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UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

BUILDING REFLECTION IN SECOND-YEAR TEACHERS

BY READING AND RESPONDING TO LITERATURE

A Dissertation

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

Doctor of Philosophy

By

JENNIFER WERNEKE WATSON

Norman, Oklahoma

2000

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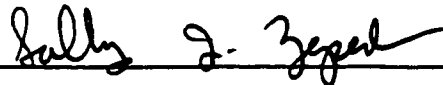
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**BUILDING REFLECTION IN SECOND-YEAR TEACHERS
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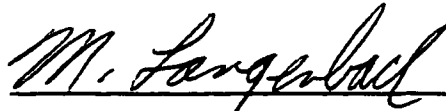
**A Dissertation APPROVED FOR THE
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES**

BY



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Finally, I embrace my friends and fellow pilgrims, Linda Jones and George Moore, at this moment when, together, we step upon the shore.

DEDICATION

**This work is dedicated to the memory of my father, Leo A. Werneke, who was,
and will always remain, my finest model of a reflective life.**

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ABSTRACT

BUILDING REFLECTION IN SECOND-YEAR TEACHERS

BY READING AND RESPONDING TO LITERATURE

BY: JENNIFER WERNEKE WATSON

MAJOR PROFESSORS:

SALLY J. ZEPEDA, Ph. D.

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At least one-third of teachers who enter the profession leave during their first five years of service. Many cite professional frustration and perceived failure to make a positive impact on their students as reasons for their departure. However, studies have demonstrated that reflection upon practice can build professional resiliency.

Therefore, this qualitative study was designed to determine the reflection techniques used by second-year and third-year teachers; and to see if formal reflection, promoted through reading and responding to literature, could add to the ways in which beginning teachers analyze their concerns. Six second-year teachers were studied.

The results were reported in the following sections: (a) reflection promoted by reading and responding to literature; (b) reflection techniques of second- and third-year teachers; (c) classroom descriptions and concerns of second-year

teachers. Reading and responding to literature was found to be useful in stimulating reflection on impact concerns with second-year teachers. While both second- and third-year teachers employed writing and dialogue frequently to reflect on practice, second-year teachers used these techniques in more limited ways. Second-year teachers expressed a range of classroom concerns, including survival issues, task management issues, and issues regarding impact on students.

CHAPTER I

INTRODUCTION, PURPOSE, AND RATIONALE

The second-year teacher sat in a student desk facing her mentor teacher from the year before. Susan was telling Bill that things certainly were better this year. She was not having the discipline problems she had been consumed with at first. She now made reasonable behavioral expectations clear to pupils, enforced the expectations with consistency, and dealt with violators in an unemotional, businesslike way. Furthermore, she now had lesson plans for all the units she was expected to teach, and found that she rarely, if ever, experienced the panic of “not having enough stuff to keep them busy.” Yes, things were much better than last year, Susan had to admit, and she was glad she had come back to try again.

Nevertheless, Bill sensed that all was not well. What, he asked, was making his younger colleague seem dejected, when, by her own admission, the nightmare of the entry year was over, and *she had survived*. As they continued to talk, the veteran teacher began to realize what might be nagging at his less experienced friend. Susan had figured out how to keep kids twice her size out of her face and what to do when the copy machine was broken. Now she was finding enough energy and emotional safety to confront an even more challenging conundrum, one he knew she might not solve even given time and practice. Indeed, he sometimes felt he was still trying to solve the riddle himself, the riddle named “Do I make a difference in my students’ lives?” How could he explain that this was the hardest part, the part that called for a little faith? He knew that this was not the kind of answer she wanted to hear.

The preceding scenario is representative of the second-year teacher’s dilemma. Now less driven by concerns relating to survival and teaching tasks

identified by Fuller (1969), second-year teachers typically progress to concerns regarding impact on their students. Gehrke (1991) applied theories of cognitive development to suggest that beginning teachers will ultimately wish to find a way to contribute to society, and they will need affirmation from peers. Both Fuller and Gehrke, then, recognized that the “Do I make a difference?” question is bound to arise for beginners.

Gehrke and others (Huling-Austin, 1990; Kay, 1990; Odell, 1990) have proposed various mentoring frameworks to help answer the question. Gehrke posited a continuum of three types of help, the last type being “regarding help,” which calls upon members of the experienced teaching community to serve as listeners, responders, and clarifiers for new members. In other words, they help beginners by supporting reflection on practice. Huling-Austin described a mentoring style she called “initiating,” in which experienced teachers not only offer beginners support with survival and task concerns, but “focus on helping the beginning teacher become the best teacher possible” (p. 47). During initiator mentoring, both mentor and beginner should reflect more on their teaching.

Kay (1990) identified six principles of mentor/protégé relationships which guide the protégé toward accountability and self-reliance. According to Kay, self-

reliant individuals will “use the feedback they receive to make needed improvements and modifications” (p. 28). In this way, self-reliance intersects with reflection. Odell (1990) conceptualized a mentoring relationship in which the mentor combines “support given with guiding the new teacher to be a self-analytical, reflective, independent learner about the teaching process” (p. 18). The ultimate goal of mentoring, then, is to guide newcomers toward consideration of impact concerns through reflection.

Studies of survivors (e.g., combat veterans, Holocaust victims, abused children, victims of natural disasters) indicate that their resilience, in part, rests with their abilities to engage in self-blame and to find benefit from bad experiences (Janoff-Bulman, 1992; Higgins, 1994). Trying to analyze how one may have been partially responsible for a stressful event provides an avenue for resuming the assumption that one has control of life. Therefore, while blaming oneself for a bad situation may seem to be a negative response that can erode self-esteem, the actual effect can be positive. Equally evident in resilient stress survivors is the ability to identify a benefit from a negative experience. Finding the good is a signal that the survivor is rebuilding feelings of self-worth.

Both these coping strategies address long-term, rather than immediate, survival. They represent behaviors the resilient undertake in order to rise above difficulty and to resume productive lives after they have survived the actual event and its immediate aftermath. Furthermore, both these coping strategies are dependent upon reflection. Once new teachers have survived the events of the first year, they begin to address impact concerns; those who engage in reflection might have a greater capacity to cope successfully with impact concerns.

Finally, psychiatrist and anthropological researcher Robert Coles (1989) has studied the effects of literature in helping various groups in crisis to move to a more reflective mindset and to a disposition toward answering questions concerning self-worth and purpose. Coles found that reading and discussing literature effectively promoted healing or psychological growth for polio victims, students involved in the Civil Rights movement, and doctors in training.

We all remember in our own lives times when a book has become for us a signpost, a continuing presence in our lives. Novels lend themselves to such purposes; their plots offer a psychological or moral journey, with impasses and breakthroughs, with decisions made and destinations achieved . . . (Coles, 1989, p. 68)

The technique of reading literature as a means of overcoming or coping with crisis is sometimes called bibliotherapy. Bibliotherapy has been defined as

“A process of dynamic interaction between the personality of the reader and literature — interaction which may be utilized for personality assessment, adjustment, and growth” (Shrodes, 1955, p. 24). Morawski (1997) suggested that, “When used in concert with other forms of support, bibliotherapy can play an instrumental role in both personal and professional development” (p. 244). Might similar techniques assist in the growth of beginning teachers, by helping them address impact concerns through reflective analysis?

Background to the Problem

In 1981, Oklahoma was among the first of many states to mandate an entry-year teacher program. Oklahoma’s, as well as most other states’ programs, ends with the renewal or non-renewal of the beginner’s contract. While induction programs around the country have had successes, new teacher dropout rate is still high. Recent statistics indicate that a third of new teachers will leave the profession within their first five years in the classroom (Scherer, 1999). Therefore, while formal support programs are not extended to non-career teachers (teachers in their first three years of service), clearly help is needed.

Studies have been conducted which examine emerging models for induction focusing on stages of cognitive development (Scott & Compton, 1996; Spuhler & Zetler, 1995). Spuhler and Zetler reported that teacher retention increased by 27 percent as a result of the intervention. Still, these models deal only with first-year teachers, ignoring those who will leave after entry-year support ends. If this trend continues, the nation will be unable to fill the two million teaching positions that will be required during the next decade (Latham, Gitomer, & Ziomek, 1999).

However, a school community's decision to extend the induction process to its sophomore class of teachers should not be a decision to provide continued interventions for survival and task management that may no longer be needed. Induction processes should move from help with these more basic concerns toward help in addressing impact concerns.

Statement of the Problem

Nearly thirty years ago, when teacher induction programs were relatively new around the nation, researchers determined that these efforts did "little or nothing" to help beginners move successfully through the stages of concern

previously mentioned. Most particularly, new teachers received no support as they began to address the last stage of concerns regarding impact on students. This stage is characterized by desires to feel that a worthwhile career decision has been made, and that the right [professional] destination has been achieved (Elias & McDonald, 1982; Pataniczek & Isaacson, 1981; Veenman, 1984). More recent studies (Ganser & Koskeia, 1996; Wagner, Ownby, & Gless, 1995) indicated that survival-centered models of induction first described by Veenman still exist.

While theories about and research into mentoring offer ideas and methods that encourage beginners to reflect upon impact concerns, scarce research has been conducted to determine what other specific practices could assist the beginner to reflect during induction. Studies are needed to define examples of effective help relative to impact concerns, so that the educational community may better support its newest members.

Purpose of the Study

The purpose of this study was to determine if relevant literature can be effective in addressing concerns of second-year teachers regarding their impact

on students. As new teachers make the transition from survival and task concerns to concerns about their worth as classroom leaders, they need a different kind of support from their peers, support that promotes reflection. This study proposed to expand our knowledge of effective induction strategies, in order to achieve higher retention of those entering the teaching profession.

Research Questions

- 1. How do second-year teachers describe the climate and conditions of their classrooms?**
- 2. How do second-year teachers describe the impact they have on their students?**
- 3. To what extent do second-year teachers use reflection techniques (e.g., journal-keeping, dialogue, concept mapping) to analyze their impact on students?**
- 4. What can formal reflection, promoted through the media of reading and responding to literature, add to the analysis of second-year teachers' concerns?**

Definition of Terms

Bibliotherapy: the use of literature as a guide for developing a greater sense of self-awareness in the reader.

Impact concerns: concerns that center around the ability of a classroom teacher to improve students' academic performance, skill development, and/or social behaviors; impact concerns also imply a desire to serve as a positive role model for students.

Literature: written works that have as a primary purpose the creation of art; examples include novels, short stories, personal narratives, poems, dramas, folklore, letters, and song lyrics, as well as filmed and video-produced representations of such.

Reflection: deliberately looking back on thoughts, actions, and conditions in order to better understand the motives and behaviors exhibited by oneself and others, as well as the consequences of the behaviors.

Second-year teacher: a teacher in the second year of employment who has not taught previously in another district.

Significance of the Study and Implications for Practice

Ten years ago, Rosenholtz disclosed:

Among the most alarming [of trends] is that early “defectors” from teaching are the most academically talented individuals, who, . . . are the very teachers most likely to help students learn. . . . Attrition in the earliest years of teaching is staggeringly high: over 30% of new entrants do not make it to their second year; by their fifth or sixth year, another 20-30% of the same cohort have defected. To make matters worse, the teaching effectiveness of the large majority of those who remain wanes considerably after 5 years, and more substantial declines are evident after 10. It is between precisely these points, moreover, that teacher burnout and its accompanying dysfunctional classroom behavior become a fundamental school problem. (1989, pp. 421-22).

As cited previously, teacher dropout rates are still critically high. With a massive teacher shortage currently in its beginning stages across the nation, America’s schools cannot afford to perpetuate the revolving door syndrome with their promising beginners. Furthermore, as expectations for higher student achievement intensify, schools can no longer turn a blind eye to burned-out “survivors.” Steps must be taken to halt the trend of early exit and to develop the potential of beginners, so that they become effective and self-fulfilled career teachers.

The significance of this study is in its determination to (a) describe classroom conditions that contribute to or detract from a sense of effectiveness among second-year teachers; (b) describe impact concerns expressed by second-year teachers which affect their senses of effectiveness; (c) describe how second-year teachers use techniques of reflection to analyze their impact on students; (d) describe second-year teachers' reflections on practice aided by the reading and discussion of relevant literature. If techniques can be described that promote new teacher analysis of impact on students, leading to better teaching practice, these descriptions can inform induction programs and ongoing professional development. Both retention and effectiveness among beginners could be improved.

Assumptions

The study will be conducted within the boundaries of the following assumptions:

- 1. Participants will be honest and accurate.**
- 2. Participants will be able to read and comprehend literature at both the literal and symbolic levels.**

- 3. Participants will be able to distinguish among stages of concerns (i. e., survival, task, and impact concerns).**

Limitations

The study will be conducted within the parameters of the following limitations:

- 1. The data will be gathered from secondary-certified classroom teachers from a range of content specialties. All teachers will be employed at the same building where they taught their first year. All teachers within the study will be drawn from one suburban school district of 19,500 students. Most students who attend this district come from working class or middle class socio-economic environments. The ethnic diversity of the district is 83 percent Caucasian, 11 percent African-American, 3 percent Hispanic, and 3 percent Other.**
- 2. Although the researcher will attempt to achieve a standard sample by varying the backgrounds, ethnicities, and genders**

of the participants, the study population ultimately will be controlled by the make-up of the second-year teachers employed at the time research is conducted. Furthermore, because all participants will be volunteers, a truly representative sample of second-year teachers cannot be expected.

3. The findings and conclusions will be based on the perceptions of the participants, and should be regarded as such.

Researcher's Perspective

In the summer of 1980, I submitted my resignation to my school board after only two years in the classroom. Although the second year had been fraught with fewer discipline problems, and I had learned how to keep both my newspaper and yearbook staffs productive, I was far from fulfilled. A sense of hopelessness crept over me almost every afternoon when confronted with clear evidence that many of my students could not read well enough to understand the literature I assigned in sophomore English, nor did they care about it. The

pregnant girls, the posturing boys — most of whom were ethnic minority members, and all of whom were poor — didn't find much of interest in *The Hobbit*.

I didn't know how to help them be better readers, get them interested, or teach them things they really needed and wanted to know about. If I had known, I might have stayed. Or maybe, if I had just realized that other teachers had some of the same concerns. I left teaching before the implementation of the Oklahoma Teacher Induction program, so no officially organized help was offered to me. But I had plenty of mentors my first year who advised me on classroom management, gave me handouts and worksheets, showed me how to do layouts, backed me up, and took me out for a drink. These same fine people would have been ready to continue this type of support indefinitely, I believe. What I didn't believe was that any of them ever talked about whether or not they were making a difference with kids, and how they thought they were doing it. I just assumed that they knew they were, I knew I wasn't, and that I should get out of a profession for which I thought I had no real talent.

