# The Field Experience Journal

*Volume 9  Spring 2012*

*Cover:*                    *Mariner's Compass*

The navigational compass's invention is credited by scholars to the ancient Chinese, who began using it for navigation between the 9th and 11th century.  Europeans and Arabs were first introduced to the compass through nautical contacts during the Chinese Song Dynasty (960–1279).  Later, the compass appeared in Europe, India, and the Middle East due to the formation of the Mongol Empire which eliminated all previous national barriers within the empire and allowed the transfer and transportation of both people and intellectual knowledge across the silk road from China to Europe, the Middle East, and East Africa.

# *The Field Experience Journal*

***Submission Guidelines:***

1. Manuscripts should be no more than 15 pages of narrative (excluding references, tables, and appendices), using the latest APA style, and double-spaced on one side of 8-1/2 by 11-inch paper with justified margins.

2. Manuscripts must be submitted electronically via email attachment to kim.creasy@sru.edu containing name, position, place of employment, mailing address, phone number, e-mail address, and a 2-3 sentence description of background and experience for each author. The title of the article should also appear on page 1 of the manuscript, but do not include the author(s) name(s).

3. Pages should be numbered consecutively including the bibliography, but the author's name should not appear on the manuscript itself.

4. Charts or illustrative material will be accepted if space permits. Such materials must be camera-ready. Photographs will usually not be used unless they are black and white and of high quality.

5. Authors are expected to take full responsibility for the accuracy of the content in their articles, including references, quotations, tables, and figures. The editor reserves the right to edit articles accepted for publication.

6. Authors of manuscripts accepted for publication are expected to make a presentation about their article at the next National Student Teaching Supervision Conference.

7. There is no remuneration for articles accepted for publication, but each author will be mailed a complimentary copy of the journal. There is no fee for the review of the manuscript.

# The Field Experience Journal

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# From the Editor

Dear Readers of *The Field Experience Journal:*

*"What comes first, the compass or the clock?  Before one can truly manage time, it is important to know where you are going, what your priorities and goals are, in which direction you are headed. Where you are headed is more important than how fast you are going. Rather than always focusing on what's urgent, learn to focus on what is really important."* (source unknown)

This advice is appropriate for our teacher candidates as they seek to find opportunity and direction in their upcoming careers.  For this reason, a compass is featured on the cover of this 2012 Spring edition of *The Field Experience Journal.*

This edition begins with a submission from Barry University faculty members: Dr. Fay Roseman, Dr. Samuel Perkins, and Dr. Ruth Ban.  Their study examines how pre-service teachers in their student teaching experience view cultural diversity in the classroom.

Dr. Raymond Francis' article titled: "Using Four Blended Learning Strategies to Enhance Student Teaching Performance" discusses the possible uses of technology in the student teaching experience.

West Liberty University's Dr. Darrin Cox focuses the use of living history to provide excellent field experience opportunities for university students as well as for elementary students.

Dr. Teresa Sychterz writes about giving student teachers input into decisions affecting them in her submission, "Professional Development for Student Teachers: A Shift from Only Practica to a Full Day In-Service".   These decisions provide the skills young teachers need to develop in order to be effective colleagues and workers.

"Impacts of a One-Year Residency Program on Student Teachers' Teacher Efficacy Beliefs" by Dr. Richard Carriveau of Black Hills State University describes the implementation of a residency model for elementary education teaching placements and how this placement impacts student teachers' efficacy development.

Dr. Timothy A. Micek shares a critique of clinical supervision from the perspectives of student teachers.  Candidates had a variety of responses to what was "least valuable" about the post-observation conference. Candidates also recommended a number of changes to the supervisory process.

The final three entries in this edition are the Memorable Moment winners from the 2011 National Student Teaching and Supervision Conference.

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

# Interns Perceptions Regarding Cultural Knowledge

*Fay Roseman, Samuel Perkins, and Ruth Ban*

*Barry University*

## Abstract

Student teaching or final internship offers students an opportunity to integrate theoretical and practical knowledge they have gained throughout their programs of study and apply it to the real teaching world. One of the most challenging aspects of the student-teaching process for the pre-service teacher is working with children, parents and students of varying cultures. This study sought to examine how pre-service teachers in their student teaching experience view cultural diversity in the classroom. Students were asked to respond to a questionnaire expressing their opinions about the knowledge and skills they believe are important for teachers in the area of cultural awareness and application to their practice. Descriptive statistics indicated how the pre-service teachers felt about the knowledge of cultural diversity as they applied it to their internships.

Implications from the findings of this study are two-fold. A majority of the pre-service teachers clearly expressed that knowledge of other cultures is a valuable aspect in their applications of theory to practice in their student teaching classrooms. However, up to one quarter of the group of pre-service teachers unmistakably indicated that there were aspects of cultural diversity that they did not consider important to their teaching practices. This response drew our attention and caused concern regarding where our program needs address this lack of understanding of the importance of cultural understanding in teaching practice.

## Introduction

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The topic of cultural diversity continues to be significant for those working with children in public and private school settings (Ryan, Carrington, Selva, & Healy, 2009; Spinthourakis, Karatzia-Stavlioti, & Roussakis, 2009).  Among the many topics addressed in the training of pre-service teachers, the issue of cultural diversity continues to be a theme.  While the research supports the importance of training pre-service teachers to engage children and families from diverse backgrounds, more often, the topic of diversity is addressed as one focused on English Language Learners (ELLs) (O'Neal & Ringer, 2010) and not the richness of cultural diversity that exists in our school systems.  Pass (2009) notes that "minority students will make up 46 percent of the nation's school-age youth by 2020…" (p. 1), and while a significant portion of these will be ELLs, many will also come from a wide variety of rich cultures where the English language poses no challenges yet other issues of diversity should be considered.  Given the rise in minority students and not just ELLs, it is critically important that teachers be culturally aware and sensitive to the rich experiences and differences brought to the classroom by these children and families.  It is also critically important that those involved in educating prospective teachers begin to identify and address the broader perspective of diversity when educating future teachers, most importantly in the actual field experience and student teaching components of the teacher- preparation program. To understand the needs of both ELLs, the cultural diversity within ELLs as well as other diverse groups, pre-service teachers, and those who educate them, must examine their own cultural backgrounds and how they impact the work they do in the classroom, with families and within the communities in which they teach (Banks, 2002, 2006; Garcia, 2002; Sheets, 2005).

Wasonga (2005) concludes that "teacher education programs should provide more sustained interaction with diversity issues and/or children of diverse backgrounds in order to transform the gain in multicultural attitudes into practice" (p. 67). This perspective becomes

critical when one considers not only the relationship between the teacher and children in the classroom but also with the teacher's ability to work with families of diverse backgrounds. To prepare pre-service teachers, Wiggins, Follo and Eberly (2007) note the importance of using coursework in the preparation of teachers who are culturally responsive yet others argue that despite diverse K-12 populations, the majority of students enrolling in, and teaching in, teacher-preparation programs are still from "mono-cultural backgrounds" or "European Americans" (Gay, 2010; Pope & Wilder, 2005). In our research, we wondered if surveying a group of culturally diverse pre-service teachers would a similar perspective.

## Literature Review

This review addresses three interrelated themes regarding the perceptions of pre-service teachers of diverse K-12 students and what these teachers believe they need to know about themselves, their students and the skills they need to possess to effectively interact with and instruct these students. These themes are

- Establishing a comprehensive and timely definition of diversity
- The importance of pre-service teachers developing awareness of their own diversity as a vehicle for them to facilitate the development of this self-awareness in their diverse K-12 students and to develop knowledge, skills, and dispositions that these teachers need to possess in order to effectively interact with and instruct these students
- Curricular components in teacher-preparation programs needed to develop the knowledge, skills, and dispositions of pre-service teachers for effective interaction with and instruction of diverse K-12 students in order to promote the holistic development of these students.

## Defining Diversity

Pre-service teachers often display a generic and limited understanding of diversity (Trier, 2006) and often make broad, vague statements about the importance of accepting diverse students and meeting their learning needs as well as the importance of teaching about diversity in their classrooms. Specifics and details about how these endeavors will occur are sparse, and often the definitions of diversity espoused by prospective teachers are limited to considerations of language and/or special needs (Parks, 2006; Seidl, 2007). Some of these teachers have had little experience with diversity, often do not see themselves as a part of diversity (Parks, 2006) and may compensate for this by denying or ignoring the effects of their diversity on their beliefs and behaviors and the beliefs and behaviors of their students (Bersch, 2009; Gay, 2002).

Diversity also includes differences in (dis)ability, age, appearance, culture, ethnicity, gender, intelligence, learning style, physical size, political orientation, power, religion, sexual orientation, and socioeconomic class (Parks, 2006; Price, 2002). Many of these examples of diversity fall outside of the scope of this research, and the authors have chosen, instead, to focus on culture and ethnicity. Various components of diversity of K-12 students need to be considered in developing the knowledge, skills, and dispositions of pre-service teachers interacting with and instructing these students and in developing and implementing curricula of teacher preparation programs (Gay, 2010). As such, a paradigm shift is needed in terms of the phenomena of pre-service teachers conceptualizing diversity as applying to someone else, but not to them.

**Pre-Service Teachers Developing Awareness of Their Own Diversity**

Awareness of one's diversity is essential in the process of developing a critical consciousness about how each of us fits into and relates to an increasingly multicultural society (Sheets, 2005). It is imperative that pre-service teachers of diverse students understand that one's way of perceiving, thinking, behaving, and being are influenced by one's own diversity. Therefore,

these teachers must continuously engage in critical self-analysis and reflection to develop an awareness of and examine their own multiple and diverse identities in order to accept, respect, and understand these identities (Ford & Kea, 2009; Villegas & Lucas, 2002), and thus be able to do the same in terms of these identities of their K-12 students (Banks, 2006; Garcia, 2002; Grognet, 2008; Perkins, 2008; Sheets, 2005; Swiniarski & Breitborde, 2003). It is through this process of critical self-analysis that teachers may serve as role models in guiding their K-12 students to develop their own self-awareness. Teachers who are aware of and sensitive to issues of diversity are better able to understand the different characteristics of each student, thus enhancing the student/teacher relationship and the effectiveness of the learning environment (Pope & Wilder, 2005).

Pre-service teachers also need to reflect on and examine the related factors of their past experiences (or lack thereof) with diversity and their world views, including their biases, because these phenomena may impact their interaction with and instruction of diverse K-12 students (Bersch, 2009). These factors mold the worldviews of teachers, their teaching practices, and their interactions with students (Achinstein & Aguirre, 2008; Banks, 2006; Bersch, 2009; Garcia, 2002). Some teachers bring to the classroom unconscious biases or conscious beliefs, which may result from lack of exposure to diversity that cause them to view diversity within a deficit framework, which often results in lower expectations of student success and subsequent lower levels of academic performance and achievement from students (Castro Atwater, 2008). Morever, these biases and/or beliefs may interfere with effective interactions with diverse students (Bersch, 2009).

Prospective teachers also need to develop an awareness of their learning styles, which will impact their teaching styles, and how their diversity has molded these styles. Teachers' diversity

impacts their assumptions about teaching and learning and decisions about what is taught and how (Swiniarski & Breitborde, 2003).

It is important that pre-service teachers comprehend that they have the power either to cease or reproduce oppressive content, pedagogy, and interactions in their classrooms and schools (Banks, 2002; Banks, 2006; Garcia, 2002; Sheets, 2005). These teachers can reduce conflicts and misunderstandings related to diversity by becoming more self-aware and reflective about their diversity and the diversity of their students in order to accept and respect the diversity of themselves and their students to create learning environments that are sensitive to and responsive to diversity (Ford & Kea, 2009).

## Curricula for Programs Educating Teachers to Interact with and Instruct Diverse K-12 Students

Pre-service teachers need education and support in developing awareness of their own diversity and the diversity of their K-12 students in order to become culturally-responsive and sensitive educators (Banks, 2006; Koppelman, 2008). Teacher-education programs have a responsibility to prepare teachers to interact with and instruct diverse populations of K-12 students (Van Hook, 2002). The curricula of such programs are to develop the knowledge, skills, and dispositions of pre-service teachers for effective interaction with and instruction of diverse K-12 students, so that these teachers will be aware of, sensitive to and responsive to the increasing diversity in schools (Banks, 2006; Garcia, 2002). Equipped with knowledge and understanding, pre-service teachers will have the tools needed to empower diverse K-12 students.

In terms of developing the knowledge of pre-service teachers to effectively interact with and instruct diverse K-12 students, the curricula of teacher-education programs should provide knowledge about specific diverse groups including the learning behaviors of members of such

groups and how classroom interactions and instruction can embrace diversity (Price, 2002). This presupposes that the program provides prospective teachers with a clear definition of diversity and how to include it in K-12 curricula (Gayle-Evans & Michael, 2006).

Thirteen knowledge bases, to be infused into the curricula of teacher-preparation programs to prepare pre-service teachers to interact and instruct diverse student populations effectively, are provided by Smith (1998). These bases are "foundations of multicultural education; sociocultural contexts; cultural and cognitive learning styles; language, communication, and interactional styles of marginalized cultures; essential elements of culture; principles of culturally responsive teaching; effective strategies for teaching minority students; foundations of racism; effects of policy and practice on culture, race, and gender; culturally responsive diagnosis, measurement, and assessment; sociocultural influences on subject-specific learning; gender and sexual orientation; and experiential knowledge" (cited in Wasonga, 2005, p. 69).

In terms of dispositions, faculty members in teacher-education programs need to emphasize to pre-service teachers the importance of valuing their own diversity and that of their K-12 students. According to Pope and Wilder (2005), pre-service teachers with high valuations of diversity report feeling more comfortable in diverse school environments and working with diverse students, thus resulting in more interactions with these students.

In conjunction with the information in this section, teacher-preparation programs should provide an array of strategies (infused in all courses) for interacting with and instructing diverse K-12 students and, in order to apply the knowledge acquired in the program, provide sustained opportunities for authentic, direct and impactful interaction with these students under the guidance of an experienced and credentialed mentor (Jones, 2004; Mastrilli & Sardo-Brown, 2002;

Wasonga, 2005). These interactions provide a plethora of opportunities for teachable moments. Lack of such interaction may result in stereotyping among pre-service teachers (Gay, 2002).

## Methods

This exploratory study sought to identify the knowledge and skills pre-service teachers believe are important to working with culturally diverse children in K-12 settings. These pre-service teachers are undergraduate students in a teacher-preparation program at a diverse, private, Catholic institution in South Florida. All students were in their final internship or student teaching placement. In an effort to examine the perceptions of pre-service teachers in this small teacher-preparation program, the authors of this article modified The Proposed Knowledge and Skills Needed By All Teachers Survey developed by Fearn (1997) and published by Kea, Trent and Davis (2002). The modified survey consists of two parts and examines four specific areas: the belief of pre-service teachers' knowledge of cultural groups, their understanding of results of interactions among cultural groups their self-knowledge and awareness, and knowledge they believe is useful for the classroom. The second part of the questionnaire examines the skills and knowledge teachers need in these four areas. The survey is a Likert scale with responses ranging from 1 (not useful) to 5 (essential).

## Participants

Forty-four student participants were recruited through their enrollment in their Internship course during the final semester of their undergraduate program of study. It was determined that students enrolled in their Internship semester would be the most informative group of students for this study given that they had completed their full program of study and participated in the majority of education classes at this institution. Participation in the full program of study was identified as criteria for this group of participants. Students are assigned to their respective school placements

based on several criteria: diversity of the placement, Title I classification of the placement, credentials of the Cooperating Teacher, and grade-level needs of the specific student. In addition, these students also earn an ESOL endorsement at the completion of their program, which consists of two stand-alone ESOL courses and ESOL content infused into their courses. Interns in the spring 2008, fall 2009 and spring 2010 semesters were recruited for this study.

## Data Collection

The above-mentioned survey (Fearn, 1997; Kea, Trent & Davis 2002) was posted to SurveyMonkey and launched on the Blackboard site for the Internship course. Pre-service teachers were invited to participate in the study, and, if they agree to do so, were asked to complete a confidential 60 question survey on the knowledge and skills they believe are important for teachers in the following areas: understanding of cultural groups, interactions among cultural groups, self-knowledge and awareness, and knowledge useful for the classroom. The data from the forty-four students were collected over a four-semester period.

## Findings

Descriptive statistics on each of the sixty questions were provided by SurveyMonkey in the form of graphs and on an Excel spreadsheet. Upon examination by the researchers, responses to the initial survey indicated that the majority of interns shared the belief that knowledge and understanding of cultural diversity plays an important part in becoming an effective teacher. However, the results also indicated that there was a group of interns who did not believe that cultural knowledge and understanding is important for one's teaching practice. In South Florida, where our interns carry out their final fieldwork, this is a cause for concern for curriculum developers as well as professors and administrators in our program. The demographics of our school districts point to the cultural diversity of our students. For example, Miami Dade County

Public School District is the second-largest minority-majority public school system in the country, with 62% of its students being of Hispanic origin, 26% African American, 9% Non-Hispanic White, 1% Asian or Pacific Islander and less than 2% of other minorities (retrieved from http://quickfacts.census.gov/qfd/states/12/12086.html on November 4, 2011). Our findings have encouraged us to conduct more research into how pre-service teachers in South Florida understand and apply knowledge of cultural diversity to their teaching by carrying out focus groups with our pre-service teachers.  Further research into why our teachers responded as they did will enlighten us regarding their understanding of and needs surrounding cultural diversity.

