of practices, skills, and dispositions that can be learned and honed through teacher education programs and experiences and that candidates like Isaac benefit from engaging in strongly articulated opportunities and dialogue for theory and practice to come together through modeled, coached, and supported classroom experiences that engage candidates in purposeful, reflective work.



## **APPENDIX A**

### **ACADEMIC PREREQUISITES FOR MAT AND PY ENGLISH EDUCATION PROGRAMS AT UP**

21 credits in Literature

9 credits in Composition and Language Studies

6 credits from Related Studies of Communications, Theater, or Film

12 credits of advanced courses in Literature, Composition, Writing Literacy, and other related English Fields

The state requires all prospective candidates must take at least 6 semester hour credits in college level English and 6 semester hour credits in college level Mathematics with a grade of C or better.

In addition to the above credits, applicants to the PY program must also have completed Social Foundations of Education or Education and Society AND an Educational Psychology course.



## APPENDIX B

### PLANS OF STUDY FOR MAT AND PY ENGLISH EDUCATION PROGRAMS AT UP

#### **Master of Arts in Teaching Program-English**

Summer:

Teaching Literature and Media\*

Teaching Grammar and Usage\*

Teaching Lab\*

Education and Society

Fall:

Psychology of Learning and Development for Education

Shared Inquiry in English education\*

Internship\*

Special Topics Seminar\*

Teaching Writing\*

Spring:

Internship\*

Drama and Performance in the Classroom\*

Special Topics Seminar\*

Students with Disabilities in the Secondary Classroom\*

Disciplined Inquiry

Summer:

Computer Applications in Education\*

Research Seminar

Internship \*

#### **Professional Year Program – English**

Fall

Shared Inquiry in English education\*

Teaching Grammar and Usage\*

Teaching Writing\*

Drama and Performance in the Classroom\*

Teaching Lab\*

Spring:

Students with Disabilities in the Secondary Classroom\*

Teaching Literature and Media\*

Student Teaching

Student Teaching Seminar\*

**\*Denotes certification requirement**



APPENDIX C

PARTICIPANT SURVEYS

Understanding Teacher Beliefs and Professional Identity

Participant Identification # \_\_\_\_\_ Date \_\_\_\_\_

Please circle the appropriate response:

1. Gender:  
a. Male    b. Female
2. Age:  
a. 20-22    b. 23-25    c. 26-30    d. 31-35    e. 36-40    f. 41-50    g. 51-60  
f. 61 or over.
3. Position:  
a. Intern    b. Student Teacher    c. Supervisor    d. Mentor

Part 1 – Beliefs and Attitudes about English Language Arts

The questions below refer to the beliefs you have about teaching and student learning in English Language Arts. Please indicate the degree to which you agree or disagree with each statement.

English Language Arts=ELA=Literature, Language, and Writing study

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. It is important to teach literature, writing, and language as integrated subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. It is important for students to be able to define and identify examples of literary conventions [metaphors, hyperboles, etc.]	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is important for students to read the classics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. College-bound students should focus on reading the classics and writing 5 paragraph essays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Texts typically have one interpretation that is valued or accepted above other interpretations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Students should learn how to do research reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. There are certain texts that students should read before they graduate from high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Discussion should be the basis of the English Language Arts classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Units of instruction are most effective if organized around key questions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Students who are not planning on going to college do not need to read difficult literature like the classics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The best way to teach English Language Arts is through direct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	instruction.				
12.	Abridged texts should be used in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	It is important for students to know the rules of grammar [Standard English] for them to write well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Teachers have a responsibility to connect English Language Arts curriculum to state and national standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	It is an effective instructional strategy for the teacher to lecture in the English Language Arts classroom when presenting needed information about grammar, literature, writing techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Students need to read literature by marginalized writers [race, gender, ethnicity, sexuality...] in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Films, movies, websites, articles, and essays are as valuable as literary texts in the English Language Arts classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	The English Language Arts teacher has a responsibility to teach students how to access and evaluate technological resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	English teachers should share their personal writing with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	English Language Arts teachers should read and write often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Students learn about grammar by reading and writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	The state and national standards should guide the teacher in developing lessons and English Language Arts curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Students should have choices in what they read and write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	Teachers have a responsibility to correct students' writing and speech so that it conforms to Standard Written English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	The curriculum of the English Language Arts classroom consists of subject matter to be learned and skills to be acquired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.	The English Language Arts curriculum centers around subject area content mastery - activities are used to facilitate the learning of this content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.	The best way to assess what students know in English Language Arts classes is through tests, quizzes, and traditional essays.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.	Representation is important to consider in selecting texts for use in English Language Arts classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29.	Writing workshop and peer conferences are effective techniques for use in English Language Arts classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30.	Students should read texts multiple times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part 2 – Beliefs and Attitudes about Teaching Practices**

The questions below refer to the beliefs you have about teaching. Please indicate the degree to which you agree or disagree with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
31. It is important for the teacher to establish classroom control before becoming too friendly with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. An effective way to build curriculum is by expanding on students' ideas and interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The teacher should make curricular decisions for students because students can't know what they need to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. An essential part of being a teacher is supporting a student when personal problems are interfering with schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. To be certain they teach students all necessary content and skills, teachers should follow a textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Teachers should involve students in evaluating their own work and setting their own goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Tests, formal writing assignments, and quizzes are the best ways of assessing student progress in English classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. A teacher's primary role is to help students become strong learners, not to teach particular knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Questioning is a valuable assessment tool.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Teachers are responsible for teaching information and skills and assessing whether students have acquired that knowledge and skills after instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Teachers communicate with parents mainly through report cards and parent-teacher conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Teachers often do too much of the students' thinking for them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Instruction is often aimed at the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Teachers need to get to know their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Teachers maximize their effectiveness by establishing personal ties with their students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Teachers who are well-liked by their students usually do a good job of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. There are too many variables for teachers to have impact student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Good teachers love working with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. If the teacher is not in control of the classroom, students will get into trouble.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. If a teacher has strong content knowledge, he/she can teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Reflection is an essential aspect of a teacher's professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Effective teachers must be strong problem solvers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Good teachers do not need to develop lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. It is difficult to learn to be a good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	teacher.				
55.	To successfully impact student achievement, teachers need assistance from the school administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56.	To successfully impact student achievement, teachers need assistance from the students' families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57.	To successfully impact student achievement, teachers need assistance from their colleagues in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58.	The school should not be expected to compensate for the deficiencies of the home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59.	The continuity of learning can be interrupted when the teacher gives the students choices about what they will study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part 3 – Beliefs and Attitudes about Learning**

The questions below refer to the beliefs you have about student learning. Please indicate the degree to which you agree or disagree with each statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree
60. An organized classroom is the major pre-requisite to effective learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. When students are allowed to participate in the choice of activities, topics, materials, most students will select what is easiest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Students should have a voice in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Students learn best when they are in classes with students who have similar abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Students can never really understand a subject until they can relate what they have learned to the broader context of the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. All students can learn to read and write well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. It is important for students to learn to take notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. It is impossible to provide remediation and enrichment in a regular classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Students may find it difficult to concentrate when there is activity in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. The ideas of students should be carefully considered when developing lessons and units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Instruction should be flexible enough to accommodate individual differences among learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Students are individuals and should be evaluated on the basis of their individual competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Students need to feel valued by their classmates and their teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Each student should be provided with different opportunities to use what he/she has learned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. Students who make poor grades could do better if they work harder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. Students are more responsive to teachers who are able to understand their point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



76. It is important for students to believe a teacher has confidence in them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Part 4 – Beliefs and Attitudes about your Current Practices**

The questions below refer to your current practices in the program. Please indicate how often you do each of the following.

