The Field Experience Journal

Volume 8 Fall 2011

Cover: ***Compass***

This Fall 2011 edition of *The Field Experience Journal* features a compass on the cover. A compass is useful in telling the direction you are traveling as well as aiding you in following a straight line of travel in order to reach your destination more quickly. As we work with teacher candidates in field placements, many times we, as supervisors and cooperating teachers, act as the compasses that guide their direction toward rewarding careers in education.

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From the Editor

Dear Readers of *The Field Experience Journal:*

This edition features four articles relevant to all of us actively involved in teacher preparation and school improvement. The lead article, "The Role of the University Supervisor in Developing Multicultural Competency for the Pre-Service Teachers during their Field/Student Teaching Experience" by Dr. Sean Colbert-Lewis of North Carolina Central University addresses the potential challenges faced by pre-service teachers in preparing lessons and teaching those lessons with consideration to the multicultural diversity inherent in the classroom setting that exists at the time of the teaching.

"Promoting Self-Reflection in the Teacher Candidate" written by Dr. Ann Gaudino of West Liberty University examines how reflection can be a valuable skill for continuous formative development throughout a teaching career.

Dr. Virginia McCormack from Ohio Dominican University shares teacher candidates' dispositions in a culturally and linguistically diverse urban field experience in her article titled "Teacher Candidates: Integrating Dispositions in a Diverse, Urban Field Placement".

This volume's final article contains a review the different definitions of professionalism in an attempt to determine if a definition exists specific to the profession of teaching. The article titled, "Creating a Culture of Professionalism in Your Educational Program" is written by Ms. Camille Ramsey and Dr. Valerie Wayda of West Virginia University.

Finally, my thanks to those who have contributed their manuscripts for our consideration and to our reviewers for their time and expertise.

Kim L. Creasy
Editor

The Role of the University Supervisor in Developing Multicultural Competency for Pre-Service Teachers during their Field/ Student-Teaching Experience

Sean Colbert-Lewis

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Abstract

This case study highlights the potential challenges faced by pre-service teachers in preparing lessons and teaching those lessons with a significant consideration to the multicultural diversity inherent in the particular classroom setting that exists at the time of the teaching. Because of the growth of the diversity of cultures existing in the United States, university supervisors have an important role in helping guide a novice pre-service teacher in creating lessons that promote the diversity inherent in his/her classroom. This role becomes difficult when considering the following facts: First, no concise definition of diversity exists in educational research, and second, a significant gap in time has taken place before the teacher-candidate's start of the student-teaching practicum since the completion of course (if available) in multicultural education from an accredited teacher education program. This case study highlights how, the researcher, both a university supervisor and a professor of multicultural education, has developed a theoretical four-phase process to assist teacher-candidates and veteran educators who have not taken a course in multicultural education in a long time or have outright never had a course in this subject to create lessons (regardless of subject) that incorporate multicultural education.

Moreover, the four phases, Understanding Cultural Phase, The Differentiation Phase, Identifying Phase, and the Social Justice Phase, serve to help all P-12 educators deal with the challenge of demonstrating multicultural competency in their practice. The researcher has used

this developmental model with success in several workshops conducted for several school-district superintendents, principals, and teachers desiring to become competent multicultural educators. Furthermore, the researcher uses this model as the theoretical core of the multicultural education methods course he teaches currently, and as this case study will show how this model works for educators who guide their teacher-candidates in the role of university supervisor in creating lessons that incorporate multicultural education.

Introduction

Teacher education programs have a significant role in preparing pre-service teachers to become competent in engaging in multicultural pedagogy throughout the course of their careers as fully licensed P-12 teachers. This role becomes extremely relevant during the field and student-teaching practica where the pre-service teacher, under the watchful tutelage of a university supervisor, will have a chance ideally to apply all the theories and insights gained from the multitude of methods courses in science, mathematics, social studies, reading, language arts, foreign language, special education, and multicultural education required of them during the college classroom stage of their education. The ideal university supervisor, an educator with experience as a licensed teacher in the P-12 grade levels, has the responsibility of guiding their pre-service teachers to demonstrate multicultural competency in the planning and pedagogy of all the subjects that they cover in a given workday. Without a doubt the most challenging aspect of teaching for any educator is the planning of the lesson as hours and various thought processes will go into the lesson. Ideally, the most meaningful thought process that a teacher will engage in involves the consideration of the cultural background of the students they teach in order to provide the effective classroom instruction and safe school environment needed for all students. Multicultural education describes the implication of this type of educational strategy on the part of educators who understand that their students are diverse in a multitude of ways (Gollnick & Chinn, 2004).

Statement of the Problem in Promoting Multicultural Competency

Those teacher education programs that choose to include a course or courses in multicultural education tend to involve students taking these courses early in their teacher education tract (Segall, 2002). Since a significant period of time existed where teacher education

programs did not include multicultural education as a mandatory course, or in the case of the researcher, or where taking such a course was an optional, their exist currently professors of education methods courses who have no understanding of engaging in pedagogy that meets the diverse learning needs of the different cultural communities that exist in today's P-12 level students. This in turn leads to pre-service teachers having little to no understanding of diversity unless they had the good fortune of having a course outside of a school (college) of education that touched upon diverse cultures such as women's studies/feminist theory, race/ethnicity theory, gay/lesbian/bisexual/transgender theory etc. Considering this reality, what do university supervisors need to know and understand, before working with their student-teachers, about how the diverse cultural backgrounds of our P-12 students directly influences how they learn and the consequences (discrimination) that may result from a lack of understanding of this relationship?

Review of the Literature

Multicultural education is the educational strategy in which students' cultural backgrounds are used to develop effective classroom instruction and school environment (Gollnick & Chinn, 2004). Multicultural education includes such components as race, culture, language, socioecomic status, national or ethnic origin, religion, gender, special needs, social conditions, family configurations, age, geographic variation, sexual orientation, and academic abilities and achievement (Neuharth-Pritchett, Payne, & Reiff, 2004). James Banks (2001), the social studies educator and pioneering philosopher of multicultural education, argues that teachers (pre-service and fully-licensed) wishing to foster a multicultural environment for the students they instruct would need to engage in pedagogy that uses examples and content from students' cultural backgrounds to help them 1) understand key concepts, principles, theories and generalizations related to their subject area, 2) determine how implicit assumptions, frames of

reference, and perspectives within a discipline influence knowledge construction, 3) achieve in their academic setting regardless of background, 4) learn to modify racial attitudes they may possess, and 5) exist in a school culture that empowers students from diverse racial, ethnic, and cultural groups.

In 1916, John Dewey called for schools to be an extension of the democracy this nation entitles to all children by law, and some multicultural educators cite Dewey as a pioneer social justice educator (Dewey, 1916; Gollnick & Chinn, 2007). However, the realities of some current teacher education trends may prove both Banks' and Dewey's assertions a significant challenge. For instance, Avner Segall (2002) conducted a qualitative study of the impact of a teacher education program in the preparation of multicultural-competent teachers. As an advocate of critical pedagogy and from the results of his interview with pre-service teachers, Segall (2002) argues that more research needs to commence on how teacher-education programs prepare pre-service teachers to engage in critical thinking regarding multiple issues of diversity. In his study, Segall (2002) found that the pre-service teachers had only one course involving multicultural education and these teachers did not think of how to apply the multicultural perspectives they gained from their one course until directly asked through the qualitative interviews he conducted. Moreover, Segall (2002) makes the argument that teacher-education programs need to develop curricula rich in multicultural perspectives and have professors experienced in teaching multicultural perspectives in order for licensed teachers to take and apply the experiences and ideologies they gained from their teacher education experience into their new classrooms.

Adding to the problem of developing effective teachers competent in engaging in multicultural-friendly pedagogy involves inconsistency in defining diversity as it relates to the academy and its view of what constitutes multicultural education. Over the last ten years there

have been various multicultural educators from Donna Gollnick and Phillip Chinn (2007), Carl Grant and Christine Sleeter (2007) who offer in their current research various useful information such as the five dimensions of multicultural education: content integration, knowledge construction, equity pedagogy, prejudice reduction, and empowering school culture (Banks & Banks, 2005), or the 17 building blocks to becoming a fantastic teacher (Grant & Sleeter, 2007), or various suggestions on how teachers may eliminate the various acts of discrimination (sexism, racism, logocism, creedalism, ableism, ageism, and classism) on their part or in the part of their students in the classroom before such acts happen or when they happen. Sonia Nieto identifies seven fundamental characteristics of multicultural education: antiracist, basic, important for all students, pervasive, for social justice, a process, and critical pedagogy (Nieto, 2007; Florence, 2010).

Indeed the very purpose of multicultural education involves teachers incorporating the culturally diverse backgrounds of students in the development and teaching of curricula representing various subjects in math, science, language arts, and social studies. By incorporating the cultural backgrounds of students in the planning and teaching of lessons, teachers will most likely avoid developing stereotypical judgments (prejudice) and acting out on them (discrimination) that come out of the experience and perception of being a member of a majority and that majority existing as the norm. Moreover, the experience of developing lessons that tie into the diverse cultural backgrounds of students will allow teachers to engage in pedagogy that allows both their students and even themselves to look at how they have taken for granted their membership as a privileged majority or an oppressed minority (Freire,1970). This type of pedagogy, known as critical pedagogy, if done correctly, leads to teachers creating

lessons that promote social justice. In fact, the researcher contends that multicultural education is entirely about social justice through the use of critical pedagogy.

Moreover, teachers from all aspects of education will gain competence as multicultural educators if they demonstrate proficiency in four distinct, critical phases of development. This four phase theoretical construct of the development of teachers competent as multicultural educators incorporates the diverse findings and literature from the aforementioned scholars of multicultural education into a viable, useful practitioner guide to help teachers and other educators alike unfamiliar with multicultural education to gain a beginner's understanding of this most important aspect of teacher education. The researcher will now describe each of the four phases a teacher will need to become proficient in time if s/he wishes to become a competent multicultural educator.

The Four-Phase Development of the Competent Multicultural Educator

Phase I: Understanding the Meaning of Culture and Diversity

In this phase, all educators striving to become competent, multicultural educators acknowledge that *culture* directly influences how individuals learn and that culture consists of various traits that make for the existence of diversity in the learning environment. Culture refers to the socially transmitted ways of how individuals think, believe, feel, and act within a group from one generation to the next (Gollnick & Chinn, 2007). Moreover, in this phase, educators utilize the various traits inherent in all individuals to create both lessons and a learning environment that celebrates diversity.

Diversity tends to become a confusing term for some educators when considering the various definitions that exist for this term. For instance, Koppelman and Goodhart (2005) refer to diversity as the presence of human beings with perceived or actual differences based on a

variety of human characteristics, and that it may exist both in classrooms having no minorities and in classrooms where all students are African American. James Banks (2006) defines diversity, with regards to culture, as individuals having

> shared symbols, meanings, values, and behaviors. Members of a cultural group usually interpret symbols and behaviors in similar ways … and manifests such symbols and behaviors as an 'us' or 'them.' Individuals belong to many different cultural groups … (Ethnic), Religious, gender, sexual orientation, regional, exceptionality, socioeconomic, and language groups are important cultural group to which students in our schools, colleges, and universities belong. (p.32)

Cushner, McClelland, and Safford (2006, pp. 68-76) explain the diversity of different cultures as the manner that " individuals tend to identify themselves in a broad manner and in terms of many physical and social attributes that include criteria such as ethnicity/nationality, race, ability/disability, language, social status, social class, religion, sexuality, geographic region, age, health, and sex/gender." Educators striving to achieve this first phase of competency as a multicultural educator will define diversity following the example of Hernadez-Sheets (2007) as

> the dissimilarities in traits, qualities, characteristics, beliefs, values, and mannerisms present in self and others. It is displayed through predetermined factors such as race, ethnicity, gender, age, ability, national origin, and sexual orientation and changeable features, such as citizenship, worldviews, language, schooling, religious beliefs, marital, parental, socioeconomic status and work experience. (p.15)

Once educators determine a reliable definition of diversity as a concept, then they will have an opportunity to work as productive supervisors. For this case study, the researcher has found the definition of diversity as provided by Hernandez-Sheetes (2007) as the most useful reference in encouraging student-teachers to make an honest attempt at incorporating the multitude of cultures that exist in their respective classrooms. Moreover, the researcher feels that a failure on the part of the student-teachers to master this perspective on diversity leads to a the

potential, on the part of the teacher-candidate, to make a rash judgment about a student without knowing the facts and then react towards that student based on the rash judgment. Teacher-candidates, therefore, need to examine their prejudices, and that represents the heart of the next phase of development for a multicultural competent educator, the Differentiation phase.