## Conclusion

This article focuses on a timely and important topic in education: the role of the perceptions of pre-service teachers in their practice of teaching with students of diverse cultures and their interactions with these students, their parents, and other diverse stakeholders. Since a person's perceptions form her/his notions of what is real, teachers' perceptions guide their teaching practices and these interactions. If a teacher does not perceive that considerations of student cultural diversity are  important and/or relate to her/his teaching practices and interactions with diverse stakeholders, he or she will probably not expend the self-reflective time and effort to develop related knowledge, skills, and dispositions. The ramifications of this are alarming as our society and our planet become increasingly diverse and interdependent.

## Implications

Upon examining the descriptive and exploratory results of the survey, we considered the following points to be implications of our research on the practical aspects of helping students understand the cultural diversity of the students they teach.

First, the curricula of such teacher-preparation programs need to focus on developing pre-service teachers' knowledge, skills, and dispositions related to their interaction with and instruction of culturally-diverse students. Stand-alone TESOL courses are needed along with infusion of related topics into other courses in these programs (Banks, 2006; Gay, 2003; Tozer, Senese, & Violas, 2006).

Also, prior to the internship experience in these teacher-preparation programs, there should be (informal and formal) assessments as to the development (or lack thereof) of pre-service teachers' knowledge, skills, and dispositions with regard to interaction with and instruction of culturally-diverse students. These assessments should involve development of self-awareness, with this being a precursor for awareness of others (Banks, 2002, 2006; Garcia, 2002; Koppelman, 2008; Sheets, 2005).

In addition, there should be professional-development opportunities for faculty, staff, and administrators involved with such teacher-preparation programs, and these opportunities should also be available to other faculty and staff members and administrators. These opportunities should provide information, strategies, and activities regarding effective interaction with and instruction of culturally-diverse students (Kea, Campbell, Whatley, & Richards, 2004; Thompson, 2009).

### Future Research

The findings have motivated the authors to seek more information about how pre-service teachers in South Florida understand and apply knowledge of cultural diversity to their teaching. Additional research into why the interns participating in this study responded as they did to this survey will shed light regarding their needs and perceptions regarding cultural diversity. Future research should also study the perceptions of interns in other teacher-preparation programs regarding these needs and perceptions. In addition, future research should build on participant

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response to the survey items through venues such as focus groups and providing opportunity for

participants to elaborate on their survey responses.

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**Using Four Blended Learning Strategies to Enhance Student Teacher Performance**

*Raymond Francis*

*Central Michigan University*

## Introduction

As supervisors in the student teaching process, we all have a unique appreciation for the highly interpersonal nature of the student teaching experience. We have all valued the one-on-one communication nature of coaching and working with student teachers. We have also placed a great value on the high level of personal contact with classroom teachers who serve as host teachers for our students. In short, we have viewed the student teaching experience as a relatively "technology free" zone when it comes to the supervision process. And, while we have placed great stock in the classroom use of technology by our student teachers and host teachers, we have yet to embrace, in a meaningful manner, the use of technology in the student teaching process.

In fact, there are a number of effective strategies that student teaching supervisors can use that promote and enhance the student teaching experience through the use of Blended Learning, or technology enhanced, strategies. In this work four specific, readily available, no-cost strategies are shared that may promote and enhance student teacher performance through the use of Blended Learning strategies.

## What Is Blended Learning?

Blended Learning is defined simply as " a learning approach that coordinates face-to-face classroom methods with educational technology and, or media-based activities to form an integrated approach and enhance instruction (Francis, 2011). The use of Blended Learning is intended to enhance instruction (Dudney, 2007), promote better student performance (Coats,

2007), increase the level of academic engagement (Garrison and Kanuka, 2004), help develop deeper conceptual understandings (Kennedy, 2007), and support current effective instructional practices (Stringer, 2011).

In addition, in the student teaching supervision process, Blended Learning strategies can be used to enhance the amount and quality of feedback (Mellett, Wood, and Copping, 2011) provided to students by faculty, promote ongoing topical discussions (Bloch, 2002), and provide general support for instruction (Christi, et al, 2004). Planning skills and performance are increased (Yeo and Mayadas, 2010), are skills in time management (Wegner, Holloway & Garton), classroom management (Ritter), conceptual understandings (Meyer, 2005), problem solving strategies (Yen & Lee, 2011), and interpersonal relationships (Weschke, Barclay, & Vandersall, 2010).

The ongoing use of Blended Learning strategies has the potential to impact all areas of the student teaching supervision process at no, or very minimal, cost. Materials and processes for Blended Learning strategies are currently available to most student teachers and faculty, if we only take the time to make use of them.

**Improving Student Teaching Through Blended Learning**

Although there are literally hundreds of Blended Learning strategies and processes faculty can use to improve student teaching performance, only three (3) issues and solutions are presented here as an introduction to the use of Blended Learning strategies. These strategies demonstrate the potential impact Blended Learning might have on the student teaching experience. The include strategies were selected for the potential positive impact, ease of use by faculty, host, and student teacher, and are available without cost to everyone involved through most higher education institutions.

## Ongoing Processing of Key Information

One aspect of the student teaching process that supervisors hope student teachers glean from their experiences is the idea of "growth as a professional" in the classroom. We often seek to accomplish this through guided and critical questions during face-to-face meetings, or through periodic journal writings completed by our students. However, a more effective and impactful way gain this exchange of information is through a blog experience. By establishing, or having students establish a blog, you can easily pose general and critical questions to the students and they can respond in timely and meaningful ways. Contrary to popular belief, blogs are not necessarily widely available to the public for viewing unless you set them up to be such. Most course management systems, such as Banner, Blackboard, etc. have settings to allow you to manage content to keep information contained within your supervisory group or within assigned discussion groups.

## Observation Feedback

Another key element in student teaching supervision is setting objectives and providing timely and effective feedback (Marzano, et al, 2001). This idea is also very true when considering classroom observations of student teachers. The sooner they get the feedback, the better the feedback enables them to make changes and impact classroom performance. One simple way to do this is to develop an observation form using a word processing program such as Word or Works. You can establish a template of items you wish to look for and then take specific notes on a laptop computer, or other mobile device, and share the document almost immediately with the student teacher, and the host teacher. If you are not using a computer during the observation process, the key information can be transcribed quickly to a desktop computer and then shared with the student, and host teacher, over the Internet via e-mail.

**Assignment Feedback**

One thing that has consistently provided supervisors with concerns about their student teachers is the ability to review their lesson plans and materials prior to the student teacher delivering the lesson. Time and delivery has always been a problem. With the Internet and programs like Word and online PDF readers, student teachers can send you their materials quickly and easily, and you can review and make electronic comments on the documents. Then, the documents can be returned to the student teachers for review by both the student teacher and the host teacher in a very timely manner. In addition, because the documents are electronic and the comments are electronic, your comments are preserved for your use when you observe or interact with the student teacher and the host teacher.

**View Lessons or Components**

One of the strategies with the greatest potential impact is the use of a digital video recording device, such as a smart phone, itouch, or other small relatively inexpensive recording devices. Where as you may be able to visit and observe your students on a regular and frequent basis, you are not there every day. For example, if a student teacher is having identified issues with the opening of a lesson, you may not be able to be there every day. However, the student teacher can digitally record several of their introductions during a day, or over several days, and send them to you via e-mail or using a blog or other web-based communication strategy. Then you, as the supervisor, can review and critique the digital episodes and provide greatly expanded feedback to your student teacher in a very short period of time. In short, the available technology is enhancing the student teaching supervision process by using this Blended Learning strategy.

## Summary

We all want our student teachers to mature and succeed in their student teaching experience. However, we all need strategies to make better and more effective use of our time in coordinating the supervision process. Blended Learning strategies, those strategies that use technology to support and enhance the student teaching experience, provide supervisors with the greatest potential to impact the student teaching process. The strategies presented in the work are not "all encompassing", rather they are simplistic in nature, and provide a place to start. They are available at no cost, and they are easy to use. And, if you give them a try, by nature of your use of the Blended Learning strategies used, you will enhance the student teaching experience of your student teachers and help them to be better teachers.

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**Living History:**

**A New Kind of Social Science Field Experience**

*Darrin Cox*

*West Liberty University*

Perhaps the most visible and valuable part of pre-service teacher preparation is student teaching. Indeed, student teaching continues to be the primary characteristic used to identify a good teacher education program (Armstrong, 2009). This is in part because of the, "high value placed on the student teaching experience," by those who have just entered the workforce (Anhorn, 2008, p. 18). However, Bullough, Jr., et. al (2002) has argued that the correlation between field experience and producing skillful educators is oftentimes cited by rote, since many programs are developed out of convenience rather than efficacy (as seen in Johnston, 1994, p. 199 and Guyton & McIntrye, 1990, p. 517). Ben-Peretz and Rumney (1991) have noted that mere observation does not necessarily equate to beginning teachers actually learning to teach (Anderson, Barksdale, & Hite, 2005). In order to remedy these and other potential oversights, there is a need for educator preparation programs to experiment with new forms of field experience whose efficacy could then be studied (Bullough, Jr. et. al, 2002). In Social Studies Education, the use of living history provides excellent field experience opportunities for university students as well as excellent learning experiences for elementary students by making history relevant and meaningful for learners.

Yet it has become increasingly clear that Social Studies have been relegated to a second-class status in most elementary schools, only to be taught as an afterthought or when there is time (Turner, 1999; Leming, Ellington, & Schug, 2006; Vontz et al, 2007). Unfortunately, there is too

often too little time left.  It is no wonder then that for decades students have developed negative attitudes towards social studies as being "boring," "useless," or that it "doesn't apply" (Zhao & Hoge, 2005, p. 218).  Whether this is due to *No Child Left Behind's* emphasis on reading and math or due to social science teachers' overreliance on dry textbooks for their curriculum remains to be seen, although both likely contribute (Zhao & Hoge, 2005).  Of these two causes, the latter is the one that we, being those who prepare our future educators, can directly affect.  Unfortunately, little has been done to, "go beyond text and teacher-centered instruction to engage students actively and imaginatively in social studies" (Dunn, 2000, p. 132).

To complicate the matter further, teacher attrition rates are despicable.  Depending upon the source, somewhere between 30-50% of our new teachers decide to abandon the profession within the first five years of entering the PK-12 school system (Anhorn, 2008; Ingersoll, 2001, respectively).  The response to this unease has ranged from suggesting a restructuring of the teacher education process itself (Bullough, Jr. et. al, 2002) to defending the practice outright (Armstrong, 2009).  That teaching is one of the professions that eats its young reveals that our pre-service teachers' expectations of what their jobs will actually require do not match reality.  Indeed, unclear expectations and reality shock are two of the reasons listed by beginning teachers as factors in their decision to stay in education or to seek a job in a totally different profession (Anhorn, 2008).  By supplementing the traditional form of field experience with living history, pre-service teachers are more likely to be aware of the challenges they will face while teaching, can increase their social science content knowledge, and will develop a practical familiarity with active engagement strategies in the classroom.

**Living History as an Alternative Field Experience Opportunity**

Social scientists utilize the term "material culture" in order to refer to the artifacts that have been left by previous civilizations. Historians and archaeologists study the objects that remain with an eye towards discovering the uses and meanings of these items to the culture that produced them. Living history puts the material culture of the past into the hands of students so that they can better understand and appreciate the people who used these items. Rather than digging up artifacts and bringing them into the classroom, those who employ living history as an educational tool build reconstructions of these materials following exacting standards as to the authenticity of the materials used in the time period and region under study. It is tactile learning since students actually get to touch, try one, and play with these historical reconstructions. Essentially, living history takes material culture one step further by recreating a scenario from the past, as demonstrated by an encampment of reenactors, that students can then walk around and take part in. It gives the sense of stepping back in time by actually interacting with the materials of the time period under study.

Museums have been participating in this kind of behavior for decades, but the practice is virtually unheard of in academia despite its potential benefits (Anderson, 1982). Anderson notes four characteristics of living history that make it particularly useful to academics in American Studies, but the sentiment applies to educators as well. First, it helps to shift the focus of history away from only the elite men of society, thereby providing "total history." It also emphasizes place and region, which for PK-12 teachers are particularly important to curriculum standards and objectives. The living history movement also facilitates interdisciplinary teaching. Although Anderson only speaks in terms of the various social sciences, this is also applicable in a wider sense in that teachers could use the living history experience to teach literature, science, music,

physical education, and more.  Lastly, Anderson sees living history as a refuge from "future shock," a quaint term for people suffering from acute nostalgia (Anderson, 1982, p. 306). Although educators are not in the business of nostalgia, with the rapid technological and cultural changes students face in the modern world it is easy for students to lose sight of where their society came from and the struggles that their forebears dealt with so that their children might have a better life.  Living history can help teach students empathy.

Interestingly enough, much of the effort to include living history in PK-12 classrooms has come from in-service teachers themselves.  In response, a number of groups have grown to support both in-service teachers and museums in different ways over the years.  One of the most noteworthy success stories is that of Joseph Ryan, the President of the Living History Education Foundation (www.livinghistoryed.org).  Starting with a meager budget and a group of elementary school students in a parking lot, Ryan's passion for living history has resulted in a variety of courses designed to further equip already certified social studies teachers (Ryan, 1986).  The Living History Education Foundation, "underwrite(s) courses that immerse educators in authentic learning at historic sites" (www.thirdwavefilms.com/lhef.htm).  Likewise, The Association for Living History, Farm and Agricultural Museums (ALHFAM), which was founded in 1970 with support from the Smithsonian Institute, serves as a means to share information amongst living history practitioners and museums (www.alhfam.org/).  It has become an "umbrella organization" for practitioners of living history (Anderson, 1982, p. 294).  The Living History Association (LHA) provides not only safety and insurance help for reenactors, but also in-service teacher training workshops, guided field trips, and classroom programs (www.livinghistoryassn.org).

Although living history has not received much support from academia, this is slowly starting to change largely through the internship opportunities.  For instance, George Washington's

Mount Vernon Estate offers two separate internship opportunities every summer. This highly competitive program is only open to college students aged 18-22. While working in either the authentic 18th century farm or gristmill, students "will receive extensive training in interpretive methodology and historical content" (D. Betko, personal communication, 2010). This not only involves wearing period clothing and providing historical interpretation for visitors to the estate, but will culminate in the production of a research project by each student. Similarly, Colonial Williamsburg offers an immersive teacher institute designed for in-service social studies teachers (www.history.org/history/teaching/tchsti.cfm). Participation in these institutes can also count for graduate credit through the University of San Diego (www.history.org/History/teaching/TIParticipantGuide/college.cfm). In both of these instances, students can earn university credit by taking part in living history programs which teach them how to interpret and demonstrate material culture.

From a teacher preparation perspective, demonstrative methods utilizing material culture have been tried, but on a limited basis and usually only as a portion of university methodology classes. Some researchers have been, "concerned that many young teachers abandon active or experimental teaching methods once they left the university" (Cox & Barrow, 2000, p. 364). In order to rectify this, professors held their social studies methods practicum at a local hands-on children's museum in Texas (Cox & Barrow, 2000). By videotaping their interaction with children, peer evaluation, and self evaluation, these pre-service teachers were able to see the effects of varying their pedagogical strategies based on the age level of their students. In a different study which postulated that demonstrative activities better help university students learn how to teach and elementary school students actually learn the material, Morris and Janische (2003) had their pre-service social science methods class plan and demonstrate a variety of activities including

making candles, adopting an historical persona, and hands-on item displays. They observed that not only did the pre-service teachers' content knowledge and expertise in teaching increase through this activity, but that in-service teachers learned from it as well. Additionally, they felt that it was vitally important to make new teachers aware of the cultural resources related to in their community so that they would be willing to draw from those resources once they were in the field themselves.

## A Traveling Living History Museum

While making pre-service teachers aware of community resources, which they could then draw upon once they enter the profession themselves, is highly commendable, it does little to give ownership of the process to newly graduated teachers. Why not take demonstrative methods one step farther by turning our pre-service teachers into the ultimate demonstrators of the social sciences, living history reenactors, and give them the resources before they enter the classroom? This is what we are doing at West Liberty University (WLU). West Liberty University is located in the northern panhandle of West Virginia just an hour south west of Pittsburgh, Pennsylvania. With support from the Professional Development Schools (PDS) program, which is funded by the West Virginia Department of Education and the Arts, I have started a voluntary program wherein our students can learn how to become a Viking living history reenactor. While it is open to all students as part of my role as the faculty advisor for the History Club and Phi Alpha Theta, the national history honor society, the majority of the participants have come from a variety of educational fields. The most numerous of these are in social science education, but there are also others from music and physical science as well.