<b><u>Consider your work during the last term of instruction with your students</u></b> <b>In your instructional planning, implementation, assessment, or reflection, how often do you -</b>	<b>Never</b>	<b>Rarely</b>	<b>Sometimes</b>	<b>Often</b>	<b>Always</b>
77. Provide time in class for guided practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. Provide time in class for independent practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. Require students to explain their thoughts, reasons, and ideas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. Use direct instruction or lecture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. Conduct whole class or inquiry based discussions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. Ask students to think about more than one interpretation to a text?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. Ask students to think about connections between texts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. Ask students to think about connections between English Language Arts and other subjects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. Consider students' understanding, experiences, and previous lessons when developing lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. Use questioning to assess students' understanding of new content?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. Have students work in pairs or small groups?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. Ask students to produce formal writing assignments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. Ask students to produce informal writing assignments or projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. Study canonical texts with students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. Study a variety of genres by marginalized writers with students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. Require students to read texts independently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93. Consider the cognitive demand of the activities you ask of students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. Provide written feedback to students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95. Differentiate materials or activities for struggling learners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. Use inquiry based learning activities/strategies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97. Require students to read a text more than one time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. Create situations where students must problem solve?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
99. Use Standard English in their speaking and writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. Formally teach grammar lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
101. Used writer's workshop, peer conferencing, or student conferences with your students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

102. Allowed students to select their own writing topics?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. Allowed students to select their own reading materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. Created writing assignments where students write for audiences/purposes other than the teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. Used dramatic activities in teaching English Language Arts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. Developed and used rubrics to assess student writing and projects?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. Use critical lenses other than Reader Response and New Criticism to discuss literature?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. Provide students with interpretations of texts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. Prepare lessons that integrate language and writing study?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. Focus on the process more than the produce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. Focus on the product more than the process?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. Use state and national standards to assist you in designing your lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. Allow students to evaluate their own work and set their own academic goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. Model the kind of work you want students to produce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
115. Contacted parents about my class or the work their children are doing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
116. Have been contacted by parents regarding my class or the work their child is doing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
117. Primarily assess students on what they can do independently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
118. Primarily rely on the textbook, teacher's guide/edition, and supplemental teaching materials to design my lessons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
119. Assess students informally through observations and conferences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
120. Collaborated with peers or colleagues regarding your planning/instruction?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part 5 –Motivations for Teaching**

Please indicate which of the following is/was truly important in influencing your career decision to become a teacher.

	No Influence	Minimal Influence	Somewhat Influential	Very Influential
121. Teaching provides me with an opportunity to be creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
122. The quality of education needs to be improved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
123. I enjoy working with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

124. I love school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
125. I want to help others who are less fortunate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
126. I was not as successful as I had hoped to be in my first career choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
127. People I respect told me I would be a good teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
128. People whom I admire are teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
129. Teachers have a nice schedule with some time off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
130. Teaching will provide me with an opportunity to do different things (coaching, working with extra-curricular activities, continue my schooling, part time work, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
131. I can help student gain a sense of personal achievement and self-esteem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
132. I can help students develop strong reading and writing skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
133. I want to help students develop an appreciation for reading and literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
134. My abilities and skills are suited for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
135. I can relate to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
136. I want to make a difference in students' lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
137. I have always been a good student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
138. I want to work in a school that is similar to the ones I attended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
139. I want to work in a suburban school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
140. I want to work in an urban school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

141. At this time, I feel confident☐, optimistic☐, and uncertain ☐ about my ability to positively impact student learning and achievement.

142. At this time, I feel confident☐, optimistic☐, and uncertain ☐ about my ability to effectively plan and implement lessons in an English Language Arts classroom.

143. At this time, I feel confident☐, optimistic☐, and uncertain ☐ about my ability to establish a positive, supportive rapport with students.

144. At this time, I feel confident☐, optimistic☐, and uncertain ☐ about my ability to be a positive part of a school community.

145. Explain specifically why you want to be an English Language Arts teacher –

146. How do you feel about your decision to become an educator?

- As these were tallied and scored later in the study for data analysis, the following point system was used,  
SA-4, A-3, D-2, SD-1, A-4, O-3, S-2, R-1, N-0



## **APPENDIX D**

### **INTERVIEW PROTOCOL**

#### **Interview Guide for Questionnaire Follow Up Interviews**

In general, case study participants were asked questions about their teaching beliefs, what they were learning in their courses and clinical experiences, how their beliefs and practices may be changing, and why they thought these changes were occurring. I used a semi-structured interview protocol, beginning with lines of questioning and allowing the participants to address other related topics if they chose.

#### **Introduction:**

Thank you for agreeing to participate in a brief interview so that I can ask you some questions regarding your responses to the survey you filled out and the artifacts you submitted. May I record our discussion using an audio tape for accuracy? [if no, I will take written notes. Do you have any questions before we begin?

#### **Lines of Questioning:**

- Beliefs and attitudes about teaching English
- Beliefs and attitudes about teaching in general
- Beliefs and attitudes about how people learn
- Reflections about your current practice
- Motivations for teaching
- Changes in your work and beliefs from last interview

Questions around the teaching episode and artifacts submitted on video tape – view and discuss together – why did the candidate make the instructional and management decisions he or she did. Reactions to events in the classroom

I will focus on changes and fleshing out reasons for strong opinions revealed on the survey, in class.

## APPENDIX E

### MAPPING OF CULTURAL MODELS AND BELIEFS WITH UP'S PROGRAM

#### TENETS

Tenet:		Inquiry			Perspective Taking			Constructivism		
Cultural Model:		1, 2, 3, 4, 5, 6, 7, 8, 9, 10			1, 2, 3, 4, 5, 6, 7, 8 , 9, 10			1, 4, 5, 6, 7, 8, 9, 10		
Belief:		1, 2, 4, 5, 6, 8, 9, 21, 35, 39			4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18, 27, 28, 35, 37, 38 39, 40			1, 2, 5, 6, 8, 9, 11, 13, 14, 21, 22, 23, 25, 26, 35		
Refer to page 123 for list of beliefs and page 130 for list of cultural models.										
Cultural Model:	1	2	3	4	5	6	7	8	9	10
Belief:	1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 21, 22,23	17, 18, 19, 23	17, 18, 19, 23, 28	1, 4, 11, 12, 13, 14, 15, 16, 20	1, 2, 4, 5, 6, 9, 11, 13, 14, 20, 21, 22, 23, 27, 35, 39	1, 2, 3, 4, 5, 6, 9, 11, 13, 14, 15, 16, 21, 23, 35, 39	1, 2, 5, 6, 8, 9, 11, 21	13, 24, 25, 26, 27, 28, 34, 35	37, 38, 39, 40	29, 30, 31
Refer to page 123 for list of beliefs and page 130 for list of cultural models.										

## APPENDIX F

### DATA CODING SHEET-INTERVIEW AND ARTIFACTS

Participant: \_\_\_\_\_

Data Source: \_\_\_\_\_

Textual Feature	Statement from Data	Theme	Interpretation
<b>Statements &amp; Pronoun Use:</b>			
Statements - action			
Statements - cognitive			
Emotional Statements			
Belief Statements			
<b>Agency</b>			
<b>Metaphors</b>			
Metaphors of Teaching			
Metaphors of Learning			
<b>Critical Experiences</b>			

**Questions of Episode**

**Interpretations of Episode based on Gee's Cultural Model Analysis Questions**

## APPENDIX G

### DATA CODING SHEET

#### Videotaped Lessons and Lesson Plans

Participant: \_\_\_\_\_

Data Source: \_\_\_\_\_

Textual Feature	Evidence from Lesson	Theme	Interpretation
Focus of Lesson			
Physical Configuration/Movement			
Student Engagement			
Agency [power dynamics]			
Modes of Instruction			
Modes of Learning			
Style*			

#### Questions from Lesson

T.'s beliefs about Teaching and Learning [Explicit]-

T.'s beliefs about Teaching and Learning [Tacit]-

Interpretations of Lesson based on Gee's Cultural Model Analysis Questions\*\*



## APPENDIX H

### ENGLISH EDUCATION OBSERVATION FORM

*Mentor/cooperating teacher: please complete one time per week*

Date:		Observer:	
School:		Pre-service teacher:	
Topic of Lesson:		Grade level:	
Type of lesson: (literature/writing/language)			

#### Lesson Evaluation

	<b>H</b>	<b>S</b>	<b>U</b>	<b>N</b>
1. Student designed and presented a coherent, conceptual lesson that used high cognitive-level tasks. <i>(note: student should complete a University of Pittsburgh English Education lesson plan when observed by a university supervisor)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Expectations for student learning were clearly communicated to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Assignments, activities, and materials were created to support student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Student engagement was effectively maintained throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Classroom management techniques were used appropriately throughout the lesson to create a supportive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Formative assessment of student learning was effectively used throughout the lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Pre-service teacher follows school and district policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Observer Comments**

**I noticed:**

**I wondered about:**

**Goals:**



## APPENDIX I

### UP'S ENGLISH EDUCATION MIDTERM AND FINAL EVALUATION INSTRUMENT

English Education Program  
Master of Arts in Teaching & Professional Year  
Midterm/Final Evaluation  
Department of Instruction and Learning ~School of Education

Check one:

☐ MAT

☐ PY

Check  
one:

☐  
Midterm

☐  
Final

Pre-service Teacher:

\_\_\_\_\_

**School Site:**

\_\_\_\_\_

\_\_\_\_\_

**Cooperating/Mentor  
Teacher:**

\_\_\_\_\_

**University  
Supervisor:**

\_\_\_\_\_

**Year/Term:**

\_\_\_\_\_

**Date of  
Evaluation:**

\_\_\_\_\_

Grade  
Recommendation:

\_\_\_\_\_ Fall

\_\_\_\_\_ Spring

\_\_\_\_\_ Summer I

*H= honors; S=satisfactory; U= unsatisfactory*

Intern Teacher Signature

\_\_\_\_\_

Mentor Teacher Signature

\_\_\_\_\_

University Supervisor Signature

\_\_\_\_\_

*University Supervisor: Please attach a copy (not the original) of the pre-service teacher's "Field Site Expectation Tracking Form" to this document for the midterm and final evaluations. Directions for Completing this Form:*

1. This English evaluation form is to be completed four times for MAT Interns:
  - Fall Term: At midterm, at end of term.
  - Spring Term: At end of term.
  - Summer Session 1: At end of term.