I spent seven years in the business world toiling at work I despised before I came back to the classroom and learned to be a good teacher. I wish I hadn't

lost that time; I wish that answers and support had been available to help me process my impact concerns. In the years since I handed in my resignation, and despite the advent of the state's formal induction program, little has changed in regard to helping second-year teachers with these kinds of issues. Though my own experience may bias my inquiry, I believe that any light shed upon meeting the needs of beginning teachers can be beneficial.

CHAPTER II

REVIEW OF SELECTED LITERATURE

In the last three decades extensive theory-building and research have been undertaken on issues surrounding beginning teachers. As a result, beginners' concerns and needs have been identified in relation to their stages of professional development. Concurrently, researchers have sought to discover effective strategies for addressing these concerns and needs. Studies have been conducted on the effectiveness of various strategies to enhance classroom survival, task management, and teacher impact on students. A renewed interest in techniques that encourage reflective practice was of specific interest to the present study, because teacher reflection and resolution of impact concerns have been linked.

This chapter offers a brief review of the seminal literature pertinent to beginners' stages of concerns. Next, this chapter provides a review of studies that have examined techniques related to teachers' concerns regarding the impact they have on their students. These studies established the connection between reflection and teacher efficacy. Finally, Chapter II includes a review of

literature relevant to the reading and discussion of literature as a method of encouraging reflection on self-behavior and behavior of others.

Stages of Concerns in Beginning Teachers

Theoretical Frameworks

In 1969, Fuller articulated her three-phase developmental theory of teacher concerns. Fuller proposed that teachers initially experience concerns related to survival. Examples of survival concerns include classroom discipline, location of teaching materials and resources, and knowledge of school procedures. As teachers grow, they progress from concerns about survival, to concerns about teaching tasks. Task-oriented concerns could include creating sufficient lesson plans, establishing a grading policy, or implementing a process for parent/teacher conferencing. Sooner or later, beginners start to entertain concerns regarding their impact on their students. These “Am I making a difference?” concerns lead teachers to reflect on individual learning styles, cultural and socioeconomic biases, alternative assessment, and the like.

Fuller’s work prompted others to advance theories and teacher induction models that were sensitive to these stages of concern. Pajak and Blase (1982)

determined that “The achievement of basic professional mastery . . . takes approximately three years. As this happens, a shift from preoccupation with self (the teacher as learner) to a greater concern for others (the teacher as teacher) occurs” (p. 67). Huling-Austin (1986) asserted that beginning teachers should be provided with “ongoing support grounded in a clearly articulated vision of successful teaching” (p. 3). Fox and Singletary (1986) stated that providing psychological support, developing problem-solving skills, forging links between educational theory and practice, and nurturing professional attitude are the four goals of an effective induction program. Schlecty (1990) noted that effective induction programs include entry into the profession marked by stages and statuses. Griffin (1985) determined that,

programs designed to help new teachers become proficient should include not only appropriate scientific bases, but also knowledge that emerges out of collective understanding of the craft . . . and attention to values and beliefs about what good teaching is. (p. 44)

All these researchers indicated that the ultimate goal of induction programs should be to help novices learn how to “be good,” that is, learn how to make a positive impact on their students.

A comprehensive, stage-sensitive induction framework was proposed by Gehrke (1991). Gehrke called for a continuum of three types of help for beginning teachers: direct intervention that solves a problem for the inductee; indirect intervention that sets up conditions whereby the inductee may solve the problem; and regard, which consists of performing the function of authentic person, listener, responder, and clarifier. Gehrke's helping continuum matched the stages of development described by Fuller, in that the first form of help, direct intervention, addressed survival concerns; the second form of help, indirect intervention, addressed task concerns; and the third form of help, regard, addressed concerns that have to do with a teacher's impact on students (efficacy issues).

Studies on Beginners' Concerns

The ideas of Fox and Singletary, Griffin, Gehrke, and others were verified by studies of beginners' wants and needs. Veenman's often-cited 1984 international study ranked the top eight new teacher concerns. Of these, three — classroom discipline, dealing with problem students, and insufficient materials — could be considered survival concerns. Three other concerns were of the task type: assessing student work, relating with parents, and organizing class work.

However, two others were impact-oriented concerns: motivating students and dealing with individual differences.

More recent studies of new teacher concerns show that little has changed since Veenman's extensive survey. Second-year teachers in Nebraska indicated they wanted guidance in classroom management strategies (survival), explanations of the school's philosophy of curriculum and instruction (task management), and frequent feedback on performance (impact) (Brock & Grady, 1996). A qualitative study by Fox (1995) showed that more successful novice teachers had help in identifying and examining their beliefs about teaching (impact), as well as support in combating the feeling of isolation (survival). Murphy's survey of North Dakota entry-year teachers (1992) indicated a desire for more help in task and impact areas. The beginners identified their areas of weakness as assessment (task), multicultural sensitivity (impact), and strategies for mainstreaming (impact).

Spuhier and Zetler (1995) found that more "cerebral" members of their Montana beginning teacher cohort expressed wants and needs relevant to survival and task concerns, while more "emotional" members moved quickly to a desire for help with professional concerns related to impact. Jesus and Paixao

(1996) found that only one survival-related factor (classroom management) contributed to beginning teacher burnout, while three other factors had more to do with perceived impact: efficacy feelings, self-actualization, and the value the respondent placed on a teaching career.

Several recent studies have looked directly at the differences in concerns between first-year and second-year teachers. Cole and Kiley (1994) asked the two groups to rank-order their "Classroom Concerns." While many concerns were similar, the researchers found "highly significant differences" (p. 10). Both groups named "time spent in preparation/evaluation" as their first classroom concern. "Classroom control, management, discipline" ranked third with both groups, and both ranked "lesson/unit planning" in the top five. However, for second-year teachers, the number four concern was "diagnosis of student capability/knowledge," a concern ranked thirteenth by entry-year teachers. Similarly, for second-year teachers "knowledge of adolescent development and behavior" had risen from a rank of fifteenth to tenth, and "skill in conducting discussions" had risen from a rank of sixteenth to a rank of seventh (p. 16-18). These shifts among second-year teachers toward issues which imply an interest

in how to interact more effectively with students, both instructionally and personally, could be interpreted as a move to impact concerns.

Britt (1997) found distinct differences in concerns between entry-year and second-year teachers:

Specifically, second year teachers ranked mastery and impact topics relatively higher than did first year teachers. Among the higher rated topics were: knowledge of content area, teaching techniques and adolescence; relevance of subject matter; student rapport; grouping; diagnosis of student ability; extracurricular assignment and understanding the community. First year teachers, on the other hand, although they had completed a full year of teaching, rated such survival topics as lesson planning, record keeping and physical/emotional stress higher than did second year teachers. (pp.12-13)

Loughran (1994) interviewed 14 science teachers at the end of their second year of teaching, in an attempt to determine their pedagogical development. He found that all the participants identified “time, confidence, and support” as the most crucial influences on their teaching practices (p. 365). The teachers recognized these three constraints — each a category of survival or task concern — as the factors which most prohibited them from realizing the expectations they had established during their preservice teaching. Still, all were dedicated to “bridge the gap” and to “reflect on their own growth as science

teachers" (p. 384), indicating that they were renewing their preservice interest in making a difference in students' lives.

Brickhouse and Bodner (1992) previously reached similar conclusions in their extended case study of one middle school second-year science teacher. While the teacher was passionately concerned with impact issues, most notably attempting to match his beliefs about science teaching with his teaching practice, he continued to battle survival concerns, owing to perceived lack of support for his efforts. Indeed, Zepeda and Ponticell (1996) found that initially-held impact concerns regressed to survival concerns for a group of idealistic entry-year high school teachers when their needs for appropriate supervision and staff development were ignored.

Ironically, some studies suggest that survival concerns may be overcome by deliberately redirecting novices' focuses to impact concerns. In action research reported by Graham and Krippner (1995), a first-year teacher recounted how she survived a traumatizing entry into teaching by continually reflecting on her beliefs about learning and her relationships with her students. Others gave similar reports of new teachers resolving survival concerns by refocusing on

impact issues (Hudson-Ross & McWhorter, 1995; Lawrence, 1995; Scott & Compton, 1996; Tusin, 1995).

The stages of development, as could be guessed, are not always rigid or linear, but recursive. The twenty-year veteran can experience concern for survival in the face of changing demographics or the advent of computer technology. Furthermore, novices are quite capable of monitoring their chances of surviving their beginning years while simultaneously speculating on the impact they are having. Indeed, many beginners are concerned about impact from the moment the first bell rings, while many veterans rarely consider whether or not students are learning what they are teaching. Ultimately, those who grow as teachers are compelled to examine impact concerns as the final measure of their professional selves.

Addressing Impact Concerns through Reflection on Practice

Theoretical Foundations

Contrary to some current assertions, reflection as a means to improve practice has long been encouraged by American educators. The industrial model of management conceived by Frederick Taylor and applied by Franklin Bobbitt in

the early part of the 20th century is still pervasive, to be sure. At the same time, however, “reflective inquiry as a guide to practice” (Pajak, 1993, p. 3) described by John Dewey as early as 1910, has spawned numerous models of supervision intended to focus teachers beyond mere efficiency in executing classroom tasks.

In 1926, Barr and Burton advocated reflective thought among teachers in one of the first textbooks devoted to educational supervision. From their inceptions, both the National Education Association and the Association for Supervision and Curriculum Development have supported the value of reflective practice. According to Pajak (p. 5), the emergence of clinical supervision can be viewed as an “evolutionary adaptation” of the core beliefs of reflective supervision. The original clinical models of Cogan (1973), Goldhammer (1969), and Mosher and Purpei (1972) have given way to the humanistic/artistic models of Blumberg (1974) and Eisner (1976). These models, in turn, have evolved to the contemporary developmental models of Glickman (1985), Costa and Garmston (1986), Schon (1983), Zeichner and Liston (1987), Garman (1986), and others. All these models note that introspection is part of professional growth (Pajak, 1993).

Sergiovanni (1985) advanced the concept of “reflective practice” that goes beyond the established clinical models of supervision, portraying the theoretical (clinical) and reflective as “competing supervisory mindscapes” (p. 6). Though Sergiovanni admitted that existing clinical models encourage self-analysis to promote professional growth, he criticized their prescriptive natures:

The theoretical perspective seeks to establish a true rendering of what is. The perspective is measurement-oriented, and within it precision, reliability, and objectivity are presumed to be of most importance Despite its quest for truth [in objectively evaluating and supervising instruction], the theoretical perspective is able to reveal truth only within the limits of how subject matter is conceived. Decisions as to how to evaluate teaching, for example, influence the outcome of the evaluation. (pp. 6-7)

In contrast, a reflective, practical perspective of supervision is “dynamic and expansive” (p. 7).

Its purpose is not to establish truth in a “traditional scientific” sense, but to be helpful, and to encourage meaningful change Instead of seeking to establish truth in some abstract way, a practical perspective seeks to create doubt, raise issues, and discover reality in teaching Thus external measurement rods are not viewed as key elements of the evaluation process. Instead, internal matters are important, and the evaluation is constructed from actual classroom events as perceived by students, supervisors, and teachers. (p. 7))

Sergiovanni (1985) asserted that professional teachers and supervisors rely on what he calls “informed intuition” to make appropriate decisions.

Informed intuition, a blend of “theoretical knowledge on the one hand and interacting with the context of practice on the other” (p. 15), defines the act of reflective practice. Not only is it important for good teachers to reflect on what they are doing during practice, but afterwards, by reflecting on the process of their in-context reflections.

Goldsberry (1986) eloquently amplified Sergiovanni’s notion of a reflective practitioner:

A reflective mindspace entails dispositions to ponder the relationship between one’s values and one’s actions, and to discover personal meaning by looking for it. For teachers and supervisors alike it means committing to the arduous tasks of examining our world in search of meaning (learning) and of trying to help others do the same (teaching). (p. 352)

In a synthesis of research on reflective thinking, Sparks-Langer and Colton (1991) noted that interest in educational research communities had shifted from an “overly technical and simplistic view of teaching” (p. 37) to a recognition that good teaching involves cognition, critical thinking, and narrative inquiry (re-telling of teaching stories) about one’s classroom actions in order to make deeper sense of the teaching process. They concluded that, given this

interpretation of professional growth, beginning teachers were not receiving the support they needed to move beyond novice-like practice.

Shulman (1987) articulated a pedagogical reform model that identified reflection and new comprehensions as the end stages of teacher growth. His cycle can be compared to Fuller's stages of concerns. Shulman found that teacher competency begins with comprehension of purpose and subject matter. Many survival concerns are grounded in novices' shaky command of what they are to teach (i. e., classroom management, adequate materials). Shulman noted that teachers next move to transformation and instruction issues: preparation, design and demonstration, selection, and adaptation of the content. This phase corresponds with teachers' task concerns. In the final phases of teacher growth, practitioners consider evaluation of students' and their own performances; reflecting on practice through critical self-analysis; and coming to new comprehensions about teaching purposes, subject matter, students, teaching and themselves. These phases are similar to impact concerns

Research on Reflective Practices: Preservice Programs

Evidence exists that teacher training programs have incorporated reflective components since the late 1980's. Bolin (1988) and Strickland and

O'Brien (1991) strengthened student teachers' reflection on philosophy and practice through journaling activities. Morine-Dersheimer (1989) described peer teaching and lesson analysis through concept-mapping as tools for reflection. Cabello (1995) used periodic reflective essays with students. Edmundson (1990) and Sandoval (1996) suggested decision-making protocols to promote reflection.

In 1987, the University of Florida "identified the development of critical reflection as the primary goal of their teacher preparation program" (Ross, 1987, p. 22). The program created a course in reflection. According to Ross, "the first section focuses on the school as a context for understanding educational research" (p.23). A second focus was the historical context of educational research, while the third and fourth components attended to research on teacher effectiveness. Reflective practices within the course included instructor modeling of reflection, guided discussion related to teaching topics, analysis of exams, theory-to-practice papers, and individual conferencing with students. Ross found measurable growth in students' reflective capacity upon their completion of the course. Valli (1990) cited several other university programs that have deliberately taught reflection, with degrees of success, as part of preservice training.

Sparks-Langer, Simmons, Pasch, Colton, and Starko (1990) posited a framework for reflective thinking developed to codify and evaluate “students’ ability to reflect on pedagogical principles underlying teaching decisions, contextual factors affecting the application of the principles, and moral, ethical, or political issues surrounding a teaching experience” (p. 23). The student participants were all part of the Collaboration for the Improvement of Teacher Education (CITE), a program designed to promote students’ reflective thinking about curriculum, methods, and sociopolitical issues during coursework and structured field experiences prior to their student teaching.