Phase II: The Differentiation Phase

In the Differentiation Phase, all educators reflect upon their own prejudices from an epistemological nature. A prejudice represents a social perspective or attitude of a negative nature not supported by facts or evidence and is based on ideas and stereotypes about individuals and/or groups (de Meléndez & Beck, 2010). For instance, the researcher, as a studemt-teacher back in Fall 1999, remembers several incidents involving a young man who slept during his afternoon social studies course. Several rash judgments entered the mind of the researcher including such thoughts as "he's lazy," "he does not care about his learning," or "he belongs in another class." After several days of this, the researcher consulted with his cooperating teacher about this young man. The researcher's cooperating teacher then shared the fact that this young man did not sleep much at home due to the poor architecture of his home that allowed for the cold mountain air to seep in his room that kept him up often throughout the night. The young man would prove that he knew his social studies and have an active interest in classroom activities if he had a good night sleep. The researcher then realized that his initial thoughts on the "sleeping student" originated from ideas and images he had learned from family and the media that tends to portray students who sleep in class in an often negative light.

The researcher could have allowed his initial thoughts to get the best of him that would have led to negative reactions towards this student without ever making the effort to investigate the reasons for this young man for sleeping throughout a 60 minute class. University supervisors

should always remind their teacher-candidates that they too must have a willingness to inquire about learning problem they encounter with their students during the student-teaching practicum and not make a rash judgment.

Educators who choose to not examine the epistemological nature of their prejudicial idea risk engaging in discrimination, the reinforcement, action, or behavior based on a prejudice towards a particular cultural group. Moreover, this behavior tends to lead to the arbitrary denial privileges and rewards of society to the members of a particular group (Gollnick & Chinn, 2007). With regards to education, competent multicultural educators realize that discriminatory practices have and continue to take place towards different groups that have led to the denial of the benefits of a comprehensive education in a safe learning environment. Moreover, competent multicultural educators reach the third phase of multicultural competency when they develop the ability through knowledge and experience to *identify* the different groups in a school setting who have historically been targeted for discrimination, the individual and institutional agents (perpetrators) of the discrimination. Institutional agents include government, business, and even religious organizations (Hardiman & Jackson, 2007).

Phase III: The Identifying Phase

Multicultural competent educators have the ability to identify the different types of discrimination that may take place in a school setting. Furthermore, educators monitor whether the form of discrimination carried out by an agent may takes place on an individual basis or an institutional basis. The following table highlights the types of discrimination multicultural competent teachers have the ability to identify and the groups who exist as the target of the discrimination and those groups (agents) who historically carry out the discrimination that leads to oppression towards the groups on the receiving end of the discrimination.

Competent multicultural educators will utilize their knowledge of these patterns of discrimination to create safe learning and work environments through their instruction. How? The paragraph which follows focues on social justice moreso than the phase under discussion.[This utilization serves as the starting point of the final phase, the Social Justice Phase, for educators striving to become competent multiculturalists. Their instruction will serve to promote social justice, the creation of an environment of equality void of oppression through their application, in lessons or educational policies, of the knowledge of the cultures inherent in the individuals they teach or work with which in turn leads to greater understanding of cultures that helps to eliminate prejudicial thoughts, fairer education practices, and the deduction and eventual elimination of incidents of discrimination that oppresses a particular group or groups.]

Phase IV: The Social Justice Phase

This final phase represents the implications of educators who reach full competency as multiculturalists if they follow the first three phases of the researcher's model. Educators incorporate social justice through their ability to incorporate their knowledge of those societal groups who have faced systemic oppression and those groups who have been the systemic oppressors. Their knowledge allows them to gain the cognitive ability to detect when a particular form of discrimination as it commences in an instructional setting. Moreover, educators will develop lessons that allow students to appreciate the cultural diversity of the world around them and their responsibility in keeping their world as a healthy place for all individuals to exist. This phase encourages teachers to bring lived experiences into the classroom to foster the responsibility of maintaining an environment that allows for all individuals to thrive (Kubal, Meyler, Torres Stone, & Mauney, 2003). The pedagogy of involving real-life experiences in multicultural teaching is not a new concept in teacher education. Kopetz, Lease, & Warren-

Kring (2006) concludes that the majority of teachers, who are white, female and have middle-class values have a challenge of working with students of different (ethnic) backgrounds because of the negative stereotypes involving non-white students they have learned before coming into the classroom. Borrowing on the research of Gloria Ladson-Billings (2000), they conclude that teachers, especially those who work in urban areas, promote multiculturalism by allowing students multiple opportunities to critically examine their "own personal and cultural story." (Kopetz, Lease, & Warren-Kring, 2006, p. 42) Lauren's application of this type of pedagogy through her questions to her students about how their ritual of going out to a fast-food restaurant would change through the global loss of crops and animals through soil erosion or the impact of the quality of the air we breathe, clearly a global concern.

Moreover, her pedagogy highlights the researcher's view that multicultural education is entirely about social justice as this form of pedagogy allows all learners to gain an awareness as informed citizens of a globally diversity world. James Banks, the social studies educator who championed multicultural education, asserts that helping students become effective citizens in today's world is a tremendous challenge because of the enormous changes in our global society." (Banks, 1985, p. 3) This type of pedagogy in turn leads to the encouragement of peaceful activism on the part of students to bring about change through the dismantling of prejudicial ideas and discriminatory practices that have led to the inequality that exist (Freire, 1970; Gollnick & Chinn, 2007; Wade, 2007). The teacher-candidate at the heart of this case study, Lauren, made a good faith attempt at promoting social justice among the fourth grade students she gave a moving lesson on the importance of eliminating soil erosion around the world. Lauren's lesson involves soil erosion and its global impact.

Lauren created deliberate questions that tie into how the erosion of soil would affect how her students' conducted weekly or biweekly cultural rituals such as going out to a popular fast-food restaurants such as *McDonald's* or *Five Guys Burgers and Fries* with regard to the food they ate or the air we breathe. Lauren's thought-provoking questions brought out thoughtful answers from some of her fourth grade students such as her lone biracial student in class who pointed out that "Potatoes need soil to grow French fries," or "Animals eat plants and those animals become the meat (burgers) we eat." A young female student, made the point regarding maintaining healthy soil because "Plants give us oxygen all around the world!" Lauren did an exemplary job in leading her students to understand that they have the active responsibility of promoting and maintaining the health of soil around different parts of the world in order for plants to grow that all of us need to eat and ultimately get our oxygen from.

Implications

University supervisors who have gained competency as multicultural educators through these four phases of development will help promote social justice pedagogy among the pre-service teachers under their supervision during the field and student-teaching experiences. This promotion of social justice starts in most relevant initial phase of all instruction, the lesson plan. Most lesson plans tend to follow the model inspired by the work of Madeline Hunter (Gunter, Estes, & Schwab, 1995) that involves such elements as 1) an anticipatory set, 2) learning objectives/learning goals, 3) guided practice, and 4) an independent practice. As a multicultural competent educator, university supervisors wishing to encourage social justice pedagogy with their pre-service teachers they supervise may have them describe how their lesson incorporates, diversity. In this case, the pre-service teacher, on the lesson plan, would have to clearly state how his/her pedagogy incorporates the various diverse cultural traits that exist or may exist

among their learners of the lesson. *Does the lesson tie or bring into relevance the possible existence within the class of learners the cultural traits of class, ethnicity, gender, religion, geographic location, work background, family background, ability, language, and/or sexual orientation?* This deliberate thought process serves as the impetus for pre-service teachers to develop the cognizance to consider from the start of the lesson until its end, the cultural backgrounds of their students.

In the following appendices, the researcher provides an example of a lesson plan submitted by Lauren, the teacher-candidate he supervised during her practicum. The first appendix highlights the original lesson plan before the researcher's comments. The second appendix highlights the comments written by the researcher as Lauren's university supervisor. Lauren structured her lesson plan to describe every major component of her lesson as required by her teacher education program with the exception of the *diversity* component. Upon this juncture, did the researcher realize that Lauren became a casualty of the all too common phenomena of educators not realizing the meaning of the term *diversity*. During her debriefing, Lauren made a reference about her classroom did not have much diversity (ethnic-based) in her room nor she did not think initially that what she taught fell in line with diversity. Her difficulty is not unlike other pre-service teachers the researcher has worked with when considering that a continuous legacy exists involving teacher education programs having students learn about multicultural education only once during their coursework experiences (Segall, 2002). Moreover, a vast majority of multicultural programs continue to incorporate many topics involving oppression and white privilege that leads to defensiveness on the parts of some students who feel a sense of guilt that helps lead to a conception that multicultural education centers on teaching about the oppression and experiences of ethnic (nonwhite) groups (Trainor,

2005). Lauren indicated in her initial response to the researcher's question on why she had the diversity component of her lesson plan blank centered on her not thinking about it since "it was a science lesson."

In debriefing Lauren following her formal observation of her teaching of the lesson to her class of twenty 4th graders (all but one biracial student had been white but an even number of boys and girls), she had a look of surprise as she heard to her surprise that she had incorporated diversity in her lesson. Lauren showed her surprise through an expression of stunned silence. In her debriefing, the researcher inquired to why she left the diversity component of her lesson plan blank considering that she gave excellent examples of incorporating diversity throughout her lesson. On her lesson plan, the researcher provided Lauren with the following comments regarding both the omission of the diversity component and her subsequent pedagogy on soil erosion (See Appendix C). Regarding the diversity component, the researcher pointed out and addressed the question he wrote to her on her lesson: "Why blank?" While Lauren still had her look of surprise on her face, the researcher then proceeded to tell her how she had provided key questions for her students to answer in a group discussion format regarding how soil erosion would affect them. Moreover, the researcher gave Lauren much credit for creating questions that tie into how their cultural rituals would be affected especially with regard to the food they eat at a fast food restaurant on the weekend or the air we breathe. The researcher made clear to express to Lauren that her thought-provoking questions brought out thoughtful answers from some of her fourth grade students such as her lone biracial student in class who pointed out that "Potatoes need soil to grow French fries," or "Animals eat plants and those animals become the meat (burgers) we eat." A young female student, made the point regarding maintaining healthy soil because "Plants give us oxygen all around the world!"