This form is to be completed two times for Professional Year students:

- Spring Term: At midterm, at end of term.

2. The mentor /cooperating teacher, and the pre-service teacher should discuss together the pre-service teacher's performance in each of the five categories (instructional design/planning and preparation, classroom environment, instructional delivery, professionalism, and professional reflection) throughout the term.

3. The university supervisor will arrange a conference to discuss the pre-service teacher's progress and grade, at the appointed time. At this conference, the pre-service teacher, the mentor /cooperating teacher and the supervisor will discuss the pre-service teacher's performance in each of the five categories. We shall assess each item addressed to date, using the following scale: H = honors, S = satisfactory, U = unsatisfactory, NE = no evidence. *The pre-service teacher is responsible for providing supporting evidence for each item in each category.* Supporting evidence might be drawn from the following sources:

Classroom Observations	Informal Observations/Visits
Lesson/Unit plans	Resources/Materials/Technology
Assessment Materials	Visual Technology
Student Information (including IEPs)	Discussion with Pre-service Teacher
Student Assignment Sheets	Student Work
Discussions with Mentor/Cooperating Teacher	Pre-service Teacher Reflections/Journals
Professional Activities in School/Conferences	Extracurricular Involvement
Professional Development Workshops	Other

At the conclusion of this meeting, the pre-service teacher, supervisor and mentor/cooperating teacher will agree on the overall performance ratings (Honors, Satisfactory or Unsatisfactory) and sign the form.

4. In the case of a disagreement over the grade the pre-service teacher should receive, the university supervisor has the final authority to determine the appropriate grade.

## I. INSTRUCTIONAL DESIGN/PLANNING AND PREPARATION

Organizes lessons / units around “conceptual focus” or themes that reflect important concepts in the disciplines of English (Smagorinsky).	
Plans clear and specific objectives that align to NCTE / PA standards.	
Designs high cognitive (rather than low cognitive) tasks that emphasize shared inquiry, problem-solving, critical thinking, interpretation and careful reasoning.	
Plans carefully sequenced and scaffolded lessons that explicitly connect to one another and the overall conceptual focus of the unit.	
Integrates reading, writing, speaking, and language study (both oral & written) within conceptual units.	
Demonstrates knowledge of content in planning:	
<ul style="list-style-type: none"> <li>•Uses a wide variety of literatures, print and non-print text genres, critical / cultural analyses of a range of genres and texts, reading methods, systems of grammar and language structures, and approaches to teaching writing for a variety of purposes.</li> </ul>	
<ul style="list-style-type: none"> <li>•Plans for meaningful conceptual connections within and across disciplines (e.g., across literary periods, between English &amp; history).</li> </ul>	
<ul style="list-style-type: none"> <li>•Plans for language study and grammar in the context of authentic texts and through the study of the social uses of language and language diversity.</li> </ul>	



	Comments:
<p>Chooses instructional strategies that are appropriate for stated objectives and build upon students' prior knowledge and habits of thinking, such as:</p> <ul style="list-style-type: none"> <li>• Cooperative learning tasks</li> <li>• Interpretive discussions</li> <li>• Jigsaws</li> <li>• Fishbowls</li> <li>• Quick writes</li> <li>• Interactive lectures</li> <li>• Writing workshops</li> <li>• Drama activities</li> <li>• Independent work</li> <li>• Questioning techniques.</li> </ul>	
<p>Teaches students a wide range of strategies to comprehend, interpret, evaluate, produce and appreciate texts. (NCTE #3)</p>	
<p>Uses knowledge of students, including students with special needs, to impart instruction: predicts potential student reactions, misunderstandings, and questions and designs appropriate follow up responses.</p>	
<p>Plans for the use of a variety of resources, materials, or technology to scaffold student learning.</p>	
<p>Prepares assessments of student learning which are aligned to the instructional goals: uses various kinds of summative assessments that clearly and reliably measure the unit objectives.</p>	
<p>Adequately plans for all English field site expectations in literature, writing, language, differentiated instruction, and test preparation (see the English Education MAT &amp; PY Handbook for more details on the field site expectations).</p>	

## II. CLASSROOM ENVIRONMENT

	Comments:
Communicates clear expectations to the students about goals, routines, roles and responsibilities.	
Maintains high expectations for ALL students of all genders, ethnicities, races, linguistic backgrounds and ability levels.	
Treats students (and students treat others) with mutual respect.	
Considers students' cultural backgrounds and expectations in planning, teaching and communication.	
Adjusts use of spoken, written and visual language to communicate effectively with various people and for a variety of purposes (teacher and students). (NCTE #4)	
Groups students in ways that promote active engagement in learning and community-building.	
Provides opportunities for meaningful talk (between students and between students and teacher) in order to give students frequent opportunities to express their ideas.	
Encourages all students to participate in discussion and learning tasks.	
Establishes effective classroom routines and procedures resulting in little or no loss of instructional time.	
Encourages and values multiple forms of expression and participation, allowing students to use their native language or dialect when needed to develop knowledge and understanding of content. (NCTE #1)	

Gives students frequent and respectful feedback on their work and progress, both in conferences and in writing.	
Arranges the classroom space to meet both the physical and the learning needs of the students.	

Please assess the candidate's overall performance within the category of **Classroom Environment**, based on the candidate's demonstration of the indicators of performance.

### III. INSTRUCTIONAL DELIVERY

	Comments:
Provides students with explicit and clear expectations and procedures for the lesson.	
Provides all students with access to high cognitive habits of thinking.	
Effectively maintains student engagement throughout the lesson.	
Adapts instruction for students with special needs.	
Introduces and concludes lessons so that the conceptual focus of each task is reinforced.	
Allows adequate time for students to engage with tasks.	
Provides models and developmentally-appropriate examples (teacher-, student- or professional-generated) of exceptional reading, writing, and thinking, listening and speaking strategies.	
Relates key concepts in reading, writing and language study to students' interests, abilities and experiences.	
Acts as a facilitator as students take the lead in discussions and sharing of new concepts and strategies.	
Monitors and checks for student understanding (formative assessment) and makes appropriate adjustments in the lesson in response to "teachable moments," unplanned events, or student behavior.	

Utilizes tools such as technology to enhance students' learning and to represent key concepts or strategies.	
Appropriately fulfills all UP English field site expectations in literature, writing, language, differentiated instruction, and test preparation (see the English Education MAT & PY Handbook for more details on the field site expectations).	

Please assess the candidate's overall performance within the category of **Instructional Delivery**, based on the candidate's demonstration of the indicators of performance.

#### IV. PROFESSIONALISM

	Comments:
Displays knowledge of school and district procedures and regulations related to attendance, punctuality, and the like.	
Displays a neat and appropriate appearance, confidence, and poise.	
Is prompt and prepared for class and meetings every day.	
Possesses effective oral and written communication skills.	
Keeps organized and comprehensive records of students' growth, work and attendance that meet the school or district's requirements.	
Shows enthusiasm and positive expectations regarding teaching and students.	
Maintains collaborative contact with parents regarding both students' needs and their accomplishments.	

Interacts respectfully and collaboratively with administrators, other teachers, paraprofessionals, service personnel, and parents.	
Participates in events of the school and district communities.	

Acceptable/Adéquate évidence of Professionnalisme

Inacceptable/Inadéquate évidence of Professionnalisme

Comment :

#### V. PROFESSIONAL REFLECTION

	Comments:
Demonstrates commitment to personal and professional growth.	
Documents thinking about teaching through a journal, blog, or other means.	
Responds to supervisor and mentor feedback in mature and thoughtful ways.	
Is able and willing to revise instruction based on feedback and the analysis of experience.	
Encourages and considers student feedback on teaching through the use of quick-writes, self-designed evaluations, interviews, or other means.	
Forms own philosophies of teaching and learning grounded in theory, research, and own experiences.	
Reflects on lessons using formal reflection sheet.	

Acceptable/Adéquate évidence of Professionnalisme

Inacceptable/Inadéquate évidence of Professionnalisme

Comment :

## **APPENDIX J**

### **ENGLISH EDUCATION HANDBOOK**

English Education  
Master of Arts in Teaching & Professional Year Handbook  
Department of Instruction and Learning  
School of Education  
UP

#### **Introduction**

This handbook serves a number of purposes and audiences. For anyone unfamiliar with our graduate English Education Master of Arts in Teaching (MAT) Program and our graduate Professional Year (PY) Program, it presents a detailed picture of our students' academic background, the philosophy that underpins their studies, and their field experiences as interns or student teachers. For our supervisors, it serves as the official representation of our program and our expectations for our students. For our mentor and cooperating teachers, the handbook serves as both an orientation to our students and their programs of studies, and our expectations for their work as interns and student teachers in middle and high school classrooms.