While a significant portion of what PDS facilitates is traditional field experience placement, the collaboration does not stop there. The practices that are inherent in living history

presentations synchronize with many of the required essentials of PDS in that pre-service teachers need to be actively engaged in their school communities, have a commitment to innovative practice, and be willing to share resources (www.napds.org/nine_essen.html). Furthermore, Vontz, et. al (2007) asserts that the benefits of collaboration with PDS are perhaps greatest in bridging boundaries between public perception and social studies education, citing museums and guest speakers from the community as examples. At WLU, the PDS program is structured so that each participating PK-12 school has a building liaison from the faculty at the university who helps identify needs in their school. Together, the schools and their WLU liaisons write inquiry project proposals in order to receive grant funding to address whatever issue they have recognized. After hearing me speak at a university forum about my plans to build a re-enacting community of students at WLU and then take them into local schools, Dr. Ann Gaudino, the administrator of PDS at WLU, created a unique opportunity tailor made to suit my needs: liaison-at-large. What this means is that instead of being tied to one school, I can do living history presentations at all of the schools within WLU's partnership. This gives our student participants the opportunity to work with a variety of different age groups, teachers, and administrators throughout the tri-county area.

With the inquiry project money, the History Club has been able to equip a fully functioning reenacting workshop complete with sewing machines, metal working tools, and leather sewing tools, as well as the fabric, leather, and other materials to create an authentic Viking encampment complete with tents, cookware, weapons, and armor. Being a reenactor myself, I host weekly training sessions regarding not only how to make clothes, shoes, pouches, armor, etc…, but also why they would have made them this way, where each style was found archaeologically, and what materials would have been available to them, thereby adding to our students' content knowledge of the region and time period under study.

One of the critiques of teacher preparation programs from a Social Science university faculty perspective is that Education departments care little about content, focusing almost exclusively on pedagogy, even though these self-same faculty rarely choose to get involved in any substantive collaboration that might improve teacher education (Vontz, et. al, 2007). As such, the mentor teacher/pre-service teacher relationship in traditional field experience placement remains the most common practice, although as many have shown these students are usually placed with little regard to the preparation, skill, or supervisory practices of mentoring in-service teachers (see Giebelhaus & Bowman, 2002, for this discussion). Of additional concern is that the use of mentoring in-service teachers does not address the depth of content area knowledge which is the central concern of Social Science faculty mentioned above (Giebelhaus & Bowman, 2002). Indeed, few mentoring programs have tried to incorporate university instructors into the process, although those that have seem to demonstrate an increase in both new teacher self-efficacy and first year teacher evaluations (Kent, Feldman, & Hayes, 2009). The living history program seeks to address all of these concerns by providing involvement and support by a social science faculty member who imparts very specific in-depth content knowledge that would otherwise not be found in most textbooks or a traditional classroom setting. Additionally, participation in this program helps pre-service teachers develop many of the characteristics praised by the American Association of Colleges for Teacher Education (AACTE) for well-prepared teachers beyond expanding content knowledge. More specifically, living history participants gain experience in exercising their verbal ability, in judgmental adaptation, and in content pedagogy since all of these qualities are needed when adjusting to the rigors of living history presentations that can have as many as 100 students at a time rotating at their own volition from station to station

(http://aacte.org/index.php?/Research-Policy/Impact-of-Educator-Preparation/teacher-preparation-makes-a-difference.html).

Additionally, I arranges for other artisanal experts from the local area to come to our meetings on occasion in order to teach additional aspects of Viking material culture, such as wire weaving.  In this way the WLU Viking encampment has over one dozen men and women who are fully equipped to engage in these educational programs.   Participating in such an endeavor takes up an immense amount of our students' time just in preparation and due to this time constraint we currently try to perform four reenactments a year.  Regardless, administrators in the local region have been quite pleased with our performances.  Richard Dunlevy, the principal of Elm Grove Elementary in Elm Grove, WV, gushed about our visit claiming, "This was the most beneficial activity that I have experienced through PDS," due both to the excitement of the students and the opinions of the in-service teachers. (R. Dunlevy, personal communication, 2010)

There are a variety of different ways that you can introduce material culture into the school system.  For instance, groups can set up tables and do a mass demonstration of the goods and materials of the past by having an informal question and answer session as people walk from station to station.  Parents' and grandparents' nights are a great way to show the community what your schools' education is capable of.  Armstrong (2009) identified that one of the many benefits of field experience was that it could improve parental involvement. Living history ties into this as well.  We encourage the adults to try on our armor, which easily leads into a discussion detailing how it would have been worth as much as a small farm, how it was made, what kind of wounds it protected from, which in turn leads into a discussion of medieval medicine.  Getting parents involved in ways like this allows them to buy into their child's school in a new, different, and

entertaining way. If you can pique a parent's interest then perhaps you can get them to be more involved in their child's education.

Besides doing these informal displays, we also have various demonstrations of skills from the past. This is especially useful for older students, who nowadays tend to be more disaffected than the young. For instance, from a medieval perspective we can demonstrate a live steel duel, called the holmgang, between two fighters within a roped off area, such as those which took place numerous times in the Saga of Egil Skallagrimsson. It is widely accepted that the Vikings participated in all manner of games, from *knattleikr* (whose rules we can only guess at) which involved a ball and bat, to a keep-away of sorts while standing on benches called *kinnleikr*, to chess games like *hnefatafl* (for more on Viking games, competitions, and their sources see www.hurstwic.org/history/articles/daily_living/text/games_and_sports.htm). Besides demonstrating the skills used in the past, these activities are showing medieval sports in a sense. Whatever the activity, these kinds of spectator and participatory sports, as well as games, gives a sense of the people of the past *as people* who maybe shared in the same kind of activities that our students did and hopefully teaches our students a little empathy in the process of educating them about history.

However, perhaps the most useful and powerful educational tool we have comes from staging living history. Living history takes material history one step further by recreating a scenario from the past, as demonstrated by an encampment of reenactors, that our PK-12 students can then walk around and take part in. It gives the sense of stepping back in time by actually interacting with the materials of the time period under study. One teacher was so taken in by our presentation at Elm Grove that she asked if this was a lifestyle that we led, "like being Amish or living in some hippie commune."

At the beginning of the school year, the WLU students decided for themselves what their encampment was going to be like.  This is radically different than most other field experiences for pre-service teachers and addresses a flaw in field experience in general.  In a survey designed to investigate the actual implementation of practices among early field experiences, Passe (1994) found that in reality there was very little involvement of pre-service teachers in either planning or decision making relating to classroom activities or content.  Instead, our students choose the theme for the presentations.  This year they decided to be a group of Vikings returning from Vinland, aka the New World, back to the Viking settlement in Greenland after encountering American Indians and unfortunately getting in a fight.  Each reenactor was responsible for creating his/her own back story and tying it into the encampment in some way.  One advanced student, a teacher who took my Viking History class to gain recertification, actually portrayed Thjodhildr, Erik the Red's wife.  Erik the Red had been exiled from Iceland and started a settlement on the newly discovered and deceptively named Greenland.  (See the Saga of Erik the Red).  Another was a warrior wounded in battle.  The dressings for his wounds were covered in runes, believed by the Vikings to have healing properties.  Since living history is hands on history, our students were able to weave their personal story into the presentation while letting the elementary students try on the armor and clothes, wear the jewelry, and investigate rune stones.  What was life like as an unmarried freewoman who was a servant to an aristocrat?  What would she do?  What would she know?  What about a merchant trying to find out what kinds of items the Indians might trade?  A Warrior?  A Slave?

During these living history encampments, I wander around the site interjecting additional knowledge and assisting my team of reenactors while evaluating their interactions with the PK-12 students.  Once the day is done we hold a debriefing session where I am able to suggest tactics to

help them hone their teaching and presentation skills. There are a number of issues that this arrangement addresses. As has been suggested above, university faculty need to be more intimately involved in the teacher preparation process during field experience. One of the issues identified with current field experience placement is that university supervisors are, "seldom given the time to…conduct professional evaluations in schools" (Passe, 1994, pg. 132. Also see Kent, Feldman, & Hayes, 2009). This is a problem that not only plagues the relationship between university faculty and their students, but also the faculty's relationship with in-service teachers as well since some, "suspect that many social studies teachers continue to view their university counterparts as out of touch with the real work of schools" (Vontz et al, 2007, p. 255). This professional gulf and lack of university faculty assessment may indirectly offer encouragement to students who are not suited to the profession and may be one of the causes of new teacher burnout (Kent, Feldman, & Hayes, 2009; Passe, 1994). Living history coupled with early field experiences also facilitate a connection between content and methodology, a problem that occurs due to pre-service teachers completing their coursework well before actually engaging in teaching (Armstrong, 2009).

An additional way that students can build their teaching repertoire in the living history environment is by peer coaching. In an effort to provide some experience in the skill of observation and to encourage collaboration, WLU reenactors are encouraged to team up with one another in a station, switch stations with others for successive presentations, to always pay attention to their fellow reenactors' style and content delivery when their own station is empty, and to take time afterwards to reflect with others on what worked, did not work, or could be improved. Hawkey (1995) has noted that peers are more likely to take risks and feel more supported when engaging in these types of activities (as cited in Bullough, et. al., 2002, pg. 69). Furthermore, evidence

indicates that peer coaching may increase professionalism, reduce burnout, improve content retention, increase effective teaching behaviors/reduce negative ones, and increase pupils' learning (Anderson, Barksdale, & Hite, 2005).

## Conclusion

Incorporating living history into pre-service teachers' traditional field experience offers a plethora of potential benefits. It is an early and repeated opportunity for field experience while pre-service teachers are taking their content courses, providing valuable time with PK-12 students. Living history provides in depth content knowledge while at the same time broadening pedagogy with material culture, roleplaying, and reenactment. It gives them an early opportunity to collaborate in learning by determining the content of the presentations, working with their peers in an authentic learning environment, and networking with future potential employers. If they enter into the program early enough, there is the possibility of developing a four year mentoring relationship with a university faculty member, rather than just the single semester mentoring relationship offered by traditional forms of field experience. Since living history is hands on history, it is prudent to note a material benefit to the student teacher: by participating in West Liberty University's Viking living history program, each student can finish the program with their own complete kit of Viking gear so that whenever our reenactors are hired they can continue to develop living history in their schools and communities, thereby taking ownership of the process and crafting it to their own designs.

It is hoped that these activities will keep the Social Sciences from languishing in some second class status, which is especially important because utilizing roleplaying and reenactment activities can enrich the other disciplines by incorporating them all into the lesson (Dunn, 2000). By including this unique kind of early field experience in such a visible way it is anticipated that

the public's perception of teacher preparation programs and the teacher's preparation itself can be substantially buttressed.   Finally, by providing substantial, continued contact with university faculty and in-service teachers along with early experience in the field, living history reenactment may serve as a wakeup call to the duties, trials, and tribulations of the profession, thereby reducing teacher attrition while increasing content knowledge.

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www.alhfam.org

http://go.westliberty.edu/professional-education/partnership/pds

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## Professional Development for Student Teachers:

## A Shift from Only Practica to a Full Day In-Service

*Terre Sychterz*

Student teaching is the capstone experience for teacher candidates. Elementary Educations student teachers at Kutztown University of Pennsylvania are required to attend a two-hour, weekly practicum session from 3:00-5:00pm held at the campus with the supervisor. Throughout the semester various large group practica are held to engage students in professional development that is geared to a specific area or expertise. This means less time for student teachers and supervisors to engage in purposeful discussion relating to their teaching experiences, and less time for supervisors to help prepare student teachers for completion of assignments.

To solve the dilemma of what supervisors deem necessary and what student teachers think is important, the supervisors proposed a solution – a full day in-service for student teachers in addition to the weekly practicum. However, the weekly practicum would change from two hours a week to one hour a week from 4:00-5:00pm. This would give student teachers more time in classrooms teaching and the extra hour would be made up as part of the in-service day.

Both student teachers and supervisors made suggestions for presentations. According to Richardson (2001), giving student teachers input into decisions affecting them is empowering. It establishes collaboration, partnership, and ownership. Skills young teachers need to develop in order to be effective colleagues and workers. Planning and collaborating with colleagues is part of the professional learning. The policy report from the Center for the Studies of Child Care Employment (2010) sites professional development literature that shows peer support benefits professional development opportunities.

**Why the Need for Professional Development in the Form of an In-Service Day?**

Professional development is a broad term used to describe some type of training or educational activity resulting in expanding knowledge, growth of skills, career needs, or improving instruction (Whitebook, Gomby, Bellm, Sakai, & Kipnis, 2009). Oosterheert (2004) suggests that as teachers begin their careers they must come to understand what it means to develop their own professional development opportunities collaboratively and individually. Student teachers given this opportunity to plan and participate in an in-service learn the need to continue this process into their careers.

School districts regularly hold in-service days for teachers. These in-service days serve as opportunities for professional growth of in-service teachers. Unfortunately, many teachers do not see these days as purposeful or worthy of their time, which in some cases may be true because administrators work from a dominator model of top-down decision making (Sychterz, 2005). Administrators often fail to involve teachers in helping to determine their needs and wants in the area of professional development. As supervisors, why not practice what we preach? We can change the face of in-service days for teacher education students, and help them develop a meaningful understanding of best practice when it comes to in-service days and professional growth. This relates to teacher dispositions.

Dispositions is currently the buzz word in education preparation. The National Council of Accreditation of Teacher Education (NCATE, 2008) Standard 1G places emphasis on developing appropriate dispositions. Dispositions are shaped based on attitudes and beliefs (Wadlington &Wadlington, 2011). As supervisors, we can help shape these attitudes and beliefs by the way we present ideas, collaborate and value student teacher input. By involving student teachers in the in-service process, supervisors demonstrate the importance of a positive approach to professional

growth, professionalism, and collaboration with peers and supervisors. These dispositions are an important element in demonstrating the role of educators.

Many resources support professional development that draws a parallel to the importance of professional development experiences for student teachers. An exploratory study of faculties perceptions of quality teacher educators states, "By itself, no teacher education program – however high its quality – can be entirely responsible for ensuring teachers' continuing knowledge and skills or children's healthy development and productive learning. Sustained, high-quality teaching requires continuous high-quality support through professional development opportunities, worthy compensation and other factors" (Hyson, Tomlinson & Morris, 2009, p.2). The important statement in this quote, for teacher education students, is that professional development must have continuous support. The National Governors Association (NGA) for Best Practice (2010) issued a brief that emphasizes the importance of ensuring access to professional development opportunities for early childhood personnel. This correlates to the National Association for the Education of Young Children (NAEYC, 2009) Standard 6, becoming a professional. The National Middle School Association (NMSA, n.d.) Initial Teacher Level Preparation Standard 7, Middle Level Professional Roles, supports collaboration, continual reflections and professional relationships. The Interstate New Teacher Assessment and Support Consortium (INTASC, 2010) Standard 9 – Reflection and Continuous Growth is another organization that places emphasis on building professional development. Many of these organizations evaluate colleges of education to see if teacher candidates have met the standards of professionalism and professional development; therefore, it is imperative that teacher candidates are able to demonstrate these goals.

Elementary Education Supervisors at Kutztown University felt that an in-service day would benefit student teachers in the following ways: encourage collaboration, process and planning,

establish the initiative of life-long learning (which is the conceptual framework of the College of Education), create the social aspect of professional development (Hascher, Cocard, & Moser, 2004), continue the support and facilitation by supervisors, and develop the reflective process to re-shape practice. These benefits are supported by the findings in the policy report from The Center for the Study of Child Care Employment (2009) particularly collaboration and mentoring. One finding in this report was significant, "One day workshops are not worthwhile" (2009, p. 16). However, the report emphasizes that the key to success in this type of situation is mentoring and coaching. Hargreaves (2000) research does not support the "one-shot" workshop either, except when it involves a professional community where teachers can process together what they have learned.  Peer support and reflection are the other elements that lead to growth. Supervisors and cooperating teachers serve as the mentors and coaches for student teachers following an in-service day. Unlike some school district in-services where it is one –shot over and done, student teachers can actually take learnings from in-service sessions and implement them with the help of a mentor and/or peer who lends support and assistance.

In summary, there is research that supports professional development for student teachers; however, specific factors need to be in place. There needs to be collaboration between supervisors and student teachers in planning in-service days to establish ownership on both sides. There needs to be reflective practice. The sessions attended at in-services must be discussed and supported through implementation of learnings, peer support and mentoring by supervisors and cooperating teachers. These factors can produce life-long learners through positive dispositions toward professional development practices.

**The Process of Creating a Full Day In-Service for Student Teachers**

Prior to the In-Service Day

Supervisors met to discuss possible formats and sessions for the in-service. We decided that the morning would consist of large group presentations for all student teachers. The afternoon would consist of small group sessions that would be repeated twice. Supervisors, at a weekly practicum, invited student teachers to submit topics for possible sessions and discussed the format of the event. At another practicum, student teachers and supervisors collaborated on the evaluation form. Topics were selected based on supervisor and student teacher input. Amazingly, both groups' topics were very similar.