The researcher's experience in incorporating diversity in instruction through his theoretical four-phase process allowed for Lauren to receive critical feedback on how she demonstrated multicultural competency, and she needs to continue to do so in future lessons regardless of the subjects she teach. First, the researcher, applying Phase I (Understanding the Meaning of Culture and Diversity Phase), debriefed Lauren, to her surprise, how she made considerable efforts at making sure that her students of different ethnicity and gender had a chance to voice their perspective. Then, the researcher expressed to Lauren how her actions demonstrate an appreciation for cultural backgrounds as she engaged all her students and avoided committing various forms of discrimination (Phases II and III). Lauren's teaching style follows her understanding that all individuals in the classroom influences the classroom dynamic (hooks, 1994). The researcher then highlighted to Lauren how she began to engage in Phase IV (Social Justice Phase) through her deliberate choice of questions for her students that led them to think about a common practice they may do ritually: going to the fast food restaurant on the weekend. Her deliberate choice of questions guided her students to provide answers that demonstrate their awareness of the global implications of soil erosion such as a potential shortage of food or the oxygen we breathe all around the world. An important stage of the student-teaching experience involves the role of the university supervisor in setting up the post-observation conference (debriefing) between the pre-service teacher and with the involvement of the cooperating teacher in order to analyze, compare, and contrast findings from the lesson (Nolan & Hoover, 2005).

In her debriefing, the researcher told Lauren, in the presence of her cooperating teacher who also agreed, that she could have described under the diversity component of her lesson plan how her lesson allows for the following:

1) Students of different ethnic backgrounds to share their perspective

2) Students of both genders will have a chance to share their perspective.

3) Student to gain an awareness of how their world and their immediate traditions at home may have an impact from soil erosion.

The researcher deliberately involved his student-teacher and the cooperating teacher in the debriefing as this allowed the researcher to also share with the cooperating teacher, who had given her pre-service teacher the green light to teach the lesson after going over the lesson plan, some perspective involving the incorporation of multicultural education in a science lesson. Prior to the researcher giving Lauren high marks about the inclusion of multicultural education in her lesson, the researcher shared his findings with her cooperating teacher *alone* before going to Lauren and all three individuals gathering together for the debriefing. Lauren acknowledged during her debriefing that she had a difficult time visualizing in her mind how this particular science lesson could tap into the various cultural traits that her students may possess. She also stated that she had not had any refresher courses in multicultural education since her official multicultural education course some 2 years ago.

The researcher, a university supervisor with experience in multicultural competency, shared with Lauren how she demonstrated following the researcher's 4-phase construct that 1) diversity encompasses several traits besides ethnicity, 2) she applied her knowledge of the impact of prejudice and the various forms of discrimination by allowing her students a chance to voice their perspectives, and 3) she encouraged social justice through her students such as the young female who acknowledged the importance of soil conservation in order for people to breathe oxygen around the world or the young biracial student who understood the ecological cycle of herbivores needing plants through soil protection and those among humanity who eat

herbivores in the form of burgers. Lauren's expression of surprise towards the researcher gave the impression that Lauren will have more confidence in examining how all lessons in science, math, and beyond touch upon the diversity of students as she continues to finish her student-teaching and ultimately her career as a licensed teacher. Thus, Lauren and other teachers like her through the guidance of a university supervisor with competency in multicultural education will help develop them into multicultural educators who will promote social justice through all their lessons regardless of subject throughout their careers.

Sean Colbert-Lewis, Ph.D. is the Director of Teacher Education for the History Department at North Carolina Central University. Dr. Colbert-Lewis holds a joint appointment as an assistant professor in the both the College of Liberal Arts and for the Department of Curriculum and Instruction at the H.M. Michaux, Jr. School of Education. Moreover, he has the responsibility of guiding history majors to successful secondary teacher certification, and to teach various history courses and various courses in social studies teaching methodology.
Dr. Colbert-Lewis also has extensive experience as a multicultural educator who has conducted research on assisting teacher-candidates during their mandatory field practica on how to create lessons in history, math, science, and language arts that promote learning with an emphasis on gender-equity.

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Appendix A: Types of Discrimination that Multicultural Educators Help Prevent in School Settings

Type of Discrimination	Cultural Trait Referred	Typical Agent of the Discrimination	Typical Target of the Discrimination
Ableism	The exceptional; individuals existing with a physical or mentally challenge.	The unexceptional; Individuals with no physical and/or mental challenge	Individuals with mental and/or physical challenges
Classism	Socioeconomic Status	Upper Class Societal Members	Lower Class Societal Members
Creedalism	The Religious	Christian worshippers	Atheists, Agnostics, and worshippers of another religion outside of Christianity
Heterosexism	Sexual orientation	Heterosexual males and females	Gay, Lesbian, Bisexual Transgendered individuals
Logocism	Primary (First) Spoken Language	English speakers	Individuals speaking a language other than English; including non-verbal/sign language.
Racism	Ethnicity	Members of an ethnic, European culture	Members of an ethnic, non-European culture
Sexism	Sex/Gender	Male members of all cultural groups	Female members of all cultural groups

Appendix B: Lauren's Lesson Plan on Soil Erosion and the Importance of Maintaining Healthy Soil

Date: October 18, 2010 Time: 1:45-3:15
Subject: Science Grade 4

Learning Goals
Students will be presented with an investigation to help them understand how mountain streams help to make soil.
Standards
State

- 3.5.7D: Explain the behavior and impact of the Earth's water systems.

National
2. Rock is composed of different combinations of minerals. Smaller rocks come from the breakage and weathering of bedrock and larger rocks. Soil is made partly from weathered rock.

Specific objectives to attain learning goals
Students will:

- Infer how mountain streams help make soil.

Materials needed

- Science journal
- Science textbook
- Pencil
- Rock chips
- Water
- 2 plastic jars, 1 with screw lid
- Timer
- Filter paper
- Funnel

Logistics
Students will begin the lesson at their desks; the steps for this lesson are as follows:

1. Students will get out their science textbooks and journals.
2. A few safety rules will be given about the investigation table.
3. Call students back by team to the table to watch the investigation.
4. Read the procedure and everything that may have been done prior to them coming to class.
5. Stop as needed for students to predict and make observations in their journal about what is being performed.
6. Once students are back in their seats, monitor and keep everyone on task.

Motivational Techniques

Engage students by reading under "Why Is Soil an Important Resource?" Ask questions. Have them make predictions. Tell students that we will make soil the way a mountain stream does in our activity today.

Introduce the task:

- Prior to class have the investigation read to complete as a demonstration.
- Have students get out their science textbooks and turn to page A28.
- Ask student volunteers to read under "Why Is Soil an Important Resource?"
- Explain to the students that we will be doing a demonstration of Investigation 1.
- Complete the first paragraph under procedure and then have students predict what will happen when you pour the water through the filter.

Procedure for the lesson

Let go, monitor progress, and guide:

- After you have completed the investigation have students record their observations in their science journals.
- In groups they may work together to answer the *Analyze and Conclude* question. If time permits, go over the answers and their observations.
- Give groups a few minutes to discuss and write down their ideas. Call on volunteers to share their answers.

Closure

- Ask students what the big idea was for the day.
- Instruct students to take out assignment books and write *"Finish Analyze and Conclude"*
- Students may clean up and prepare for their next switch/pack up for the end of the day.

Homework/Assignments/Extension Activities

There will be no homework because some students have to present their experiments tomorrow; however, if students do not finish the *Analyze and Conclude* question, it will be homework.

Assessment

Students will be assessed by what they have written in their journal. It will show whether or not they were paying attention during the investigation and if they worked together as a group to answer it correctly.

Adaptations

Have students observe the difference between a sample of soil and a sample of sod. Then invite them to try to pull the sod apart. They will observe that the plant roots keep the soil intact.

Technology

There is a CD-ROM Painter that allows students to draw diagrams of what happened inside the jar.

Personal Evaluation of the Lesson/Reflection:

Appendix C: Lauren's Lesson Plan on Soil Erosion and the Importance of Maintaining Healthy Soil (With Comments by the University Supervisor)

Date: October 18, 2010 Time: 1:45-3:15
Subject: Science Grade 4

Learning Goals
Students will be presented with an investigation to help them understand how mountain streams help to make soil.
Standards

State

- 3.5.7D: Explain the behavior and impact of the Earth's water systems.

National

2. Rock is composed of different combinations of minerals. Smaller rocks come from the breakage and weathering of bedrock and larger rocks. Soil is made partly from weathered rock.

Specific objectives to attain learning goals
Students will:

- Infer how mountain streams help make soil.

Materials needed

- Science journal
- Science textbook
- Pencil
- Rock chips
- Water
- 2 plastic jars, 1 with screw lid
- Timer
- Filter paper
- Funnel

Logistics
Students will begin the lesson at their desks; the steps for this lesson are as follows:

7. Students will get out their science textbooks and journals.
8. A few safety rules will be given about the investigation table.
9. Call students back by team to the table to watch the investigation.
10. Read the procedure and everything that may have been done prior to them coming to class.
11. Stop as needed for students to predict and make observations in their journal about what is being performed.
12. Once students are back in their seats, monitor and keep everyone on task.

Motivational Techniques

Engage students by reading under "Why Is Soil an Important Resource?" Ask questions. Have them make predictions. Tell students that we will make soil the way a mountain stream does in our activity today.

Introduce the task:

- Prior to class have the investigation read to complete as a demonstration.
- Have students get out their science textbooks and turn to page A28.
- Ask student volunteers to read under "Why Is Soil an Important Resource?"
- Explain to the students that we will be doing a demonstration of Investigation 1.
- Complete the first paragraph under procedure and then have students predict what will happen when you pour the water through the filter.

Procedure for the lesson

Let go, monitor progress, and guide:

- After you have completed the investigation have students record their observations in their science journals.
- In groups they may work together to answer the *Analyze and Conclude* question. If time permits, go over the answers and their observations.
- Give groups a few minutes to discuss and write down their ideas. Call on volunteers to share their answers.

Closure

- Ask students what the big idea was for the day.
- Instruct students to take out assignment books and write *"Finish Analyze and Conclude if you necessary"*
- Students may clean up and prepare for their next switch/pack up for the end of the day.

Homework/Assignments/Extension Activities

There will be no homework because some students have to present their experiments tomorrow; however, if students do not finish the *Analyze and Conclude* question, it will be homework.

Assessment

Students will be assessed by what they have written in their journal. It will show whether or not they were paying attention during the investigation and if they worked together as a group to answer it correctly.

Adaptations

Have students observe the difference between a sample of soil and a sample of sod. Then invite them to try to pull the sod apart. They will observe that the plant roots keep the soil intact.

Technology

There is a CD-ROM Painter that allows students to draw diagrams of what happened inside the jar.

Personal Evaluation of the Lesson/Reflection:

The comments written below **(in bold)** represent the views of Lauren's university supervisor as he conducted a formal observation. These comments served as the main topic of the post-observation conference.

Diversity: Why blank?

- **Your questions involving your students on how would soil erosion affect them were magnificent. The questions tie into how their cultures could be affected especially with regard to the food they eat and the air we breathe.**

- **Without soil, you can't grow the food you may eat at a fast food restaurant. Your students provided these examples (listed below) from your leadership.**
    - **Potatoes need soil to grow French fries!**
    - **Animals eat plants and those animals become the burgers we eat.**

- **What do plants do for us?**
    - **Female student response: Plants give us oxygen all around the world!**

Promoting Self-Reflection in the Teacher Candidate

Ann Gaudino

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Abstract

Self-Reflection has been cited as one of the best means of professional development for teachers. Teacher candidates who can self-reflect and implement change in their professional practice have a valuable skill for continuous formative development throughout their teaching career. University supervisors and cooperating teachers are in a key position to assist teacher candidates with developing the skill of self-reflecting to improve professional practice. Key to these discussions is supervisor's ability to utilize a flexible structure to lead and differentiate a cognitive-based discussion with the candidate.