The framework assessed students’ capacity to move from technical reflection, which only considers the means to a goal; to practical reflection, which considers the appropriateness of both means and ends in teaching; to critical reflection, which considers, in addition, moral and ethical issues of social compassion and justice. Courses in curriculum and measurement required students to engage in deliberate reflection that was primarily technical and practical in nature, while in the social aspects course students were assessed on their ability to critically reflect. Field activities were designed in each course to allow students to gain experiences requiring each type of reflection.

A similar model, grounded in the educational philosophies of John Dewey and William James, was developed by the University of West Alabama, (Wilson & Baird, 1997). Identified as the pragmatic-experiential model, it emphasized application of learning in progressive stages, the social context of learning through collaboration, and reflection, in order to engage in disciplined analysis and question-posing. Conscious reinforcement of the model was provided within courses in the Colleges of Liberal Arts, Natural Sciences and Mathematics, and Business and Commerce.

Several studies described applications of reflective techniques during individual courses. In one instance, inquiry-based learning (tracking moon phases) was accompanied by the keeping and sharing of observation logs (Scherr, 1993). Through discussion and feedback, participants began to reflect upon the learning styles, values, and sensitivities of others and themselves. They also reflected upon the pedagogical approach of their instructor. Loughran (1995) found that “modelling reflection, and reflection itself, were valued” by the participants in the study (p. 31) after adapting Schon’s reflection-in-action model in a “think aloud” procedure. Loughran talked his way through a demonstration of his own reflective process as he taught a lesson. After each think aloud

procedure, students wrote their observation in journals, then debriefed in class discussions.

Krol (1996) studied the use of dialogue journals to enhance the reflection of education majors. The researcher responded to student journal entries with five types of commentary: affirming, think more/nudging, personal connection, give information, little/no reaction. Students were asked to respond to the commentary. Krol found that think more/nudging comments generated the most reflective thought in the journal writers; however, she emphasized the need to use all types of commentary in order to establish “a dialogic ethos and to stimulate the growth of reflective educators” (p. 21).

Yusko (1997) introduced Dewey’s five-step process of problem-posing, developed in 1910, to build reflectivity among secondary preservice teachers. This framework calls for (a) recognition of a difficulty, (b) its location and definition (contextualizing), (c) suggestions of possible solutions, (d) examination of the suggestions, and (e) further observation leading to acceptance or rejection of the suggestions (p. 6). Student teachers brought real difficulties to the participants, and dialogued through the problem-posing process. Yusko reported limited initial success in reflective growth, attributable, he speculated, to his own

unwillingness to guide discussion through Dewey's linear model. Once the researcher overtly imposed the Deweyan model, interns reported satisfaction with the five-step framework toward reflection on practice.

Kasten and Ferraro (1995) used a battery of tools to promote reflection.

The researchers were interested in determining if a philosophy of teaching could be developed through the processing of epistemological and axiological questions during various activities. Interns wrote brief comments in response to prompts about how we know what we know (epistemology) and how we use what we know (axiology) on a reflective instrument, then discussed their comments in a seminar setting. Interns also worked up case studies on two students in their classrooms, making sure to include their planning and implementation of teaching strategies, observations of student responses, and reflections on these observations. In addition, interns maintained a journal as a "basis for analyzing their own teaching" (p. 4); the researchers responded to the journals periodically. Each intern was videotaped teaching and was required to analyze the tape within 48 hours. Finally, interns submitted a portfolio documenting competencies. The study revealed that using "multiple modes for encouraging reflection in preservice teachers" is important and beneficial (p. 10).

Gibbons and Jones (1994) measured the reflection processes of intern teachers through interviews, written responses to case studies of classroom situations, and discussions of their own day-to-day classroom problems. Initially, the researchers found that interns exhibited the highest degree of reflectivity when writing about case studies. As their internships progressed, the novice teachers began to reflect upon their own experiences in the discussion format.

Coldron and Smith (1995) asserted that teaching is at once a science, a craft, an art, and a social/moral activity. The researchers developed a curriculum to promote reflection in each of these discourse modes, by requiring students to respond to educational research (scientific reflection), practice teaching with mentors (reflection on craft), articulate a personal teaching style (artful reflection), and discuss moral and social responsibilities of teachers in peer groups.

Finally, Tremmel (1993) expanded the reflection-in-action theory in asserting that Schon's conception of reflection is too narrow. According to Tremmel, "Encouraging students to reflect does not mean just leading them to change their minds in the sense of changing perspective; it means, rather, trying to help them change the way their minds work so that they are prepared for reflection" (p. 431). He proposed incorporating Zen training into educational

methods coursework, in order to cultivate “mindful awareness of the present moment” (p. 433). Tremmel helped students cultivate mindfulness through freewriting and focused freewrites called slices of classroom life (p. 439-41). In discussions of their entries, Tremmel emphasized that students should attempt “seeing right at once [because] when you begin to think you miss the point” (p. 433). The precept is a cornerstone of Zen tradition.

Research on Reflective Practices: Inservice Programs

Mentoring through mandated induction programs was the most common form of new teacher support, and most programs incorporated characteristics of Gehrke’s helping framework. The triumvirate of professor, administrator, and teaching colleague functioned as successful supporters in varying degrees. Spuhler and Zetler (1995), and Scott and Compton (1996) described government-managed induction programs that have addressed the stages of concerns inductees are likely to experience, including impact concerns.

On the other hand, Wideen and McNally (1992) found that eight districts in British Columbia focused only on survival concerns during induction, even though these districts’ stated policies included an emphasis on building reflection in beginners. Ganser and Koskela (1996) determined that six beginning teacher

programs in Wisconsin did little or nothing to promote growth toward reflection on impact, focusing instead on survival concerns.

Reflective practices among teachers with more than one year's experience also have been studied. Makibbin and Sprague (1991) described the use of study groups among faculty members of United States Department of Defense Dependent Schools in Germany. The groups, modeled after the Chatauqua Society groups of the late 1800s, met monthly and were guided by a volunteer facilitator. A broad range of topics were discussed, including cooperative learning, time management, learning styles, and student motivation. Participants typically read about a pedagogical issue prior to the meeting, then came together to graft the concept onto their own classroom experiences through sharing and comparing.

Hasseler and Collins (1993) observed the effects of grouping teachers who then collaborated to establish common teaching standards. The group members allowed themselves to be videotaped while teaching, then submitted to group critique of practice. The researchers determined that systemic inquiry techniques needed to be taught before teachers could successfully collect and reflect on data regarding their practice. They also needed to see specific,

concrete examples of how to vary their practice before they could envision change. In their study, establishing an agreed-upon standard of teaching to examine and critique provided the technical process, while videotapes of colleagues' lessons provided concrete alternatives to current classroom methodologies.

Bennett (1994) found that career teachers who engaged in action research, which she defined as "classroom-based studies initiated and conducted by teachers," (p. 34) became more reflective about their practice.

According to Bennett,

Teacher-researchers viewed themselves as being more open to change, as more reflective about their teaching practices and decision making Action research was the crucible in which practical experience and theory combined to stimulate systematic, reflective thinking. (p. 38)

Killion and Todnem (1991) used a procedure that required inservice teachers to complete a detailed chart of the "clients" (students) they served. Charts had to show the characteristics of students, the outcomes that teachers brought about for the students, and the strategies they used to achieve these outcomes. Together, the chart components created a "photo album" (p. 15) of

teacher actions. In groups, teachers compared their albums as a tool to stimulate reflection on practice.

In a similar study, Kennedy and Wyrick (1995) used a “critical incident” protocol to investigate how entry-year teachers’ underlying assumptions about schooling affected their classroom decision-making processes. Teachers wrote autobiographies focused around school memories, then compared these narratives with “critical incidents” from their daily practice. Through this procedure, beginning teachers became better able to “understand that values and beliefs of students and their parents may be very different from their own, especially in our culturally diverse classrooms” (p. 10). Kennedy and Wyrick concluded that their study had implications for veteran teachers, who could use the personal assumptions/critical incidents protocol to reflect continuously upon their practice.

Achinstein and Myers (1997) borrowed a protocol from architecture called a charrette. In the study, second-year teachers used the protocol to describe a classroom situation and ask for specific feedback from colleagues. Also known as critical friendship, this practice purports to “offer multiple perspectives where individuals challenge each other in a climate of mutual vulnerability and

risktaking” (p. 1). The researchers found that participants were often reluctant to share their critical reflections with others or to receive critique. Though the results of the study were not entirely positive, Achinstein and Myers speculate that “Ultimately, reflection may effect transformation” (p. 12).

The most widely used method for promoting reflection among veterans was supervision. As mentioned at the beginning of this section, reflective forms of supervision attempt to address impact concerns. According to Siens and Ebmeier (1996), Glickman’s developmental supervision model offers the most promise of enhancing reflective practice. This is because Glickman bases his approach upon the assumption that the long-term goal of supervision is to increase the teacher’s capacity for higher stages of thought and self-direction.

Siens and Ebmeier tested their assertion in a study of peer coaching. They paired graduate students in administration with veteran classroom teachers, after giving the graduate students intensive training in Glickman’s developmental model. The researchers found that after the interventions participants earned scores on a reflective thinking instrument more than twice as great as the controls.

In a study designed to determine characteristics of effective and ineffective supervisors, Zepeda and Ponticell (1998) found that teachers want “to be respected as professionals . . . who [are] trusted to improve” (p. 76). When asked what actions supervisors should take to treat teachers as professionals, participants in the study responded that principals should *set aside time* for teachers to reflect and think. Results of this study indicate that veteran teachers need a supportive and empowering environment for reflection more than they need direct intervention.

Reflection Guided by Literature

Surely stories have been making people think ever since stories have been told. Great works of literature from ancient times, be it Greek drama or “The Book of Job,” have survived because they offer timeless insights into the human condition. Teachers have used stories to enhance their lessons since teachers have existed, no doubt.

By comparison, using literature specifically to promote therapeutic reflection is a newer concept. According to Myracle (1999), references to the technique are first found in 1916, when Samuel Crothers coined the term

“bibliotherapy” to describe the procedure of “prescribing books to patients who need help understanding their problems” (p. 1). More recently, Riordan and Wilson have defined bibliotherapy as “the guided reading of written materials in gaining understanding or solving problems relevant to a person’s therapeutic needs” (1989, p. 506).

Bibliotherapy has been applied in a variety of therapeutic settings. World War I veterans hospitalized by “shell shock” were treated, in part, through this method, and later generations of therapists (Janoff-Bulman, 1992; Higgins, 1994) used books to help other kinds of trauma patients. Bibliotherapy has been applied to the concerns of adolescents at least since 1946 (Myracle, 1999). Stephens (1974) investigated the effects of bibliotherapy on pre-adolescents.

Aiex (1993) outlined the general purposes for choosing “bibliotherapeutic intervention”:

(1) to develop an individual’s self-concept; (2) to increase an individual’s understanding of human behavior or motivations; (3) to foster an individual’s honest self-appraisal; (4) to provide a way for a person to find interest outside of self; (5) to relieve emotional or mental pressure; (6) to show an individual that he or she is not the first or only person to encounter such a problem; (7) to show an individual that there is more than one solution to a problem; (8) to help a person discuss a problem more freely; and (9) to help an individual plan a constructive course of action to solve a problem. (p. 1)

Morawski (1997) has suggested that guided reading “can play an instrumental role in helping both beginning and experienced teachers think about their professional practice through critical inquiry” (p. 243). The researcher proposed bibliotherapeutic applications in preservice and inservice training, including reading aloud to teachers, instructor-initiated readings, teacher-initiated readings, guided independent reading, and collaborative inquiry. According to Morawski, expected outcomes should include teacher identification with literary characters to promote self-exploration; catharsis in relation to teachers’ professional lives; and, finally, intellectual insight leading to behavioral change (pp. 247-48).

Bruner (1994) used “schooling narratives” to promote reflection among preservice teachers at State University of New York. She found that, through reading or viewing and discussing stories about teaching, “prospective teachers seemed also to begin to understand and question . . . what we call practice” (pp. 216-17). Coles (1989) used poetry and fiction in coursework at Harvard Medical School. Literature selections were keyed to themes prevalent in health care delivery (e. g., death and dying, birth, suffering, healing, professional ethics).

Coles noted that, “for some of my medical students [the selections] have been a psychological or even a spiritual mainstay throughout their education” (p. 99).

Schmidt (1997) published autobiographical research regarding the role literature played in her development as a teacher. She cited literature workshops conducted by the California Literature Project as offering her “a new way of working and thinking about teaching” (p. 172). She observed that “reading literature . . . is a meaning-seeking process. As a mature reader, I seek aesthetic pleasure, Self-understanding and acceptance, and knowledge of the world and with the world through reading” (p. 176).

Summary of Selected Literature

A review of relevant literature showed that beginning teachers move through three stages of professional concerns: survival, task, and impact. These stages are not linear; however, research indicated that, by the second year of teaching, beginners ranked task and impact concerns higher than survival issues in their needs hierarchy.

Several studies linked self-analysis and reflection with development of solutions for impact concerns. Various strategies were employed to stimulate

reflection in preservice and inservice teacher programs, and most strategies had positive effects in promoting reflective thinking about practice.

Literature has been used to trigger introspection in a range of therapeutic settings, including treatment of war veterans, trauma victims, and adolescents.

Literature has been applied in the classroom, as well. Examples were given of literature used to promote reflection among medical students and among preservice teachers.

CHAPTER III

DESIGN & METHODOLOGY

Data for this study were collected and interpreted using a qualitative design. The researcher's goals were

- 1. to determine how second-year teachers describe the climate and conditions of their classrooms,**
- 2. to determine how second-year teachers describe the impact they have on their students,**
- 3. to determine the extent of second-year teachers' use of reflection techniques to analyze their impact on students, and**
- 4. to determine what formal reflection promoted through reading and responding to literature can add to the analysis of second-year teachers' concerns.**

To analyze these issues, data collection needed to take into account the participants' contexts for their descriptions, and the cultures from which these participants drew their descriptions. A qualitative approach, therefore, offered several strengths.

First, the qualitative method assumes that reality is socially constructed, and that research variables are complex, interwoven, and difficult to measure (Glesne & Peshkin, 1992). Any study such as the present one must make the same assumptions, in that the perceptions of second-year teachers regarding the research questions were socially constructed, complex, and difficult to measure in a quantitative way.

Next, the study was limited to participants from one suburban school district of 19,500 students, serving mostly middle class, ethnically mainstream clients. The results of the study may not be generalized to all school districts. Because of these limitations, a qualitative approach was appropriate.