All of the students admitted to our programs must meet strict requirements for admission and for continuance. They must, for example, have a bachelor's degree in their field with an overall QPA of at least 3.0, and they must maintain this minimum QPA throughout their program. The English Education programs are rigorous and have high academic standards. Students are expected to earn no less than a B in any methods course. It should not be assumed that grades of A or H (honors) are the standard or average grade. We require that all students who come into our programs meet our 48 credit prerequisite requirements in English, writing, and communications and have experience working with adolescents. Once students begin their internship or student teaching, we position them in their studies to become reflective practitioners who

continually step back from their studies and their teaching to reflect on their work and their learning. Our programs follow the National Council of Teachers of English's criteria for "Highly Qualified Teachers of English Language Arts." The MAT candidates must complete a reflective portfolio and an action research project during their Disciplined Inquiry course which they take in their third term (winter/spring). The Professional Year students also complete a reflective portfolio during their second term as a part of their work in their Teaching Seminar. Additionally, all students must complete the PDE 430 form.

The English Education faculty and supervisors meet monthly to monitor and assess students' work and progress. When students have problems with course work, they are encouraged to address them immediately through their faculty advisor and the course instructor. If problems arise at their field site, they know to work directly through their university supervisor who is authorized to negotiate with mentor and cooperating teachers and building principals under the guidance of our University Supervision and Field Site Coordinator. The coordinator works directly with the English Education program area chair and Director of Teacher Education as well as with the other members of the English Education faculty.

### **Our Programs**

#### *The Master of Arts in Teaching (MAT) Program*

The MAT program, which allows students to obtain both a Masters degree and Instructional I certification, is a four term graduate program that includes three terms of internship in a middle or high school classroom under the guidance of a university supervisor and with a mentor or clinical instructor.

The program of studies begins in the summer term, what we refer to as Summer Session II that runs from late June through early August. During this term, MAT candidates take four graduate courses and they apply for an Intern Certificate through the university from the Department of Education. This certificate allows them to teach in a middle or high school classroom without the presence of a mentor teacher but under the guidance of a mentor.

MAT students take the following sequence of courses:

#### Summer Session II:

- IL 2230: Introduction to English or Communications Education
- IL 2236: Drama and Performance in the Classroom
- IL 2245: Teaching Grammar and Usage
- IL 2725: Teaching Lab

#### Fall Term:

- EDUC 2000: Psychology of Learning and Development for Educators
- IL 2233: Teaching Writing



- IL 2234: Teaching Literature and Media
- IL 2248: Teaching Seminar
- IL 2881: Internship (begins with 20 hours of teaching per week)

Spring Term:

- EDUC 2200: Disciplined Inquiry
- IL 2053: Computer Applications in Education 3
- IL 2502: Students with Disabilities in Secondary Classrooms
- IL 2881: Teaching Seminar
- IL 2881: Internship

Summer Session I:

- IL 2990: Research Seminar for MAT Interns
- IL 2881: Internship

During their internship, students follow the schedule of the school in which they teach, although they continue to take courses on the university calendar. When the school has a holiday, they also have a holiday from teaching, but unless the university also holds to this holiday, they must continue to follow the university schedule for their classes.

*The Professional Year (PY) Program*

The PY Program, which allows students to complete requirements for an Instructional I certificate, is a two term graduate program with one semester of fourteen weeks of student teaching in a middle or high school classroom under the guidance of a university supervisor and with a cooperating teacher or clinical instructor.

PY students take the following sequence of courses:

Fall Term:

- IL 2233: Teaching Writing
- IL 2234: Teaching Literature and Media
- IL 2245: Teaching Grammar and Usage
- IL 2236: Drama and Performance in the Classroom
- IL 2725: Teaching Lab

In preparation for student teaching, PY students also participate in a practicum experience during Fall Term at the field site where they will be student teaching in the spring. During their practicum, students should be given the opportunity to observe a variety of teachers in different content areas, conduct mini-lessons, engage in small group tutoring/instruction, help students individually, familiarize themselves with adolescents with special needs, and become acclimated to the school and classroom cultures. A minimum one half-day per week at the school site is required for the practicum. Students will be given assignments in their methods classes that connect theory to practice in the field site.

J-Term:

- IL 2502: Students with Disabilities in Secondary Classrooms

Spring Term:

- IL 2824: Student Teaching Seminar
- IL 2820: Student Teaching

Our MAT and PY candidates move through their studies with us as cohorts, but because the MAT candidates begin their internships in the fall term, they are tracked into sections of methods courses separately from the PY students, so that they can take advantage of their work in the schools while in those classes without putting the PY students at a disadvantage. For instance, MAT students take a section of Teaching Writing designed for MAT students, and PY students take a section designed for them.

## **Program Philosophy**

### *Introduction*

English teaching in the 21<sup>st</sup> century presents a wide array of challenges. Our classrooms have become increasingly diverse – most teachers work with adolescents from a multiplicity of racial, cultural, and linguistic backgrounds, and academic and intellectual abilities. Yet despite the increasing complexity of the English classroom, teachers are also met with mounting pressure to help adolescents succeed on one-size-fits-all standardized tests. In our program we seek to meet these challenges by guiding our students toward pedagogical practices that provide adolescents with the best opportunities for authentic, critical thinking and learning, and that value the unique experiences and beliefs that each adolescent brings to the classroom.

### *What Works Best in English Classrooms*

It was at one time accepted that adolescents learned English best through retelling readings, giving back well-known interpretations of texts in the form of recitation and five paragraph essays, and studying canonical texts year in and year out as examples of particular time periods, genres, and literary devices. However, in recent decades research has taught teachers time and again that these types of activities bore adolescents, have little relation to sophisticated habits of thinking, and foster only the lowest level of cognitive skills (National Research Center on Literature Teaching and Learning).

Teachers and researchers now know that adolescents learn best when they are provided with opportunities to develop higher level cognitive skills through studying and questioning a diversity of texts, posing problems, engaging in dialogic discussions, and drawing on their own experiences to co-construct their own learning. Such an approach to learning helps adolescents learn to “construct” knowledge through active intellectual engagement rather than to passively “bank” accepted knowledge that teachers give them.

Research has also shown that adolescents who engage in “problem posing” learning perform better on standardized tests such as NAEP (Wiggins, 2004). As John Dewey stated in his 1916 work on experience and education, “To ‘learn from experience’ is to make a backward and forward connection between what we do to things and what we enjoy or suffer from things in consequence.” Further he stated that, “information severed from thoughtful action is dead, a mind-crushing load...it is a most powerful obstacle to further growth in the grace of intelligence.”

### *Encouraging Inquiry Teaching and Learning*

In their coursework, our students learn that inquiry-based teaching and learning, which asks adolescents to delve deeply into complex, interpretive questions in their reading, writing, and discussion, is a powerful means of helping adolescents to actively engage in and authentically experience learning. Our students learn to scaffold (Bruner 1974) and sequence classroom work to make sophisticated habits of thinking accessible to all adolescents. We recognize that it takes great skill and practice to implement such instruction in the multicultural and multilingual context of current US schools. A curriculum that focuses on sophisticated conceptual development and inquiry rather than on covering a broad range of content and discrete skills values “depth over breadth.”

Inquiry tasks present adolescents with meaningful problems for which there are no clear solutions. For instance, Great Books interpretive questions used for shared-inquiry discussions have more than one plausible solution. They engage adolescents in problem-posing and solving, so that they have opportunities to develop and use “problem-analysis tools” and form “habits of mind that lead them to actively” learn and use the various strategies that they develop as they work together on the problem before them (Resnick & Nelson Le-Gall, 1997, p. 7). Inquiry learning, in other words, apprentices adolescents to intellectual and academic habits of mind that mirror those used by professionals in the disciplines. Inquiry learning relies heavily on adolescents’ talk to solve problems. It positions them to use writing to both discover what they have to say and to advance compelling arguments or visions. Teachers in inquiry learning design coherent units of study that integrate reading, writing, and classroom talk around sets of texts and overarching questions that reach across facets of language arts. They provide adolescents with opportunities to step back from their learning to think about how they learned, so that they develop common understandings and terms for their learning.

Because inquiry learning is about grappling with “big” issues, concepts, and themes, our students learn to develop “conceptual” units (Smagorinsky, 2002) that draw on texts from a variety of social and cultural origins. These texts are often from a variety of historical and literary periods as well as text genres— we encourage our students to think broadly and creatively in their text selection. Likewise, engaging in conceptual units asks adolescents to think critically about their use of language and their purposes in writing. In these units, our students will encourage their students to construct writing across genres that use an array of language styles for a multiplicity of purposes and audiences. Because inquiry learning and conceptual units encourage adolescents to explore myriad text and writing genres, we also see this type of learning as democratic in

the sense that it provides opportunities for adolescents from a wide range of abilities and backgrounds to actively participate in their own learning.