Introduction

Self-Reflection has been cited as one of the best means of professional development for teachers. In addition to being both convenient and economical, self-reflection has been proven to be more effective than other forms of development such as in-services, conference, classes, workshop, and continuing education. Reflection can be enhanced through conversation with a supervisor or colleagues who provide additional suggestions from their perspectives (Cogan, 1973; Costa & Garmston, 2002; Danielson, 2007; Gaudino, 2008; NPBTS, 2008; Stronge, 2002).

Teacher candidates who can self-reflect and implement change in their professional practice have a valuable skill for continuous formative development throughout their teaching career. Today, with field experiences beginning early in the undergraduate program, there is increased opportunity for teacher candidates to develop their skill of self-reflecting. This skill may come naturally for some candidates, while other candidates need guidance. Like most skills, the skills of self-reflection and implementing change in one's professional practice are skills that can be improved with guidance and effort (Costa & Garmston, 2002). University professors, supervisors, and cooperating teachers are in an ideal position to guide the candidate in developing these skills from early field experience through clinical practice.

Conferencing and Coaching with the Teacher Candidate

Developing self-reflection in teacher candidates is not a new idea. The importance of formative development in clinical practice began as part of the Master of Arts Teaching program under the direction of Morris Cogan at Harvard University in the early 1950s. It was called The Cycle of Supervision (Cogan, 1973). From Cogan's Cycle of Supervision, we learned that two components are essential for developing self-reflection in teacher candidates. First, the

supervisor must be trained in guiding the candidate in self-reflection. Second, a structure is needed to guide the process.

At the time, Cogan's practice did not have widespread acceptance and use by others. Some claimed that the eight-phase structure of the Cycle of Supervision was too complex for practical application. However, many authors since have concurred on the value of conferencing to engage the teacher in self-reflection and to establish collaboration between the supervisor and teacher that focuses on the teacher's growth (Costa & Garmston, 2002; Danielson, 1996, 2007; Danielson & McGreal, 2000; Ribas, 2002; Stronge & Tucker, 2003).

Costa and Garmston (2002) have provided method called Cognitive Coaching for supervisors to guide teacher self-reflection. It is both practical and helpful. Cognitive Coaching is a method of conferencing based on listening and carefully constructed conversation. Costa and Garmston (2002) define it this way:

> Coaching is a conveyance, like a stagecoach. To coach means to convey a valued colleague from where he or she is to where he or she wants to be… Changing these inner thought processes is prerequisite to improving overt behaviors that, in turn, enhance student learning…Skillful cognitive coaches apply specific strategies to enhance another person's perceptions, decisions, and intellectual functions. (p. 2)

Costa and Garmston see conferences as a great opportunity for the supervisor to dialogue with the teacher in a way that promotes the teacher's professional development. The supervisor's goal in the conference is to engage the teacher's analytic abilities. They state:

> The coach asks a series of mediational questions to engage the teacher's metacognition (p. 109)…A direct correlation exists between the levels of syntactical structure of questions and the production of thought. Effective coaches deliberately use questions in ways that produce desired mental processes in the mind of the teacher. (p. 222)

As a principal, I found cognitive-based discussions to be very helpful in guiding self-reflection conferences with my teachers. I observed improvement in professional practice of my teachers and also received their compliments on how much they enjoyed and benefited from the conferences. At the university level, I have used cognitive-based discussion both practically and successfully with teacher candidates in early field experience through clinical practice. Again, I have observed considerable improvements and received student comments about the value of such conferences. Key to the application, is the use of a structure to guide the discussion and expertise in guiding the discussion.

The Guided Reflection Model

I developed a Guided Reflection Model to provide a skeleton structure for a cognitive-based discussion. The model provides a logical pattern of prompts provided by the supervisor and possible paths for candidate response. Clearly, it would be impossible to diagram every possible supervisor prompt and candidate response. The skill needed to guide every possible situation is acquired by the supervisor over time as he/she self-reflects and adjusts his/her professional practice as a guide. This model along with cognitive-based discussion has been utilized successfully to lead discussions with both individual student teachers and groups of students in their early field experiences.

The model supports Cognitive Coaching outlined by Costa and Garmston (2002) as it suggests beginning with an open ended question and gradually asking more narrow based questions to elicit more specific responses. The model suggests beginning with a "Broad Prompt." A Broad Prompt can be a questions such as, "Tell me a little about the lesson." From the candidate's response, I suggest leading the conversation to explore the strengths of the lesson first. A possible prompt is, "What went particularly well?" If the candidate identifies the

strengths correctly, I suggest praising the self-reflection as positive reinforcement. If the candidate does not identify the strengths or misidentifies the strengths, the supervisor should consider providing prompts to further guide the candidate. The extent and number of prompts need to be differentiated to meet the needs of the specific candidate. Some candidates quickly identify the issue while others struggle. The supervisor should avoid frustrating the candidate as this tends to shut down conversation. If the candidate then identifies the strengths, the supervisor should again compliment the self-reflection. If the candidate does not identify the strengths even with these further prompts, the supervisor will most likely need to tell the candidate the strengths. Following discussion of strengths of the lesson, the supervisor may guide the discussion to the weaknesses of the lesson. The same pattern of prompts can be utilized: Asking the candidate to identify the weaknesses; complimenting correct self-reflection; asking more probing questions if the self-reflection is lacking; and, ultimately, providing the correct response if needed. The results of the cognitive-based discussion can summarize conclusions made by the candidate and discussing how they can be applied to the next lesson.

Again, it is important to use the model flexibly to meet the needs of the individual candidate. If a candidate initially identifies weakness in the lesson and seems compelled to discuss these first, it is fine to do so. Such was the case with Sara.

Guiding Reflection with the Student Teacher

Recently, I observed a student teacher teaching a fifth grade math class in an elementary school. For the purpose of this article, I will call her Sara. I utilized the Guided Reflection Model and cognitive discussion to lead Sara's conference following the lesson. I offer this example of how the model and cognitive discussion can be used both effectively and efficiently with a student teacher.

Sara's lesson lasted approximately 30 minutes. There were approximately 25 students in the class. It was the beginning of the student teaching semester. This was my second observation. Previously, I observed the student teacher teaching a reading class. All aspects of the instruction went well. In contrast, there were more significant issues during the current lesson. My observation notes are summarized below (S. means students and T. means teacher).

> Students are seated at their desks at the beginning of class. T. tells students to go to their centers. S. are confused about where to go. All S. begin work at centers. It is a group activity. All S. are actively involved. Information provided by the T. at the math center states to calculate "Meen, Medium, and Mode." Instructions for the "Meen" are to find the number that occurs the most frequently. T. appears to notice the content mistakes but no correction is made. Throughout the center time, the teacher floated among centers assisting students and providing excellent leading questions. At the conclusion of centers, papers were collected and S. returned to their seats in an orderly fashion.

Following the lesson, I observed that Sara looked disappointed. Intuitively, I realized that I may need to modify the use of the Guided Reflection Model to meet Sara's needs. As we sat down to conference, Sara blurted out emotionally, "My lesson was absolutely terrible. I am so embarrassed!" Her response gave me clues that she would possibly identify errors, but also that she was not acknowledging several aspects of her teaching that went quite well.

I began with a broad prompt, "Tell me a little about your lesson." Sara responded that she realized that she wrote Meen and Medium and it should have been Mean and Median. She also acknowledged that the Mean is the average, not the number that occurs most frequently as she had written in the center. I complimented Sara on her reflection and confirmed that her analysis of content errors was correct. I asked Sarah for a solution by stating, "If you could do the lesson again, what would you have done differently regarding these problems?" Sara, realizing math is one of her weak subjects, stated that she would study and prepare for the lesson more carefully to ensure there were no errors. I confirmed that this was a good plan, yet wanted

to probe the idea of incorrect content further and chose to modify the model to capture a teachable moment. I asked Sara, "If you were teaching another lesson and you realized during the lesson you made a content error, what would you do?" Sara struggled with this response. She was concerned that if she admitted her error during class, the students would doubt her ability and lose focus. She decided that it would be best for her to respond as she did in the present lesson; by not correcting the error until the next day. Since Sara did not provide the best solution and was already somewhat frustrated, I needed to provide the solution. I responded to Sara, "I understand your feelings about wanting the students' respect, but you now have to utilize another lesson to re-teach the concept correctly and hope the students do not confuse correct and incorrect information." I suggested to Sara that, for this reason, it is best to correct errors in teaching as soon as the teacher recognizes the error.

With that conversation complete, I asked Sara what else she would like to discuss about the lesson. She said that classroom management was an issue. I provided a broad prompt stating, "How so?" She identified that students were confused about where to go for the centers because she had not made directions clear. She further outlined a plan for clarifying how to direct students to centers more clearly. I was satisfied that Sara's plan would work and complimented both her reflection and solution.

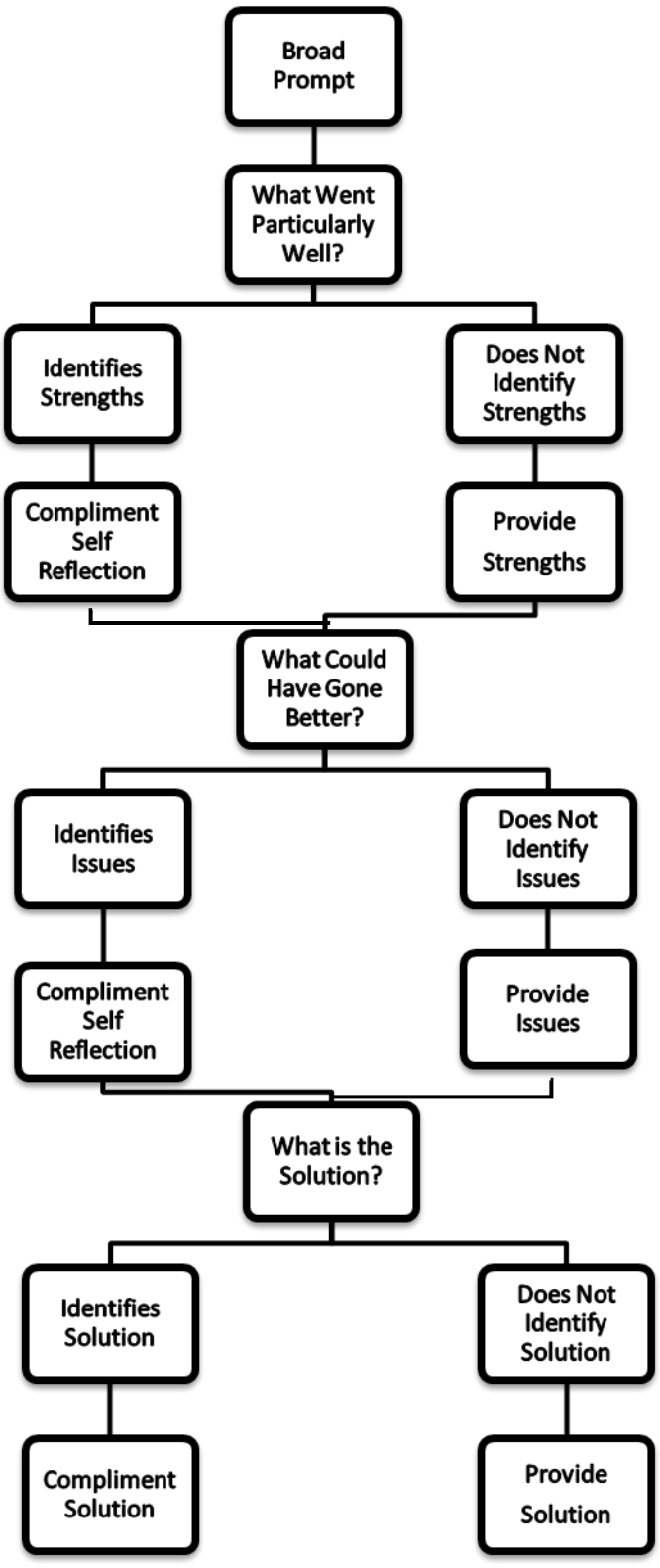
I asked Sara what else she would like to discuss. She did not have anything else and I proceed to utilize the model again to ask her, "What went well in the lesson?" Sara responded, "It seemed like nothing went well. My directions to begin the centers were unclear which got the lesson started on the wrong foot. Then I had the Mean, Median mistakes." Since Sara twice had not identified the strengths of the lessons, I chose to tell her that there were strengths. I told Sara that, while I agreed with her analysis of the errors, there were definitely aspects of the lesson that

went quite well. Again, I posed the question, "What went well in the lesson?" Sara identified that all students completed the lesson and achieved the content standards." I told her I agreed. I asked her if there was anything else that went well. Sara responded there was not, and so I asked her, "Did classroom management improve throughout the lesson and how so?" Sara acknowledged that after the initial confusion students experienced getting to the centers, they were on task and focused for the remainder of the lesson. I complimented her reflection and further complimented her floating throughout the center time and assisting students needing help. Sara had readily identified which students and which centers would need her additional attention and the assistance she provided was valuable. We concluded the discussion by summarizing both the strengths and weaknesses of the lesson and planning how to implement these improvements in the next lesson.