One supervisor acted as the coordinator and the rest of the supervisors volunteered for various jobs (presenters, facilitators to guest presenters, registration, coordinating student teacher selections of sessions, sign making, name tags, etc.). Logistically, rooms had to be ordered through the university. A large space was necessary for the whole group morning sessions and classrooms could be used for afternoon sessions. The in-service was scheduled for the second half of the semester on a Friday. This was when there was most availability of classroom space in the education building.

Presenters were found among our faculty, staff, and in our partnering school districts. Presenters for the sessions were contacted and asked for a title and brief explanation of their session. Prior to the in-service, a handout was developed for student teachers to select the sessions they would like to attend. A group of supervisors assigned student teachers to sessions based on their first, second and third choices. This insured that all sessions had participants and enough seats for all participants. Student teachers were told that their selections would be honored but due to space they may not get their choices. The sessions and room numbers for sessions were printed on the student teachers name tags.

A schedule was developed for the in-service day by the coordinator (See Appendix A). A registration time was established. The two main choices were offered as whole group sessions in the morning. These two sessions were Methods and Pedagogy of Classroom Management and Getting a Job. A time for lunch and afternoon sessions was established.

<u>The Day of the In-Service</u>

Room signs with session titles were hung outside rooms. Registration was held 15 minutes prior to the start of sessions. Supervisors distributed name tags at a registration table. The name tags acted as a way to take attendance. The day proceeded according to the schedule. At the close of the in-service day, student teachers met with their supervisor to debrief, which included reflection and evaluation of the day (See Appendix B). This also acted as a checkpoint for attendance.

<u>After the In-Service Day</u>

Following the event, all the evaluations were processed by the coordinator and a graduate assistant. The results were shared with supervisors, the coordinator of clinical experience and all presenters. The results acted as the impetus for planning the in-service for the next semester.

Learnings from Using an In-service Day with Student Teachers

The first in-service day for student teachers at Kutztown University was held in the spring of 2008. This spring, 2011, we held our seventh student teacher in-service day. From an organizational point of view, supervisors learned where they needed to make adjustment for facilities on campus and timing of events. We learned to enlist the help of the administrative assistant to the Coordinator of Clinical Experience to run name tags from the data base, arrange facilities, and copy schedules and evaluations. We learned to listen even more intently to the needs and wants of student teachers expressed in the debriefing sessions and on the evaluation forms in

order to adjust future in-service days. For example, perhaps the speaker selected did not turn out to be a good choice or scheduling did not work. We learned that student teachers appreciated the in-service, and, in most cases, were excited to try suggestions they learned. We also learned that we can run an event like this one with a zero budget.

Over the past three years, student teacher evaluations gave us much information on how and where to improve this event. Most importantly they expressed their appreciation of the day and what they learned. When supervisors go into classrooms to observe student teachers we can refer to the sessions they attended and encourage them to try some of the skills, strategies, techniques, and/or ideas they learned. We can offer support when they want to experiment with something they learned at the in-service. We can dialogue in conferences and at future practica about what they learned and if an idea actually works or how it can be adjusted. In this way, peer support and supervisor support is present. As with all events like this one, some participants do not appreciate it or get the significance of a day like this one. This gives a supervisor insight into a student teacher's disposition. A sample of results from the evaluation process can be seen in Appendix C.

The benefits that supervisors hoped student teachers would gain from the experience of a professional development day seem to be fulfilled. Collaboration with peers and process has occurred. The support and facilitation of supervisors continues to be present. Reflective process to re-shape practice and the initiative of a life-long learner are areas that some student teachers have achieved, but it is an area that supervisors need to focus and scaffold a bit more. It seems supervisors need to make these areas more transparent and help student teachers make the connections to practice. These are areas we need to continue to develop, and explore how we can make them more relevant.

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Appendix A

*KU F ID E XPERIENCE I N - SERVICE P ROGRAM*
**Fall, 2010**
October 29, 2010

Registration (8:40-8:55)……………………………………… SUB Multipurpose 218

**\*\*<u>Follow the room numbers in the order listed on your nametag\*\*</u>**

**Morning Sessions**

**Session 1 (9:00-10:15) Session 2 (10:30-10:45) Session 3 (10:45-11:45)**

**Classroom Management**…*Prof. Charles Underwood***…………………SUB Multipurpose 218**

**Graduate Admissions…***Jory Wamsley***……………………………..  SUB Multipurpose 218**

**Getting a Job …** *Dr. Linda Stubits***………………………………… SUB Multipurpose 218**

**Lunch on your own (11:45-12:55)**

**Afternoon Sessions**

*Session 1 (1:00-1:50) Session 2 (2:00-2:50)*

1. Progress Monitoring-A GPS for Student Learning (BK 215)

**Learn how progress monitoring is used to guide teachers in addressing individual needs of students and evaluate the effectiveness of instruction.  Progress monitoring informs teaching by validating what instructional techniques are working and what techniques or strategies may need to be adjusted**. **Deb Dawson, Exeter School District**

**2. Co-Teaching Model (BK 245**)

Learn about co-teaching from this experienced practitioner.  Topics: Collegiality, various models, task division, student responsibilities, cooperation, and much more!  Lindi Vollmuth, Pottstown School District

**3. Set the Hook, Closure and Everything In-between!  (BK 217)**

This presentation includes researched-based strategies to… capture the students' attention, bring lessons to an end, clearly model during explanation and check understanding. Special Added Bonus!  "I finished my lesson…but there are five minutes left!!!"  The answer…**"Sponge Activities!"**  If you can effectively use five small periods of time throughout the day, two five minutes, two three minutes, you would gain 16x180 days = 2880 minutes or 48 hours of effective instruction.  Use a "Sponge" to soak up those precious periods of time!  Profs.  Charlie Wayes and Ken Zellner

**4. Communicating with Parents/Guardians: Parent Conferences and More!  (BK 235)**

Learn different methods of communicating with parents other than the report card. Keeping parents informed helps you to work as a team with common goals for the child's progress in school.  See how a positive attitude and frequent communication can help to avoid problems.  Prof. Carolyn Dillon

**5. Top secrets revealed...surviving the first year (BK 205)**

This interactive session will provide the top secrets for surviving the first year of teaching as well as practical and useful tips for getting through those hectic and nerve-racking first and last days of the school year. Participants will be actively engaged as they gain knowledge on everything they always wanted to know about what to do after they got the job but were afraid to ask. Dr. Kristen Bazley

**Follow-up Session**

Meet with your supervisor in your practicum classroom for evaluation and debriefing of the day,

Appendix B

**KU Field Experience In-Service Evaluation**

**Please rate each event by circling the number that best expresses your experience.  (5 being excellent and 1 needing improvement)**

| *Getting a Job* | 5 | 4 | 3 | 2 | 1 | |
|---|---|---|---|---|---|---|
| Methods & Pedagogy in Managing | 5 | 4 | 3 | 2 | 1 | |

**Break Out Sessions (Only rate the sessions you attended)**

| | 5 | 4 | 3 | 2 | 1 |
|---|---|---|---|---|---|
| Progress Monitoring | 5 | 4 | 3 | 2 | 1 |
| Co-Teaching Model | 5 | 4 | 3 | 2 | 1 |
| Set the Hook, Closure and Everything In-between | 5 | 4 | 3 | 2 | 1 |
| Communicating with Parents/Guardians | | 5 | 4 | 3 | 2 | 1 |
| Top secrets revealed...surviving the first year | | 5 | 4 | 3 | 2 | 1 |

***********************************************************************************

*******How did the AM sessions help you grow professionally?  (Use other side if necessary.)

How did the PM sessions help you grow professionally?  Use other side if necessary.)

What sessions do you wish would have been presented?

General Comments:

Appendix C

## Kutztown Field Experience In-Service Evaluation: Fall 2010

| CATEGORY | 5 | 4 | 3 | 2 | 1 | TOTAL |
|---|---|---|---|---|---|---|
| **Methods & Pedagogy** | 70 | 13 | 0 | 2 | 0 | **85** |
| **Getting a Job** | 43 | 26 | 12 | 3 | 0 | **84** |
| **Progress & Monitoring** | 16 | 8 | 6 | 3 | 1 | **34** |

| | | | | | | |
|---|---|---|---|---|---|---|
| **Co-teaching Model** | 0 | 6 | 14 | 13 | 1 | **34** |
| **Set the Hook** | 33 | 1 | 1 | 1 | 0 | **36** |
| **Communicating** | 17 | 14 | 4 | 2 | 0 | **37** |
| **I Got My first Teaching** | 26 | 7 | 1 | 0 | 0 | **34** |

**Kutztown Field Experience In-Service Evaluation: Fall 2010** – Comments

| GETTING A JOB | TOTAL |
|---|---|
| Helpful | 14 |
| Helpful for interviewing | 13 |
| Informative | 8 |
| Great tips | 5 |
| Valuable/beneficial | 4 |
| Authentic interview questions/procedures a plus | 4 |
| More prepared | 3 |
| Clarified questions and concerns | 1 |
| Resources - links | 1 |
| Great enthusiasm | 1 |
| Repetitive | 3 |
| Save questions until the end | 2 |

| CO-TEACHING MODEL | TOTAL |
|---|---|
| Helpful | 5 |
| Informative | 3 |
| Knowledgeable | 1 |
| Review of what we learned | 1 |
| Did not keep my attention / lecture | 12 |
| Lacking in information | 8 |
| More energized presentation - interactive and visual | 3 |
| Not clearly explained | 2 |

| METHODS & PEDAGOGY IN MANAGING | TOTAL |
|---|---|
| Helpful information | 19 |
| Good strategies on how to manage positively | 18 |
| Informative | 13 |
| Good books were presented/resources | 7 |
| Excellent examples and methods | 5 |
| Great enthusiasm | 5 |
| Beneficial | 4 |
| Great asset | 3 |
| More prepared how to manage | 2 |
| Knowledgeable | 1 |

| SET THE HOOK |
|---|
| Awesome ideas |
| Spectacular/great |
| Informative |
| Great examples and modeling |
| Helpful |
| Packet - great tool |
| Deep knowledge of teaching |

| COMMUNICATING WITH PARENTS | TOTAL |
|---|---|
| Valuable tips | 12 |
| Informative | 10 |
| Beneficial | 7 |
| Packet - helpful | 7 |
| Humorous approach | 3 |
| Excellent | 2 |

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| Great presenter | 1 |
|---|---|

| TOP SECRETS REVEALED | TOTAL |
|---|---|
| Great ideas | 13 |
| Helpful | 6 |
| Enjoyable | 6 |
| Informative | 3 |
| Awesome | 3 |
| Refreshing | 1 |
| Distribute the presentation - 20 things to do | 2 |

| | |
|---|---|
| In-service in place of August orientation | 2 |
| Informative day | 2 |

| OTHER SESSIONS | TOTAL |
|---|---|
| Authentic Assessment/Assessment | 2 |
| Technology integration | 2 |
| Act 48/balancing teaching and lifelong learning | 1 |
| Behavioral management programs | 1 |
| Differentiated instruction | 1 |
| Guided reading | 1 |
| How to adjust scripted programs | 1 |
| How to work with other teachers | 1 |
| Incorporating literature | 1 |
| INTASC standards | 1 |
| Reading & writing workshop | 1 |
| RTI | 1 |
| Special Ed. based classroom management | 1 |
| Standard teaching application | 1 |
| State certification differences | 1 |
| Students with exceptionalities | 1 |
| Urban education | 1 |
| Using manipulatives | 1 |

| GENERAL COMMENTS | TOTAL |
|---|---|
| Beneficial | 7 |
| Not the first week of the placement | 4 |

**Response Quotes:**
**Methodology & Pedagogy in Managing:**
- *"I really loved the student-teacher contract."*
- *"I already have plans to use some of his tips."*
- *"I enjoyed hearing all the suggestions presented and will definitely implement them."*
- *"Made me more comfortable."*
- *"Importance of creating a community – will be my priority."*
- *"I love Dr. Underwood, he makes all info. Relative and meaningful."*
- *"Helped me feel more confident with behavior management."*
- *"I feel like I am always struggling with classroom management… it has been a weakness, but the first presentation was extremely helpful."*

**Getting a Job:**
- *"I felt so lost about the job search. Now I don't feel so overwhelmed."*

**Progress Monitoring:**
- *"I felt that I now have a much better understanding of the 3 tiers! I have been trying to understand them thoroughly for awhile now, but I finally do!"*
- *"More on progress monitoring rather than RtI."*
- *"I can use this information now and in my future as a teacher. She was very informative and knowledgeable about her topic."*
- *"I have a better understanding of progress monitoring."*
- *"Discussion on teaching and intervention wheel interesting."*

**Co-teaching Model:**
- *"I understand that every form of teaching has its issues, but I would have preferred to hear more of the advantages of co-teaching and how to make the best of it in schools."*
- *"The co-teaching was interesting on how it should be done and how it actually is done currently."*
- *I learned several models for co-teaching."*

**Set the Hook:**
- *"I hope to give my students as much as Wayes and Zellner gave me."*
- *"I can't wait to use these ideas, even in my new placement."*
- *"I can use this information to make my social studies lessons better."*
- *I left with so many new activities."*
- *Ken Zellner may be the most talented/effective professor I ever had in any college course."*

**Communicating with Parents:**
- *"More on parents with children who have special needs and less elementary education based communication."*

**Top Secrets Revealed:**
- *"Dr. Bazley always talks about the information that is not taught in classes that ends up being the most useful."*
- *Wonderful advice on how to develop relationships with the parents, how to organize and how to use ice-breakers."*

**General Comments:**
- *"Today was very helpful, and I learned a lot."*
- *"I thought it was going to be a long boring in-service, but I actually enjoyed it for the most part."*
- *"Everything was wonderful and very educational."*
- *"I know this day was a great opportunity and was thankful for it."*
- *"Thanks for all of your hard work to help all of us in the long run. I really appreciate it."*
- *"I learned a lot and feel better prepared for teaching."*
- *"This was the most positive presentation day I have been involved in at KU! I got a lot of information that I will use in my classroom."*

**Impacts of a One-Year Residency Program on**

**Student Teachers' Teacher Efficacy Beliefs**

*Richard Carriveau*

*Black Hills State University*

## Introduction

This article describes the implementation of a one-year residency model for elementary education student teaching placements in the Black Hills State University Professional Teacher Preparation Program and the impacts this substantive program change has had on student interns' teacher efficacy development. The study traces candidate teacher efficacy beliefs longitudinally across three program transition points. Initial findings indicate that candidates completing our program rate themselves highly in teacher efficacy. However, upon deeper analysis, candidates in our elementary education one-year residency program rate themselves significantly higher in teacher efficacy than our secondary education candidates who complete a more traditional one-semester internship model.

### The Black Hills State University Professional Teacher Preparation Program

Darling-Hammond (2006) indicates that it is essential for teacher preparation programs to have a clear, common vision of good teaching and learning that is exemplified in all coursework and field experiences. The Black Hills State University College Education's Professional Teacher Preparation Program meets this charge as evidenced by its mission statement: "The mission of the College of Education is to prepare competent, confident, and caring professionals." Additionally, the program's stated beliefs about teaching and learning are clearly articulated and used as a basis

for all coursework and field experiences. Beliefs about teaching and learning in the BHSU program are:

1. We believe in learning communities in which members discuss, explore, and learn.

2. We believe that teaching is an active and reflective process that links theory into practice.

3. We believe all students can learn.

4. We believe in using multiple methods and strategies to promote learning for all.

5. We believe that learning is inquiry-based and a lifelong process.

As part of the College of Education's reflective growth process, membership and participation in the Renaissance Group, and in response to new understandings about maximizing student intern performance through directed fieldwork, the unit and its partners decided to alter the structure of the Professional Teacher Preparation Program in 2008 in several areas including the structure of the pre-professional teaching practicum and the student teaching internship experiences which is discussed in more detail below.

### Field Experience Program Changes

The Black Hills State University Professional Teacher Preparation Program focuses on continuous improvement as outlined by the National Council for Teacher Accreditation (NCATE). The most significant change in field experiences is a move to a one-year residency model for student teaching internships in elementary education, including creating Professional Development School (PDS) partnerships with purposefully chosen school districts. Previously, the semester prior to student teaching consisted of a block of basic content area methods courses taught at the university, combined with a 90-hour pre-student teaching practicum, while the final semester consisted of 16 full weeks of student teaching. The new one-year residency program integrates and alternates university methods coursework with an extended practicum experience (roughly 30 full days throughout the semester) in the first semester. Interns alternate roughly two

weeks of university classroom time with two weeks of internship time. This design allows for a recursive theory-to-practice experience for our interns. In the second semester, interns continue working with the same clinical faculty teacher during their student teaching internship. The single-placement approach grew out of a collaborative decision made by the newly-christened Field Experiences Governing Committee, consisting of school partners (both administrative and teaching personnel), representatives from each of the university's colleges, and College of Education faculty and administrators. The committee decided to move to a single-placement model for elementary education based on recommendations from clinical faculty members in the field. The change was approved as a one-year trial and data was collected from all partners during and after the placements. Based on analysis of the survey data from our partners, it was determined that the single-placement model for elementary education interns has been highly successful and the program will continue using one-year residency placements, many of which will be with our PDS partners. Regular, systematic data from all partners is collected and analyzed annually by the Field Experience Governing Committee to determine the future direction of the program.