Finally, a perspective-seeking, qualitative design allows for personal involvement on the part of the researcher (Glesne & Peshkin, 1992). Since the researcher had been employed as a classroom teacher — one who left the profession after her second year of service — detachment from the research questions would have been impossible. However, through a qualitative approach to data collection, empathetic understanding can be emphasized over objective portrayal (Glesne & Peshkin, 1992). The researcher's own knowledge of the contexts and climates in which beginning teachers perform their work helped in

data interpretation, as well as in making recommendations drawn from the interpretation.

Procedures

Population of the Study

All participants in the study were volunteers who were initially identified by informants (human resources personnel) within the participants' school district.

All participants were certified employees of one suburban Oklahoma school district. All participants were in the second year or third year of their teaching careers. The district represented serves 19,500 students, the majority of whom are middle class and ethnically mainstream.

Third-Year Participants

Six high school (grades 9-12) teachers in the third year of their teaching careers were asked to participate in a one-hour group interview. The purpose of the interview was to collect data regarding the teachers' use of any methods or techniques that promoted self-reflection on teaching practice. Five participants in this group were from Orange High School and one was from Red High School. The group was comprised of two English teachers, one math teacher, one

science teacher, one consumer science teacher, and one art teacher. Two were male and four were female; all were Caucasian and between the ages of 25 and 45.

Second-Year Participants

Six high school (grades 9-12) teachers in the second year of their teaching careers were asked to participate in the study. All participants had been employed by the district the previous year. Three were male and three were female. The group was comprised of one English teacher, one math teacher, one technology teacher, one health/physical education teacher, one stagecraft teacher, and one drama/debate teacher. All participants were Caucasian and between the ages of 25 and 52. All participants in this group were from Orange High School.

Parameters of the Study

At the beginning of the 1999-2000 school year, the researcher asked the district's human resources office to identify high school teachers entering their third year of service. Sixteen teachers were identified from the initial query. From this population, a group of six was selected by the researcher. The criteria for selection were (a) diversity of content areas taught, (b) diversity of gender,

and (c) balance of representation among the three high schools within the district being studied.

The researcher found that three of four third-year teachers identified as employees of Blue High School had since resigned their positions. The fourth was a female foreign language teacher. Five of seven third-year teachers identified by human resources at Red High School were, in fact, not third-year teachers, but more experienced teachers beginning their third year in the district. The two remaining Red High School third-year teachers were both female science teachers. Five third-year teachers were identified at Orange High School: one female English teacher, one male English teacher, one male math teacher, one female consumer science teacher, and one female art teacher.

The researcher initially asked the Blue High School foreign language teacher; a Red High School science teacher recommended by the district science coordinator; and both the English teachers, the math teacher, and the art teacher at Orange High School to participate in the study. However, the Blue High School teacher declined to participate. The remaining Orange High School consumer science teacher agreed to participate in the study.

Three of the third-year participants (two English teachers and one math teacher) were ages 25-28, and had entered teaching upon completion of four-year college programs. The other three participants (science, art, and consumer science), all female, had entered teaching after pursuing other careers and/or raising children, and were in the 35-42 age range. All participants were Caucasian; none held advanced degrees.

After identification of the third-year teacher population, the researcher met with the group to collect data in the following areas: (a) the perceived impact they have had on their students, and (b) techniques, tools, or support the participants used to help them reflect on their impact on students. The researcher explained the purpose and parameters of the study to all third-year participants, and obtained signed letters of consent from each (see Appendix A).

Data were collected through a semi-structured group interview, during which the interviewer audiotaped the group's responses to a set of interview prompts (see Appendix B). The interviewer augmented data collection with field notes. After the group's focused interview was conducted, the researcher analyzed the responses, in order to identify techniques, tools, and methods of support these third-year teachers said were useful to them in successfully

completing their first two years of teaching, and in helping them reflect on their impact on students.

The researcher's purpose in compiling these data was twofold. First, the researcher wished to ascertain whether third-year teachers used literature as a reflective tool. Such a determination would be pertinent to this study's research questions. Also, techniques identified by third-year teachers as helpful in building reflection would be shared with the second-year teacher group. The second-year teachers could attempt consciously to use these techniques, along with literature, to help them reflect. It was hoped such a process would give the researcher data on the usefulness of a variety of reflective tools, as well as a basis for comparison regarding the relative effectiveness of literature as a reflective catalyst. After the one-hour group interview, no further study of the third-year teacher group was conducted. The researcher transcribed the audiotape from this interview session and coded it for reflective tools and techniques, and participants' perceived impact on students.

Next, the researcher asked the human resources office to identify high school teachers entering their second year of teaching. Twenty-one teachers were identified in the initial query. Of these 21 teachers, one from Blue High

School, four from Red High School, and all eight from Orange High School responded to the researcher's request for study volunteers. However, volunteers from Blue High School and Red High School had the same scheduled plan times as volunteers from Orange High School. This circumstance significantly increased the number of days needed to schedule individual interviews with volunteers. Therefore, the researcher selected the second-year study group of six participants from among the Orange High School volunteers, in order to complete data collection within the time period specified in the study's design. The researcher explained the purpose and parameters of the study to volunteers, and obtained signed letters of consent from each (see Appendix A).

The six second-year teacher participants were of diverse backgrounds and ages. One male English teacher, one female drama/debate teacher, and one female health/physical education teacher had all entered teaching after completion of four-year college training programs. These three were all between the ages of 24 and 30.

One male stagecraft teacher had pursued a career in professional theatrical production prior to entering teaching. One female technology teacher had worked in business and reared children before returning to college to

complete teacher training. Both held standard secondary teaching certificates. One male mathematics teacher had pursued a career in engineering before becoming alternatively certified. These three were all between the ages of 35 and 52. All were Caucasian, and none held advanced degrees.

The group first completed a survey (see Appendix C) previously designed by two professors currently on the faculty of the University of Oklahoma's College of Education. This survey is routinely administered to students in the TE-PLUS program after their first year of teaching. The instrument required a Likert-type response to survey statements, with "1" indicating strong disagreement, and "5" indicating strong agreement. After surveys were completed, items relevant to the study's research questions were examined.

The results of the survey provided baseline data regarding the second-year teachers' perceived conditions in their classrooms (research question 1) and their perceived concerns related to impact on students (research question 2). The purpose of administering the survey, within the parameters of the present study, was to identify second-year teacher impact concerns. Since the researcher did not intend to measure changes in participants' self-perceptions, per se, no post-study survey was administered.

Following administration of the survey, the researcher conducted brief, semi-structured, individual follow-up interviews. These interviews were audiotaped, and the researcher augmented data by recording field notes. During these interviews, the researcher probed the participants in areas correlated with research questions 2 and 3. The researcher first asked participants to share concerns about their classroom practice, and specifically impact concerns (research question 2). The researcher next asked participants to identify any tools or techniques used for reflection on classroom practice (research question 3). In the area of questioning relative to reflection techniques, the researcher relied upon the prompts designed for the third-year group interview (see Appendix B), as well as the responses given by the third-year teacher group, to stimulate second-year teacher responses.

The researcher next analyzed responses to the survey, as well as the follow-up interview responses transcribed from the session audiotapes, in order to categorize concerns among the participants that were centered around classroom impact. Once these concerns were identified, the researcher matched literature selections to the most prominent impact concerns identified. By “matching literature to teacher concerns,” the researcher means that literature

dealing with the same concern as a teacher's classroom concern was given to the teacher to read and reflect upon. For example, if "positive role modeling" had been a concern expressed by second-year teachers on the survey or during the follow-up interview, the researcher would have attempted to match or provide a literary selection for the teacher(s) to read that dealt with serving as a model to others.

Once literature selections were matched with identified impact concerns, each participant was given a copy of the literature selections and a list of focusing questions for each selection (see Appendix D), as well as double-entry reading logs (see Appendix E) and instructions for their use. In double-entry reading logs, notebook pages are divided into two columns. In the left-hand column, the reader records a passage of text. In the right-hand column, the reader enters a reflection on the passage. In addition, participants were given a list of the third-year teachers' reflective tools. Second-year participants were asked, for the duration of the study, to note any other reflective tool or technique they used, either from the third-year teachers' or from their own pre-existing strategies.

Participants met with the researcher either individually or in dyads for three one-hour sessions between October, 1999, and January, 2000. Each session focused on an impact concern. Participants came to each session having read the literature selection matched to the impact concern designated for discussion at that meeting. Also, they attempted reflection through recordings on their focusing question sheets, and/or in their double-entry reading logs. At each session, participants discussed the designated impact concern, shared responses from their notes, and made connections between literature and their classrooms. The researcher served as facilitator by prompting or questioning during the interviews, but attempted not to function as a participant in reflection.

During the interviews, the researcher collected data pertinent to the fourth research question: "What can formal reflection promoted through reading and responding to literature add to the analysis of second-year teachers' concerns?" Furthermore, the researcher collected data regarding any techniques, tools, or methods of support the second-year teachers used. The researcher audiotaped each session, and supplemented data collection by taking field notes.

All session audiotapes were transcribed and subjected to rudimentary analysis as soon after each session as was possible, and all participants were identified in the analysis process by a pseudonym.

Data Analysis

After all data collection occurred, the researcher used the constant comparative method, as described by Glaser and Strauss (1967), to analyze the data. Overarching categories of concerns of interest to the researcher, including insight into classroom climate, teachers' concerns, and perceptions of the roles of literature and of other techniques in reflection on classroom impact, began to emerge using this process. After each session, the researcher coded the transcript into as many of these categories as were possible. While coding an incident for a given category, the researcher compared it with other incidents in the same and different group sessions.

When properties of coding categories became more clear, the data were reviewed again to compare initial coding with the properties now identified as parts of a more unified, or integrated, picture of literature's function in the reflective growth of second-year teachers. To provide for validity, samples of

coded data were audited by two non-participant readers familiar with research pertinent to beginning teacher concerns. These readers were asked to code for categories of perceptions held by each participant regarding the roles of literature and other techniques in the reflective process. The researcher compared the two readers' coded categories with her own. Comparable analyses were evident between the researcher and the two non-participant readers. As data analysis continued, the researcher reached saturation. An analysis emerged of the roles served by literature and other techniques in the formal reflection of second-year teachers regarding their classroom impact.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

The primary purpose of this study was to examine the reflection techniques second-year teachers use to help them analyze their impact on students, and specifically to determine if formal reflection promoted through reading and responding to literature can enhance the analysis of these teachers' concerns. In order to contextualize the reflection techniques used by the study participants, data were also collected to describe the second-year teachers' perceptions of their classroom climates and their impact on their students.

Furthermore, data were collected to identify reflection techniques used by third-year teachers. These data were shared with second-year teacher study participants in order to expand the range of reflective techniques available to them, and to see if they would incorporate any new techniques into their reflection processes. Data are reported in the sequence in which they were collected.

Reflection Techniques Used by Third-year Teachers

The researcher used a set of prompts (see Appendix B) in an interview with six third-year teachers to find out what kinds of reflection techniques they had used. The prompts were generated from a review of the literature pertinent to reflection techniques. The researcher identified several reflection techniques that had been studied more than twice in a research setting, and asked participants if they had used any of these tools. After teachers responded to the prompts, they were encouraged to share any other reflection techniques they had used that were not previously mentioned. Table 1 summarizes the results of the interview.

Table 1
Reflection Techniques Used by Third-year Teachers

Technique	Used By
Reflective journal, classroom log, notes in plan book	2 English, science, consumer science, art
Written diagrams, flow charts, graphic organizers, task analyses	2 English, science, math
Dialogue with colleagues, mentors, professors, students	2 English, science, math, consumer science, art
Review professional literature	1 English, science
Peer coaching, peer observation, analysis of videotaped teaching	1 English
Reading of fiction, poetry, other forms of literature	math
Other techniques	art, 1 English, science, consumer science

Two teachers reported having kept a journal as a tool for reflection on practice. One, a female science teacher, reported that she had kept a reflective journal during student teaching, as a requirement of her preservice training. She continued using the journal through her entry-year, but abandoned the practice after that. The other, a female English teacher, had kept a journal throughout her teaching career. She said, "The journal is for ideas, brainstorming, dreaming, making personal connections. It is more emotional, and maybe more a goal journal."

Five teachers responded to or elaborated upon the journal prompt by indicating that they kept written reflections on practice in their lesson plan books, or on their weekly or daily assignment sheets. The teacher who kept a journal said, "When strategies work, I find that I mark those more in my plan book." A male English teacher said, "I'll write something on my assignment sheet. I always keep copies, and I'll write down something I should do next time." The consumer science, science, and art teachers also indicated that they made reflective notes in their plan books. Only the mathematics teacher did not use this technique.

Four teachers reported using some form of graphic organizer or graphic analysis of lessons. The female English teacher said, "I've used a calendar for the year, . . . and I went through and blocked it out, so, I say, 'I've got two weeks to do this, now what will I use?'" The teacher felt reflection had been stimulated by the activity of "filling in the blanks" on her calendar.

The male English teacher and the mathematics teacher said that they often used an activity similar to the task analysis developed by Madeline Hunter in planning and critiquing their lessons. They described this process as one of making graphic outlines of objectives and activities to support the objectives. The math teacher said that he also drew arrows to "hook" previously-taught concepts to new teaching objectives. The science teacher said that she used the organizers provided by the National Science Teachers Association-National Mathematics Teachers Association Project AIMS (Activities in Math and Science). These organizers are monthly planners, which the teacher reviewed to help her reflect upon successes and weaknesses in her practice.

All six teachers identified dialogue with others as a reflection technique they used frequently. Dialogue was natural and routine for all participants — "just a given," according to one. All said they engaged in professional dialogue

almost on a daily basis with other teachers in their own disciplines. The consumer science teacher added that she routinely talked with experienced teachers in other disciplines. Both English teachers identified their entry-year cooperating teachers as colleagues with whom they continued to hold dialogues about effective classroom practice. The art teacher and the science teacher indicated that they would have continued to seek out their former mentors, but that these people were no longer in their buildings. Both the mathematics and consumer science teacher said that their mentor teachers were not colleagues they would seek out for professional dialogue.

The female English teacher and the consumer science and art teachers all remained in close contact with at least one college professor, and still were active in campus organizations. The English teacher, in particular, cited the value of dialogue with a former professor, one who had invited her to participate as a panelist in forums on beginning teaching.

The consumer science and the science teacher both identified an assistant administrator as a professional colleague they had sought out for purposes of reflective dialogue. The science teacher and both English teachers

identified central office curriculum coordinators as individuals with whom they had engaged in reflective talk.

All participants except the male English teacher said they talked frequently with students and former students regarding the effectiveness of their classroom practice. The science teacher held post-lab discussions to critique the success of the lab activity, and the consumer science teacher indicated that students' oral critiques provided lesson closure at least three times each week. The art teacher said, "I ask my students every day what they think of our classroom, the projects, how I grade, everything that affects them." The mathematics teacher said he periodically asked students to write down three concepts they felt they needed more instruction in, then followed up with oral discussion of the feedback.