Conclusion

Teacher candidates who can self-reflect to identify and implement improvements in their professional practice have a valuable skill for continuous professional development throughout their teaching career. Key to the developing this skill is the supervisor's ability to use a flexible model to lead cognitive discussion with the teacher candidate. It is important that university supervisors receive training to develop their skills in leading cognitive discussion. Working collaboratively, school districts and universities can provide training in leading cognitive-based discussions for both school administrators and university supervisors. In this way, everyone involved in university teacher preparation through school district professional development can benefit. This type of collaboration also promotes the Professional Development Schools (PDS) alliances that exist between many universities and districts.

The Guided Reflection Model



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Teacher Candidates: Integrating Dispositions in a Diverse, Urban Field Placement

Virginia McCormack

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Abstract

This study focused on examining teacher candidates' dispositions in a culturally and linguistically diverse urban field experience. There were 21 participants who participated in this case study that gathered data from Methodological triangulation comprised of reflective prompts, scaled responses to given questionnaire statements and final debriefing session. Results of this study revealed that immersion in a culturally and linguistically diverse urban field placement broadened and deepened current understandings of teaching in a diverse educational setting. The results suggest important implications for enlarging the scope of educational practice and teacher candidate preparation.

Teacher Candidates: Integrating Dispositions in a Diverse, Urban Field Placement

There has been a dramatic increase in the number of English language learners in the schools in the United States and greater growth is projected in the upcoming years. The United States has become a multicultural and multilingual global society where literacy teachers and teacher educators encounter many challenges (Xu, 2006). According to Gollnick and Chinn (2004) educators today are faced with an overwhelming task of teaching students from culturally and linguistically diverse backgrounds.

Meanwhile, the teacher workforce continues to be predominantly white, middle-class, monolingual, and female (Villegas & Lucas, 2002). Teacher educators in schools and colleges of education mirror these same characteristics. This increasing diversity in the range and type of refugee students and the lack of diversity in teachers and teacher educators is contributing to an

ever-increasing divide between what students need in schools and what schools can currently provide (Goodwin, 2002).

Emerging research indicated that mainstream teachers are ill-equipped to effectively teach ELL students and have little access to preservice and in-service education focused on what to teach and how to teach this underserved population (Ballantyne, Sanderman, & Levy, 2008). More and more teachers who have no special training in English for Speakers of other Language (ESOL) or bilingual education are now teaching ELLs. In a survey conducted by the National Clearinghouse for English Language Acquisition (Ballantyne, et al., 2008), only 29% of mainstream teachers with ELLs in their classes have had specialized training while classes 26% of the mainstream teachers only training related to ELLs was in their staff development. Teachers is in those mainstream classrooms are largely untrained to work with ELLs; only 12.5% of United States teachers have received eight or more hours of recent training to teach students of limited English proficiency (National Center for Educational Statistics, 2002). Reeves (2006) found that many teachers demonstrated ambivalence toward participating in professional development for working with ELLs. Perhaps, one half of the teachers were uninterested in receiving training, while some believed that no special training is needed to teach ELLs.

In many states the rapidly increasing number of English language learners presents new challenges for undergraduate education programs (Washburn, 2008). More than five million English language learners (ELLs) attend school in the United States (National Clearinghouse for English Language Acquisition, 2009). This population has increased by approximately 57 percent during the last decade, drawing sharp attention to the individual and instructional needs of children who are nonnative speakers of English (Ballantyne, et al., 2008).

African refugees constitute one-third of the world's refugee population and many are resettling in the United States, (InterAction, 2002). According to Hoefer, Baker, and Chertoff, (2008) in 2007 alone, approximately 50,000 refugees settled in the United States and of these, more than 17,000 were African. Somali refugees comprised the highest number of refugees from Africa entering the United States during the time period of 1990-2003 (Immigration and Refugee Services of America, 2003). Roxas (2008) indicated that U.S. refugee students have difficulty adjusting to public schools because of various factors, including emotional trauma, post-traumatic stress disorder, lack of formal education, discrimination faced in refugee camps and lack of capital. Furthermore, coming from different family structures and cultural backgrounds these refugees bring diverse values and practices, especially in regard to education, (Tadesse, Hoot, & Watson-Thompson, 2009). And yet, these students were expected to explore cultural/ethnic identity; deal with dislocation, loss, and trauma; learn a new cultural system; learn a new language; and become academically successful in a few years, (Koch, 2007).

Few research articles describe the transition of newly arrived Somali refugees and their transition to public schools and whether they negotiate successfully in the learning environment. In addition, there appears to be a cultural divide between refugees and their native–born peers, particularly in regard to dress and social activities such as being permitted to attend school dances, (Robillos**,** 2001). Due to the newness of this group in the United States and elsewhere, little research has been conducted regarding how to assist Somalis in their transition to their new lives (Kapteijns& Arman, 2004).

As teacher educators prepare teacher candidates to meet the needs of the diverse populations of students in the nation's schools, they are increasingly aware of the complexities faced by teachers of English language learners, (Daniel, 2008). It is important that teacher

education programs offer teacher candidates' opportunities for reflection and prepare the teacher candidates to differentiate instruction in ways that allow ELLs to achieve various literacies that are necessary to be successful in school. When teachers plan curriculum, they need to examine their personal ideology of literacy in reference to social, political, and historical contexts, (Cadiero-Kaplan, 2004). Moll and Gonzalez (2004) noted that teacher candidates need to reflect on their own funds of knowledge, how students' funds of knowledge in a community might differ, and what factors in the community are influencing social and cultural resources which all students possess. Jetton and Savage-Davis (2005) noted that teacher candidates who participate in a diverse educational setting, increase their sensitivity to and knowledge about those who are different from them and help them realize that although people have many differences, they also share many similarities. Liggett and Finley (2009) suggested instill a sense of openness and providing a venue for processing the new information to lead to individual reflection on personal identity factors that influence teaching and pedagogy. Teacher candidates benefit from experience working with linguistic minority populations and a revised paradigm of teacher preparation is needed to achieve equity in education for both teachers and students, (Daniel, 2008).

Method

In this study, the purpose was to examine teacher candidates' dispositions in an urban, culturally and linguistically diverse field experience. Yin (1994) suggested a protocol approach for case studies that underscores field procedures, case study questions, and a guide for the final report. According to Yin (1994), a case study design emphasizes the importance of articulating the theoretical perspective, determining the research questions, selecting the subjects, selecting the appropriate methods of collecting data, and providing an analysis of the data to interpret the

findings. The researcher in this study, who is the professor for this reading course, thoughtfully and deliberately arranged for the teacher candidates to leave their comfort zone by placing students in a culturally and linguistically diverse field placement to provide exposure, experience, and an opportunity for reflection. Reflections during the field experience, a questionnaire at the culmination of the field placement and a debriefing session at the end of the experience provided a means for data collection.

Study Participants

Purposeful sampling was used to select the participants for this case study; specifically criterion based sampling (Creswell, 2007, Merriam, 1998). The first criterion involved the selection of students that demonstrated active engagement in a culturally and linguistically diverse educational setting. This is an important quality of those selected for the study because I hoped to gather data from students engaged in a unique educational setting. Secondly, the students in the study had never participated in a field experience in a culturally and linguistically diverse school. The participants were 21 university students in a reading class from the Early Childhood and Special Education programs, who were sophomores, juniors and seniors of various ages, races, ethnicities, backgrounds, and gender. This was the first experience for all of the teacher candidates to teach linguistic and cultural minority students.

Setting

This urban, elementary charter school was created by the Somali community to provide a safe environment for students to learn, while getting one-on-one attention and extensive English supports. Currently, the majority of the population consists of Somali refugee students, but there are few Iraqi and other African nations represented in the student population. The level of English proficiency is extremely varied. There are students who have newly arrived to the

country and do not understand any English, while others were born in the United States. Most students and their parents are illiterate in Arabic but are able to speak their native language. All of the current students are Muslim, however, the school is not exclusive to Muslim students, nor are Muslim ideals taught. A break is provided in the afternoon for the students to pray, if they choose to do so. Arabic is also offered as an elective.

Procedures

Data Collection and Analysis

The case study method was used to gather information from the reflective prompts, scaled responses to questionnaire statements and debriefing session. Yin (1994) suggested that every investigation should have a general analytic strategy, so as to guide the decision regarding what will be analyzed and for what reason. Generally, the analysis depends on the theoretical propositions that guide the case study. Methodological triangulation using more than one method to gather data, such as reflective prompts, questionnaire, and debriefing session was used. The reflective prompts allowed a series of open-ended questions that defined the topic to be explored, was flexible, and well suited to the educational setting. The questionnaire in the study contained a Likert 4-point scale to determine the Individual Level of Dispositions about Culturally and Linguistically Diverse Learners to better understand the implications of a culturally and linguistically diverse field placement on the development of teacher candidate dispositions. The debriefing discussion at the culmination of the field placement furnished additional data collection in a group setting.

Data Analysis Process

The first part of data analysis began with the organization of the data. Three questions guided the development of the teacher candidates' responses to prompts including the following

(1) What assumptions did you have before you went to this culturally and linguistically diverse field placement? (2) What discoveries did you make during your observation of teaching and learning activities? and (3) What did you learn about diversity, community service and tutoring during your initial visit?

The questionnaire was categorized by dispositions with four statements under the category. The teacher candidates individually responded to the rating scale of no opportunity to foster disposition, low opportunity to foster disposition, medium opportunity to foster disposition, and high opportunity to foster disposition for each of the four statements. These targeted questions specifically asked the teacher candidates if they explored learning opportunities and participated in discussion and reflection about culturally appropriate methods of collaboration, teaching and intervention; engaged in learning opportunities, discussion and reflection about the skills needed to instruct English Language Learners; honored the dignity and integrity of diverse people; and developed and engaged students in activities.

Describing the meaning of this experience is important in the overall aspect of this case study. Strategies for make meaning (Miles & Huberman, 1994) included noting patterns, clustering, subsuming particulars into the general and noting relationships between variables. The first stage defined the typical trajectory and mapped experiences.