### **Expectations for Secondary English Certificate Candidates**

Broadly put, we expect three kinds of work of our students in their field site placements. *We expect them to be reflective practitioners who design lessons and units that engage adolescents in cognitively demanding habits of thinking. We expect them to design and implement their own integrated reading, writing, speaking, and language study units. And, finally, we expect them to be their own teachers, to form their own philosophies, to ground these and their practices in theory, research, and reflection.*

An essential aspect to all of our English methods seminars is that we ask students to step back from lessons they observe and teach to reflect on the habits of thinking—the cognition—that was being asked of adolescents. We ask them to question, for instance, whether adolescents were engaged in a range of rote learning habits—recalling, identifying, and recognizing—or whether they were engaged in habits of thinking with higher cognitive demands, such as interpreting a text through a feminist lens or collaborating with others to discern an author’s portrayal of race or class. We ask our pre-service students to consider:

- Who does the work in the class?
- Are the adolescents engaging each other in discussions around genuine inquiry problems or questions?
- How do the adolescents use writing to develop high level cognitive skills?
- What pedagogical moves does the teacher use?
- What do the formative and summative assessments used in a class say about the kinds of learning that are promoted and valued?

We ask our students, in other words, to prepare to teach English as student-centered inquiry, and we expect them to have opportunities in their field sites to design and implement such lessons and units. This means that we expect them to do such things as:

- Design and teach their own lessons and units
- Design and use a variety of assessments including essay, multimedia, and portfolio assessments and assessments for alternative forms of writing.
- Integrate writing in multiple genres into adolescents’ work in reading and literature
- Engage adolescents in shared-inquiry discussions of literature and of adolescents’ writings
- Teach grammar and language usage in the contexts of adolescents’ work with literature and writing—not as the rote learning of rules and the drilling of those in workbook exercises
- Engage adolescents in language study through direct observation and use

Our students often feel split allegiances between their field site experiences and their learning in methods courses. While this is unavoidable, we expect them to take a

critical stance towards both experiences, so that they can develop their own philosophies and practices of teaching and learning. We expect them to ground their philosophies and practices in theory and research as well as in their disciplined reflections on their teaching and on the teaching of others. And we expect them to have the space and freedom to voice those reflections and critiques as part-and-parcel of what it means to be a responsible reflective practitioner.

This means that we expect our students to be able to engage in professional discussions of teaching with their mentors, supervisors, and college professors. They need opportunities to learn by doing and by reflecting on what they have done in an atmosphere of collegiality and mutual respect. They are apprentices to ideas, observations, and people, and they need both support and critique, but both should be situated in a sense of professionalism that allows reasonable people to have different ideas and approaches to problems. We ask that they be encouraged to develop their professionalism in relation to what they are learning in their seminars and at their field sites.

### *Field Site Expectations*

Our field site expectations for both our programs are grounded in the National Council of Teachers of English/International Reading Association standards for the English Language Arts. As we've discussed in our philosophy statement, we expect that our students, as professionals and interns, will take active roles in both constructing and implementing curricula in their field sites. We recognize and support the fact that our students must negotiate across the pedagogical philosophies of both their university coursework and their field sites. We encourage our students to both learn strategies from their mentor teachers and to share strategies from their coursework with their mentors in constructing classroom curricula that meets the needs of the particular adolescents with whom they work.

With this in mind, we find it useful to outline for students, university supervisors, and mentor teachers the specific instructional expectations that we hold for our students. In becoming practitioners in inquiry-based modes of English instruction, we expect that our students will be provided with the time and opportunity to construct and implement the following learning tasks:

1. Literature/Text-Based Instruction
  - a. Students will design and implement a "conceptual unit" (Smagorinsky, 2002) using diverse texts (including at least one full-length novel) from a variety of genres, authors, and time periods and integrating a variety of written, spoken, and artistic assessments. This unit should focus on a particular *concept* or area of thematic inquiry, rather than on a particular genre, literary period, or set of literary devices. It's also important that this unit incorporate authors from a variety of cultural, racial, and gender backgrounds.
  - b. For each major text (our students are encouraged to teach several full-length novels rather than relying on excerpts from textbooks) that students teach

they will conduct at least one “shared-inquiry discussion” (Great Books Foundation). Such discussions require adolescents to develop interpretive questions, grounded in the text, that ask adolescents to collaboratively engage in negotiations of multiple interpretations of each text. Such discussions avoid plot-based and recall questions, focusing instead on critical thinking about meanings derived from texts.

- c. For each major text that students teach they will incorporate drama and performance into at least one lesson. This may include techniques such as storytelling, role-play, tableau, improvising, choral reading, chamber theater, or imagery and sensory exercises.
- d. Students will experiment with a variety of approaches to textual analysis such as reader-response (Rosenblatt, 1996), cultural studies (Carey-Webb, 2001), and critical lens (Apple man, 2000) approaches, rather than relying on the commonly used “New Critical” approach which focuses strictly on making meaning through analysis of textual conventions.

## 2. Writing Instruction

- a. Students will design and implement a unit-length writing project. In this writing project students will ask adolescents not simply to outline, draft, and revise one final document to be formally assessed by the student. Rather, in this project students will engage adolescents in constructing multiple drafts of several different pieces of writing across genres and for multiple audiences, which will be assessed both informally and formally. This project should include:
  - i. Writer’s workshop
  - ii. Adolescent self-selected writing topics
  - iii. Multiple genres for a variety of authentic audiences (including some outside of the school)
  - iv. Recursive, rather than linear revision of multiple drafts of writing
  - v. Collaborating with adolescents to design rubrics for assessing at least 2 or 3 different genres of adolescent writing
  - vi. Identifying and using both formal and informal assessments of adolescent work, both in written form and in conferences

## 3. Language and Grammar Instruction

- a. Rather than asking our students to teach adolescents definitions of grammatical and usage concepts by memorization, rote worksheets, and fill-in-the-blank quizzes (methods of grammar instruction that have been shown by research to be ineffective), we ask that students design and implement a series of at least 3 lessons in which adolescents study the social construction and uses of language and grammar. In these lessons students should engage adolescents in the following:
  - i. Analysis of an author’s writing for grammar and usage in terms of the effect it has on characterization, tone, and/or style.

- ii. Consideration of the audience and purpose of a particular situation or assignment in choosing appropriate oral and written language and style.
- iii. Investigation of the complexities and value of the diversity of oral and written languages and vernacular styles of their peers and others.
- iv. Participation in vocabulary acquisition through conceptual and contextual understandings of word meanings rather than through memorization of de-contextualized lists.

#### 4. Differentiated Instruction

- a. Students will familiarize themselves with the adolescents with special needs in their classrooms and work with their mentor teachers and resource teachers to develop differentiated instruction for them.

#### 5. Assessment

- a. Students will engage in a variety of both formal and informal assessment of adolescent work that seeks to understand adolescents' needs and that helps them revise their instructional practices.
- b. Students should have the opportunity to create various types of assessments, sometimes through collaboration with adolescents, to create various types of assessments such as genre specific rubrics, portfolio and multimedia assessments, essay examinations, and assessments for alternative forms of writing.
- c. Students will familiarize themselves with standardized tests (particularly the PSSA & SATs) that adolescents will be required to take and will develop their own lessons, separate from pre-written test-preparation materials, for preparing adolescents to take standardized tests. These lessons should emphasize test-taking strategies that teach awareness of audience and purpose.

## APPENDIX K

## CASE STUDY 1 JAKE LESSON PLAN OCTOBER 3, 2007

## Data Coding Sheet

### Videotaped Lessons and Lesson Plans

Participant Jake

Data Source: Lesson Plan --- October 3, 2007

Textual Feature	Evidence from Lesson	Theme	Interpretation
<b>Focus of Lesson</b>	What is a cultural idol? Quick write	Making learning relevant	J. attempts to engage students in this lesson plan via a Quick write – the lesson is an introduction to mythology – by focusing on cultural idols, J. is attempting to engage sts authentically in considering their thoughts about cultural idols in a similar fashion that the Greeks may have emotionally connected with the heroes.
<b>Physical Configuration Movement</b>	Fishbowl [inner/outer circles]	T. Moves	J. believes that by using a fishbowl, sts will be encouraged to talk to each other and will model appropriate discussion behaviors for their peers.
<b>Student Engagement</b>	Quick write	T. Moves S. Behavior	J. believes that the Quick write will engage all sts. actively in considering the topic, preparing them for the discussion
<b>Agency [power dynamics]</b>	All sts. will have an opportunity to participate via the Quick write and the	T. Moves S. Behavior Expectations	It is J’s belief that all students should have a voice in the classroom.



	discussion format of the class.		
<b>Modes of Instruction</b>	Quick write, Share-Discussion, Fishbowl	T. Moves	J. puts much responsibility in this class on the students to bring material into the classroom for the discussion – J's lesson does not include any other questions or activities other than the original quick-write or the fishbowl.
<b>Modes of Learning</b>	Writing, Discussion	S. Behavior	J. is attempting to create a very active, student oriented classroom
<b>Style*</b>	T. facilitates through designing the quick-write, setting up the fishbowl discussion	Expectations	J. teaching approach in this lesson is student centered and does not reveal the expectation that he contribute to the lesson.

