

8-2015

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INVESTIGATING EDUCATOR IDENTITY-CONSTRUCTION:
A QUALITATIVE STUDY

A DISSERTATION

Submitted to the Faculty of
Montclair State University in partial fulfillment
of the requirements
for the degree of Doctor of Education

by

JONATHAN DILS ROGERS

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Upper Montclair, NJ

2015

Dissertation Chair: Dr. Mark Weinstein

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MONTCLAIR STATE UNIVERSITY
THE GRADUATE SCHOOL
DISSERTATION APPROVAL

We hereby approve the Dissertation
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A QUALITATIVE STUDY

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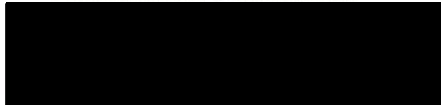
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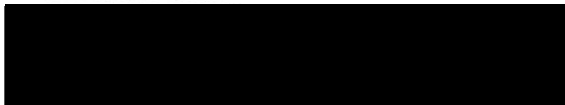
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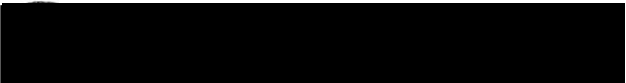
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ABSTRACT

Investigating Educator Identity-Construction: A Qualitative Study

by Jonathan Dils Rogers

This dissertation uses a qualitative approach to examine the sources informing professional identity development in pre-service teachers. The central questions which guided this study are grounded within a few separate bodies of literature: moral education, identity theory, teacher education, and educational policy.

The data of this study revealed a trend among participants: Pre-service teachers view teaching first and foremost as a moral act. The study found that the beliefs and attitudes held by pre-service teachers about the identity of educators can be conceptualized in sixteen separate ways, across three separate codes toward teaching. In addition to teaching as a moral act, participants also indicated that the role of teachers might be managerial or transformational.

The findings of this study and their implications contribute to the narrow body of literature that exists concerning professional identity of pre-service teachers. The project also serves to inform the structure and design of teacher education programs with an emphasis on adapting to the assessment-driven climate of teaching in the 21st Century. Two practical suggestions for teacher training programs are given based on the trends

that emerged from the data: First, teacher education programs must consider the factors that inform professional identity in order to avoid preparing students who will eventually burn out. Second, preparing students in multicultural, social justice, and culturally-responsive pedagogy can be an outlet to put teacher identity to work in the classroom.

Acknowledgement

These people made this dissertation possible, and formed the identity of who I am today: my wife Alexandra and stepson Jack, my mother Rebecca, my brother Matthew and his wife Melanie along with their sons Thomas and Charles, my adviser, teacher, and role model Dr. Mark Weinstein, and my committee members Drs. Maughn Gregory and David Kennedy. All success I may come to enjoy in life, whether professional or personal, will be a direct result of the support they have given me. The infinite patience, kindness, and generosity all of you have shown me throughout this process will never be forgotten.

A special acknowledgement to my dog, Sam, who never left my side night after night, enduring a never-ending string of broken promises to be let outside “in just a few more minutes- as soon as I finish this thought.” Thank you for your loyalty and support throughout this adventure. Yes, now we can go out to play...

Dedication

In memory of my father, Floyd Thomas Rogers.

Table of Contents

ABSTRACT	iv
Acknowledgement	vi
Dedication	vii
CHAPTER ONE: Introduction	1
Purpose	5
Research Questions and Dissertation Methodology	6
Theoretical Framework	8
Significance	8
Organization of the Dissertation	9
CHAPTER TWO: REVIEW OF THE LITERATURE	12
The Professional Identity of Teachers	12
Empirical Research on Professional Identity in Teachers	16
Philosophical Theories on Teacher Identity	19
A Research Gap	23
CHAPTER THREE: METHODOLOGY	26
Overview of the Study	26
Research Design	27
Qualitative Methods.....	27
Sampling	28
Participant Selection	29
Participants	30
Data Collection	31
Protection of Privacy Measures	31
Research Questions and Tasks	32
Graded Homework Projects.....	34
Project #1: “What Is A School?”	34
Project #2: “What Is A Curriculum?”	35
Project #3: “What Is A Teacher?”	36
Project #4: Personal Narrative Essay On Becoming A Teacher.....	37
Data Analysis	38
Constant Comparative Approach to Analysis.....	38
Validity and Reliability	48
CHAPTER FOUR: DATA	50
Sources of Data	50
Overview of the Data	52
Codes	57
Teaching as a Moral Act	57
Learning Facilitator.....	62
Mentor.....	64
Professional/Expert.....	66