Initially, the teacher candidates viewed a map of Somalia, gained insight through a PowerPoint presentation that highlighted history, culture, geography, religion, language, economics, arts, cuisine, and clothing and then, discussed culturally responsive teaching. The next step was the orientation by the principal and ESL teacher at the host school. The teacher candidates were attentive and asked pertinent questions. Thirdly, there was observation and participation by teacher candidates embedded in the context of the classrooms and shared

classroom experiences. This was followed by teacher candidate reflection, whereby most of their original assumptions were dismantled and through interactions at the Somali charter school arrived at a different interpretation that changed dispositions and the teacher candidates began to see things differently. At the end of the field placement, the teacher candidates completed a questionnaire regarding their individual level of dispositions for culturally and linguistically diverse learners. The final step was the collective debriefing session that occurred in reading class after the field experience was completed. The teacher candidates explored their feelings and views of the field experience that was brimming with successes and challenges in terms of preparing teacher candidates for diverse field experiences. By building on limited previous knowledge, skills, and dispositions, the professor encouraged the teacher candidates to launch a self assessment, provided feedback to unanswered questions and encouraged the teacher candidates to put their words and beliefs into action to further meet the needs of diverse learners in the classroom.

Exploration of the response data was analyzed and major themes were identified. After a process of revising and refining the initial themes, four themes emerged, which best reflected the students' reported thoughts and experiences through the field placement (Clandinin & Connelly, 2000). Selected anecdotes were selected to illustrate the theme, looking for further reliability in the interpretation of data. These anecdotes were grouped by themes and those most cited were used to illustrate our collective understanding of the data's meanings.

Results

Venturing from the traditional field experience has furnished an opportunity for the teacher candidates to attain dispositions toward understanding the aspects of ELL education and strengthening the teacher candidates' commitment to fostering effective and appropriate

strategies for teaching ELLs. Immersion in a culturally and linguistically diverse urban field placement afforded the teacher candidate an opportunity to examine their assumptions, expectations and perceptions.

Four themes emerged from this study:

1. **Teacher candidates were very worried about communicating with the Somali students.** Selected anecdotes include (a) I was not sure what to expect to be honest; (b) I am terrified of ESL students and not being able to communicate with them; and (c) I did not think these students could learn anything if I did not speak their language.
2. **Teacher candidates were surprised that many of the Somali students spoke English in varying degrees.** Selected anecdotes include (a) I learned that many of the students can indeed speak and understand a decent amount of English; (b) Some of the children do need a lot of work, but many are also doing better than I expected; and (c) The students want to learn and will repeat what you have said, if they do not understand what you are saying.
3. **Teacher candidates indicated a greater understanding and appreciation for diversity and the challenges of meeting the needs of diverse learners while gaining a greater self-confidence in exploring learning opportunities for culturally appropriate methods of collaboration, teaching and intervention.** Selected anecdotes include (a) Kids are kids! I was a little nervous to be working with Somali children. I did not know if the differences in our cultures would make things more difficult, but as soon as I started talking to the children and observing their actions, I realized that it was really no different than working with any other

child; (b) I discovered that it is much more difficult than I realized to understand the alphabet and numerals and the symbol that matched when you don't know the language; (c) Many of the students have never been in a "structured" classroom setting before, many had never even held a pencil or read a book so, they were learning how to be students more than any particular academic task.

4. **Teacher candidates became more aware, recognized, respected and honored student diversity and differing approaches to cultural influences on learning but felt untrained and unprepared to work with culturally and linguistically diverse learners.** Selected anecdotes include (a) I am aware that it is a necessity for me to develop knowledge and skills in assessment in order to improve culturally and linguistically diverse student achievement; (b) I found that the children really demanded a lot of attention and get jealous when I am helping another student; and (c) I had limited opportunity to engage in discussion about differentiating instruction and developing supportive learning environments that facilitate learning for English language learners.

Discussion

Blackwell, Futrell, and Imig, (2003) stressed that the turn of the 21st century has brought in a larger number of immigrants, along with a greater diversity and a greater challenge for the education system. Many future teachers will gain employment in schools and classrooms that are very different from their own personal and educational backgrounds and schooling. By examining the demographics of local schools, we find an ever-increasing diversity in terms of ethnicity and language, (Jetton & Savage-Davis, 2005). Teacher candidates do recognize the importance of being prepared for diverse educational settings and urban communities, in which

they must value cultural and linguistic differences. These teacher candidates must come to an understanding that they will need to prepare students from diverse cultural backgrounds and who may be oppressed by the dominant culture because of race, ethnicity, gender, class, language religion, ability or age, (Gollnick & Chinn, 2004).

Teacher education is charged with the complex task of preparing a teaching force with the skills for teaching high standards while meeting the needs of all the learners in the classroom, (Baldwin et al., 2007). Teachers discuss how difficult it is to assess students when they are given little information about the child's previous educational experience and background. Often times, Somali students are placed in grades in public school based on their age rather than their academic achievement. Having knowledge and an understanding of sociopolitical context, the families and communities of their students and challenges that face them, helps teachers to develop curricula sensitive to students' knowledge and life experiences, to question, and to take action, (Kohl, 2002).

It is critical to have appropriate dispositions, perceptions, and professional development to teach effectively in diverse urban classrooms. The immersion into this diverse field experience was just the first step for the teacher candidates to examine their own beliefs and to be actively engaged in a diverse urban educational setting.

Teacher candidates and teachers must understand the cultural backgrounds and settings; in order develop appropriate teaching and learning strategies for culturally and linguistically diverse students. The findings support the notion that teacher candidate's comments, responses and dispositions change with exposure in a diverse field placement and seem to be positively affected toward teaching in a culturally diverse urban school. The steps taken to prepare the teacher candidates for their first culturally diverse educational experience concentrated on

dispositions with minimal emphasis given to knowledge and skills for English language learners. In the future, to help the teacher candidates successfully respond to linguistic and cultural differences in the classroom and promote academic achievement for all learners, instructional strategies will focus more intently on scaffolding instruction in a culturally responsive classroom. Additional benefits may be gained from examining the different attitudes, expectations and assumptions about reading and writing in the Somali culture. Blackwell et al. (2003) emphasized the need to include courses related to culture, linguistics, diversity, gender, race, and equity in the teacher education curriculum, in order to empower new teachers to work against those social and structural arrangements in schools and society that promote inequality. Courses that endeavor to provide teacher candidates with the foundational knowledge and understanding necessary to teach in highly diverse classrooms must consider that many teacher candidates enter these courses without any or very limited prior knowledge and understanding of teaching diverse individuals. .

Limitations and Future Research

The findings of this study suggest that the methodology has potential but much work remains for researchers to explore the dispositions of teacher candidates. Researchers must examine the impact on teaching and learning and the implications for teacher preparation programs and professional development initiatives. Future research directions advocate for approaches that build on the synergy of culturally responsive teaching and well-established pedagogical principles.

Current research trends that support diverse learners aim at addressing the multiplicity and complexity of the needs of students, teacher candidates and teachers. Some research has suggested that a platform for modeling cultural and linguistic integration would be a diversity

course in teacher education or developing a framework within current courses to evaluate field experiences and courses in terms of cultural content and values. Therefore, the findings contribute considerably to the questions of how to develop cultural adeptness through the integration of personal knowledge, skills and dispositions, professional development, and cultural experiences before and after a diverse teaching experience. This study suggests that a need to continue exploring and expanding culturally and linguistically diverse urban educational settings and evaluation exists.

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Creating a Culture of Professionalism in Your Teacher Education Program

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Abstract

Professionalism and its acquisition is an important topic in teacher education as well as in several other fields such as medicine and law. Despite its significance, a lack of a universally accepted definition and methods of assessing professionalism have challenged programs. The purpose of this paper is to review the different definitions of professionalism in an attempt to determine if a definition exists specific to the profession of teaching. The authors present six characteristics specific to the profession of teaching based on Hart and Marshall's fundamental characteristics of a profession and Vollmer's work (http://www.jamievollmer.com/). Each of these fundamental aspects is discussed and its relevancy to the development of a culture of professionalism. To conclude, the authors briefly discuss professional socialization and how it could influence the effectiveness of a variety of strategies for the development of professionalism ranging from recruitment and admission into a program through to the completion of a teacher education program.

Introduction

How does one learn to become a professional? Most teacher education programs expect their students to graduate from their programs as young professionals but how and when does this transformation of a student to a professional occur? The professional development of students may not occur at all, or be erratic at best if it has not been systematically integrated into the teacher education curriculum or the program faculty is not in agreement about the expectations for student professionalism. For example, if the program agrees that promptness is important professional behavior but only some faculty members hold students accountable (e.g., deduct points for students being tardy to class), then the message sent to students about the importance of promptness is ambiguous. "This raises the possibility that while trying to solve the problem, faculty members might be inadvertently exacerbating it, due to differing perceptions about the nature of professionalism" (Brown & Ferrill, 2009, 2). Perhaps it is assumed and taken for granted that preservice teachers will simply become young professionals as a result of completing the teacher education program. Or, perhaps teacher educators believe that professional dispositions will be automatically acquired through field experiences. Whatever the belief or assumption, the fact is that professionalism and the acquisition of professional dispositions is believed to be important is shared by 22 different Specialized Professional Associations (SPAs); almost all of which have at least one standard addressing "professionalism" (see Table 1).Across the various disciplines of teacher education it is apparent that "educators are expected to develop the characteristics of a professional and model professionalism every day" (Kramer, 2003, p. 22).

The purpose of this paper is to define professionalism, identify the elements that make teaching a profession, and review key components of professional socialization that teacher

education programs should consider if they are trying to foster a culture of professionalism. The paper will conclude with a discussion of strategies for the developing professionalism from recruitment through admission into a program to the completion of the program.

What is "Professionalism"

If one was asked to define "professionalism," the definition would probably include examples of what is commonly considered professional-like behaviors. To define the term "professionalism" is elusive and many organizations have crafted definitions to meet their specific needs. In the teacher education literature most definitions agree that a professional demonstrates behaviors which portray the knowledge and skills of the profession. Thus, professionalism is defined as "an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers" (Pratte & Rury, 1991, p 60). Grady, Helbling and Lubeck (2008) added that a professional also "exercises discretion in making decisions within the scope of their expertise, and they assume some authority for their own professional development" (p. 603). Regardless of the lack of a universally accepted definition for professionalism, what is consistent in the relevant literature is that professionals are expected to have a specific knowledge in which to make sound judgments, specialized training, characteristics that are unique to their occupation, and standards to which they hold themselves and others accountable.

Professionalism is multifaceted and therefore difficult to define (Brehm et al., 2006). Brehm argues that professionalism is divided into the three categories; 1) professional parameters, 2) professional behaviors, and 3) professional responsibilities. *Professional parameters* focuses on the legal and ethical issues to which a professional must adhere such as the local, state, and federal laws pertaining to educational and instructional issues (i.e., American

with Disabilities Act, No Child Left Behind, Child Maltreatment, etc) or Code of Professional Conduct delineated by state boards of education or SPAs.

Professional behaviors are observable actions which demonstrate that the individual has content knowledge and pedagogical content knowledge and skills, behaves appropriately such as maintaining appropriate relationships with students, colleagues, and parents or models the appearance and attitudes of a professional (e.g., belief that all students can learn as demonstrated through their instructional strategies, feedback etc).

Professional responsibilities for a teacher would include understanding and demonstrating responsibility to the profession, students, the school district, the community and oneself. Examples of professional responsibility would include becoming an active member of one's professional association, volunteering for school or community functions and attending school events.

Teacher education is not the only discipline struggling to define professionalism. Medicine (e.g., physical therapy, nursing, dentistry) has also struggled to define professionalism. A little expansion on this might be good? How has it been problematic for medicine? Now you slide from professionalism to the profession?