A second major program change involved the assessment of candidates in the program and is discussed in the next section.

**Mission Statement and Core Program Assessments of Candidates**

Along with the structural changes in the program's field experiences described above, changes in candidate assessment were implemented to match the mission statement. The BHSU Teacher Preparation Program is immersed in the NCATE design principles for clinically-based preparation and this study is rooted in NCATE's principle on research which states, "Effective teacher education requires more robust evidence on teacher effectiveness, best practices, and

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preparation program performance" (NCATE, 2010, p. 6). The program is systematic in its self-study and the following section gives an overview of some of the data collection and research done within the program's structure.

In terms of candidate assessment, the Black Hills State University College of Education's Professional Teacher Preparation Program engages in continuous self-study with regard to each of our core 'three Cs' noted in our mission statement: competence, confidence, and caring. Currently, the program uses Teacher Work Sample methodology adapted from the Renaissance Group and Emporia State University's work and a formal observation regimen based in the INTASC standards to measure candidate **competence** in professional knowledge, skills, and dispositions. The Teacher Work Sample provides interns the opportunity to carefully and purposefully plan, implement, assess, and reflect upon a group of related lessons focused on increasing P-12 student learning. **Caring** is measured by a self-assessment done during coursework including both Likert-scale questions and short answer responses to questions designed to elicit examples of candidates' engagement in caring activities. Regarding the focus of this study, **confidence**, the College of Education mission statement states that "graduates [will] exhibit confidence in their ability to positively affect student learning, behavior, and motivation." This description is closely tied to the construct of self-efficacy in general and teacher efficacy in particular. It is also related to the goals of the Teacher Work Sample, particularly the focus on intern's ability to positively impact P-12 student learning. To study teacher efficacy, a review of several different instruments was undertaken. Ultimately, the decision was made to use the *Teacher Sense of Efficacy Scale* (Tschannen-Moran & Woolfolk-Hoy, 2001) developed at the Ohio State University. The instrument is discussed in more detail in the methodology section.

To lay the groundwork for this study, the next section focuses on a review of the literature on the pertinent literature related to teacher efficacy.

**Teacher Efficacy as a Construct: A Definition and Relationships to Teacher Beliefs**

Grounded in social cognitive theory, self-efficacy beliefs are posited as the basis for intentional actions and they regulate one's choices, behaviors, effort, and persistence related to a *specific* task (Bandura, 1986). Self-efficacy beliefs are domain, task, and context specific (Bong, 2002; Pajares & Miller, 1994). In teaching, the classroom and students provide the specific context. A *teacher's* sense of efficacy has been defined by Ashton (1984, p. 28) as "the extent to which teachers believe that they have the capacity to affect student performance." Teacher efficacy beliefs, then, provide the basis for individual teachers' specific classroom choices, behaviors, effort, and persistence with regard to their instructional practices, classroom management, and ability to engage their students in lessons.

The seminal teacher self-efficacy studies done by the Rand Corporation (Armour, Conry-Osequera, Cox, King, McDonnell, Pascal, Pauly, and Zellman, 1976; Berman, McLaughlin, Bass, Pauly, and Zellman, 1977) demonstrated that teacher efficacy is strongly correlated with P-12 student achievement. This finding was corroborated by Ashton, Webb, & Doda (1983) in a study of the efficacy levels of 48 high school basic skills teachers. Teachers with high self-efficacy positively impact student achievement.

Teacher beliefs related to teacher efficacy are many. Ashton & Webb (1986) assert that high efficacy teachers believe that intelligence is malleable and incremental, whereas low efficacy teachers believe that intelligence is stable and unchangeable. A high-efficacy teacher who believes that s/he is able to positively impact student achievement is much more likely to employ effective classroom strategies even in the face of student learning challenges. Efficacy predicts a teacher's

persistence when s/he or the students encounter difficulty (Tschannen-Moran, et al., 1998). This persistence leads to teacher behaviors that can positively impact student achievement. Further, a teacher's beliefs about a student's culture and ethnicity impact the way s/he perceives the ability of low-SES and minority students. High efficacy teachers believe that poor and minority students can succeed if the teacher believes s/he can positively impact students' success if proximal goals are set and the teacher persists in enacting effective strategies (Lee, 2002). High-efficacy teachers make fewer negative predictions about student performance and behavior based on student characteristics and they adjust as students change (Tournaki & Podell, 2005). High-efficacy teachers are also much less likely to refer low-SES students for special education (Podell & Soodak, 1993).

A teacher's beliefs about intelligence often mirror their beliefs about student motivation. Rosenholtz (1989) found that high-efficacy teachers believe motivation is changeable and that they can enhance student motivation by giving special assistance and consciously focusing on individual student motivation. In contrast, low-efficacy teachers tend to believe that motivation is unchangeable, that students do not want to learn, and that there is nothing they can do to alter student motivation. They are less likely to trust students and may use this belief to justify poor student performance and motivation, as well as to protect themselves from feelings of failure due to students' lack of learning and poor motivation. In short, low-efficacy teachers blame the student for failure to learn and lack of motivation while high-efficacy teachers look at their own actions and behaviors and adjust them to meet students' needs based on their belief and trust that students do want to, and will, learn.

## Characteristics of High-Efficacy Teachers

What do high-efficacy teachers do differently than low-efficacy teachers in terms of their interactions with students?  High-efficacy teachers hold students accountable for their academic performance by developing supportive, trusting relationships with their students and are willing to share control of the classroom which helps foster students taking responsibility for their own learning (Ashton & Webb, 1986).  High-efficacy teachers also spend more classroom time on academic learning and less on behavior management (Gibson & Dembo, 1984).

High-efficacy teachers seek out and are more willing to explore new teaching ideas.  Sparks (1988) found that high-efficacy teachers are more likely to recognize the importance of training in new practices change their teaching practice by attempting new methods in their classroom. Consequently, cooperative learning, which requires a great deal of power-sharing and trust on the teacher's part, is also more likely to be implemented as a teaching strategy by high-efficacy teachers (Ghaith & Yahgi, 1997).

Using an analysis of middle school teachers' responses to the Thematic Apperception Test, Ashton (1984) found attitudinal differences between high- and low-efficacy teachers.   Regarding high-efficacy teachers, Ashton noted that they believe they can influence and do have a positive impact on student learning, hold expectations that students will learn, believe it is their responsibility to ensure student learning, engage in goal setting, feel good about themselves and their students, view learning as a joint venture with students, and involve students in decision-making and goal setting (Ashton, 1984, p. 29).

## Increasing Teacher Efficacy

How is teacher efficacy developed in pre-service and in-service teachers?  Brownell & Pajares (1999) suggest that pre-service teacher efficacy is significantly impacted by the quality of

the teacher preparation program. Specifically, they contend that candidates increase their confidence when their coursework includes extensive information on student characteristics, instructional adaptations, and behavior management strategies. Additionally, Warren & Payne (1997) found that common planning time impacts teachers' judgments about their competence.

While personal teacher efficacy ebbs and flows across time (Tschannen-Moran, et al., 1998), teacher efficacy increases during pre-service training (Hoy & Woolfolk, 1990). However, teacher confidence during the first-year of teaching tends to decrease (Woolfolk Hoy & Burke-Spero, R. (2005). One approach that may help alleviate this decrease in teacher confidence is collaboration with colleagues. Cannon & Scharmann (1996) found that pre-service teachers who worked together in teams to prepare and teach lessons increased their sense of teacher efficacy. Further, Ramey-Gassert, Shroyer, & Staver (1996) suggest that support from knowledgeable colleagues increased teacher efficacy in teaching elementary science lessons. Thus, collaboration and collegial activities can have a positive impact on teacher efficacy and should be included in field experiences in teacher preparation programs.

Finally, in terms of developing high teacher efficacy, Aldermann (2008) recommends that teachers:

1.      need to begin with a mastery (learning) goal orientation,

2.      collect data on student progress,

3.      look to effective teachers as models and use peer observation with feedback,

4.      collaborate with peers who are interested in improving student achievement, and

5.      take advantage of professional development opportunities with colleagues for support.

Taken together, these findings and recommendations make it clear that teacher education programs need to encourage and cultivate the characteristics of high-efficacy teachers in teacher candidates. Additionally, producing professional educators who have the ability to positively

impact P-12 student learning is a key BHSU College of Education program goal and an important

national education goal. As a result, it is important to study it at the level of individual teachers

and, in the context of a university preparation program, the teacher candidates being prepared for

their roles as future teachers. The next section describes this study's methodology.

## Study Design

This study was designed to examine teacher efficacy and its development across time in

the BHSU Professional Teacher Preparation Program. Specifically, two major questions guided

the study: (1) How do the teacher efficacy beliefs of candidates' evolve across time in the program?

(2) What differences, if any, are there between the teacher efficacy beliefs of candidates who

experience the one-year residency program and those who do not?

Study participants represented all teaching program areas (K-8, K-12, and 7-12) offered.

The instrument used to collect the data for this study was the *Teacher Sense of Efficacy Scale*

developed at the Ohio State University (Tschannen-Moran & Woolfolk-Hoy, 2001). This

instrument offered the best level of reliability and validity of the measures reviewed. The *Teacher*

*Sense of Efficacy Scale* consists of 24 Likert-style statements to which participants indicate their

level of agreement or disagreement (Appendix A). The scale yields information on teacher

efficacy beliefs as a whole, as well as in three main areas of teaching: motivation, instruction, and

management. Each subset was indexed for data analysis.

Data was collected at each of the three transition points in the program. Transition point

1 data collection occurs when students make their initial application to the program, transition

point 2 occurs when candidates make application for their one-year residency (elementary

candidates) or student teaching semester (secondary candidates), and transition point 3 data is

collected at program completion. Table 1 notes the common education coursework typically

completed by each transition point by elementary and secondary teacher candidates.

Table 1
Education Coursework Completed by Candidates at Program Transition Points

| Transition Point 1 Admission to Program | Transition Point 2 Admission to Residency | Transition Point 3 Program Exit |
|---|---|---|
| Educational Psychology block | SD Indian Studies | Elementary methods |
| Foundations of Education | Child & Adolescent Growth | Elementary residency |
| Pre-Admission Practicum internship | Students w/Exceptionalities | practicum and |
| teaching | Computer-based Teaching | Secondary student |
| | Human Relations | |
| | Elementary methods for art, PE, music, children's literature | |
| | Secondary content methods and Practicum | |

## Data Analysis and Discussion

Analysis of the data received on the *Teacher Sense of Efficacy Scale* was done using SPSS

software.   Independent T-tests were performed on each index (engagement, instruction,

management, and combined total score) at the program completion point.  While teacher efficacy

scores are high for all candidates, results indicated a significant difference in efficacy levels

between elementary education respondents and their secondary counterparts.  Elementary program

completers reported statistically-significantly higher efficacy levels on each index compared to

secondary program completers (see Table 2).

Table 2
Comparison of Teacher Efficacy Means for Program Completers by Program

| Efficacy Index | Elementary | Secondary | Significance |
|---|---|---|---|
| | | n = 121 | n = 48 | (2-tailed) |
| Engagement | 7.9386 | 7.4585 | .000 |
| Instruction | 8.0719 | 7.8817 | .104 |
| Management | 8.0335 | 7.6381 | .003 |
| Total | 8.0139 | 7.6595 | .002 |

The major program difference between our elementary and secondary student teaching internships is the full-year residency for elementary candidates and the single-semester student teaching internship for secondary candidates.

An interesting pattern established itself in the longitudinal analysis (see Figure 1). Elementary candidates began with relatively high teacher efficacy at program Transition Point 1, saw a modest *decline* at Transition Point 2, and finished with a large leap in combined efficacy beliefs by Transition Point 3. By contrast, secondary candidates began the program with lower teacher efficacy than elementary candidates, but reported a steady growth rate across each transition point. As a group, they experienced no decline in efficacy as they moved through the program.

Figure 1
Changes in Total Teacher Efficacy Belief Means across Program Transition Points
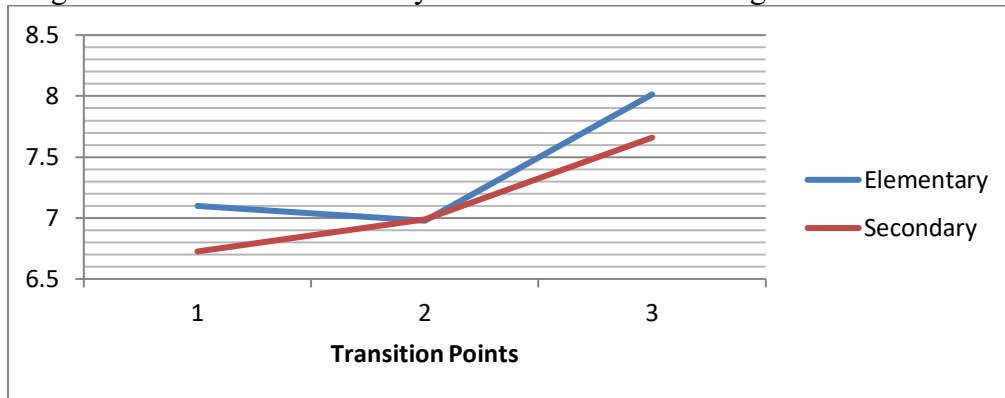


A closer examination of the teacher efficacy of all candidates was done to explore changes in individual efficacy indices (engagement, instruction, and management) by program level across each program transition point. Each index generally mirrored the composite total data.

The Teacher Efficacy Scale measures three pedagogical indices: engagement, instruction, and management. Engagement refers to the ability to engage students in learning activities. This ability is correlated with student achievement. The extent to which a teacher believes s/he can get

students engaged in learning activities, then, is related to actual student achievement. Specific scale questions related to engagement may be found in Appendix A.

As indicated in Figure 2, elementary candidates report higher teacher efficacy in terms of engagement indicators at each of the three program transition points. While elementary candidates' scores decline between transition points 1 and 2, they remain above secondary candidates' scores at each interval. Possible reasons for this may include that secondary candidates come in with much more background and emphasis on the content area they will teach, whereas our elementary candidates have more background in terms of pedagogy issues and are less focused on particular content area knowledge. Another possible reason may be that elementary candidates believe it is relatively easy to engage young children in activities and learn, through coursework and field experiences between Transition Points 1 and 2 that it is more complex than they thought. Because most secondary candidates begin with lower confidence in their abilities to engage older students, they may actually find through coursework and field experiences between Transition Points 1 and 2, that they can learn ways to engage secondary students in content-specific learning activities. Secondary candidates may also be more confident in their content area than elementary candidates, but that information is not gleaned from the Teacher Efficacy Scale. Elementary candidates may be more focused on pedagogical concerns that are accounted for on the Teacher Efficacy Scale, rather than specific content knowledge.

Figure 2
Changes in Engagement Efficacy Means across Program Transition Points
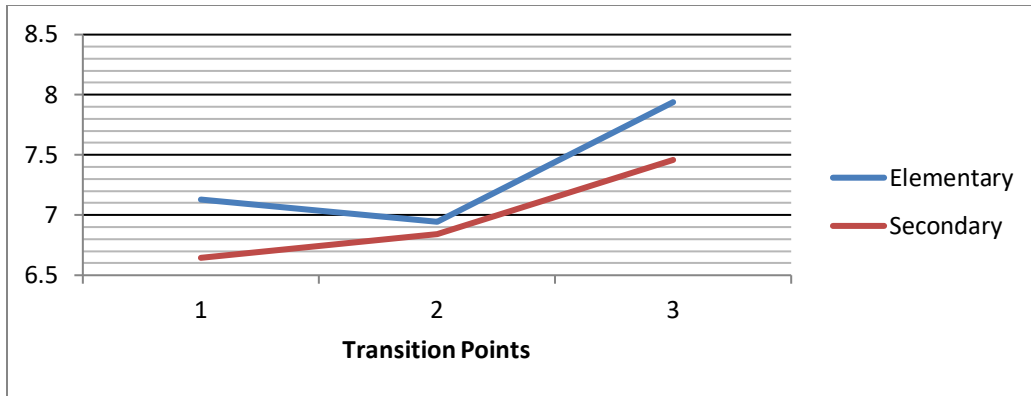
The second index of the Teacher Efficacy Scale measures candidate beliefs about instruction. Instruction refers to the candidates' confidence in their ability to provide instruction to students in effective, varied, and age-appropriate ways. Specific scale questions related to instruction may be found in Appendix A.

Figure 3 indicates that elementary candidates' efficacy related to instruction and management decline between program transition points 1 and 2 to the extent that secondary candidate scores are higher than their elementary counterparts at program transition point 2. A possible reason for this difference may be that at Transition Point 2, secondary candidates report higher efficacy due to having more of their education coursework (including methods) completed, while elementary candidates have not completed their methods block. To get a more accurate understanding of why this anomaly occurs, we may need to collect data from elementary candidates in the middle of their one-year residency.