Only two participants indicated that professional literature helped them reflect on practice. The male English teacher and the science teacher both subscribed to one or more journals published by their professional organizations. However, the English teacher allowed that he rarely read each issue thoroughly. The science teacher, on the other hand, felt that she got "more than her money's worth" in ideas and "thoughts about [her] teaching" from her publications. The female English teacher said that she had sought information on the internet, and

the art teacher cited her college textbooks as the most helpful professional literature. The consumer science teacher was unaware of any publications targeted to her content area, while the mathematics teacher found his professional literature “boring,” and himself disinclined to learn in this way.

When asked whether or not they had used the techniques of peer coaching or videotaping their lessons as reflection tools, all participants expressed strong interest, but none save the male English teacher had experienced either method. This teacher was uniquely able to participate in an unstructured form of peer coaching, because he shared a classroom with another English teacher. Since his colleague often remained in the room during planning time, the participant was “unintentionally” observed as he taught his lessons. The participant, in turn, had opportunities to give feedback to his colleague under the same circumstances. The participant said that this unique room arrangement had predisposed the pair toward more discussion of their teaching practices, but that no effort had been made on either of their parts to engage consciously in peer coaching. All other participants cited difficulty in arranging for colleagues to visit their classrooms as a barrier to peer critique. Similarly, lack of equipment

was cited as a reason for not videotaping themselves teaching with the goal of self-analysis.

Finally, when participants were asked if they had used literature (as defined in this study) to help them reflect on their classroom practice, one teacher said that he had. The mathematics teacher said that he had frequently viewed the film version of renowned math teacher Jaime Escalante's experience. The math teacher said, " Every time I watch Stand and Deliver, it's just sort of one of those boosts, because it's just the motivation, and any time I see anything of his, I'll be like, 'I need to get that now.' . . . going back to that movie and Jaime, it always helps me." The mathematics teacher also cited the novel Jonathan Livingston Seagull, by Richard Bach.

I read it to my two geometry classes that were basically from hell. It was the first time for me to ever teach geometry, deal with a whole different kind of parent, and it's a subject that most kids don't get, and it's all my fault. It's awful. And so, in the class we read Jonathan, I read it to them. And it's that I'm teaching people, people, not math, and I got tears in my eyes, and some of the kids did, too, and they were like, "Whoa!" And we took out a little piece of paper, and it was like, "Thank you so much for doing this, I really appreciate this," and every person put what he was grateful about. I think that showed them that I was real frustrated with them, because I had tried my best, and I also looked out and saw them not just as students, but as people.

Although, the science teacher, the art teacher, and the male English teacher referenced literature, their comments indicated that they thought of literature as a teaching tool, rather than a way to promote self-reflection. The English teacher summarized this difference by saying,

I can see where it would be motivating to go back and read something that inspires you, but I'm trying to think of an example for myself of something that would help me be a better teacher, and I don't know.

Participants then were asked to describe any techniques they used for reflection that had not been mentioned. Various forms of dialogue surfaced. The art teacher identified internal dialogue as a helpful method for her. "I go home and meditate and talk to myself about my day," she said. The consumer science teacher said that she regularly asked her own children, who attended another high school, for feedback on her classroom practice. She said, "They are my experts, and very honest." The science teacher indicated that she requested her students to write her letters critiquing the class after they were no longer her students. She said she had received helpful feedback using this method. The female English teacher cited dialogue with non-educators as being helpful in

reflecting on her practice. "I talk with family and friends — not teachers — for a whole other perspective," she said.

Both the science teacher and the female English teacher indicated that responsibilities they had been given for teaching other adults had helped them reflect on practice. The science teacher was herself serving as a cooperating teacher that year. Her role as a mentor to another had forced her to reflect deeply on her own teaching behaviors. The English teacher said she had temporarily assumed responsibility for her Sunday school class. Preparing for those lessons led her to the insight that "It's all just teaching," and that effective teaching strategies were applicable in many settings.

Climate and Conditions of Second-year Teachers' Classrooms

The data in this section are organized around the first research question: "How do second-year teachers describe the climate and conditions of their classrooms?" Data collected from a survey (see Appendix C) and individual follow-up interviews were used to answer the question. Six second-year high school teachers participated in the study. The results of the survey and the follow-up interviews are summarized in Tables 2 and 3.

Table 2

Summary of Second-year Teachers' Responses to Concerns Survey

High score = 5 Low score = 1

Type of Statement	Item Score
1. Decision-making skills for teaching	3.3
2. Dealing with disruptive students	3.5
3. Teacher as positive role model	4.3
4. Knowledge and ability to teach	4.3
5. Ability to prevent classroom problems	3.6
6. Good management techniques	3.5
7. Knowledge of content area	4.6
8. Prepared by teacher ed. to deal with discipline	3.5
9. Ability to use reading/writing as teaching tool	4.4
10. Strong communication skills	4.0
11. Knowledge / skills for classroom management	3.0
12. Skills to have a positive effect on various students	4.6
13. Effective and fair disciplinarian	3.3
14. Ability to teach a variety of learners	2.6
15. Ability to teach learners from various cultures	2.8
16. Ability to teach diverse learners	2.6
17. Good parent relations	4.3
18. Ability to re-focus class when disruption occurs	3.2
19. College prepared for effective management	2.2
20. Knowledge of diverse learners	3.2

On the twenty item survey administered to the six participants, two items dealt with beliefs about the role of teachers to serve as positive models, and the impact their actions have on students. On both these items, participants strongly agreed that they had a “powerful influence” on children, and that their ability to teach to meet every child’s needs would have a “positive effect.” These responses indicated that second-year teachers were cognizant of impact concerns.

Three items on the survey dealt with perceived level of knowledge of the subject matter the participant had been hired to teach. The responses for each question indicated that the participants had high confidence in their knowledge of their respective subject areas. Likewise, participants felt confident in their ability to communicate with students and parents.

Eight items dealt with classroom management issues. When asked to rate themselves on ability to resolve classroom management issues, the responses for all items related to classroom management issues indicated that the second-year participants, as a group, felt neither extremely weak nor extremely confident regarding their classroom management skills.

Four items dealt with ability to meet the needs of diverse learners, including students with a range of learning styles, disabilities, and cultural differences. Participants expressed a relative lack of confidence in their ability to meet the needs of diverse and multicultural learners.

One item in the survey dealt with decision-making skills. For the statement, "I have developed good decision-making skills for effective teaching," four participants indicated that their level of agreement was "3," while two participants marked "4." Though these responses would imply that, as a group,

participants did not feel strong agreement or disagreement with the statement, subsequent data, which emerged during follow-up interviews, showed that participants had concerns about their ability to make good instructional decisions in the classroom.

Table 3
Second-year Teachers' Descriptions of Classroom Climate and Concerns

Climate Description / Concern	Stated By
Unmotivated, apathetic, or unconfident students	Math, debate, stagecraft, phys. ed., English
Disrespectful students / classroom management	Debate, phys. ed., technology
Unfocused teaching / poor organization of curriculum	Math, English, stagecraft
Flexible teaching	Debate, phys. ed., technology

In individual follow-up interviews, the researcher probed the participants regarding their perceptions of classroom climate, with the prompts "How would you describe your students?," "How would you describe your teaching?," and "What concerns do you have about your classroom?" Five participants, to some degree, described their classrooms as being populated by unmotivated students, and expressed dismay at this condition. Mandy, a drama and debate teacher, said she continued to be surprised by students' general "apathy toward success."

Tom, a remedial algebra teacher, said his classrooms teemed with “mathphobia,” which he constantly tried to help students overcome.

Jim, a stagecraft teacher, equated lack of motivation with students’ unwillingness to “open up and take risks.” In Jim’s advanced stagecraft classes, motivation was not a problem, but in his beginner classes, he felt many students had been enrolled because counselors had no place else to put them. Serena, a health and physical education teacher, said she sometimes despaired about many of her students’ disregard for a healthy lifestyle. Her duties as coach of the freshmen girls’ basketball team and the track team helped her balance these negative conditions, she said, because her team members were all highly motivated.

Dennis, an English teacher, felt that he routinely worked with motivated children. However, he admitted that most of these students were members of his creative writing class, not his freshmen English classes. Only Karen, a computer technology teacher, felt her classrooms contained mostly motivated students. “Most kids these days don’t have to be forced to work on a computer,” she said. Even those who were fearful of technology wanted to learn.

All three female participants described their teaching as being flawed, owing to continuing concerns with discipline, enforcement of class rules, and similar management issues. They described their classrooms as being places where they sometimes struggled for respect from students. The female teachers also felt that their teaching could be typified by inconsistency in their demands on student behavior. "I bounce between being too hard and too easy," said Karen. Females all felt that the disciplinary conditions in their classrooms had improved dramatically in comparison to their entry years, however. The three male participants did not feel that the climates of their classrooms were characterized by a lack of discipline or disrespect. "They know to be cool," said Dennis.

Male participants described themselves as "disorganized." Jim, the stagecraft teacher, said he felt he did not do a good job of organizing what he termed "multi-task lessons." Students in his classes needed individualized projects to be successful, but he felt he did not create an environment where this could happen. Consequently, his students sometimes engaged in repetitive group activities, because he could not decide what would be the best use of time for each student. Jim felt part of his inability to organize time efficiently stemmed

from not being able to “personally connect with every kid,” and thus better tailor lessons to students’ interests.

Dennis, too, identified disorganization as a characteristic of his classroom.

I am constantly asking myself “What is the most important learning task for the student?” I give myself different answers all the time, and this causes me to change directions too often. Pacing, picking, and choosing from all this stuff I could be teaching is really hard, especially when you are trying to consider both your high and low level learners.

Tom, the algebra teacher, expressed a similar sentiment.

I feel like I am always trying to figure out which skill to teach next and which to reinforce, and I’ll start a new concept then have to go back to one I think I have covered. It doesn’t make for a very smooth flow.

Female participants, conversely, described themselves as organized teachers, or prided themselves on “flexibility.” Karen cited as a strength her ability to “ditch” a lesson plan mid-stream and try something else. Mandy said, “A good thing about my classes, though, is that I think my kids know I won’t keep forcing something that doesn’t work. I mean, how stupid is that?” Serena indicated she had her units planned out well in advance and “pretty much” stuck

to them. "Physical education kind of takes care of itself. I don't have to make a lot of decisions about which basketball rules I will or won't teach," she said. Only Karen expressed regret at lack of time for preparing alternative lessons.

In summation, the ways in which second-year teacher participants described the climate and conditions of their classrooms was determined, to some extent, by gender. Female participants described classes that still experienced too many discipline problems. Females also felt that their students were clear about what learning tasks they were expected to accomplish, and understood that these tasks might change depending on how the class reacted. Male participants described their classrooms as well-controlled environments, with few incidents of behavioral problems. Males characterized their own teaching as "disorganized." Women, on the other hand, described the organization of their teaching and lessons as "flexible," a quality they considered desirable.

Other descriptions were common to both genders, however. Five of the six participants identified too many unmotivated students as a condition of their classrooms. All identified diverse learner populations in their classes. All participants described themselves as strong communicators, possessing the

knowledge and skills to teach their subjects. All saw themselves as being role models who could have a powerful impact on students' lives.

Second-year Teachers' Perceived Impact on Students

The data in this section are organized around the second research question: "How do second-year teachers describe the impact they have on their students?" Data collected from a survey, individual follow-up interviews, and individual interviews focused around literature were used to answer the question.

As described, all six participants indicated through their survey responses that they either agreed or strongly agreed with the statement: "My actions in the classroom have a powerful influence on the success of my students." When asked to explain this term in follow-up interviews, however, participants differed regarding what "powerful influence" actually meant. Male participants loosely defined their impact on students in terms of serving as advisors for career planning. Female participants tended to describe their influence in terms of serving as models for appropriate behavior and getting along with others. All participants expressed the idea that they made an important and lasting impact on students when they could build self-esteem.

Jim said he tried hard to link goal-setting with career success in his

students' minds:

. . . if you can dream it, you can be it, which I preach to 'em pretty hefty. . . . I like to let them know that I was a kid just like them, and I started out with a game plan really young, and I followed it one step at a time, wrote it down on paper, checked off. I went to bed every night and I thought to myself, stupid as it may be, "What did I do today to get one step closer to my goal?," and if I said "nothin'," I knew there was a problem. But most times I could say, "Well, I went to school today," and that was one step closer to my plan, at the very least. And I try to get that across to the kids.

Tom was also direct with students in promoting the connection between

school and work:

First off, I'm not a mathematician, I'm an engineer. So math is a tool. I don't go home and work math puzzles. I don't subscribe to math journals. And that's one of the first things I tell kids in class. I happen to have a talent that takes me up to a certain point with very little effort. I'm lucky that way, and I used it in engineering. The lesson I try to have come through every time is, "What do you think you are going to do?" Even if they decide to mow lawns for a living, it's going to be enhanced by their ability to do math, and algebra in specific. It's all about choices, it's really about choices. You can wait for things to float by and marginally exist, or you can take charge and do what you can to do what you want. So that's what we keep trying to preach, and I use the operative word right there.

Dennis also described his impact in terms of preparing students for the workplace:

I tell them I don't want to change the way you talk, I don't want to change the way you communicate with each other, but I want to teach you how to communicate with me, and the written world, and a boss, a doctor. . . . Well, what I want to teach now is that this education might be meaningless at this point, but this is a means to an end. They complain and I say, "You're telling me that once you start a job you won't be taking it home, thinking about it at home, getting on the internet to look something up? That's homework! That homework is going to pay off in money!"

It is unclear whether Orange High School's endorsement of a "School-to-Work" philosophy accounted for the male teachers' emphasis on career preparation as a motivational technique for students. While significant staff development has focused on "School-to-Work" principles, no participant directly referred to this initiative during interviews.

Mandy also alluded to her responsibility to prepare students for work. She demanded standard spoken English usage among students, not only for success now during speech and debate competitions, but for later success in their careers. However, unlike the male teachers, she viewed modeling caring behavior as a more important aspect of her impact. After relating to the

researcher a lengthy tale about how she had unwittingly insulted a student in her class, she expressed her deep concern over the incident:

I really hurt her feelings. . . . I said [to her], "Look, I'm really sorry." She was like, "Yeah, sure you are." I felt awful about it all weekend, because I felt like, in my ignorance, I may have actually hurt someone's feelings. I joke around with the kids, but if I felt like I actually hurt someone's feelings, I'd feel horrible about it. They [the other students] all just went crazy, and I really hurt her feelings. That is the worst thing to show kids, insensitivity to others.

Serena and Karen were less articulate in defining the impact they had on their students. Both referred to appropriate social behavior as the aspect they wished they could affect in order to help their students be more successful.