When defining profession, Brown and Ferrill (2009) emphasized the importance of identifying the unique characteristics of one's profession that distinguish it from other professions. For example, in pharmacy, advocacy is considered a distinctive component since a pharmacist should function as a patient care advocate. Based on this approach, the next section of the paper will focus on the characteristics which distinguish teaching from other professions as well as the common elements?

Profession of Teaching

What makes teaching a profession? Hart and Marshall (1992) reviewed the literature on professions in United States and identified five fundamental aspects or categories that represent the "characteristics, variables, and criteria" of any profession in general and the teaching profession in particular. The common elements are: 1) specific body of knowledge, 2) ideal of service, 3) ethical codes, 4) autonomy, and 5) distinctive culture. These elements will be described and the relevance of each to the development of a culture of professionalism in teaching will be discussed. In addition, the authors will discuss the obedience to societal demands as a sixth component to the teaching profession.

Specific Body of Knowledge

It has been acknowledged that each profession requires their members to receive specialized training, and this training will assist in providing skill sets that are individual to that profession (Hart & Marshall, 1992). Hart and Marshall (1992, p 3) state that "it is the possession of such knowledge that separates professionals from laypeople". Thus, the field of education is no different. Persons that are in possession of teaching licensures have acquired a distinctive body of knowledge and specialized training. Schulman (1987) outlines seven different categories that compose the body of knowledge. These categories are 1) content knowledge, 2) general pedagogical knowledge, 3) curriculum knowledge, 4) pedagogical content knowledge, 5) knowledge of learners and their characteristics, 6) knowledge of educational contexts, and 7) knowledge of educational ends, purposes, and values, and their philosophical and historical grounds.

The distinctive knowledge base specific to education is accrued not only through formal education, but also experience. Specifically, it is agreed upon that "teaching is acknowledged to

be a complex, multi-dimensional act which calls on many different types of knowledge, actions, behaviors, and decision making abilities" (Hart & Marshall, 1992, p. 8). Pratte and Rury (1991) recognize, as did Hart and Marshall, that teaching is a "multi-dimensional act" and differentiate educators a step further than simply the knowledge that is possessed by those in this profession. Pratte and Rury have determined that educators are "craft professionals". They identify that craft can be defined as "an art or skill in a field or calling" and that the concept of the word craft "seems to belong to both the world of skill and the world of a calling or profession" (p. 64). Thus, for one to be a professional educator, one must acquire and develop a sense of craft (Pratte & Rury).

One that is a member of a craft profession, such as an educator, differentiates from other professions in that other professions have their specific body of knowledge, but the profession may not require a specific art or skill. Pratte and Rury (1991, pp 64-65) identify that "becoming a skillful teacher, or craft-professional, is not simply becoming able to skillfully teach. It is also becoming able to judge one's teaching performance by the standards of good teaching and judgment about what constitutes good teaching, and what might be better, and what is inappropriate or unacceptable, and this ability is best cultivated in concert with other teachers".

The acquisition of the specific body of knowledge must be "extensive and rigorous" to the extent that those in society accept that those in the profession are experts and there is an "air of mystery surrounding the profession that cannot be found in the commonplace individual. This in turn will also provide a sense of trust and to those outside of the profession as they view it honorable and important because this body of knowledge cannot be found elsewhere (Hart & Marshall, 1992, p 3).

In the past decade, NCATE, the National Association for the Accreditation of Teacher Education, has shifted its focus to what teachers 'should know and be able to do' (2002). Thus, teacher education programs must address the knowledge and skills of an academic subject as well as the dispositions of an educator (Eltis, 1997; NCATE, 2002; Wise & Leibbrand, 1996). Katz and Raths (1986) define dispositions as the "attributions which summarize a trend of a teacher's actions across similar contexts" (p. 3). For example, an individual who is consistently late (whether that is 2-3 minutes or even longer) would be considered to lack the disposition of promptness.

What are the dispositions of a professional? It is important to note that Katz and Raths' definition includes a summary of actions that can be observed or documented through the use of behavioral observations. Thus, the authors contend that many of these dispositions are what Brehm and colleagues (2006) referred to as professional behaviors (e.g., maintaining appropriate relationships, acceptable appearance and attitudes such as a belief that all students can learn). For teacher education programs the question then becomes, "Which of these professional behaviors does the program believe is most relevant to the preservice teachers' success in the workplace as a beginning professional? And then, the program must hold the students accountable for these dispositions throughout their entire program of study.

Ideal of Service

The ideal of service comprises the commitment and service not only to the profession as a whole (and society) but to those individuals who reap the benefits from the profession (students) through developing positive relationships with all of those individuals involved in the educational process. Hart and Marshall (1992) stated that "this service involves a 'devotion' to the client's interests more than personal or commercial profit" (p. 3). Reflectively, the ideal of

service in the profession of education is the notion that educators should be unwaveringly committed to the students, school system, and community where they teach.

An additional consideration of the ideal of service is to recognize the philanthropic facets of this aspect of professionalism. The ideal of service largely encompasses assisting others in one's profession without the notion or hope of being compensated monetarily or reaping personal benefits from doing so. Examples of this could include home tutoring sessions, or volunteering within the educational community (Hart & Marshall). Within teacher education programs, faculty and preservice teachers should be actively engaging in volunteer activities within area schools, participating in school and district projects, mentoring fellow educators, engaging in a variety of advocacy efforts, and serving the professional community on the local level, district and state level, and in professional organizations.

What many do not always realize is that the ideal of service and credibility are intertwined with the society in which we live and practice in our respective professions. Members of society can choose to award the profession credibility or diminish the profession's credibility. The professions that put the interest of their clients first are viewed in a more favorable light that those who do not. It should also be noted that educators must not take light the fact that the public entrusts educators with their children almost daily. Many times educators have more face time with children than even their parents. The impact that educators can and do have on their students is simply immeasurable. It is for this reason that the ideal of service is of particular importance.

Ethical Codes

The fundamental aspect of ethical codes encompasses adherence to a profession specific code of ethics by learning to think, act, and acquire the attitudes, values and beliefs of a

professional. Hart and Marshall (1992) describe a profession's ethical codes as serving three distinct purposes. First, they must serve as a reminder of consequences available for engaging in certain behaviors. Second, during times of conflict or difficulty, they can serve as guidance, and finally, they enhance the public's trust in the profession by publicly showing a commitment to service. Codes of ethics serve not only those in the profession, but those outside of the profession as well (the clients). Adhering to codes of ethical codes assists the public in having a sense of trustworthiness in the said profession because it signifies that those in the profession are truly committed to its service. Warnick and Silverman (2011) further add that ethical development must specifically focus on the well-being of all students and must "generate solutions that are not only correct but correct in educationally sensitive ways" (p. 283).

Codes of ethics are usually established by the professional association but are enforced by the peers in the profession (Shon, 2006). The National Education Association (NEA) first constructed a code of ethics for the teaching profession that was adopted in 1929 (Hart & Marshall, 1992). This code consists of two principles, commitment to the student, and commitment to the profession. In addition to discussing these codes, teacher education programs need to make sure preservice teachers have an understanding of plagiarism, copyright regulations (e.g., creating bulletin boards), ethics with use of technology (ISTE standards), acquisition of the attitude that all students can learn, understanding the importance of promptness and attendance, and embracing a commitment to students and the profession.

Autonomy

Autonomy in a profession encompasses the freedom and ability to implement the theoretical knowledge and technical "know how" one has learned during their years of formalized training. When the profession as a whole utilizes its group or collective autonomy, it

can control the entrance and conduct of its own members, it can dictate the need for continued education (e.g., professional development), and it can also choose to provide a self governing organizational structure for its members (Hart & Marshall, 1992).

According to Hart and Marshall (1992), self-regulation is a critical aspect of autonomy. Professionals assume collective responsibility for the enforcement of professional standards of practice (Shon, 2006). This may be demonstrated through peer reviewing one's work, mentoring a fellow colleague, or testifying against one another during litigation. Other examples include choosing individual teaching methods, decision making regarding choice of curriculum, engaging in self reflection, collaboration with fellow in-service teachers, participation in self-governing and self-regulating professional organizations, and pursuing professional growth such as national board certification. The professional organizations representing education are the National Education Association (NEA) and the American Federation of Teachers (AFT) and then there are many discipline specific professional organizations (e.g., National Association for the Education of Young Children, American Alliance for Health, Physical Education, Recreation and Dance, National Science Teachers Association, National Council of Teachers of English).

Distinctive Culture

Each individual profession has a culture of its own that is distinct of that profession. The distinctive culture relative to education includes the norms, values, and rituals shared by members of the profession of education. This distinctive culture also encompasses the beliefs regarding the norms for appropriate interactions with students, other faculty members, school staff, and administration as well as understanding and having a sense of collegial togetherness and support.

One of the places that the distinctive culture of the teaching can be observed is in the schools, as each individual school has its own individual culture separate even from the profession as whole. As a professional, teachers must be aware of the school in which they teach and respectfully adapt to this culture as needed. This is a very important concept that teacher education programs must emphasize to preservice teachers, as they will be visiting schools as part of their observations, clinical experiences and student teaching. Other ways of instilling an appreciation for this distinctive culture is by assisting in or creating faculty/staff development programming (e.g., wellness), volunteering to be a part of an advisory group, attending beginning teacher and mentor workshops, volunteering to be a mentor teacher, and assisting in coordinating departmental programmatic activities such as family night activities, holiday activities, and student field days or cohort competitions.

Obedience to Societal Demands

Aside from Hart and Marshall's (1992) five fundamental aspects of a profession, there is one additional characteristic that the authors believe is critical to consider. This last characteristic is the teaching profession's obedience to societal demands. As societal elements and trends in American society evolve and change, so do the requirements and expectations of American schools and teachers. As components of the American society disintegrate or escalate, the school system follows suit and makes the appropriate changes. Further evidence of these trends as well as the many elements that make teaching a profession can be found on Vollmer (2011) list of responsibilities that have been bestowed upon educators from 1900 to the present. The list of responsibilities' includes a variety of academic (e.g., personal financial literacy, media literacy), social (e.g., bully prevention, gun safety, stranger/danger education), and health issues (e.g., organ donor education and awareness program, HIV/AIDS education, sexual abuse prevention

education), that are generic to the education system as a whole but over time has increased dramatically. A quick review of the list includes multiple, specialized topics within each of the traditional subjects, the responsibility of administering standardized testing and test prep activities, and the responsibility of the reporting requirements imposed by the federal government, such as four-year adjusted cohort graduation rates, parental notification of optional supplemental services, comprehensive restructuring plans, and reports of Adequate Yearly Progress (AYP).

Professional Socialization

Before identifying specific strategies for creating a culture of professionalism, one must consider the role of professional socialization and how that may impact the effectiveness of any one strategy. Professional socialization refers to "the acquisition of values, attitudes, skills, and knowledge pertaining to a professional subculture" (Page, 2004, p 1.) Unlike most other professions, the socialization of teacher education does not solely occur during the years of professional preparation or during the first, formative years after formal employment has been acquired. One begins to form attitudes and to assign a certain value to the teaching profession when one's formal education begins as a student.

Through students' observations of and interactions with teachers, they learn about the profession of teaching through "apprenticeship-of-observation" (Lortie, 1975). Moreover, these same individuals continue this apprenticeship-of-observation throughout their professional preparation program and finally as they begin their career as novice in-service teachers. It is through this long period of socialization that individuals learn of the norms, values, and subculture of teaching and education (Hart & Marshall, 1992), and form a subjective warrant about it. A subjective warrant can be defined as "a person's perception of the requirements and

benefits of work in a given profession, weighted against self-assessments of aspirations and competence" (Lawson, 1986, p. 109). Thus, whatever beliefs a preservice teacher has regarding teaching, positive or negative, were formed prior to enrollment and completion of the professional preparation program. Additionally, the same can be stated of the value that a preservice teacher has placed upon the profession of teaching.