Figure 3
Changes in Instruction Efficacy Means across Program Transition Points
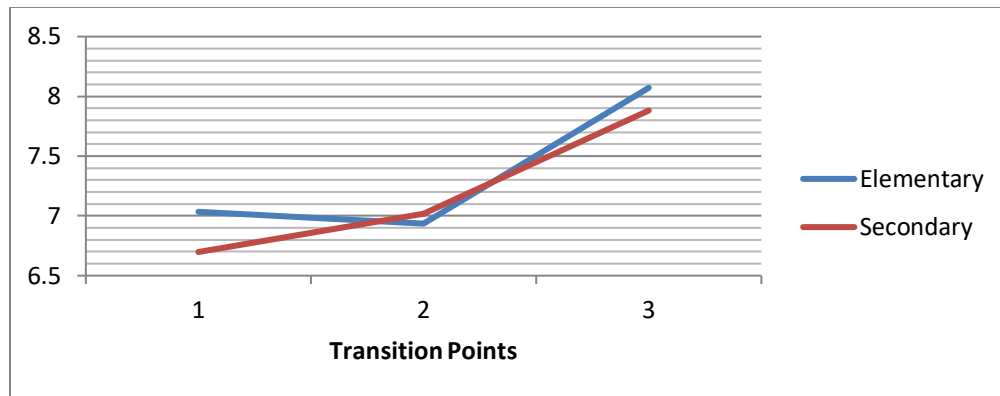
The third index of the Teacher Efficacy Scale measures candidate beliefs about management. Management includes classroom set-up, materials, and discipline. This index tracks candidates' confidence in their ability to manage a classroom in ways that enhance the classroom learning environment. Specific scale questions related to management may be found in Appendix A.

Figure 4 data mirrors the indices of engagement and instruction. Elementary candidates begin with higher teacher efficacy than their secondary counterparts, but by Transition Point 2, secondary candidates report slightly higher teacher efficacy in relation to management. However, by Transition Point 3, elementary candidates report higher teacher efficacy in management when compared to secondary candidates. One possible explanation for this is that our elementary candidates may enter the program perhaps a bit overconfident in their abilities and once they see some of the complexity involved in working with young learners in all content areas and in initial practicum experiences, they regress a bit essentially being on a par with the secondary candidates at Transition Point 2. Meanwhile, our secondary candidates enter the program with confidence in their content area knowledge, but less teacher efficacy related to pedagogy. This could be due to their focus on content and their lack of experiences in field settings. Through coursework and practicum experiences, they may become more assured in their efficacy beliefs and, by Transition Point 2, their efficacy matches that of elementary candidates. Another possible explanation for

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the differences in composite efficacy beliefs between elementary and secondary candidates may be that, by Transition Point 2, secondary candidates have completed their content area methods coursework, while elementary candidates have not, completing their methods coursework during their residency.

Figure 4

Changes in Management Efficacy Means across Program Transition Points
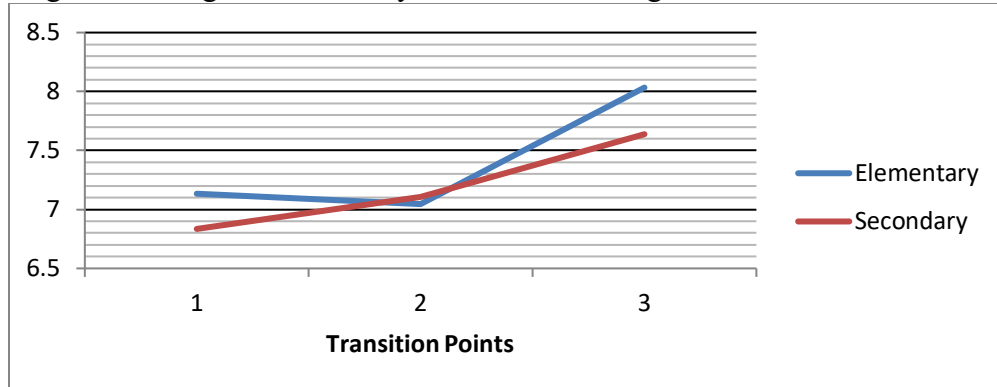


Both elementary and secondary candidates grow in teacher efficacy between Transition Points 2 and 3. However, there are significant differences in the amount of growth between elementary candidates in residency placements and secondary candidates in single-semester placements. The statistically significant rate of change in composite efficacy beliefs between elementary and secondary candidates between program transition points 2 and 3 suggest that there is a significant difference between candidates completing a one-year residency program and those completing a more traditional one-semester student teaching internship.

## Conclusion

As with all studies, there are limitations to findings. The *Teacher Sense of Efficacy Scale* tracks pedagogical constructs which may depress scores of secondary candidates in comparison to their elementary counterparts due to secondary candidates' focus on content knowledge before beginning their education coursework, while elementary students have pedagogical courses built

early into their programs of study.  As a preliminary longitudinal study and in order to strengthen and clarify the study's findings, other kinds of data need to be collected and analyzed.

Accordingly, next steps in our self-study will include analyzing data on content area efficacy for both elementary and secondary candidates, as well as directed interviews with randomly selected elementary and secondary candidates to explore what incidents and factors they believe most impact their teacher efficacy.  This information will help enlighten our understanding of what events, courses, etc. most impact our candidates' teacher efficacy beliefs and will lead program adaptations.  Further exploration will also be done to more closely examine the drop in elementary candidates' teacher efficacy between Transition Points 1 and 2.

Based in part on this study's data which indicates a positive correlation between a full-year residency program and increased teacher efficacy among elementary teacher candidates, the Black Hills State University Professional Teacher Preparation Program is moving to the creation of a similar one-year residency program for our secondary candidates.  Data from the follow-up study should prove useful in shedding light on what specific events, courses, etc. impact candidate teacher efficacy beliefs, when those significant changes occur, and why they occur.

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**Dr. Richard Carriveau** has been the Director of Field Experiences at Black Hills State Universit from January 2004 to present.  He has been an integral part of the university's School of Educatic faculty and administration.  BHSU's Professional Teacher Preparation Program recently received 100% on its NCATE accreditation with no areas cited for improvement.  Under Dr. Carriveau's leadership field experiences met the NCATE field experience standard at the target level, the

highest level possible.

<h1 style="text-align:center">Appendix A</h1>

Teacher's Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 2001)

| Teacher Beliefs | How much can you do? | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Question**<br><br>Engagement Index (# 1, 2, 4, 6, 9, 12, 14, 22)<br><br>Instruction Index (# 7, 10, 11, 17, 18, 20, 23, 24)<br><br>Management Index (# 3, 5, 8, 13, 15, 16, 19, 21) | Nothing | | Very Little | | Some Influence | | Quite a Bit | | A Great Deal |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1. How much can you do to get through to the most difficult students? | | | | | | | | | |
| 2. How much can you to help your students think critically? | | | | | | | | | |
| 3. How much can you do to control disruptive behavior in the classroom? | | | | | | | | | |
| 4. How much can you do to motivate students who show low interest in school work? | | | | | | | | | |
| 5. To what extent can you make your expectations clear about student behavior? | | | | | | | | | |
| 6. How much can you do to get students to believe they can do well in school work? | | | | | | | | | |
| 7. How well can you respond to difficult questions from your students? | | | | | | | | | |
| 8. How well can you establish routines to keep activities running smoothly? | | | | | | | | | |
| 9. How much can you do to help your students value learning? | | | | | | | | | |
| 10. How much can you gauge student comprehension of what you have taught? | | | | | | | | | |
| 11. To what extent can you craft good questions for your students? | | | | | | | | | |
| 12. How much can you do to foster student creativity? | | | | | | | | | |
| 13. How much can you do to get children to follow classroom rules? | | | | | | | | | |
| 14. How much can you do to improve the understanding of a student who is failing? | | | | | | | | | |
| 15. How much can you do to calm a student who is disruptive or noisy? | | | | | | | | | |
| 16. How well can you establish a classroom management system with each group of students? | | | | | | | | | |
| 17. How much can you do to adjust your lessons to the proper level for individual students? | | | | | | | | | |
| 18. How much can you use a variety of assessment strategies? | | | | | | | | | |
| 19. How well can you keep a few problem students from ruining an entire lesson? | | | | | | | | | |
| 20. To what extent can you provide an alternative explanation or example when students are confused? | | | | | | | | | |
| 21. How well can you respond to defiant students? | | | | | | | | | |
| 22. How much can you assist families in helping their children to do well in school? | | | | | | | | | |
| 23. How well can you implement alternative strategies in your classroom? | | | | | | | | | |
| 24. How well can you provide appropriate challenges for very capable students? | | | | | | | | | |

**Critique of Clinical Supervision: Initial Feedback**

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Abstract

Critique of clinical supervision was studied. Participants were eight student teachers in a Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) program. Candidates responded to their supervisor's e-mail after he had observed their teaching and conferred with them about it. Candidates found two aspects of the post-observation conference "most valuable": (1) the supervisor's feedback—general and/or specific and (2) the process of supervision, especially the opportunity to reflect on, and make sense of, their experience. Candidates had a variety of responses to what was "least valuable" about the post-observation conference. Candidates also recommended a number of changes to the supervisory process. This study has important implications for the supervision of pre-service teachers and for future research.

**Critique of Clinical Supervision: Initial Feedback**

Clinical supervision, which is essential to the development of teacher candidates, has been divided into several steps or stages. Glickman (2002) and Goldhammer (1969) describe these steps or stages in slightly different language. According to Glickman, clinical supervision can be divided into (1) pre-conference with teacher, (2) observation of classroom instruction, (3) analyzing and interpreting observation and determining conference approach, (4) post-conference with teacher, and (5) critique of the previous four steps (pp. 10-14). Goldhammer's (1969) sequence consists of (1) pre-observation conference, (2) observation, (3) analysis and strategy, (4) supervision conference, and (5) post-conference analysis (the "post-mortem") (p. 57). For both authors, the last step is a critical one. In Glickman's view, the critique of the previous four steps is a time for reviewing the supervisory process (pp. 13-14). For Goldhammer, the postmortem serves as clinical supervision's "superego—its conscience" (p. 71). Despite its importance, there is little research into this last stage of clinical supervision. What type of feedback do teacher candidates give teacher supervisors? Do candidates respond to broad statements about their teaching ("You're doing very well," for example), to specific comments ("You kept calling on the same students," for example), or to other aspects of supervision? The present study addresses this question.

A great deal has been written about clinical supervision. Scholars have defined the term (Cogan, 1973; Glatthorn, 1984; Glickman, 2002; Goldhammer, 1969; Oliva, 1993) and delineated its history (Glatthorn, 1984; Oliva, 1993; Pajak, 2003). They have described different types of supervision (Glatthorn, 1984; Gupton, 2003) and argued for their approaches to it (Aseltine, Faryniarz, & Rigazio-DiGilio, 2006; Glatthorn, 1984; Glickman, Gordon, & Ross-Gordon, 2001). Finally, they have described its phases or components (Cogan, 1973; Glickman, 2002; Glickman,

Gordon, & Ross-Gordon, 2001; Goldhammer, 1969; Goldhammer, Anderson, & Krajewski, 1993; Zepeda, 2003).

According to Glickman (2002), clinical supervision is the "best known, oldest, and most widely used" structure for working directly with classroom teachers." It is most often used in some type of "line" relationship (supervisor to supervisee, principal to assistant principal, etc.) (pp. 10-14). Goldhammer (1969) uses clinical supervision to convey an image of "face-to-face relationships between supervisors and teachers." The term implies supervision (1) "up close" and (2) of actual professional practice or behavior: what the teacher *does* is central to clinical supervision. Cogan (1973) distinguishes between *general supervision* and *clinical supervision*. As used, general supervision takes place mainly outside the classroom; it includes curriculum writing and revision, instructional materials preparation, and the like. Clinical supervision, by contrast, focuses on improving the teacher's classroom instruction and is based on classroom events: what teachers and students do while teaching and learning (p. 9).

Gupton (2003) provides an annotated sampling of the most common models/types of supervision for school leaders: developmental, auto-, clinical, collegial, differentiated, and proactive (pp. 103-104). Glickman, Gordon, and Ross-Gordon (2001) argue that the time has come to move to a "collegial" model of supervision. Glatthorn (1984) argues that not all teachers need supervision and that experienced, competent teachers should have several options (p. vii) Aseltine, Faryniarz, and Rigazio-DiGilio (2006) discuss an approach to teacher supervision and evaluation, Performance-Based Supervision and Evaluation (PBSE), which, they claim, "helps build educators' capacity to address student learning needs" (p. 2).

Conceptions of the stages or steps of clinical supervision have changed over time. Cogan (1973) refers to the "cycle" of supervision, which consists of eight phases (pp. 10-12). As indicated

above, Glickman (2002) divides clinical supervision into five sequential steps and Goldhammer's (1969) prototypical sequence consists of five stages. Zepeda (2003) states that, today, clinical supervision comprises the pre-observation conference, an extended classroom observation, and the post-observation conference. The current model is "much more streamlined than the original model, and the focus has shifted from the supervisor's leadership to the teacher's initiative and response" (pp. 44-45).

Different authors have discussed each step or stage in depth. For the observation stage, Glickman (2002) discusses focusing and description/analysis; Glickman, Gordon, and Ross-Gordon (2001) devote an entire book chapter to observing skills; and Goldhammer, Anderson, and Krajewski (1993) include resources and reflections. Glickman (2002) discusses the purpose and plan of the observation as well as the distinction between description and interpretation in supervision. Having stated that observation "seems simple," Glickman, Gordon, and Ross-Gordon (2001) ask, "Why, then, are there so many books, approaches, and debates  about the types and uses of observation for instructional improvement (Acheson & Gall, 1992; Beegle & Brandt, 1973; Simon & Boyer, 1967; Jones & Sherman, 1980; Eisner, 1985)?" (p. 250).

Glickman (2002), Goldhammer (1969), and Goldhammer, Anderson, and Krajewski (1993) provide detail about the fifth and last step in the supervision process. In Glickman's (2002) view, the critique of the previous four steps is a time for reviewing "whether the format and procedures from pre-conference through post-conference were satisfactory and whether revisions might be needed" before the sequence is repeated. The critique may be held at the end of the post-conference or a few days later. Not necessarily formal, it may be a brief discussion of questions such as the following: What was valuable about what we did? What was not valuable? What changes should be made? The critique has both symbolic and real value: it indicates that the

supervisor is involved in the improvement effort as much as the supervisee. Finally, it helps the supervisor decide which practices to continue, end, or revise in the future (pp. 13-14).

In essence, Goldhammer (1969) states, the postmortem serves as clinical supervision's "superego—its conscience." Supervisor's practice is examined with the same rigor and for the same purposes as Teacher's professional behavior. This examination has an ethical rationale: like teachers, supervisors are responsible for protecting those they serve and, as such, must exercise "deliberate consciousness of, and purposeful control over," what they do. The postmortem also has pragmatic, methodological, and historical components. First, it provides a basis "for assessing whether supervision is working productively, for ascertaining its strengths and weaknesses, and for planning to modify supervisory practices accordingly." Second, Supervisor can demonstrate self-analysis "by familiarizing Teacher with the work he does regularly in postmortem." Finally, Teacher's awareness of Supervisor's regular practice of Post-Conference Analysis should help to offset misgivings that may exist concerning Supervisor's commitment and the historical disparity between his professional vulnerability and Teacher's" (p. 71).

For best self-supervision results, Goldhammer, Anderson, and Krajewski (1993) suggest videotaping supervisory conferences for analysis and collecting reflections on the process. Supervisors should seek "all possible sources of objective data gathering from the post-conference analysis." Once data have been collected, supervisors use them as they do classroom data. The post-conference analysis can be "highly abridged," involving only analysis of supervision that has occurred and planning based on that analysis. They recommend frequent use of analyses with teachers or others present as active participants (p. 148). Despite this recommendation, there are few accounts of what teacher candidates say when given the chance to critique the supervision

they receive. Which aspects do they remark upon, and what do they say? This study addresses those questions.

## Method

Participants were eight students in a Master of Arts in Teaching English to Speakers of Other Languages (MATESOL) program. There were seven females and one male, a typical ratio of females to males in the course. Their ages ranged from 25 to 52, with a mean of 28. All were native speakers of English except for one, a native speaker of Chinese. Participants were chosen because they were enrolled in an ESOL student teaching course where they were undergoing clinical supervision for 12 weeks in fulfillment of state requirements. (As all were candidates for a teaching license, they are hereafter referred to as candidates.) Candidates must take the course to qualify for TESOL licensure, and their final student teaching evaluation represents 80% of the course grade. (The rest of the grade is based on candidate reflections on their teaching. The course has a seminar component during which issues related to student teaching and professional development are discussed.) Candidates, then, were asked to provide immediate feedback on a required, and essential, aspect of their preparation to be licensed teachers.