However, neither directly connected this desire with their own actions toward students. Serena said, "They could care less whether you get up there and try hard to prepare a lesson and enjoy it, or whatever. . . . I want to lash out and say, 'Why don't you take advantage of this learning opportunity?'"

Karen was pleased that a team of belligerent, argumentative, and uncooperative girls had picked "improving attitude" as their group goal. Still, she confessed that she did not feel comfortable about addressing anti-social behaviors unless they had reached a crisis stage. "I think the more years I teach, I'll be able to handle it," she said.

Participants repeatedly identified building self-esteem as a very important part of motivating students. Tom stated:

There's nobody in my class that is non-functional, dysfunctional. There may be a few that are a little bit slow, but most of them have just been convinced that they are no good, they can't do it, it's too hard. . . . I just keep trying to come up with different ways of showing them that it can be done . . . my only hope is that they've gone out of here with the message, anyway. Maybe in the next class, or somewhere down the road.

According to Dennis, positive self-concept was not emphasized at school.

"There're a lot of 'can't's' for kids. They can't lose their books, they can't be tardy, they can't, they can't. I'd like to have some 'can's' for passing, 'can's' for doing well. . . . Just raising their expectations, and I try to do that."

Serena summed up the views of participants regarding the influence teachers have in building self-esteem within students. She referred to a teacher whose support had helped many students feel capable of success: "[The teacher] will probably never know that she made that kind of an impact, which is the one thing that kind of keeps us all going is that somewhere we are making an impact, whether we know it or not. Well, we hope we are."

Second-year Teachers' Reflection Techniques

The data in this section are organized around the third research question: "How do second-year teachers use reflection techniques to analyze their impact on students?" Data collected during individual interviews following the administration of a survey were used to answer this question. A summary of the data is presented in Table 4.

Table 4
Summary of Second-year Teachers' Reflection Techniques

Reflection Technique	Used By
Reflective journal, classroom log, notes in plan book	Math, English, debate, technology
Dialogue with colleagues, mentors, professors, students	English, math, technology, debate, stagecraft, phys. ed.
Reading professional literature	English, math
Peer coaching, peer observation, videotaping	English
Graphic organizers, charts, task analyses	None
Reading fiction, poetry, or other literature	None
Other techniques	None

During interviews, the six second-year participants were asked to identify any techniques they used to help them reflect on the impact they had on their students. The researcher prompted each participant by using the list of previously identified reflection techniques discussed with third-year teachers.

The researcher also had added to this list techniques not identified in the literature, but mentioned by the third-year participants.

All of the six participants reported that they had used dialogue with others as a technique for reflection on practice. Jim said that he often talked with professional set designers and lighting and audio technicians to help him translate “real life stagecraft into kid terms.” Jim also said he had contacted former college professors for this purpose. Dennis said he often had talks with the building administrator assigned to him, asking her for feedback and ideas for improvement. Though he no longer worked closely with his entry-year cooperating teacher, Dennis also had sought out other mentor teachers on his own, and had talked with them frequently. Dennis shared a classroom with a friend and fellow English teacher, and he credited this arrangement with providing his most significant tool for reflection. “We’ll be teaching the same thing to our classes, but he might have a different way of doing it, so I get to think about a new approach while I’m on my plan time, and see if it works the next class period,” Dennis said.

Both Tom and Serena also had sought out other teachers within the building to talk to about their work, while Mandy regularly called other debate

coaches within and outside of the district to help her reflect on her successes and challenges. Karen and Mandy said they talked with students about what was and wasn't working in their classrooms. Karen said that her last class of the day knew they were her "trial run" class. She introduced new lessons to this class first and asked for feedback, enabling her to make modifications before using the lesson again the next day with her other classes. Karen also said she made a point of talking with her special needs students. "The L D. (learning disabled) kids are kinda trained to speak up and let you know if they didn't get it, so I figure this tells me their are a bunch of others that just aren't saying," she said. Serena said she asked for feedback from her girls' basketball team members, but not from her regular gym or health classes.

Only one participant, Tom, said that he kept a personal journal which he used for reflection on practice. Others, however, mentioned that they used their lesson plan books for the purpose of keeping and using written reflections on their teaching. Dennis, Karen, and Mandy all said they jotted in their plan books when they had ideas for improvement of lessons and observations about student response to their teaching.

Two participants, Dennis and Tom, said they found journals published by their professional organizations helpful in reflecting on their teaching. In addition, Tom said he engaged in a lot of “reflective thinking.” No participants volunteered any previously unmentioned techniques for reflection during their interviews.

Second-year Teachers' Reflections through Literature

The data in this section are organized around the fourth research question: “What can formal reflection, promoted through reading and responding to literature, add to the analysis of second-year teachers' concerns?” After a survey and a follow-up interview were administered to each second-year participant, the researcher matched identified impact concerns with pieces of literature that dealt with those concerns. Participants read the literature selections, using reading guides and reading logs (see Appendices D & E) provided by the researcher, then discussed their reflection processes in individual interviews.

The researcher was interested only in studying participants' reflection on impact concerns. For three of the six participants, classroom management was still the dominant concern. Since classroom management/discipline is classified

as a survival issue, and this study was concerned with impact issues, the researcher did not attempt to promote reflection in this area. Participants identified three concerns that could be classified as impact concerns: meeting the needs of diverse/multicultural learners, motivating students, and choosing/organizing the curriculum most important for students to learn, given the parameters of time, materials, district and state guidelines, and the like.

Concerns about making a positive impact on diverse/multicultural learners ranked highest among participants' impact-type concerns, as presented in Table 1. Participants' average response to the statement "I believe I have developed the knowledge and skills to effectively teach students with a variety of learning needs" indicated that they disagreed with the statement, as well as other statements regarding diverse learners. These statements included "I believe I have sufficient knowledge of multicultural issues so that I can meet the needs of students from a variety of cultural backgrounds"; "I feel confident about my ability to provide a variety of activities for diverse learners"; and "I have enough knowledge about diverse learners to provide appropriate instruction for them."

In follow-up interviews, participants expressed concern regarding the impact issues of motivating students and choosing appropriate curriculum for

greatest effect, as previously reported. As one participant expressed this concern, "What is the most important learning task for the student?" Other participants connected making good choices about what and when to teach with improved student motivation and performance. "I know if I could just find the right project for them, they would get interested and do better work, take some pride in what they produce," said Jim. Mandy said, "I would rather motivate my students because they like what they are doing than because they think I'm going to give them a detention or something."

Reflections on Diverse and Multicultural Learners

To address the participants' concerns of meeting the needs of diverse and multicultural learners, the researcher choose a short story by Toni Cade Bambara (1972), entitled "The Lesson." The story's narrator is an African-American woman, Sylvia, who is remembering an event from her childhood in an impoverished New York neighborhood in the early 1960s. One summer, Sylvia, her cousin, and several other African-American children are forced by their parents to accompany one Miss Moore on various field trips around the city. Miss Moore is herself African-American, but an outsider to the neighborhood. Sylvia describes Miss Moore as a self-appointed teacher/liberator of ghetto

youth, and explains Miss Moore's purpose for the trips: "She'd been to college and said it was only right that she should take responsibility for the young ones' education, and she not even related by blood or marriage. So they'd [the parents] go for it." (p. 49). Through description, it appears that Miss Moore's underlying purpose is to awaken the children's indignation at the gross inequities present in American society.

On one field trip, the group visits F. A. O. Schwarz toy store, on Fifth Avenue. The children see dozens of expensive toys, including a miniature sailboat costing \$1200. All of the children are keenly aware that they could never have anything from the store, prompting Sylvia's cousin to say, "You know, Miss Moore, I don't think all of us here put together eat in a year what that sailboat costs" (p. 54). Sylvia is left angry and confused by the experience, but vows, "ain't nobody gonna beat me at nuthin'" (p. 54).

The researcher provided each participant with a copy of the story, a reading guide with three "Questions to Consider," and a double-entry reading log. After participants had read the story, the researcher scheduled individual interviews to collect data on any reflection stimulated by the literature. Four of the six participants cited the reading guide as being helpful in their reflective

processes, and had made written responses to the "Questions to Consider."

Although four of the six participants attempted to use the double entry reading log, as the researcher had requested, all said they found it cumbersome. Mandy went further, indicating that she felt she had "failed" because she could not record her reflections in this way. The reading guide, for this piece of literature, served to define some reflective themes which emerged in interviews.

The first question on the reading guide was "What do we mean by mainstream culture?" The researcher hoped this question would help participants consider exactly which students they viewed as diverse and multicultural, and which students they would label as "normal." Jim, Tom, Dennis, and Karen all chose to address the question, and gave similar responses: what one considers "mainstream" is subjectively defined from a personal point of view. According to Karen:

I felt like in the story, "The Lesson," the people in the story considered themselves mainstream. The norm is whatever you're in, like the norm would be by our own set of standards, so if you were at [high school in a neighboring district], the mainstream there would be black, and over here it's probably middle class white, so whatever the majority is, I think, is the mainstream.

Dennis agreed. Like Karen, he defined “mainstream” as “the culture you are in.” Dennis cited his own background as an example. Though his parents expected him “to succeed,” success was not equated with higher education: “. . .my dad’s response to [high school] graduation was the Army. He thought I should be a truck driver to see the country and they make good money.” Dennis likened his own situation to the children in the story, who had no one to show them a different model of “mainstream.”

Though Karen and Dennis appeared to have their definitions confirmed by the literature, Jim and Tom said reading “The Lesson” made them re-think previously held definitions of what is meant by the term. Jim said:

. . . after I wrote down what it meant to me, I started thinking, that’s really pretty much a perspective question. It’s one of those things if I were to ask anybody else, they would never come up with the same definition, because it’s all relative. When you look at it in “The Lesson,” the speaker’s idea of mainstream culture is completely different than Miss Moore’s . . . You can say that it’s the obvious majority that people in society accept as normal, but that doesn’t really wash.”

Tom said the story reinforced his growing awareness of a more subjective interpretation for “mainstream.” Explaining that he had grown up in an upper middle class white neighborhood, he said, “. . . after 51 years, I am realizing that the rest of the world doesn’t live exactly like I do.” Thus, Tom concluded that

“Sylvia . . . had sort of accepted her life as normal, maybe a little bit hard, but normal.”

Neither Mandy nor Serena referred to the reading guide, and did not attempt to define what was meant by mainstream. Mandy briefly commented, “I think [black students] think that there is no way that I can relate to their world at all.” Mandy found this circumstance funny, she said, because her students did not know that she is married to a West Indian of partly African ancestry. She seemed less concerned, in general, about multicultural issues, and said that she had not marked these as weaknesses on her survey. Serena’s comments implied that, for her, “mainstream” meant white and middle class. She seemed to view cultural norms that differed from her own as deviant:

I found myself getting mad at [Sylvia], you know? I guess I have to realize that was probably how she was brought up, and the whole culture is a different thing. I notice that walking down the halls. I notice that it’s usually the kids that are yelling the loudest, they are usually African-Americans, and I can’t help but wonder if that’s because they have a hard time getting heard at home, so maybe that’s why they yell out above everybody else, you know? I don’t know what it is. I know it is definitely different than the one I was brought up in, because we had no African-Americans in my school, and hardly any Hispanics. We were generally a white school, and so this has been a very big cultural change for myself, and it’s been an adjustment trying to understand and trying to be tolerant, in a way. I’ve always considered myself to be a tolerant person, but I have been tested.

The second "Question to Consider" asked "What makes those outside of 'mainstream culture' different from us?" Participants who used the reading guide coupled their responses to this question with responses to the third question, "What makes these 'different' members of our society difficult to teach?"

Participants' answers to both questions: economic poverty and the mindset it engenders.

Jim cited a number of differences that separated him from all his students, including age and educational level. He said, however, that the story had helped him recognize the greatest difference between himself and some of his students, and that was the "economic difference." Jim felt this difference superceded any ethnic differences, and that, in fact, it was not his ethnically diverse students that were most challenging to teach, per se, but his low income students of any race.

Jim used a scene from the story to illustrate his reflection:

There's one time in the reading where Miss Moore kind of talks down to them about money, and Sylvia was, like, "Hey, I'm not stupid!" and it creates some kind of a block. . . . You could just see all the barriers that the speaker had built because of that, saying that Miss Moore is not better than her, not smarter. It creates a real learning problem.

Jim pointed out that, although both Miss Moore and Sylvia were of the same race, they were separated by their relative economic statuses, and this caused Sylvia to feel defensive toward her teacher, and to discount her. Jim went on to mention another of the children, Mercedes, who was cooperative with Miss Moore: "I thought she was the one kid that wasn't afraid to experience some new things, but she was pushed back by the others, who were saying, 'Hey, this is the way things are in our culture, so shut up.'" Jim saw the conflicts between Mercedes and the others as a product of the culture of poverty.

Jim felt the story had led him to reflect about studies he had "heard of" that show many people tended to stay at the same economic level as their parents. He said that overcoming the attitude that "it was good enough for my parents, it's good enough for me," could present a strong challenge to the classroom teacher.

Jim further elaborated:

I think the dollar issue might be something I overlooked. It really may affect a lot of people. . . . and even economics related to grades, how the ones with less money seem to make bad grades. I don't know any of the research about this, but I would like to look into it. Money is just a big deal in kids' lives.

Dennis echoed Jim's perception that economic status, rather than race, distinguished the diverse learner:

It's challenging to teach [low income students], because they don't really see why they have to be here, because by their culture and expectations, to be honest with you, a high school degree is not going to do much for you if you are going to end up doing whatever you've got to get by. What would be their motivation to learn? You mention college to them, and most of them don't know many people who go to college.

Dennis further commented, "They get by in poverty, so they think it is okay. They move [to different] apartments every couple of months, they go without a phone, but they are living, they are eating, so they are kind of happy."

Dennis said the teacher in "The Lesson" was a good model for him because she showed her students that "they can be in on it, and get their piece of the pie. . . . she is trying to let them know that you can have it, but it is going to take work." Dennis felt that this was a strategy he often tried to use to motivate "non-mainstream" students, who have low expectations for themselves.

Tom seemed most affected by what he interpreted as Sylvia's anger at poverty, which he saw as a greater difference for her than her skin color. He was struck by her need to be alone and to think about the toy store incident at the story's end:

It's like a childhood version of angst. The whole world's sadness, I mean the whole thing. Just a child recognizing how far out of kilter. It's not even a child recognizing there are \$1200 toy boats, or even

that there are people who can buy \$1200 toy boats, it's way bigger. It's like sending however many tons of food to countries in Africa and watching them rot on the dock because of political problems It's more than the fact that wealth exists, it's the prevailing condition that prevents the distribution of it.