While one cannot change what preservice teachers have experienced in the past or erase those experiences, teacher education programs cannot ignore them either. Teacher education programs need to consider the subjective warrants and apprenticeship-of-observation that often accompanies preservice teachers, and they need to view professionalism and positive socialization as a process instead of a by-product of completing the degree. By doing so constructive transformation and change can occur. Page (2004) states that "the literature shows that transformation occurs. Graduates not only obtained technical skills, but have changed their values and how they think" (p 8). However, in order for this transformation to occur, teacher education programs must systematically implement strategies for the development of professionalism. Moreover, they need to consistently reinforce, model, and nurture the development of their preservice teachers' professionalism to combat their negative subjective warrants.

Professionalism Development

In this section of the paper, the authors will provide an array of strategies for enhancing professionalism within one's teacher education program. The strategies provided are not exhaustive but a starting point for any teacher education program to review its curriculum and program policies. Each strategy will align with at least one of Hart and Marshall's characteristics of a profession and/or by societal demands.

Recruitment and Admission

Over the past two decades numerous efforts to enhance educational professionalism have been implemented through more stringent entrance requirements, higher teacher salaries, and increased autonomy (Glazer, 2008). The success of any one of these strategies has varied, but if beginning teachers and experienced teachers are expected to be more professional then perhaps teacher education programs need to clearly communicate to prospective students these expectations. Programs should review their promotional materials as well as mission statements. What type of message is the program communicating about their professional expectations of graduates? For example, does the mission of the program convey the importance of service (e.g., required volunteer hours or participation in community/school activities)?

A second strategy is to recruit only students who have the aptitude for the development of the body of knowledge. Thus, it is important for every teacher education programs to consider students' professional dispositions as part of admission into a program. This could be completed by interviewing students to determine their subjective warrants regarding the profession of education and their role/responsibilities as an educator. Programs need to screen out students whose subjective warrants may be so strong that they cannot be altered.

Curriculum and Program Requirement.

Professional preparation programs must make a concerted effort to integrate and strand professionalism throughout their specific curriculum. The development of professionalism must be viewed as a process. If professionalism is only addressed in certain classes (e.g., clinical and/or field experiences) students may perceive it as "add-on" or an afterthought, and determine it unimportant (Page, 2004). If teacher education programs view professionalism as an add-on or afterthought, then our preservice teachers will do this as well.

The importance of professionalism and exhibiting the dispositions associated with that of a professional can be conveyed both overtly and covertly. Overtly, the program can explain to the students what the programmatic expectations are for each person upon admission to the program, and then address how these expectations will be assessed throughout the curriculum. One example is to "provide students with an early understanding of the end point of their studies and also to provide them with an understanding of why students are learning particular content" (Page, 2007, p 1). If students understand the rationale and the "why" of the content, then they are more apt to retain the information with a deeper understanding as opposed to simply rote memorization. It can also be helpful to have guest speakers who reinforce the importance of professionalism in the workplace.

Another strategy is to include programmatic assessments (e.g., professionalism rubric) to provide students regular feedback about their level of professionalism and/or behaviors that need to be address. Covertly, each program can reiterate their expectations by addressing it through the hidden curriculum of the program.

The hidden curriculum refers to what is not directly addressed, but what can be identified through actions of faculty and staff, class expectations, and programmatic policies. From a programmatic standpoint, if professionalism is viewed as a process rather than a mere outcome of completing one's degree, then the idea of being a professional should permeate throughout both the overt and hidden curriculum (Hart & Marshall, 2003). If not, the program may be sending mixed messages. This is a problem Archer, Elder, Hustedde, Milam and Joyce (2008) noted in their review of the lack of effectiveness in improving medical school graduates' professionalism. Despite 90% of US medical schools survey having curricular content that

focused explicitly on professionalism, the authors concluded that “the hidden curriculum may be conflict with or confounding efforts to teach professionalism” (p. 771).

As part of this hidden, covert curriculum, it is imperative that the professional expectations of the students be modeled by those in authoritative positions. The faculty must model the dispositions expected from the students, and they should reinforce positive displays of professionalism by the students. If universities are serious about providing professional socialization for their students, they must model the behaviors and dispositions they expect of the students, and this extends to all individuals involved in the education of the students. As stated by Archer et. al (2008), “the biggest threat to professional behavior comes from the modeling of poor attitudes and inappropriate behavior by teachers and other staff, predominately in clinical settings”. Thus, professional behaviors must be expected from all involved in the education of the preservice teachers, from the faculty, administration, clinical and field supervisors as well as from the preservice teachers.

This may be more challenging that it appears as many programs often place preservice teachers under the supervision of inservice teachers. The inservice teachers with which the students are placed are veteran teachers with at least three years of experience and have been recommended by public school administration (Blocker, 1995). However, formalized training for these field experience supervisors is not often provided for several reasons, including time, budgets, and inconvenience. This however, should be reconsidered for the sake of positive socialization and quality field experience socialization. Page (2007) notes that the development of skills during the field placements can be directly correlated with positive socialization experiences.

Single Course. One approach is to offer an entire course dealing with professionalism or a component of professionalism (e.g., ethical behavior). For example, some disciplines require professional ethics courses in their professional preparation curriculums. Only 9% of teacher education programs offer professional ethics courses as program requirements or electives, compared to 71% of business programs, 60% of nursing programs, and 51% of social work programs (Warnick & Silverman, 2011).

Knowing that adherence to professional ethical codes is one part of the five fundamental aspects of a profession, the lack of attention that teacher education programs are paying to professional ethics is at the very least disturbing. After all, as Warnick and Silverman (2011) state, "Education surely presents ethical dilemmas as difficult as many other professions" (p. 273). Clearly education presents ethical dilemmas, and with dilemmas comes the need for resolution. The preservice teachers in our teacher education programs would be better prepared to deal with these dilemmas if they were provided with professional ethics courses throughout our curriculum. Studies of the effects of professional ethics courses do provide positive results that ethics education can make some difference, especially in the area of moral reasoning (Warnick & Silverman). The studies also provide evidence that stand alone ethics courses worked best, particularly when group discussion was a component so that students may discuss real world events.

Course Requirements. Another approach to instilling ethical codes into the preservice teachers is by including case studies dealing with ethical issues as a course requirement. Students could analyze the issues, discuss and reflect upon their importance to the profession as a whole.

Faculty could require an array of other service related activities into courses such as participation in volunteer activities at a chosen school, participation in school and district

projects, mentoring students, engaging in advocacy for children and the profession, and serving the professional community on the local level, district and state level, and in professional organizations (e.g., required membership in professional associations or clubs).

Additionally, while pre-service teachers are completing these required experiences, Hart and Marshall (1992) suggest that questions such as "what is the social value of teaching, and what is the value of teaching" be discussed with students by instructors, administrators, and parents throughout the duration of the professional preparation program. The rationale behind this is such that by understanding themselves (the preservice teachers) what their personal feelings are regarding teaching and service, the preservice teachers will better understand the concept of the ideal of service. This is very important if the students' subjective warrants about the service are negative.

Additional positive professional socialization recommendations for professional preparation programs include but are not limited to requiring students to keep professional development journals that serve as enhancing personal reflective practices; and providing a ceremony at the induction or acceptance at the beginning of the program, further reinforcing to the students that they are becoming professionals (Page, 2007).

Supplemental Activities. An example of a supplemental activity is to utilize professional journals as part of the readings within a course or to encourage students to attend professional conferences either as a presenter or attendee. These are great activities to assist in the growth of specific body of knowledge as one becomes informed of new ideas, best practices, and current areas of research. Lastly, the continual quest for new knowledge by obtaining new certifications or simply keeping previous certifications valid can provide continuity in the specific body of knowledge. One thought may be to include training activities or case studies that provide the

preservice teachers with the opportunity to use and apply professionalism concepts in the activities.

Conclusion

If teacher education programs are interested in the development of professionalism, then its faculty must concur on a definition of professionalism and outline a systematic approach for its development throughout the entire curriculum. It is very important for programs to view the development of professionalism as a process which can be molded or transformed over time. Since students enter teacher education programs with subjective warrants and apprenticeship-of-observation which may be counter to the program's philosophy or goals, programs are encouraged to use multiple approaches to instilling professionalism into the overt and covert curriculum.

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Table 1

Specialized Professional Associations (SPAs) Standards Dealing with Elements of Professionalism

Program and SPA Standard	Professionalism	Candidate Attitudes	Professional and Ethical Practice
Early Childhood Education (NAEYC) Standard 6	Engaging in advocacy for children and the profession	Engaging in continuous, collaborative learning to inform practice	Upholding ethical standards and professional guidelines
Elementary Education (ACEI) Standard 5.1-5.3	Professional growth, reflection, and evaluation	Continually evaluate the effects of their professional decisions and actions on students, families, and professionals	Candidates know the importance of maintaining a positive relationship with families
English as a Second Language (TESOL) Domain 5	Reflect on and improve instruction & assessment practices	Keep current with new instructional techniques, research results advances in field	Work collaboratively with school staff & community to improve learning environment
English Language Arts Education (NCTE) Standard 2.0	Use reflective practice to adapt instruction to assist all students to learn	Adopt and strengthen professional attitudes needed by English language arts teachers	Collaboration with academic community, professional organizations & others
Environmental Education (NAAEE) Standard 7	Understand that professional development is a life-long endeavor & indispensable asset	Understand and accept the responsibilities associated with practicing environmental education	Recognize the importance and benefits of belonging to a professional community
Foreign Language Education (ACTFL) Standard 6	Engage in professional development opportunities	Know the value of foreign language learning	
Gifted Education (NAGC/CEC) Standard 9	Engage in professional activities that promote growth	Practice requires ongoing attention to professional and ethical considerations	Guided by the professions ethical and professional practice standards

Table 1 continued

Program and SPA Standard	Professionalism	Candidate Attitudes	Professional and Ethical Practice
Health Education (AAHPERD/AAHE) Standard 8	Apply a variety of communication methods and techniques	Demonstrate professionalism & analyze and respond to factors that impact health education	Communicate and advocate for health and school health education
Physical Education (AAHPERD/NASPE) Standard 6	Participate in activities that enhance collaboration & lead to professional growth/development	Demonstrate behaviors consistent with the belief that all students can become physically educated	Demonstrate behaviors consistent with professional ethics of highly qualified teachers
School Library/Media Specialist (ALA/AASL) Standard 4	Committed to continuous learning and professional growth and lead professional development	Provide leadership by articulating ways in which school libraries contribute to student achievement	Advocate for dynamic school library programs & positive learning environments
Science Education (NSTA) Standard 10	Engage in opportunities for professional learning & leadership	Reflect constantly upon teaching and identify ways they may grow professionally	Interact effectively with colleagues, parents, and students
Social Studies Education (NCSS) Standard 8	Should possess knowledge, capabilities, and dispositions to develop as reflective practitioners & continuous learners		
Special Education (CEC) Standard 9	Actively plan & engage in activities that foster professional growth	View themselves as lifelong learners & regularly reflect on and adjust their practice	Attention to legal matters along with serious professional and ethical considerations
Technology & Engineering Education (ITEEA/CTTE) Standard 10	Understand & value the importance of engaging in comprehensive and sustained professional growth		

Note. As derived from www.ncate.org. Programs and SPAs not listed did not have any information available.

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