### **Questions from Lesson**

What if the students don't engage in the discussion – how will Jake respond, given his lesson plan has no alternative or extended responses? J's objectives regarding discussion for this lesson are appropriate [listening, contributing, and participating] but are writing with a distinct focus, well-developed content, and with controlled or subtle organization may be contrary to the goals of a quick-write?

### **T.'s beliefs about Teaching and Learning [Explicit]-**

J. believes that learning is socially constructed and that the teacher designs situations and tasks for students to engage in that facilitate learning. Writing and discussion are important activities that foster learning.

### **T.'s beliefs about Teaching and Learning [Tacit]-**

The teacher is not always an active participant in class.

## APPENDIX L

### CASE STUDY 1 JAKE LESSON REFLECTION OCTOBER 3, 2007

#### Data Coding Sheet-Interview and Artifacts

Participant: \_\_Jake\_\_\_\_\_

Data Source: \_\_\_\_\_Lesson Reflection October 3, 2007 \_\_\_\_\_

- 1 When facilitating the discussion,
- 2 I often had my head down taking notes of what was being said.
- 3 On numerous occasions I noticed students with their hands in the air, waiting to be called on.
- 4 Before I could acknowledge them
- 5 another student who was more accustomed to speaking without raising his or her hand began to speak.
- 6 This issue is further complicated by the fact that students who are raising their hands are infrequent participants in discussions
- 7 and those who are speaking freely already tend to participate a great deal.
- 8 My mentor constantly reminds me to make every effort to get all students involved
- 9 and I want to.
- 10 I believe it is possible with time and patience
- 11 But I worry that if they are constantly skipped over by other students who are not waiting with hands in the air
- 12 they might become frustrated or discouraged and not participated at all.

Textual Feature	Statement from Data	Theme	Interpretation
Statements & Pronoun Use:			

Statements - action	2, 3, 4	T. moves S. moves	J. was focused on “recording” the discussion – he wasn’t clear with the sts on their roles – more scaffolding and facilitating was needed – both sts and J. became frustrated and were not satisfied with the discussion
Statements - cognitive	10	Expectations	J. states that his sts need time and patience but actually the kind of discussion J. is aiming for needs to be taught and scaffolded
Emotional Statements	11	T. and S. Expectations	J. expresses worry at the way the discussion is progressing but doesn’t seem to take responsibility or brainstorm ways to solve the problem
Belief Statements	10	Expectations	J. expresses belief that all sts can engage in a shared inquiry discussion but he does not accept the responsibility for the way the lesson was designed or sts were scaffolded into the activity.
<b>Agency</b>	4, 5, 7, 8,11,12	T. and S. work	Even though J. believes he has given all of the agency to the sts, he hasn’t and in fact they haven’t been prepared to assume it. A subset of students has assumed agency, a subset lacks the confidence to assert themselves, his mentor is asserting herself and J. is frustrating as he is trying to assert his view of teaching.
<b>Metaphors</b>			
Metaphors of Teaching			
Metaphors of Learning			
<b>Critical Experiences</b>			

**Questions of Episode** How can J. scaffolded sts into this experience and facilitate the discussion to achieve the kind of agency he would like to have in the classroom with his students? Why does he seem to view the teacher facilitating the class as a teacher centered classroom?

## APPENDIX M

### CASE STUDY 1 JAKE INTERVIEW TRANSCRIPT OCTOBER 23, 2007

#### Data Coding Sheet-Interview and Artifacts

Participant: \_\_\_Jake\_\_\_

Data Source: \_\_\_Interview Transcript October. 23, 2007\_\_\_

- 1 Initially during my internship, I adopted my mentor's routine for beginning class.
- 2 The 9<sup>th</sup> grade curriculum includes a word of the day mini-vocabulary lesson designed to teach
- 3 Student's words that typically appear on SATs and other standardized tests.
- 4 My mentor begins each day by introducing each word and asking for a student to attempt to use the word in a sentence.
- 5 In addition, my mentor also has a "quote of the day" for the beginning of each class period to get students thinking while also being inspirational and motivational.
- 6 The process of going over the word and quote of the day only began when students were seated quietly which by itself often took two minutes of asking students to sit down so class could begin.
- 7 This, coupled with the fact that students often talked through the word of the day and quote of the day proceedings, frequently led to a classroom management nightmare that could easily eat up to 15 minutes of class time.
- 8 Losing this much time would often throw off the rest of the lesson for the day.
- 9 Often the period would end before I could even get to the step back.
- 10 After watching my mentor struggle with her approach and then struggling with it myself,
- 11 I began trying something new in an attempt to limit the amount of time lost at the start of class.
- 12 Part of my decision was based on the role of the word of the day in the curriculum and the way in which student learning was assessed.
- 13 Realizing that this was an attempt to increase student vocabulary and that it was only assessed through a mc quiz after 20 words
- 14 I decided it was not worth the five to ten minutes of class time.
- 15 After the bell rang, I began asking students to copy the word and definition from the

- board while I went over the day's agenda.
- 16 I also eliminated the quote from my routing because students rarely seemed interested in it or its relevance to their lives.
- 17 Less time was lost at the beginning of every class and it was easier to hold the students' attention
- 18 still I ran into problems because some students took too long to write down the word and those who did finish would talk to a friend or use the hall pass.
- 19 I began to realize that this was only part of my problem.
- 20 I also needed something to facilitate a smooth and engaging transition into each day's lesson.

Textual Feature	Statement from Data	Theme	Interpretation
<b>Statements &amp; Pronoun Use:</b>			
Statements – action	1 15-17	T. Behavior	Jake adopts mentor's approach – confidence issue, agency issue or skills/knowledge issue? Jake implements a new approach to the learning task and evaluates its effectiveness using self-determined criteria –thinking and like a teacher.
Statements - cognitive	14	T. Behavior	Jake makes a critical decision – he examines the task and the intended learning outcome, realizing that they don't match – he determines he needs to make revisions. – Key moment.
Emotional Statements	11	T. Behavior	Jake believed that both he and his mentor struggled with managing the word of the day and the sts at the beginning of class.
Belief Statements	7, 8 20	S. Behavior T. Behavior	Jake expressed that the word and quote of the day contributed to behavioral problems in class and were academic disruptions. Jake recognizes that lessons need transitions between learning tasks- begins to understand what creates a coherent lesson.
<b>Agency</b>	1, 8 11, 12,14,16 7	T. Behavior S. Behavior	Jake defers to his mentor's procedures for 1.5 months even though he doesn't believe it works. Jake felt that when sts. were disengaged with the word/quote of day, they were throwing off the lesson. Students talking during the word of the day/quote usurped control of the lesson not only during that

Textual Feature	Statement from Data	Theme	Interpretation
			task but also derailed the flow of the rest of the lesson, frustrating Jake.  Jake asserts some autonomy and makes class decisions based on sts' reaction, data, purpose of lesson.
<b>Metaphors</b>			
Metaphors of Teaching	1-6	T. Behavior	Initially, Jake is playing school by imitating what he sees his mentor doing though he has no investment in the tasks – teaching is presenting information while sts recite, copy.
Metaphors of Learning	Quote of Day/Word of Day- 2-5,16	L. Tasks	Jake views these as passive, low cognitive tasks that have little impact on student achievement/knowledge. Learning is viewed as students receiving information from teachers and then being tested on their ability to acquire that knowledge.
<b>Critical Experiences</b>	12, 13, 14, 16, 20	T. Behavior, L. Goals, S. Behavior	Jake begins to make informed instructional decisions. Big Moment-autonomy, thinking like a teacher, informed decision making.

**Questions of Episode-** Why did Jake feel he needed to imitate the work his mentor was doing with the quote/word of the day? Was he invested at all in the task, if not the process? How was the task presented to him by his mentor and then how was this interpreted by Jake? How did Jake present this change in approach to his mentor and how was that received/perceived?