Tom compared Sylvia's anger with attitudes he now perceived in his own classroom.

I hadn't really thought until reading this story about being sensitive to that. There's some it's pretty obvious that it is a little bit more of a stretch to come to school looking like the rest. So when I ask "Did you have a great Christmas?," I should realize that, for some, the answer is "Well, no, actually we didn't have a great Christmas."

Mandy also felt the greatest determinant for falling outside the mainstream was an economic one, saying,

Probably the main thing with me is, I have problems with the kids that come from a real low income, and I guess that's a different culture, as well, because I take for granted that they can get things, or they have access to things, and they just don't, or, like, they have so much responsibility with their families . . . and their parents don't put so much value on education, so they can do all this other kind of stuff [hold jobs], because they need help financially. . . so many kids really don't understand that you have to have an education to get out of that poverty.

Though she felt economics separated her from those outside the mainstream and challenged her as a teacher, Mandy made only oblique

comparisons between her students and any characters in "The Lesson." While Mandy felt Sylvia and her friends resented Miss Moore because she was educated and because she had opened their eyes to their own poverty, Mandy did not reference the story when alluding to her own problems with low income students.

Karen and Serena also alluded to low economic status as a factor that separated students from the mainstream. Karen did not elaborate, but Serena repeated the theme of generational poverty: "I guess a lot of it has to do with their parents. Their parents are satisfied, maybe." Neither of these participants referenced the story in their comments about poverty.

Only Karen and Serena focused on race in their responses to questions 2 and 3 from the reading guide. Both felt somewhat baffled by non-white norms of behavior. Karen said: "I've got five black students in my first block, and I really don't know how to reach them. They are very standoffish. I think they probably think I don't like them." Karen further observed that black females seemed to become enraged quickly, then just as quickly calm down. Serena felt her black students were often "non-appreciative" and "didn't know any better" than to

ignore educational opportunities presented to them. Both saw these behaviors as challenges to their ability to teach.

Karen and Serena viewed Miss Moore as an “incredible woman” who had dedicated herself to enlightening her unwilling pupils. Serena said that she had taken hope from Miss Moore’s experience, wanting to believe that, like Miss Moore, she may have touched a life without knowing it.

Finally, Tom expressed insight into his practice beyond those addressed in the reading guide. Tom identified a passage from the story that he saw as a teaching method he admired and wanted to develop:

Miss Moore, in the story, did one thing that I keep thinking I’d like to do with kids — she showed them what was there. That was the initial thing. I’m sure part of it was here’s what’s there, here’s what you don’t have, and here’s the inequity of it all, but by the way, you could have all of this, and she didn’t say it, she just showed it, and the little girl is thinking about it. And she let them do the lesson. I thought that was neat. There wasn’t a morality play. It wasn’t capitalism is evil, or conspicuous consumption is evil, or we could take this money and feed people with it. They were able to do their own stuff.

Reflections on Motivating Students and Making Instructional Choices

To address concerns regarding reaching unmotivated students and making choices about what curriculum ought to be taught, the researcher chose

Lois Lowry's young adult novel The Giver (1993). The society in Lowry's story, set in some unidentified country and future time, has been engineered to preempt its citizens from experiencing anything even vaguely unpleasant, much less painful, aggressive, or destructive. In order to create such a world, The Elders realized they would have to control all important decisions, including the selection of one's mate, the breeding of a family's children, the choice of one's career, even the hour of one's death. Furthermore, they would need to purge the community of any memory of the past.

Thus, war, hunger, disease, poverty and the like were unknown concepts. Unfortunately, many delightful memories had to be purged, as well, since The Elders determined that most pleasure also had the potential for pain, and that one individual's joy often came at the expense of another's sorrow. Only one citizen, called the Receiver of Memory, retained the collective history of the culture, and when that citizen grew old, he or she would "give" the memories to the next Receiver. The story's central plot revolves around the choices the old Receiver (known to his successor as "The Giver") makes in failing to pass his memories on to his first protégé; his choices and motivational strategies with a

second protégé, Jonas; and his growing realization that memories belong to everyone, rather than a few.

The researcher repeated the protocol described earlier, giving each participant a copy of the novel, a reading guide, and a double-entry reading log. Because the relative length and complexity of a novel (as opposed to a short story) created the potential for more elaborate data sets, the researcher scheduled two individual interviews with each participant. Participants were asked to read approximately half of the novel prior to the first scheduled interview, and finish the novel before the second interview.

In the reading guide for The Giver, the researcher listed six “Questions to Consider” (see Appendix D). During interviews, participants referred to these questions, and answered some of them in a peremptory fashion, almost as if they were courteously recognizing the researcher’s effort in preparing them. Contrary to the focus the guide had provided for “The Lesson,” The Giver guide largely was ignored by participants as they shared their reflections about the book. Furthermore, no participant used the double-entry reading log as an aid to reflection.

During the interviews intended to collect data about reflections on practice stimulated by the first half of the novel, all six participants shared that they had already completed the book. All participants said that they found the story “fascinating” or a “good read,” and wanted to see what would happen to Jonas and other characters. Several talked at length about their revulsion toward the highly-controlled world, devoid of meaningful choice, that Lowry’s book portrayed. All recounted, or even read out loud to the researcher, one or more favorite passages, commenting as they read on Lowry’s skill as a writer.

Dennis, the English teacher, shared his analysis of the book’s “lack of resolution.” Karen confessed during her interview that she was dyslexic, a disability she had heretofore hidden. Despite her impairment, she had found the book so compelling that she had completed it in only two sittings. In total, during the first set of interviews, participants were preoccupied almost completely with responding to the novel as aesthetic readers. The researcher was unable to draw participants into reflections on practice stimulated by the novel without inappropriately leading them in their responses.

Since all participants had read the entire novel before the first interview sessions, the purpose of the second interview changed. The researcher asked

the participants to reflect on any applications to teaching that The Giver might have stimulated for them, and to be prepared to share these during the second interview, focused around motivation and curriculum concerns. Specifically, the researcher asked participants to consider the questions, “Does this book help clarify your ideas about what to teach kids, when to teach it, and which kids ought to be taught?,” and “Did you get ideas for motivating students?”

During the second interview sessions, participants attempted to make connections between the novel and their concerns about motivation and curriculum decisions. However, responses were highly individualized, and no dominant themes emerged.

Jim’s reflections grew out of his initial negative reaction to the book’s benignly totalitarian society. He compared the Giver’s world with the constricting curriculum created by public schools. “For the most part, we don’t let kids learn something because they are interested in it, then see what that will lead them to, see what they would get interested in from there,” he said. Jim stated that the book had reinforced his resolve to tailor curriculum to each student’s individual interests as a means of motivation. Jim elaborated:

I don’t mean just throw everything out forever, but some of that stuff (in textbooks), you’ll never get them to learn it if you just cram it

down their throats, and tell them everybody has to know this, when right now, they're in here because they only want to run sound, or only want to paint sets. Let them start there.

Tom said the book's rigidly defined society challenged him to consider his own "linear" way of thinking, and recognize that not everyone learned in this way:

I tend to think linearly, and I go from one step to the next, and I've always been amazed and somewhat uncomfortable with people who can bypass steps, yet, most of my students, anything linear is not going to work for them at all. They sort of thrive on getting information in from odd places, and somehow they do whatever they do with it. So reading this book, I think I have a lot more clue of what a linear world must look like, and it is really dull! It was really one that I wouldn't want to live in. It caused me to re-think my whole idea of where I think I am most comfortable. Even if I was comfortable there, it's not a particularly good place to be.

Tom summarized by saying, "It's such a powerful book. I think as I become a little more adept at what the teaching process is anyway, I think it will certainly figure into being a little more open and a whole lot less rigid."

Serena offered that The Giver made her think about "the awesome responsibility of choosing what I do tell them and what I don't tell them, and that I have to stay on top of what is the most current information, or I could do harm." She said reading about the Giver's process had helped her realize that she really was more "on top" of curriculum decision-making than she had thought she was:

You know, the first year of teaching, it was all you could do to keep your head above water, and it was like, you need to teach this, this, and this, and you need to be sure you get in this, this, and this, and so you really never thought about what it was you were teaching. But now, you know, I've got the hang of it, at least I've got a better grasp of what I'm going to teach, but now I guess I'm looking at it more objectively, like, is this really relevant, do you really need to have this in here?

Mandy briefly shared some reflections similar to Jim's, in that she felt the book helped remind her that public schools attempted to force all students to fit the same mold. Mandy focused her reflection on motivation, however:

. . . the things that [the Giver] taught, and the things he went through, starting out with pleasant things, I mean, I thought that was a good choice, because he started Jonas being interested and excited about his job first of all, so he could focus on it being a wonderful thing, instead of the awful thing that it also was. Since it was his responsibility to learn this, the guy wanted to retain him, to keep him, without him quitting like the other girl had done, to make it, first of all, pleasant, and second for him to realize his responsibility, I liked that.

Of the participants interviewed a second time, only Dennis was unable to share any reflections the book had stimulated regarding his teaching practice.

Dennis's comments all focused on using the novel with his students, whom he felt would enjoy it. He said the book "would help define why we learn, when we learn" for his students, but made no applications to his own concerns about what

should be taught. When the researcher asked Dennis directly, "Have you found yourself reflecting on your own teaching practice during the course of this study?," he affirmed that he had, but gave examples of students' reflections during literature discussions, rather than of his own self-analysis.

Dennis said that he had at one time questioned the district's recommended literature curriculum, but, having since read the other choices available in the text, now realized that these were, in fact, the best choices for students. He summarized by saying, "I mean, it's cool to try new things, but what are you wanting that you weren't getting before?"

Finally, the researcher scheduled a second interview with Karen on four separate occasions, but for various reasons, Karen was forced to cancel. No second interview was conducted with Karen, due to time constraints of the research protocol.

The researcher completed the final interview session by asking the question, "Have you used any of the reflection techniques provided to you at the beginning of the study that you were not using before?" None of the six participants said that they had used any of these new techniques. All

participants still cited “dialogue with colleagues and administrators” as their most frequently used reflection technique.

CHAPTER V
SUMMARY, INTERPRETATION OF FINDINGS,
AND RECOMMENDATIONS

In the last 30 years, numerous studies have profiled beginning teachers' wants and needs. Researchers have described developmental stages that typically characterize the first three years of teachers' experiences (Fuller, 1969; Gehrke, 1991; Pajak & Blase, 1982; Schlechy, 1990). Beginning with survival concerns, such as developing classroom discipline strategies, new teachers progress to task concerns that revolve around curriculum coverage, and finally to impact concerns, as they attempt to analyze how their instructional decisions make a lasting difference in students' lives. One purpose of this study was to determine how second-year teachers described the climate and conditions of their classrooms, and, by so doing, determine how these teachers described their impact on students.

As teachers move toward consideration of impact concerns, they begin to seek out opportunities to reflect on practice, both alone and with others (Bennett, 1994; Kennedy & Wyrick, 1995; Siens & Ebmeier, 1996; Zepeda & Ponticell,

1998). Other studies suggest that this movement begins to take place during the second year of teaching (Brock & Grady, 1996; Fox, 1995; Cole & Kiley, 1994; Britt, 1997). Another purpose of this study, then, was to identify reflection techniques used by second-year teachers.

Diverse techniques have been used to promote reflection with both preservice and inservice teachers. Among these are journals and observation logs (Bolin, 1988; Strickland & O'Brien, 1991; Scherr, 1993; Krol, 1996), concept-mapping (Morine-Dershimer, 1989, Yusko, 1997; Killion & Todnem, 1991), various forms of dialogue (Kasten & Ferraro, 1995; Makibbin & Sprague, 1991; Hasseler & Collins, 1993; Achinstein & Myers, 1997), peer coaching (Coldron & Smith, 1995; Siens & Ebmeier, 1996), and critiques of videotaped lesson delivery (Kasten & Ferraro, 1995).

Reading and discussing literature as a means promoting reflection on practice has been explored in some preservice programs. Coles (1989) has used fiction, poetry, and drama to stimulate reflection among his Harvard medical students. His course is currently being replicated at the University of Oklahoma, as a pre-medicine elective (Schleifer & Vannatta, 1998). Brunner (1991, 1994) has used literature, and filmed and televised stories as springboards to reflection

in teacher education. This study's most important purpose was to determine whether reading and discussing literature promoted reflection among second-year high school teachers as they began to consider impact concerns.

Review of the Study

The researcher administered surveys and conducted follow-up interviews with six high school teachers in their second year of practice. Through these data collection methods, the researcher identified three impact issues shared by the second-year teachers: dealing with diverse/multicultural learners, motivating students, and conscientious choice of curriculum. The interviews also allowed the researcher to determine what types of reflection techniques these teachers already used.

The researcher matched identified impact concerns of second-year teachers to literature that addressed the concern; teachers were asked to read the selections, respond to reading guides and/or record reflections in double-entry reading logs, and share these written reflections on practice in audiotaped interviews. Participants were asked also to note any other reflection techniques that they used, including reflection techniques the researcher shared with them

that had been catalogued previously in interviews with six third-year high school teachers.

Major Findings

The primary purpose of this study was to determine whether reading and responding to literature could aid second-year teachers in reflecting on impact concerns. Findings pertinent to this purpose are reported first. Findings that identify the reflective processes of the study participants, and findings that help to contextualize both participants' reflective tools and the use of literature as a technique for reflection, are shared afterwards.

Reflection Promoted by Reading and Responding to Literature

In general, reflective responses to the literature selection matched with participants' concerns regarding the needs of diverse and multicultural learners were noticeably richer. Several factors may have contributed to this result: (a) the selection was a short story, and therefore focused around a central event; (b) the selection matched the concern ranked highest among participants, and thus participants were predisposed to reflect on the topic; (c) the selection was the

initial assignment in the study, and participants were relatively more committed to comply with the researcher's requests.

Whatever the reasons, participants uniformly expressed similar reflections regarding multicultural concerns. All participants said the story provoked them to think about the students in their classrooms who typified the true outsiders, and all participants came to the realization that their low income students of any race were the most outcast. Most participants said this was a new insight stimulated through reading, and that it would affect their practice.

The second literature selection was less successful in promoting reflection on practice. Ironically, participants were unanimous in their enthusiasm for the selection, a young adult novel. It appeared that the book's ability to stimulate reflection was hindered in two ways. First, all participants initially responded to the selection aesthetically. They became engaged in the novel's story and read for pleasure, using a non-analytical approach. Second, novels, by definition, encompass a plot, several sub-plots, and many characters and themes. As the fictional elements multiplied, so did the potential for disparate responses among participants. All participants made some connection between the novel and their teaching practice. However, these connections were generally less insightful,

and less elaborate. One participant passionately wished to teach the book to his students, but was unable to reflect upon what the book might teach him.