As their supervisor, I first gave candidates some background on clinical supervision and a rationale for participating in the study. Then I asked them to respond to my e-mail after I had observed their teaching and conferred with them about it. (All candidates were observed once during their first month of student teaching.) After the conference, I filled out an evaluation of the lesson, which candidates could view on line, in Tk20, an outcomes assessment system. (I took pains to match the content of the evaluation to the content of the post-observation conference.) My e-mail asked candidates to respond to the following three questions about the post-observation conference: (1) what was most valuable, (2) what was least valuable, and (3) what changes, if any,

would you recommend? I sent the e-mail immediately after filling out the Tk20 evaluation, which was always done within 24 hours of the observation, and candidates typically responded to my e-mail within 24 hours. This method of e-mailing questionnaires within 24 hours of the post-conference observation was used because it (1) gave candidates an opportunity to reflect on the conference and (2) provided a written record of these reflections, to which I could respond (for clarification, encouragement, etc.) if I wanted. With the help of an experienced teacher supervisor, I analyzed candidate responses for recurring themes and derived implications for clinical supervision. When necessary, I conducted follow-up interviews by e-mail for clarification.

Although I had supervised ESOL teacher candidates many times before, I had not done so for three years and was looking forward to getting feedback on my supervision.

## Results and Discussion

Generally speaking, there were two types of responses to my question about what was most valuable about the post-observation conference: (1) my feedback—general and/or specific (four candidates) and (2) aspects/processes of my supervision (five candidates). The comments of two candidates demonstrate how my feedback—general and/or specific—was most valuable.

Janice (like all names, a pseudonym), the non-native speaker of Chinese, had taught a lesson on prefixes and suffixes to a small class of third graders. I was concerned that she (1) had not provided students with enough examples of those concepts and (2) had not always gotten her students' attention. Her comments reflect those concerns: "I feel the suggestions you gave about how to improve my lessons [were the most valuable]," she wrote. "For instance, to provide more examples to students on first activity, to call student's names' to draw their attention etc."

Similarly, Eudora, whom I had observed her first morning of student teaching (she had started later than the other candidates), commented on my feedback, both general and specific. She

had given, I thought, a too-cursory explanation of fact and opinion to her class of third graders, and I recommended expanding it with more examples. My feedback helped her to re-teach the lesson:

> What was most valuable? Your constructive feedback and suggestions for my next instructional activities were most valuable. Being my first official student teaching activity with the students, your suggestions helped me a lot in the afternoon when my CT had to observe me as well. Also, after my CT observed me with the 4th graders this afternoon, I elaborated more on Fact and Opinion when I taught the "Nuna Gets a Chance" lesson to my second third grade group. My CT was very impressed that I made use of your suggestions. In addition, I found out that by the end of the day, I felt more comfortable to teach while being observed.

My feedback, then, was valuable to Eudora not just because it was "constructive" and specific, but because she was able to apply it almost immediately to her teaching.

As valuable as my comments were, even more valuable to candidates were other aspects of the supervisory process. These aspects varied, but the most important were (1) the opportunity for candidates to discuss the student teaching experience with me and (2) the timing of the observation. Four candidates (Nisi, Chauncey, Teri and Oona) commented on the first aspect, the post-observation conference as a chance to reflect on, and make sense of, their teaching experience. Nisi's comment, in which she credits the post-observation conference with helping her to evaluate her teaching up to that point, is most telling:

> I think the overall experience of having you in the classroom observing and listening to what has been happening in my classroom over the last month was most valuable to me. It was helpful for me to describe to you the overall picture of what has been going on in my

classroom for the last month. Getting the opportunity to provide you with information about what we've covered in class, explain lessons that I plan to create for my students in the next month or two, and give you a brief description of some of my students, such as their personal lives and classroom performance, allowed me to self-assess my teaching experience so far and think about what worked in the last month and what didn't so now I feel better prepared to enter the next month of student teaching.

Nisi's comments suggest that of all supervisor duties in the post-observation conference, listening actively to candidates is one of the most important ones. It is clear that by letting Nisi talk, I was helping her to develop the sense of what worked and what did not work—and why—that is critical to effective teaching. Chauncey's comment suggests that all candidates have these thoughts but need an audience to articulate them: "I think for me what was most valuable was just discussing the lesson with someone else rather than simply thinking about it by myself," he said. Candidates need others to hear them in part so that they may hear themselves.

Comments by other candidates indicate the importance of timing—of both the observation and the post-observation conference—in clinical supervision. For Teri, who was teaching third grade, being observed as early as possible was important to her forming good habits as a student teacher:

Though I think I would have performed better if I had been teaching the students for another week . . . , I value having been observed as early as possible so that the need for improvement areas got addressed before "bad habits" were formed. In particular, I received valuable input on how to structure the classroom environment.

For Oona, who was tutoring individual students before teaching whole classes, speaking with me right after the observation was most valuable, but so were my interactions with her student and my attitude:

> What was most valuable to me was to be [able] to speak with you immediately after my lesson to get feedback while things were still fresh in my mind. Also, I appreciated how you even interacted with [Fatima] (my student) when you told her how beautiful her dress and scarf were. I also appreciated your positive attitude toward me and what I am trying to do here and how you accommodated the fact that I am not yet in the classroom.

Supervisors may not value, or even be aware of, interaction with a candidate's students, and they may not be aware of their attitude towards that candidate, but Oona's comments demonstrate that these are important aspects of supervision.

There were several responses to my question about what was least valuable about the post-observation conference, but two types predominated: (1) nothing (four candidates) and (2) grading/criteria (two candidates). There were two other responses to this question: One candidate wrote that she wanted her cooperating teacher to be present for the conference; another candidate wanted me to see her teach a longer lesson with more students.

Janice was one of the two candidates who expressed confusion and/or resentment about grades and grading practices, and I learned an important lesson about grading from her. Janice was upset that she had gotten low scores on several criteria in the Professionalism domain: Demonstrated the ability to collaborate with colleagues, staff, administrators and parents; Demonstrated ability to act as an advocate for ESOL students and a resource for families; and Communicated effectively with students, colleagues and parents, about student learning. I gave her low scores because I had seen no evidence of her meeting those criteria. As a result of her

comments, I changed Janice's scores to NA and relied on feedback from her cooperating teacher to calculate those scores.

I learned another lesson about supervision from Nisi's comment in this section. The day that I observed her, Nisi taught only one student. (Nisi was teaching in a high school with a very small population of English learners.) Nisi spent the first ten or fifteen minutes of class presenting a writing task, and the student spent the rest of the time (30 minutes or so) carrying out the assignment. Understandably, Nisi was concerned that I had not seen enough of her teaching to give her useful feedback:

> I wouldn't necessarily call this invaluable, but it definitely would have been more beneficial to have you see me present a longer lesson with more students. I am at the point where I crave feedback on my teaching delivery so I can figure out what works best and what doesn't. What you saw during my first observation wasn't really enough to really be able to critique . . . whether I talk too much, if I'm using teacher appropriate language, if I'm getting students motivated, etc.

In the future, I will remind students to be prepared to teach extensively when I observe them. "You need not, and should not, talk the entire time," I will tell them, "but be active as you make presentations, orchestrate activities, and/or monitor learning."

There was a variety of responses to my last question, "What changes, if any, would you recommend?" Two candidates wrote "Nothing/no changes," but the others recommended the following: getting more feedback on lesson planning; having the cooperating teacher present during the conference; clarifying grading criteria; being observed longer, with more students; having a more detailed written evaluation and discussing it in the conference; and being observed at a different time of day. Teri's and Chauncey's responses are especially worthy of examination.

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Teri's response demonstrated the importance of supervisors not forgetting the larger picture as they focus on one aspect of a lesson. Teri taught a class of third graders and had difficulty keeping them on task, in their seats, and from talking over each other and her. Not surprisingly, our post-observation conference focused on classroom management. Despite the need for this focus, when asked what changes she would recommend, Teri wrote, "More input from the supervisor on the lesson planning. During the conference, I was so wrapped up in getting ideas on how to improve classroom management that I forgot to ask questions about the lesson plan format."

In his response to my question about what changes, if any, to make in my supervision, Chauncey expressed desires for (1) greater detail in my feedback and (2) tying the post-observation conference to the written evaluation:

> I think it would be nice to have a list of "this is what I saw that was good," with examples, and "here's what I saw that I would suggest working on" with examples of how it could be done better. Maybe you could provide the notes to the student? Or they could be copied and given to the student? These "notes" of positives/negatives would be different than the summarized note on the TK20 Evaluation.

> It might be too time consuming, I'm not sure, but it may be helpful to go through the evaluation together, in order to discuss why things are being scored as they are (and this could include the positive and negative feedback, rather than having two different parts of the conversation).

Chauncey's final suggestion is problematic—as stated earlier, candidates preferred to get feedback immediately after observations, and writing a detailed evaluation of the observation precludes that possibility, but it does indicate that evaluations of student teaching should be explained in detail.

When I shared my analysis of their feedback, candidates said that it was accurate. Three of them added comments that reinforced what they had written in their e-mails: Oona that she liked my being open to what she had said about her situation, Jeni that she liked that she could share what she was doing and provide a context for the lesson I was observing, and Shelly that she "loved" getting immediate feedback on her teaching.

In sum, then, my ESOL student teachers valued the post-observation conference not just for the feedback they got from me but for the opportunity it gave them to reflect on, and make sense of, their experience. They found little that was "least valuable," and they were concerned about being graded fairly. Finally, although some candidates were satisfied with my supervision, most recommended changes to the way observation was conducted and evaluated. It is clear that they wanted to be seen in the best possible light and to have the greatest possible chance of succeeding. Supervisors can do their part not just by offering their fairest, fullest feedback but also by listening intently as candidates make sense of their teaching.

My findings indicate that teacher supervisors who wonder how much difference they are making in their students' lives should take heart: student teachers value their input. Grades are part of that input, and supervisors must be fair in their grading policies and practices, but candidates want much more out of the post-observation conference: they want the chance to make sense of their experience. Finally, teacher educators must be open, flexible, and responsive in their supervision of ESOL student teachers. While some students may be happy with their supervision, others may ask supervisors to adjust the nature or timing of their observation, refine their feedback, or change the way they grade students.

Despite the value of these findings, the study has several limitations that should be addressed in future research. First, with only eight student teachers providing feedback, it is

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dangerous to attach too much significance to these results. The study should be expanded to include more students. Second, because the researcher was also the course instructor, students may not have given their full, honest feedback about his supervision: they may have been concerned about the effects of what they said on their grade. To address this threat to validity, the study should be replicated with someone other than the instructor interviewing students. If the researcher has a colleague who also has student teachers, for example, they might pair up and interview each other's students. Although two experienced teacher supervisors coded student responses separately, more detail might be provided about how each one of them arrived at their analysis. Furthermore, despite the richness of the qualitative results, the study has no quantitative component. Pre- and post-observation surveys might be given in which candidates rate the instructor on the use of different supervisory techniques. Along with the e-mailed questionnaires and follow-up interviews, these surveys would triangulate findings. Conducted over the course of several observations, the study might show how, if it all, supervisor behavior changes. Do teacher candidates comment on different aspects of the post-observation conference over time, for example, and does supervision become more collaborative if there is a continuous cycle of feedback between student teacher and supervisor? Finally, although I found no critiques of clinical supervision in my research, I would like to find ways to generalize my findings beyond "instructor feedback," perhaps by relating them to the supervisory techniques included in the surveys.

Although a great deal has been written about clinical supervision, little has been written about the last stage or step, the post-conference analysis. This study fills a gap in the literature about that analysis and, in the process, supports some existing research. Candidates' valuing of the processes of supervision fits into Wallace's (1991) reflective model of teacher education. Oona's comments about my interaction with her student and my attitude towards her support

Goldhammer's (1969) claim that a "condition of intimacy" is implied by clinical supervision (p. 54). Finally, the diversity of responses to my last question, about recommended changes, supports Glickman's (1981) belief that "no one approach works for all," that is, when working with teachers, supervisors, have, and should use, a variety of approaches (p. ix).

Successful schools, Glickman (2002) observes, understand that improving teaching and learning in every classroom comes from "a constellation of individuals and groups who undertake a myriad of activities and initiatives." These activities and initiatives provide "continual reflection and changing of classroom practices" guided by the educational aspirations of the school (p. 2). "I cannot improve my craft in isolation from others," adds Glickman. "To improve, I must have formats, structures, and plans for reflecting on, changing, and assessing my practice" (p. 4). Getting candidate feedback on the post-observation conference, via e-mail or otherwise, is a structure that teacher education programs can use to improve teaching and learning: it gives supervisors relatively direct, immediate feedback on their practice and teacher candidates a voice in their education.

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### Discovering the Craft in the Student Teaching Moment

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Student teaching is often more about survival than success; it is more about getting through than getting good. When we remind ourselves that teaching is nuanced craft and not a series of procedures we may well recognize that surviving and getting through are not unreasonable or undesirable outcomes of the brief student teaching moment. Yet, while student teaching provides only limited introduction into daily classroom practice, it *can* nonetheless provide powerful insights into the professional imagination – a potent way into a professional *coming to be*.

For me, those long many weeks in the well-remembered Midwest winter of 1977 provided far more than simply my first close encounter with the mysteries of curriculum development, student motivation, assessment, and instructional techniques. I found as well an opportunity to begin to tug at the interwoven threads of teacher culture that included brief glimpses into the characteristics and dynamics of professional identity, the hegemonic nature of ideologically embedded curriculum, and tentative yet powerful efforts at teacher and student resistance. The most important lesson that I tucked away in my shiny new teacher toolkit that winter was not about behavioral objectives and anticipatory sets but about the complex interplay between ideology and power.

Like many undergraduates on the cusp of student teaching I was excited, anxious, and impatient about receiving my assignment and beginning the journey that would take me out of the university into the real world of schools. The first nine weeks of my fall semester included a social studies methods course where we practiced writing unit plans, developed sample assessments, and read and discussed theories of student motivation and adolescent psychology. I remember laboring over model daily lesson plans that

served as central assessments in the course.  Little did I know that I would seldom use those proceduralized skills over the next twenty some years! Although my student teaching assignment was only weeks away the paperwork was still winding its way through not one but two bureaucracies, those of a state university and an urban school system. Rather than using the methods course to concretely and purposefully prepare for the specific school, supervising teacher, courses, and curriculum I would soon encounter I found myself increasingly frustrated at developing "pretend" curriculum.

Eventually, the bureaucracies managed to churn out a building assignment but other details were not available. I could wait no longer. On a beautiful fall day I took matters into my own hands and made the long drive to the school, proceeded directly to the departmental office, and introduced myself to the first staff member I saw.  He was Mr. Edwards, the department chair. He grudgingly leafed through his desk drawer and produced a file folder with my paperwork. It was clear that what I had considered to be personal initiative and eagerness he considered a lack of professional courtesy and proper deference to position and process. Mr. Edwards launched into a diatribe about how neither he nor his staff was particularly interested in having a student teacher. Just as he hit his authoritarian stride a middle-aged woman sitting at a nearby desk in the large common office turned in her chair and cheerfully said, "I'll take him!" The cheerful voice and slightly mischievous smile belonged to Betsy Nickel, the wonderful woman who became a mentor and friend. Though I didn't know it then, for Mr. Edwards this situational shift in fortunes – this deflation of his public pontification – although minor was part of his ongoing struggle for control of a staff resisting his efforts to closely form, monitor, and critique their professional lives.

Within a few weeks I began my student teaching at this large urban school built during the depression as a Works Progress Administration project. This school served a largely working class community that was approximately eighty percent European American and twenty percent African American. I taught four sections of senior level American Government, a course required for graduation. Betsy Nickels' 5th class, the last period of the day, was a freshman geography course. Whether she was acting out of sympathy for my 90 minute twice daily commute in what was rapidly becoming one of the worst winters in memory, or whether she felt uneasy about the complexities of acclimating me to a freshman

course so out of line with my own training and interest, Betsy quickly assured me that she would keep the freshman course and I would be responsible for the four sections of American Government. Like I said, she was a wonderful woman. With a week of observation under my belt, Betsy turned me loose on all four of the government classes and I was immediately immersed in the day to day.

My first teaching experience involved teaching American Government to high school seniors only three years younger than their novice instructor. For many of these young people, American Government and Physical Education were their only classes at school that first semester I taught. Many lived in the reality of work, 40 hours per week for some, in an increasingly sluggish economy.

Assigned to teach the Constitution and functions of government, I struggled to make those structures and workings of the national government come alive to my classes of largely working class students in a sprawling urban high school. The Constitutional "miracle in Philadelphia" so uncritically celebrated by the students' textbooks provided little connection either to their work life or to the post-Watergate political convulsions playing out in the news. More out of desperation than creativity I veered off the prescribed curricular path and offered up a more critical discussion of governmental privilege, in general, and Congressional privileges and perquisites, in particular. At that point, I saw a spark of student interest flicker and then erupt into a blaze of passionate but thoughtful and righteous anger. Student responses varied depending on the issue but the general theme of elite privilege and perks drew significant interest and critique.

In short, the information and context we explored rang more truthfully – matching students' sensibilities more accurately – about the world around them than did the textbook narrative. In retrospect, this early lesson pointed to the only way I have ever found – in over 30 years of teaching – to draw students toward critical civic literacy:

> Young people live in the real world. To the extent that the adults in schools offer a false or a heavily
>
> distorted narrative of reality, young people regard "school knowledge" as something unworthy of
>
> their serious engagement. Students must be invited into – not "protected" from – the real world of

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power. "Letting students in on" the complexities and contradictions of the world around them serves as a prerequisite for critical civic literacy.