**Interpretations of Episode based on Gee's Cultural Model Analysis Questions-**This teaching episode revealed certain cultural models that Jake seemed committed to: that students need to be engaged in the learning tasks and those learning tasks need to be stimulating, purposeful, and relevant to the students' academic and personal experiences; that instruction needs to be effectively structured to engage and manage student behavior; that unless students' behavior and learning tasks are effectively managed the lesson will disintegrate; and there is no one way to teach a concept or piece of material. What Jake seemed less certain of was how to actually and meaningfully fit everything he wanted to into his class session; how to seamlessly structure a lesson so that learning tasks connect and transition from one to another; how to engage students who work at different rates; and how to work with prescribed learning tasks that he may not value. Finally, it is significant that he was drawing on teacher moves he learned in the UP program – i.e., step back, but notable that he found he often had to skip them because of time.



## APPENDIX N

### CASE STUDY 1 JAKE ARTIFACT FEBRUARY 19, 2008

#### Data Coding Sheet-Interview and Artifacts

Participant: \_\_Jake\_\_\_\_\_

Data Source: \_\_\_\_\_Seminar Paper February 19, 2008 \_\_\_\_\_

- 1 I wonder sometimes if students do not take me seriously.
- 2 I feel that the work that I assign
- 3 and the high expectations I have for them is indicative of a ‘hard teacher’
- 4 who is to be taken seriously,
- 5 but fear that my classroom personality might sometimes work to undermine that.
- 6 I may joke too much
- 7 and am occasionally susceptible to getting off task
- 8 or arguing unnecessarily with a student.
- 9 At times my jokes, which are sometimes improvised, other times planned,
- 10 will lead to a torrent of off-topic talk among students
- 11 that requires me to spend class time to ‘reel them back in.’
- 12 These instances are rare but I find myself torn
- 13 between wanting to make my students laugh
- 14 and feeling that I should be the strict, mirthless old teacher
- 15 that gets things done efficiently.

Textual Feature	Statement from Data	Theme	Interpretation
<b>Statements &amp; Pronoun Use:</b>			
Statements - action	2,3,6,7,8,9,10,11,	Expectations T. Work S. Work	J. is expressing concern between the academic expectations he is setting and the tone he is working to establish. It is difficult for him to develop an appropriately professional, supportive, yet comfortable



Textual Feature	Statement from Data	Theme	Interpretation
			rapport with the students that supports learning and demands respect.
Statements - cognitive	1, 4, 12	Expectations T. Work	J. is struggling in developing his professional identity – trying to find a voice that he is comfortable with in the classroom.
Emotional Statements	5, 12, 14	Expectations T. Work	Clearly, J. is beginning to understand that code switching is often required and that a teacher voice is required but he is having difficulty figuring out how to reconcile his professional and personal selves.
Belief Statements	13-15	Expectations T. Work	It appears as though J. sees two dichotomies: a “fun, joking” teacher and a “stern, efficient” teacher.
Agency	1,5, 10-11, 12-15	Expectations T. Work S. Work	J. appears to exert his agency in the classroom when he is in his “teacher” mode but struggles to maintain respect and control, allowing the sts to overcome the class when he relaxes and jokes with the sts.
Metaphors			
Metaphors of Teaching			
Metaphors of Learning			
Critical Experiences			

**Questions of Episode** Why does Jake feel so conflicted about who he is in the classroom? Particularly interesting is the issue of who has control based upon the notion of his needing to be “stern” to be in control and efficient.

**T’s Beliefs about Teaching and Learning [Explicit]-** Jake believes that classrooms need to be serious and focused to be efficient. Jake believes that when a teacher has a sense of humor with students he cannot be effective in instruction. Jake believes that having high expectations makes one a “hard teacher.”

**T’s Beliefs about Teaching and Learning [Tacit]-** Jake believes that to be in control of a classroom means that students are serious, quiet and the teacher has total control of the class.

## APPENDIX O

## CASE STUDY 1 JAKE TEACHING EPISODE FEBRUARY 21, 2008

## Data Coding Sheet

### Videotaped Lessons and Lesson Plans

Participant Jake

Data Source: Taped Teaching Episode - February 21, 2008

Textual Feature	Evidence from Lesson	Theme	Interpretation
<b>Focus of Lesson</b>	Introduction to Narrative Text//What is education? How do we learn lessons?	Work of Teachers	Jake realizes that it is important to front load some work prior to engaging sts with texts, i.e., helping sts connect personally with the text.
<b>Physical Configuration Movement</b>	T. remains in front of room entire lesson//Sts. seated in circle// T questions, Sts. raise hands & respond, T revoice.	T. Behavior	Even though the circle is an attempt to create a democratic, dialogic community in the classroom, Jake maintains a traditional teacher centered environment where sts speak primarily to him and are validated by him.
<b>Student Engagement</b>	Sts. raise hands (only 9 students out of 24 participated). Sts. asked to read text. Work in groups to answer focus questions-record textual example, write your reactions. Groups-only 1 group actively discussing.	T. Behavior S. Behavior Expectations	Although the arrangement of the classroom and the use of groups could be perceived as an effort to engage more students personally in the lesson, Jake has maintained authority, has allowed students to remain disengaged/anonymous, and operate at a relatively low cognitive level.
<b>Agency [power dynamics]</b>	Teacher maintains control of class – in discussion and in	T. Behavior S. Behavior	Based on Jake's behaviors [standing at the

Textual Feature	Evidence from Lesson	Theme	Interpretation
	group work through structured groups, focus questions, and monitoring	Expectations	front of the room, revoicing, calling on students, providing focus questions for the reading], he maintains control, authority, and responsibility for the learning in the classroom. Students are quite passive.
Modes of Instruction	T. centered discussion. Reading/Discussion Group Activity Modeling	T. Behavior S. Behavior Expectations	The Discussion and group activity are superficial examples of discussion/inquiry and collaboration.
Modes of Learning	Talking from personal experience//Connecting Text to Personal Experience//Collaborative Group Work// Reading a Text//Responding to Focus Questions	S. Behavior	The work that students did was at a superficial level and did not require that all students engage or that the students work at a cognitive level that demanded the use of critical thinking skills.
Style*	T. revoicing// Students raise hands, T calls on students for response// Sts talk to T.// Some informal joking with a student.	T. Behavior	The use of language in this classroom reinforces a traditional, teacher centered classroom.

### **Questions from Lesson**

Why didn't Jake remove himself from the discussion, pushing the students to engage with each other? What was he trying to accomplish with asking the students to work in groups on the task? Why didn't he generate focused reading questions with the students so that they were more authentic and meaningful? How does Jake understand "discussion" and "cooperative learning"?

**T.'s beliefs about Teaching and Learning [Explicit]-**Based on Jake's work with the students in this lesson, he seems to believe in the importance of making connections between texts and students, in talking to students about how their experiences connect with texts, in learning being socially constructed.

**T.'s beliefs about Teaching and Learning [Tacit]-** Based on Jake's work in this lesson, it seems as though he believes that the teacher needs to control the flow of the lesson and that the teacher is responsible for all information that the students receive. Even though Jake is attempting to build a constructivist classroom [inquiry/discussion/mediated learning], he, as the teacher, at this point he is holding a firm control over what is occurring in the classroom.

Interpretations of Lesson based on Gee's Cultural Model Analysis Questions\*\*

Jake values a social-cultural learning environment [as indicated in our interviews and in the modes of instruction he has selected], but in practice, he has difficulty implementing true

discussions and cooperative learning experiences – rather his discussions and group work mirror what he may have experienced as a student – very teacher directed, structured activities. It is clear that he also believes that students do bring to the table rich experiences and resources that should be tapped though he is struggling with how to actually access and use them in authentic ways. There may be a tension between what he is learning in his methods courses, which interests him and a lack of clarity of how to implement it because he does not have a strong model [in a mentor or from his experience].

## APPENDIX P

## CASE STUDY 1 JAKE TEACHING EPISODE APRIL 10, 2008

## Data Coding Sheet

### Videotaped Lessons and Lesson Plans

Participant	Jake
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Data Source: Taped Teaching Episode - April 10, 2008

Textual Feature	Evidence from Lesson	Theme	Interpretation
<b>Focus of Lesson</b>	Comma Usage Web Quest Assignment	Work of Teachers Work of Students	Jake realizes that it is important to develop mini-lessons that respond to errors sts make in their writing i.e., commas
<b>Physical Configuration Movement</b>	T. remains in front of room entire lesson//Sts. seated in rows// T lectures, questions, Sts. raise hands & respond, T revoice.	T. Behavior S. Behavior	Jake maintains a traditional teacher centered environment where sts speak primarily to him and are validated by him. He is the holder of information/knowledge and is charged with transmitting information to students.
<b>Student Engagement</b>	Sts. raise hands (only 6 students out of 24 actually asked questions or made comments). Sts either took notes or sat quietly regarding Jake's PowerPoint presentation. Work in groups to complete comma exercises. 1 student did question J. a number of times regarding proofreading errors in his PowerPoint.	T. Behavior S. Behavior Expectations	Jake maintained authority, has allowed students to remain disengaged/anonymous, and operate at a relatively low cognitive level.
<b>Agency</b>	Teacher maintains control of class – in discussion and in	T. Behavior S. Behavior	Based on Jake's behaviors [standing at the

Textual Feature	Evidence from Lesson	Theme	Interpretation
[power dynamics]	group work through structured lecture and worksheet activity. One student tried to assert some agency in challenging Jake's knowledge by pointing out proofreading errors.	Expectations	front of the room, lecturing, calling on students, providing grammar exercise], he maintains control, authority, and responsibility for the learning in the classroom. Students are quite passive.
Modes of Instruction	T. centered instruction.	T. Behavior S. Behavior Expectations	The lecture and task are superficial examples of cognitive tasks.
Modes of Learning	Direct Instruction//Connecting Learning to Personal Experience//Collaborative Group Work//	S. Behavior T. Behavior	The work that students did was at a superficial level and did not require that all students engage or that the students work at a cognitive level that demanded the use of critical thinking skills. Though J. chose to work with commas because sts struggled with them in their writing, he did not make any connections to sts' writing in the lesson.
Style*	T. revoicing// Students raise hands, T calls on students for response// Sts talk to T.// Some informal joking with a student//T. lecturing/Sts. passive	T. Behavior	The use of language in this classroom reinforces a traditional, teacher centered classroom.