As Rosenblatt (1978) describes, the capacity of literature to generate reflection is, in some part, determined by what the reader brings to the text.

Coles (1989) described varied responses to the literature he assigned to medical students as a way of helping them think about the roles they will assume. These published descriptions could be confirmed by any elementary reading teacher. It is not surprising, then, that reading and responding to literature as a technique for reflection produced mixed results among participants.

Reflection Techniques of Second- and Third-year Teachers

Both second-year and third-year teachers participating in the study used techniques of reflection, many of which were recognized methods previously cited in the literature. All participants held dialogue about their practice frequently, talking with colleagues, former mentors, former professors, students, and others outside the teaching profession. Several employed some form of reflective note-taking, such as journaling or annotating their plan books. A third method of reflection the two groups held in common was the review of professional teaching publications.

A significant distinction between the two groups, however, was the relative depth and breadth of application. In terms of depth, for example, second-year teachers said they used dialogue to help them reflect, but the talk tended to be with the same person, typically a peer in the same content area, a former cooperating teacher, or a supervising administrator. They occasionally talked with students. On the other hand, third-year teachers purposely had developed much wider dialogue networks: other administrators, central office curriculum staff, internet bulletin boards, professors and preservice teachers from their colleges, students, even interested friends outside the profession.

Again, while most members of both groups said they kept some form of reflective notes, second-year teachers often limited their note-taking to the margins of their plan books. On the other hand, third-year teachers tended to make and keep notes in various places: in unit files, idea journals, and classroom logs; on calendars, assignment sheets, and anything handy. Second-year teachers who read professional journals only looked at discipline-specific publications; third-year teachers cited publications highlighting best practices in any discipline. One third-year teacher had used fiction and film to help him reflect on his teaching.

Third-year teachers had developed a broader range of techniques, as well, and a desire to add more tools to their reflective toolboxes. Several used a form of graphic organizer, such as a task analysis outline or lesson flow chart. Most had begun to see any teaching situation, in or beyond their classroom, as an opportunity for self-analysis. Those who had been observed by preservice teachers had become aware of the need to reflect on practice when one serves as a model for others. All were anxious to engage in peer coaching and to videotape and critique their own teaching.

Description of third-year teacher concerns was beyond the scope of this study. Whether or not third-year teachers would have described concerns ranging from survival to impact is, therefore, unknown. However, third-year teachers had developed more elaborate strategies to help them reflect on any level of concern than had their second-year colleagues. Furthermore, they were incorporating more reflective strategies into their practice continuously. Third-year teachers appeared to have a greater capacity to reflect, regardless of the type of concern they chose to reflect upon.

At the end of the study, second-year teachers had not attempted any strategies from the third-year repertoire, nor had they attempted new strategies

suggested from any other source. Though they described a range of concerns for their classroom, including important impact-type concerns, second-year teachers had fewer means of reflecting on these concerns.

Classroom Descriptions and Concerns of Second-year Teachers

As the six second-year participants in the current study described their classrooms, evidence of all three types of concerns emerged. The three female participants identified classroom management and dealing with disrespect (survival) as a continuing concern. Discipline issues prevented them from “really reaching” their students in ways they would like. Male participants viewed their classrooms as “disorganized,” a condition they attributed to their poor sense of pacing lessons (a task concern).

Both males and females described classrooms populated with apathetic learners, representing many ethnic and economic backgrounds. All participants expressed concerns focused around motivating these reluctant ones, meeting individuals' needs and interests, being sensitive to the demands of a culturally diverse classroom, and making wise choices in delivering relevant and significant content. In particular, participants seemed eager to explore the link between

motivation and curriculum as a way of combating student apathy. These issues could be classified as concerns dealing with impact on students.

These findings correspond with those of other researchers. Brock and Grady's survey of second-year teachers (1996) determined that respondents wanted help with all three types of teaching concerns: survival, task, and impact. Other studies garnered the same results (Fox, 1995; Murphy, 1992). A study that compared entry-year and second-year concerns conducted by Cole and Kiley (1994) found that, while survival and task concerns still ranked highest among both groups, second-year teachers' concerns dealing with impact ranked significantly higher than these same concerns within the entry-year group. Studies by Britt (1997) and Loughran (1994) drew the same conclusions.

Implications and Recommendations for Supervision

Implications for Supervision of Second-year Teachers

Preliminary findings of this study indicate that second-year teachers want support in dealing with survival, task, and impact concerns. Discipline, time management, and organization of classroom activities are among issues still unresolved. At the same time, second-year teachers are beginning to measure

the impact they make on students' lives. They embrace their roles as positive and influential models for children, and seek guidance in how best to fulfill this mission.

Second-year teachers are willing to engage in analysis of their practice, but possess few strategies to help them reflect. They most often choose dialogue with a few significant peers as a reflection method. When presented with new tools for reflection, however, their capacity to incorporate these techniques, without guidance, appears limited.

Second-year teachers' predisposition toward dialogue should suggest to supervisors a possible next step in promoting reflection. Dialogue should be formally encouraged between second-year teachers and those outside their peer group. Talks with non-supervising administrators, curriculum directors, same-subject teachers from other schools, and teachers in other departments should be organized. Discussions should be both informal "venting" sessions and formal meetings with topics keyed to concerns.

It should not be expected that second-year teachers apply a wide range of reflective strategies in an attempt to deepen their insights into teaching. Rather, reflection should be encouraged in ways already comfortable for the teacher. If

literature is used as a method of promoting self-analysis, subsequent reflection should be augmented with the help of a facilitator, possibly in a literature discussion group, as suggested by Morawski (1997).

Implications for Supervision of Third-year Teachers

An unexpected outcome of the study was the apparent readiness of third-year teachers to seek out new ways to reflect on practice. While this study did not identify types of third-year concerns, the capacity of third-year teachers to engage in reflection using several different strategies was evident. Third-year teachers appear open to trying new ways of thinking about their own work, and the work of teaching in general.

Third-year teachers could find reading and responding to literature a beneficial tool to use in reflecting on their practice. Supervisors may wish to organize a “literature circle” of third-year teachers and/or interested veterans, for the purpose of reading and discussing teacher stories. However, third-year teachers might also read independently, then dialogue with a supervisor one-on-one about their insights.

Implications for Further Research

After analyzing the results of the current study, the researcher determined that the need for further research does exist. One potential area of study would be to determine if second-year teachers' reflections on practice could be enhanced if dialogue opportunities were expanded to include many different partners. The power of dialogue has been studied extensively as it occurs between entry-year teachers and their mentors. This technique has also been observed among veteran teachers. However, more data on second-year teachers' use of dialogue to help them reflect is lacking.

A second area for further research would be to determine what formal reflection through reading and responding to literature could add to third-year teachers' analyses of concerns. Third-year teachers' inclination toward examining their practice was evidenced through the array of tools they employed in self-critique. Third-year teachers also were open to new lenses through which to look at themselves. One third-year participant had used literature to stimulate reflection already. While stories about teaching are being used in teacher education programs, no studies were found that looked at using literature as a means of promoting reflection among teachers in practice.

Furthermore, research should be conducted to determine if literary genre and/or facilitation affects reflection on practice. Participants in this study had more difficulty in reflecting on their teaching when reflection was prompted by a novel. Conversely, they seemed able to reflect more easily when examining a short story. In addition, the researcher attempted to remain outside the reflection process with the study's participants. More reflection might have been engendered through facilitation.

Finally, more research is needed to determine more precisely the characteristics that distinguish second-year and third-year reflective processes. Second-year teachers in this study appeared less able to reflect on practice, even when specifically asked to do so. Third-year teachers, on the other hand, seemed both able and willing to reflect on the impact they were having upon their students. More studies are needed to help define the transition between the second and third year of service.

The Researcher's Perspective

After observing hundreds of teachers, Arthur T. Jerslud (1995) concluded that finding intimate and personal meaning in what they are doing is the most

important obligation of all teachers. The only means to find intimate and personal meaning is to “know thyself,” as Thoreau would have us do. In supporting and improving the practices of beginning teachers, it is crucial that we find ways to help them know themselves, to help them survive, to help them manage, and, finally, to help them make a difference in students’ lives. In doing so, we will come, also, to know ourselves.

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Appendix A

The University of Oklahoma - Norman Campus Consent to Participate in a Research Project

Building Reflection through Literature Focus Groups

Michael Langenbach, Ph. D., Faculty Sponsor
Jennifer W. Huntress, M. Ed., Principal Investigator

I would like to research the reflection techniques, tools, and methods used by teachers in their second and third years of practice. By understanding more about how beginning teachers examine their impact on their students, we can better meet the needs of classroom teachers and all our children.

If you are a third-year teacher who decides to volunteer for this project, you will be asked to participate in one hour-long data collecting group interview. This interview will be audiotaped to ensure information is gathered as accurately as is possible. If you are a second-year teacher who decides to volunteer for this project, you will be asked to complete a self-assessment survey, read four short pieces of literature, keep brief notes, participate in four hour-long discussion sessions, and complete another self-assessment survey.

I foresee that you will experience no risks as a participant in this project. Your participation will help your fellow educators understand how to function more effectively. You may also gain insight from your participation, as you reflect upon your expectations for yourself as a teacher. You will receive staff development credit for your participation, based on the district-approved formula for point awards.

Your participation in this project is strictly voluntary, and you may withdraw at any time. All information from this project, including audio taped interviews and observation notes, will be kept confidential within the limits of the law. A pseudonym will be given for you and your current setting, so real names and locations will not be known.

If you have any questions about this project or your rights as a research participant, please contact me at 495-5200, ext. 219.

Jennifer W. Huntress, M. Ed.
Doctoral Student, Educational Leadership and Policy Studies

CONSENT STATEMENT

I agree to take part in this project. I know what I will be asked to do and that I can stop at any time. I give my permission to be audio taped.

Signature

Date

Appendix B

DISCUSSION PROMPTS FOR USE WITH THIRD-YEAR TEACHERS

I am interested in learning about any strategies you have used to assist you in reflecting on the impact you are having on your students. In other words, I want to know what you do to help you assess how much students are gaining from the time they spend in your classroom.

Does anyone keep a journal or log about their classroom?

Does anyone use writing, diagrams, or informal charts as a reflection tool?

Does anyone talk to a colleague? A mentor teacher? A former professor? The students?

Does anyone read professional literature?

Has anyone used peer coaching?

Has anyone been videotaped?

Has anyone read stories, poems, or other works of literature as an aid to reflection?

Are there any other techniques anyone has used?

Appendix C

**UNIVERSITY OF OKLAHOMA COLLEGE OF EDUCATION
SURVEY OF TEACHER EDUCATION GRADUATES
FOLLOWING THEIR ENTRY-YEAR
(abridged)**

Directions: The following statements have to do with how you feel about yourself as a teacher at this point. Please circle the number that best indicates your level of agreement to the statements about your teaching.

AGREEMENT SCALE

1	2	3	4	5
Strongly Disagree				Strongly Agree

- 1. I have developed good decision-making skills for effective teaching.**
1 2 3 4 5 NA
- 2. If a student in my class becomes disruptive and noisy, I am confident that I know some techniques to redirect him/her quickly.**
1 2 3 4 5 NA
- 3. My actions in the classroom have a powerful influence on the success of my students**
1 2 3 4 5 NA
- 4. I have the knowledge and ability to be a successful teacher.**
1 2 3 4 5 NA
- 5. I feel confident in my ability to prevent classroom management problems.**
1 2 3 4 5 NA
- 6. My classroom management techniques need a lot of work.**
1 2 3 4 5 NA

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7. I am confident that I have necessary knowledge and skills for teaching my content area.
- 1 2 3 4 5 NA
8. I have enough knowledge (from course work and related experiences) to deal effectively with any classroom situation.
- 1 2 3 4 5 NA
9. I am confident I have the necessary knowledge and skills to use reading and writing as tools for learning in my classroom.
- 1 2 3 4 5 NA
10. I have very good communication skills.
- 1 2 3 4 5 NA
11. I believe I have developed the knowledge and skills needed to deal with any classroom management problems.
- 1 2 3 4 5 NA
12. My ability to deal with a variety of student characteristics and learning needs will have a positive effect on student learning in my class.
- 1 2 3 4 5 NA
13. I have developed the knowledge and skills necessary to effectively and fairly discipline students.
- 1 2 3 4 5 NA
14. I believe I have developed the knowledge and skills to effectively teach students with a variety of learning needs (e. g., learning disabilities, attention or behavior problems, gifted children).
- 1 2 3 4 5 NA

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15. I believe I have sufficient knowledge of multicultural issues so that I can meet the needs of students from a variety of cultural backgrounds.

1 2 3 4 5 NA

16. I feel confident in my ability to provide a variety of activities for diverse learners (e. g., learning disabled, different learning styles, non-English speaking, attention deficit).

1 2 3 4 5 NA

17. I am confident that I will be able to effectively communicate with parents.

1 2 3 4 5 NA

18. If a student in my classroom becomes disruptive or noisy, I am confident I have developed the techniques needed to redirect his or her attention before it affects other students' learning.

1 2 3 4 5 NA

19. My college preparation has given me the necessary knowledge and skills to effectively manage my classroom.

1 2 3 4 5 NA

20. I have enough knowledge about diverse learners to provide appropriate instruction for them.

1 2 3 4 5 NA

- 21 Overall, how was your entry-year experience?

READING GUIDE

“The Lesson”

Questions to consider --

1. What do we mean by “mainstream culture”?
2. What makes those outside of “mainstream culture” different from us?
3. What makes these “different” members of our society challenging to teach?

Directions --

As you read “The Lesson,” mark passages that may help you reflect on your answers to these questions, or about other thoughts you have had regarding learners from a culture different than your own.

On the sheet provided, write a phrase or key word from those passages that you find thought-provoking in the left-hand column. On the right side, write your reflection. A model is provided.

READING GUIDE

The Giver

Questions to Consider

- Who should decide what curriculum will consist of? In other words, what ideas are important enough to become part of the collective memory of a society?
- What ideas are dangerous, to students and to society? Who should decide?
- Is it in the best interests of our students to help them conform to societal norms?
- Is it in the best interests of students to group them according to their "aptitudes"?
- What commonly used instructional methods support conformity, and what methods support creativity? Do you believe there is a balance in the use of these methods, or a bias toward conformity or creativity?
- Does The Giver make the right curricular and instructional choices for his pupil Jonas? What other choices could he have made that might have been better for Jonas and for the society?

Appendix E

Double Entry Reading Log
“The Lesson”

The story says . . .

This makes me think . . .

. . . she should take responsibility . . .
and she not even related by blood or
marriage.

The speaker does not have a concept of
social conscience.

Reading Log

The Giver

The story says . . .

This makes me think