While the student teaching classroom served as a canvass for my early pedagogical creations, much of the color was drawn from my interactions with the social studies faculty. In many ways, both in people and in physical space, the shared social studies office resembled what one might find as a set on a television sitcom about a colorful, eclectic collection of social studies teacher personalities. The office space was large but cluttered. There were desks along the perimeter and in some clusters. The walls were filled with bookshelves that bowed under the weight of texts. The focal point of the room, however, was an enormous old oak conference table that served as the common space. It was a place of conversation, relaxation, sack lunches, and strong coffee.

The characters included a sociology teacher whom polio had confined to a wheelchair but whose enthusiasm for life and learning remained unbridled; an American history teacher who literally wore beads and sandals and approached history from the point of view of Native Americans, women, and workers; another American history teacher from the other side of the political spectrum who liked to bring in various kinds of guns and taught about battles and wars; then there was the older married couple who taught world history, with maybe 75 or 80 years of teaching experience between them. There were others not quite as memorable. And, of course, there was my supervising teacher, Betsy, who got along with all and who served as a bridge between factions and personalities in conflict.

One of my favorite experiences of student teaching was sitting at the large oak table at various times throughout the day, encountering differing collections of personalities, and engaging, sometimes lightly, sometimes intensely, in political analysis and debate. There is generally no shortage of opinions among teachers and social studies teachers, in particular, are well known for their propensity to argue about anything with anyone at the drop of hat. This department lived up to that reputation and I was delighted and not at all reticent to participate in it and learn from it.

Always on the periphery of the social interaction and aloof from the political fray was the department chair, Mr. Edwards. His was a teacher identity grounded in a world of false neutrality and

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relational distance. It was as though he tolerated the debates as a distracted parent might tolerate a child's conversation with an imaginary friend or favorite stuffed animal: harmless but hardly significant. He was wrong. It was around that oak table – in dialogue, debate, and an authenticity built on relational vulnerability and trust – that I began to explore, in conversation and observation, the wonders of the craft of teaching.

<h1 align="center">"I'm Dropping Out"</h1>

*Amanda Mae Donovan*

This semester I began my student teaching experience wide-eyed and ready for anything. My co-operating teacher was extremely welcoming and laid out what she expected from me right away.  I am always very prepared and very positive so I went into this semester with the aspirations of practicing the skills I had learned at Slippery Rock University and taking in all I could from my placement at Pittsburgh Allegheny 6-8, also referred to as Allegheny Traditional Academy, or ATA for short. I had chosen to move home this semester and take advantage of the opportunity to enroll in the "Pittsburgh Urban" student teaching program. I had always wanted to teach at a "high-need" school and figured that using my student teaching as a way of acclimating myself to that environment would be a great idea.  I am from the North Hills of Pittsburgh so my real home is much closer to ATA than my apartment at The Rock.

Since my co-operating teacher has had a lot of experience with student-teachers, she had my desk and supplies all ready for me when I got there. My desk was next to hers, which is positioned in the back of the room. She never sits at her desk, unless she has to enter the roll or look something up on her personal computer. I noticed these things about her in my first week of student teaching because for the first week I spent most of my time observing. From my desk in the back I was able to see everything. Since I was just an on-looker and the students didn't know much about me for the first week, they weren't shy or censored around me at all. I saw all of the note passing, snack sneaking, and ever famous, under-the-table-texting. It wasn't my place to scold the first week of my being there, or at least I didn't feel comfortable. So I just scowled at the students when they saw me, seeing them.

There was one student in particular that worried me. His seat was positioned at the back of a table directly in front of my desk. The reason he worried me was because I noticed his passivity and lack of care in school. He did not complete any class work, and became frustrated easily. I even heard

him tell other students several times that he did not care about school work at all because as soon as he turned sixteen, he was dropping out.  I hated hearing this. I knew student teaching would be hard, but I didn't realize that it wouldn't be the countless hours I would spend on lesson plans, or the perfectly put together PowerPoint presentations. I soon realized that the most difficult part of my student teaching would be coping with the worry I felt for all the students and their lives outside of my classroom.

Since this specific gentleman noticed me scowling at him often and would laugh when I did, we began to form a relationship. This relationship consisted of me learning his name first, because he was always being redirected by the teacher, and me catching him texting during class. After the first week I began planning mini-lessons and started to get into content with the students. I learned all their names and learned quickly who were best friends, and who hated one another. In the beginning my job teaching was difficult because of classroom management problems. I decided I would go out on a limb and ask my co-op if I could make a new seating chart. She agreed and I applied the knowledge I had gained from my observing the students habits to create, what I thought would be the best seating chart for the class.

I made sure when charting these seats to put the gentleman who thought he was dropping out between two ladies who were very goal oriented. I began discussing with the special education inclusion teacher my worry for this specific boy. She assured me that his home life could definitely push him to the point of dropping out and that he did have an IEP.  I worried about this because I could tell by how quick he was with his jokes, that he was very intelligent. I began talking with him, and inviting him to be in my small reading group or working group when the class broke out into small groups. After talking with him for a while I decided to bring up my concern about his dropping out of school. He assured me that this was the road he wanted to take and that there was nothing I knew that could help him make a better decision. I talked with my co-op several times about my concern for this specific boy. She could tell I was honest and I think she decided to help me out with my goal of

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changing his mind about school. Many of my students have different kinds of problems and many of them feel comfortable approaching me with them, and allowing me to help. It was this gentleman's desire to push me away that made me especially concerned.

I decided that I would reach out to him and tell him that I knew he was smart. I thought that if I could just convince him of the good places school could take him in the future, he might stay. Soon I decided that I wanted to "push" all my students the way I had been pushing this gentleman, I just didn't know how. After talking with my co-op, I decided that every Friday I would write my students, each one of them, a small card. The card would include one "Glow" and one "Grow." The "Glow" was something they did very well that week, and the "Grow" is something they needed to work on. I found that on that Friday the students were mixed in their opinions about my giving them cards. I did let them know that all of my students got one, and that they would continue to receive one each Friday for the rest of my time at ATA.

I watched carefully as the gentleman who planned on dropping out read his card, smiled, and put it in his pocket. This made me feel like I had broken through to him. I can't recall word for word what his first card said, but I do know that it had something to do with my awareness that he is very smart, and that he could do great things and have an "A" if he dedicated himself to his work. I noticed the next week that he had done all his homework that week. I made sure to comment on his dedication as a "Glow" for that week. I would always make sure to collect and grade all the students' work quickly so that they knew I cared what they had been doing. I would not only grade the students work, but make comments to all of them. If they did a nice job I would make sure to tell them what I liked. If they did poorly on something I would make sure to tell them what they could have done better, as well as a comment about the fact that I knew they were smarter than they proved on the assignment. Many students would get angry about the comments on their papers, and many were indifferent. A few enjoyed my input and responded well to my comments. I think that the gentleman who planned on

dropping out responds well to attention. Knowing that he does respond well to attention, I made sure to always write something on his paper.

A few more weeks passed and my co-op brought it to my attention that the gentleman I had been so concerned about had really brought up his grade. He was completing assignments and working a lot harder in our 8th grade Communications classroom. I was very pleased. She thought it might be a good idea to have him come to the classroom during lunch and eat with us. Since this was a type of reward for his progress we made sure to buy him Subway, instead of having him bring up his cafeteria lunch. I don't know if it was the fact we invited him to lunch with us, or the fact that he didn't have to eat cafeteria food that made him so happy about this invitation.  I knew that this luncheon would be my chance to really make an impression on him about staying in school.

I thought about it for a long time. What could I do to make sure he stayed in school? The students at Allegheny 6-8 are not all perfect angels, and  I know for a fact there is not one school full of perfect angels, but I do know that above all else,  these students are honest. They are honest to scary degrees. In fact, if you ask them, "Are you paying attention or texting?" Fully knowing that their phone could be taken away, they will reply, "Texting" if that is what they are up to.  Understanding and taking advantage of the honesty of all the students is how my memorable moment took place.

That day when the gentleman I have been worrying about came up to lunch, I had a plan. I had drafted a contract on my computer the night before and printed it out. This contract stated that no matter what, no matter how hard it got, or how much he did not believe he could do it, that he could. It also stated that he would graduate from high school and earn the future he deserved.  After I explained to him that I really did care about him, and that it would really hurt him and me if he dropped out of school, I showed him the contract. At first he declined and protested it harshly. After a few minutes of my pushing him to just sign it, he did. I could not believe it! I had gotten through to him. I also made a promise that four years from now, in 2015 I would be a Perry Traditional Academy's graduation

ceremony and he better be too. Now, often times when he says he cannot do something I remind him of the contract.

I know that his name written in pen on a typed piece of paper might not hold up in a court room, but it does hold up in the classroom. My explaining to that gentleman that I care about him and that I want to see him succeed motivates him to do well. I asked him last week what he does with all the cards I write for him, and what he did with his copy of the contract. He replied, "Ripped it up." The second he saw me getting upset he knew he should be honest.

He told me, "I keep all the little cards, and I kept the contract. I have this box in my room where I put stuff and I put them in there."

I'm not saying I know for sure he will stay in school, but the progress he has made shows me he cares. It also shows me he knows what is right. I am glad I got to know this gentleman, glad of our successes, glad of what this experience has taught us both, and glad to have a co-op who supported my goal.

# "Do-Re-Mi"

*Mary Jane (Lentz) Fair*

*Susquehanna University*

It was 1968. Martin Luther King and Robert Kennedy were brutally assassinated. Thousands of Americans lost their lives in the fields of Vietnam while those at home protested a war many never understood. The Beatles' voices filled the air waves in their tenth album with songs, "Hey Jude" and "What's the New Mary Jane?" But somewhat oblivious to all that was spinning around in her world, a naïve twenty-one year old girl, another kind of Mary Jane, was treading into an unknown world of a fifth grade classroom of thirty-nine students in rural Lebanon County, Pennsylvania.

Mary Jane grew up in a relatively uneducated family and was the first of five children to go to college. Following her entrance into first grade, she constantly "played" school with her dolls who listened carefully as she instructed them to read, "See Dick run! Funny, funny, Dick!" That passion to become a teacher never ceased as she completed elementary school in rural Perry County, then junior and senior high school in urban Harrisburg, Pennsylvania. Upon acceptance into Lebanon Valley College as an elementary education major, Mary Jane was devastated when her father refused to pay the $100 deposit to hold her spot. Not recognizing the value of higher education, he remarked, "Your older sisters and brother did not need a college education. You don't either!" Undaunted, Mary Jane secured scholarships and grants, intent on a future career as an elementary teacher.

Three years later, after a whirlwind of academic explorations, she was stepping into her first classroom as a student teacher. Her mentor was a seasoned teacher, petite with curly black hair, tinged with silver streaks. Her black and white polka dotted, leather, mini skirt and hot pink, shiny, patent leather belt could be seen a mile away. Nancy Hoff was a fireball in and out of the classroom. When Nancy walked in a room, everyone stopped to listen and take notice. Her appearance, actions and words demanded attention. She was bright, world-wise, savvy, and on top of her game. It was evident that the faculty in Fredericksburg Elementary – all fifteen of them - highly respected her skills and talents. Her stories dominated the

conversation in the faculty room at lunch.  The innovative activities her class designed, such as travel logs and student-written dramas,   flooded the halls of the school and were highlighted regularly in the local, *Lebanon Daily News*.  Parents clamored to have their ten year olds in her engaging classroom.

Unworldly and unaware, Mary Jane immediately realized her prior life experiences had not prepared her for this wired classroom environment.  In spite of her strong desire to be a passionate teacher, she blended extremely well into the sullen green wall of the classroom.  A true wall flower!  How would these children ever respond to a quiet, mouse-like "wanna-be" teacher who lacked world knowledge, vast experiences and most of all self-confidence?

Mary Jane began by teaching spelling to these quick-witted fifth graders.  They responded passively to the typical five day sequence of meeting new words,  writing them five times, taking a mid week pre test, reviewing and practicing and taking the final test on Friday.  The repetitive spelling lessons continued, and so did the lackluster teaching of reading and writing, math and grammar.  She had managed to stay afloat, mimicking some modest phrases, rules, and procedures Mrs. Hoff used in instructing reading groups, practicing cursive writing on the board, reviewing the monotonous math facts and managing the challenging classroom behavior of thirty-nine children.   In her journal in mid October, Mary Jane skeptically wrote, "I will never sound or act like Mrs. Hoff!  Will any district ever hire me? "

As week five of student teaching approached, Mary Jane could feel her stomach take giant flip flops every time she thought of the next subject she was to teach:  VOCAL MUSIC!!   Since the district did not have an elementary vocal music teacher, every classroom teacher included ten to fifteen minutes of singing and learning basic music skills in their daily schedules.  Mrs. Hoff did it like a professional musician, of course.  She played the violin and was a soprano soloist for her church choir.   But Mary Jane had never been exposed to music instruction and could barely read music.  Her vocal range was non-existent, except for maybe in the shower when singing off-key to herself.  She could not carry a tune; yet alone lead thirty-nine excited ten year olds in rousing strains of the *Marines' Hymn* or *Swing Low, Sweet Chariot*.

As Friday approached when plans were made for the following week, Mary Jane carefully prepared a discourse that she would deliver to Mrs. Hoff.  She would inform her co-op of her inability to lead music and her desire to continue observing her teach, certain that when she would eventually teach in New Jersey where she was headed, there would be music teachers.  As a backup plan, Mary Jane thought she would suggest using records, if needed, to lead the singing.  (Yes, 78 rpm records!  Tapes and CDs did not exist in 1968.)

Upon hearing Mary Jane's implausible excuses, Mrs. Hoff sat speechless.  Finally, very calmly and without batting an eye, she crisply replied, "On Monday, you will stand in front of this class and you WILL teach music without records.  You do not need to have perfect pitch, nor will the students care. All they expect from you is the best you can give."  She picked up her materials and walked to the back of the room, busily getting resources ready for the next day.  One did not argue with Mrs. Hoff!

It was a long weekend with  tedious bouts of practice in front of the mirror, beating time and attempting to use a pitch pipe to launch song  after song from the old fifth grade song book -  *Frog Went A-Courtin', I Went to the Animal Fair,  The Battle Hymn of the Republic,  Kookaburra Sits in the Old Gum Tree*.  What new song could she teach?  What songs would they request to sing?  How would she handle the humiliation?

Monday finally came!  Mary Jane sauntered into Room 8 to face these children with fear and uncertainty. The morning schedule began - attendance, lunch count, seat work, and then music! Mary Jane cautiously reached for the music book and pitch pipe and inched toward the front of the classroom.  At that moment she knew what she needed to do!  She centered herself in the front of the class, refused to look at Mrs. Hoff and announced, "Boys and girls, I need your help!  I'm to teach music today and I don't know if I can do that. I like to sing but the problem is I CANNOT   sing.  My voice goes too high and it squeaks!  Sometimes it goes too low and I sound like a fog horn.  I don't stay in tune.  But, you know what?  I love to sing anyway.  So today, I want you to help me.  I will ask some of you to start some of the songs.  I ask all of you to sing out, over my voice.  Sometimes we might have to stop and start over, but I want us to have fun doing this.  Will you partner with me?  Will you help me sing?"

With bright, shining eyes and smiling faces, these eager boys and girls sat to attention, ready to meet the challenge. They started with *Frog Went A-Courtin'* which they echo sang. One side of the class joyously echoed back the words to the other side, as Mary Jane timidly conducted the song. With each verse, her confidence increased as the students' voices bellowed out the words. As they finished the twelve stanzas, one little fellow yelled out, "Miss Lentz, you are the best singing teacher!" From the back of the room, Mrs. Hoff smiled at his comment and gave her a silent thumbs up!

With a returned smile and a nod, Mary Jane felt herself peeling from that sullen, green wall of complacency. She had just conquered her fears and came to the realization that she would never be Mrs. Hoff, but that no longer mattered. She was Miss Lentz, a teacher in her own right. With Mrs. Hoff's initial, no-nonsense demand, the children's cooperation as well as her own resolve to be a teacher, she had successfully led singing for fifteen whole minutes. The children were delighted and responded positively! Over the next seven weeks, instructing music only improved as did Mary Jane's attitude and determination to be a creative and successful classroom teacher.

With each new subject she taught, she transformed her previous humdrum instruction into exciting learning experiences. She was willing to risk, to try new methods and to lead her class, knowing these children would receive it warmly, learn and grow. She proved to herself that she was the teacher she always had believed she could be - definitely a new Mary Jane, no mini-skirt required.

Two years later, she was hired to teach in the fifth grade classroom beside Mrs. Hoff. Quite a dynamic fifth grade team!

Today, Mary Jane chooses to teach music in her early childhood methods courses despite the fact that her ability to sing has not improved. She supervises pre-service teachers who are testing the waters and beginning their own teaching careers. Like Mary Jane of forty-two years ago, they have their strengths and weaknesses; and, likewise, these students have the privilege to be guided by one who was mentored years ago to insist with a gentle, calm voice, that they give their very best.