**Questions from Lesson** If Jake's goal was to assist students understand and improve the use of commas in their own writing, why didn't he find a way to help students study their own comma errors or apply what they were learning to their own writing?

Throughout the year Jake has repeatedly expressed the importance of constructivist, inquiry based, student centered learning...why has he chosen to present this lesson in a direct instruction mode?

**T's Beliefs about Teaching and Learning [Explicit]-** Jake believes that language instruction should be derived from students' writing needs. Jake believes that mini-lessons rather than prescribed grammar lessons best address what students need to know about language. Jake believes that direct instruction is an effective means of teaching students about language and that learning grammar rules and completing worksheets can improve students' skills with language.

**T's Beliefs about Teaching and Learning [Tacit]-** Jake believes that student language use in writing can be improved by learning grammar rules and by completing grammar worksheets.

## APPENDIX Q

### ANALYSIS OF CASE STUDY 2 ARTIFACT SEPTEMBER 12, 2007

#### Data Coding Sheet-Interview and Artifacts

Participant: Claire

Data Source: Teaching Journal September 12, 2007

- 1 Today, my mentor modeled in second period the ways in which he leads discussion,
- 2 and I was meant to lead the discussion in fourth.
- 3 Observing second, I immediately began to notice the students began acting a bit more uncooperative than usual.
- 4 They were quiet, a bit distracted, and many of the usual contributors looked almost bored.
- 5 I was trying to figure out why and realized that it may have had to do with the way my mentor was leading discussion.
- 6 He took an authoritative approach – there were points he wanted to cover and he made it very clear what he wanted to talk about.
- 7 The students reacted to this control with a degree of resistance through indifference.
- 8 Kids had their heads down drawing, others sat hunched with their arms crossed and looking bored.
- 9 I couldn't blame them.
- 10 During fourth period, I decided to take a different approach.
- 11 I asked the students to take 5 minutes to write about something they found interesting and something they had a question about.
- 12 We began our discussion with one of the student's questions
- 13 I was surprised by how quickly the conversation began to pick up.
- 14 Many students contributed multiple times, offering insights and rebutting each other's statements through textual examples.
- 15 Many seemed genuinely enthusiastic and offered subjects of discussion with authentic interest.

Textual Feature	Statement from Data	Theme	Interpretation
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<b>Statements &amp; Pronoun Use:</b>			
Statements - action	11-12	T. Moves	Beginning her discussion with a Quick write and then the sts comments and questions not only invested sts in the discussion but shifted the agency
Statements - cognitive	10	T. Move	C. consciously take a different approach to discussion – big deal as it is only 9.12
Emotional Statements	9, 13	Empathy, Surprise	C. feels empathy for sts who are not allowed to actively engage in discussion; she is surprised by the level of interest and engagement sts have with her approach
Belief Statements			
<b>Agency</b>	1-2, 10 6-9; 11-15	Clear Expectations	<p>The mentor intends to control Claire's teaching by modeling for her how to engage in instruction, but Claire asserts herself and adapts instruction to a way that is more aligned to the way that she envisions T and S work.</p> <p>In the mentor's classroom the T has the agency (the knowledge and control) where in Claire's she creates an environment where the Sts are able and expected to assume this role.</p>
<b>Metaphors</b>			
Metaphors of Teaching	1, 6	T. Moves	Claire's mentor believes that modeling is an appropriate method of teaching and expects Claire to follow his lead-his approach to teaching both Claire and his sts is directive.
Metaphors of Learning	1, 10	Clear Expectations	Claire is independent in her work-she actively pursues a different approach to discussion after noting the reactions her mentor was receiving.
<b>Critical Experiences</b>	1-9	T. Behavior -S. Behavior Clear Expectations	By watching her mentor and the students, Claire recognized the kind of discussion dynamic she didn't want; she diagnosed what contributed to the st. apathy and disengagement.
	10	T. Move	C. consciously take a different approach to discussion – big deal as it is only 9.12-Claire asserts her own ideas of teaching and learning very early in her experience.



**Questions of Episode** –What gave Claire the confidence to change her mentor’s approach to discussions in period 4, particularly when she had only been in the placement site for a matter of weeks? What influenced her opinions in the analysis she conducted of her mentor’s lesson and in the way she constructed her lesson? What were the learning goals that Claire was trying to achieve in her lesson?

**Interpretations of Episode based on Gee’s Cultural Model Analysis Questions**

The cultural models that were evident in the mentor’s lesson were that the teacher is the holder of knowledge whose responsibility is to pass that knowledge explicitly (through modeling or structured discussion) to those in his charge to educate. Students are fairly passive recipients of that knowledge.

Claire’s cultural models reflect a socio-cultural stance where meaning is co-constructed through talk and that students’ do contribute meaningfully to each other’s learning. She views her role as a teacher in discussion as a facilitator who sets up the discussion and helps sts navigate the meaning through the discussion. She values their opinions, comments, and questions.



## APPENDIX R

### ANALYSIS OF CASE STUDY 2: LESSON PLAN SEPTEMBER 18, 2007

#### Data Coding Sheet Videotaped Lessons and Lesson Plans

Participant: \_\_\_\_\_ Claire \_\_\_\_\_

Data Source: \_\_\_\_\_ Lesson Plan    September 18, 2007 \_\_\_\_\_

Textual Feature	Evidence from Lesson	Theme	Interpretation
Focus of Lesson	Defining metaphor Interpreting poem	Clear Expectations	Indicates that defining literary terms is an important concept to C. Secondly, that poems can have multiple interpretations and personal meanings.
Physical Configuration Movement	Sts. working independently in a traditional room configuration. T. facilitates lesson and st. work.		Though class is set up in rows, expectations are that sts will informally engage with the task, the T. and each other via discussion and sharing.
Student Engagement	Sts. call on previous knowledge to define metaphor; draw interpretations from poem; c/c interpretations	Clear Expectations S Behaviors	C. values constructivist learning that draws on inquiry-based work and relies on student generated meaning.
Agency [power dynamics]	Sts. generate meaning throughout the lesson, from the initial ideas about metaphor, to poem's	T. Behavior S. Behavior/ Expectations	C. clearly feels it is the students' responsibility to create the meaning.-

	interpretations, to step back's final definition of metaphor. T. only facilitates transition from activities-doesn't ever provide any definitive "answer" about poem or metaphor. All students are given the opportunity to participate via drawing and discussion		she ascribes to a student centered, constructivist classroom where students are given complete control over the knowledge that is constructed.
Modes of Instruction	Discussion, Inquiry Based Key T. Moves in the Lesson include a Motivating Activity and Step Back.	T. Behavior S. Behavior/ Expectations	This lesson indicates that C. feels that the teacher develops activities for the students to engage in that link prior knowledge, help them make connections, and formulate new knowledge, collaboratively.
Modes of Learning	Discussion, Drawing, Constructivist Learning	T. Behavior S. Behavior/ Expectations	It is important to C. that the sts are the ones who actively engage in all aspects of the lesson.
Style*	C. values student centered and inquiry based learning tasks.		

### **Questions from Lesson**

What accommodations would Claire suggest for students who struggle with the poem? Her lesson plan does not discuss how she plans to connect the interpretive drawings to the literary device of metaphor, how does she plan to help students make the connection between their drawings and the concept of metaphor?

**T.'s beliefs about Teaching and Learning [Explicit]**-Learning is socially constructed. Students can co-construct meaning given the appropriate learning tasks and support. Students must be actively involved in the learning process. A teacher's job is to facilitate learning not to prescribe information. Discussion is a key instructional method.

### **T.'s beliefs about Teaching and Learning [Tacit]**

There is specific information [i.e. metaphor] that all students must know.



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