Parent Figure	68
Curriculum Designer	70
Friend	74
Advocate	76
Teaching as a Managerial/Procedural Act	77
Classroom Manager (Organization).....	78
Resource Creator.....	80
Mediator	82
Master of Adaptation	84
Student Assessor	87
Teaching as a Transformational Act.....	88
Student-Teacher	89
Reformer	91
Conclusion	93
CHAPTER FIVE: DISCUSSION OF STUDY FINDINGS	95
Introduction.....	95
Research Questions: What Factors Influence Pre-Service Teacher Identity and How do they Relate to one another?	96
Figure 5.1. Teaching as a Moral Act.....	97
Secondary Emergent Codes	98
Figure 5.2. Teaching as Managerial/Procedural Act	99
Figure 5.3. Teaching as a Transformational Act.....	99
Teaching as a Moral Act.....	101
Teaching as Balancing Act	103
Caring in the Classroom.....	105
Research Framework: Tension Between Teacher Identity and Policy	108
Bridging the Gap by Reframing Standardization and Assessment.....	109
Teaching Must Account for Difference: Focusing on Multicultural, Social Justice, and Culturally-Responsive Approaches.....	114
Multicultural Education for Social Justice.....	122
Culturally Responsive Pedagogy	127
CHAPTER SIX: CONCLUSION.....	130
Summary of Findings	130
Implications for Research and Future Projects	133
Implications for Teacher Training Programs	135
Conclusion	135
Appendix A: Syllabus for Class Used in Study	150
MSU Spring 2011	150
Format.....	151
Requirements.....	151
Blackboard Information.....	152
Grades	152

Textbook	153
Appendix B: Institutional Review Board Approval For Research	157
Appendix C: Consent Form for Participating Students.....	158

CHAPTER ONE: Introduction

Many years ago, I accompanied my mother and grandmother to an interior design store to help them pick out a lampshade to go on top of an early 20th century Chinese lamp. The lamp was a treasure brought back from China by my mother's grandfather, who had started a family-run department store just before the turn of the last century. He had traveled to China several times in search of exotic new merchandise for the Midwest market, and this lamp was one of the only remaining pieces from those trips. My only contribution to the discussion was to suggest that a square lampshade would be a thematically better fit with the round lamp than placing a round shade on top of a round lamp. When asked by my mother why this was the case, I offered up a brief layman's account of how the square superimposed over the circle had been a long-running theme in Asian thought, the square representing the four corners of the earth, and the circle embodying the cyclic nature of life, death, and rebirth and the reincarnation of the spirit. My mom then asked me, "How was it you were able to grow up here and still learn all the things you know?"

To put my mother's comment in context, I must first describe not only the area in which I grew up, but also the change that it underwent over the four decades since I have been born. I was born in Parkersburg, West Virginia in the late 1970's. The city sits on the banks of the Ohio River, at the confluence of the southern United States and the Midwest, and at the heart of Appalachia. At the time when I was born,

the city was thriving but was by no means a destination. The cost of living was low enough that people were able to lead contented lives while maintaining very traditional roles and both working and living within the city limits.

Because of its large expanses of undeveloped land and easy access to the Ohio River, Parkersburg became the region's hub for industry in the 1980's when three of the largest industrial companies at the time- General Electric, Shell Oil, and DuPont Chemicals- built large plants in town. The town's citizens, enthusiastic about the amount of jobs that would be brought in, embraced the new plants with high hopes. What nobody had the prescience to be concerned with, however, was that the jobs which were being brought, though indeed high quality, high paying and highly skilled, also required a level of education that the surrounding community was currently not capable of providing. There was not so much as a community college in the area until the 1960s, and to this day there are still no schools within a 100 mile radius which offer the requisite degrees needed to obtain the most highly skilled and desirable jobs available from the plants.

The result was that the standard of living did go up for the town, but only for the people who were recruited or transferred from outside the area and moved in. Those who grew up in town were passed over and their collective quality of life remained relatively unchanged. By the time the following generation of students, the one I grew up with, were finally learning the kinds of skills suited for working in their own community, the plants companies began the phase of outsourcing their

production and in general phasing out operations in the midst of varying political, environmental, and economic concerns. It slowly became clear that my peer group was being educated for careers that were increasingly unavailable to us. In the time it took for our community and our schools to meet the challenges of the times, the goal posts had already begun to shift again. Those of us getting ready to graduate from public school were thus faced with a choice: stay in town and settle for what jobs were available, or go on to attend higher education with the understanding that we would be educating ourselves out of most all of the career opportunities that existed back home. In my town, going away to college meant you were likely not returning home to live again. The town now relies on transplants from other cities to maintain its younger demographic as the average age of the population gets older each year.

A year-and-a-half ago, my wife and I moved back to the region after she accepted a position to teach at a quiet Midwestern liberal arts school nestled on the banks of the same river that became home to those plants in the 1980's. The town I grew up in is being transformed by the newest iteration of this mismatch between its educational and career opportunities. Located on the edges of the Marcellus and Utica shale plays, the region is becoming a "frac-town," experiencing a boom in petroleum and natural gas drilling. Again, there is high anticipation of the jobs that will come to the area as a result of the boom. Healthcare workers are being recruited, new restaurants and hotels are being built in expectation, and my wife's sleepy liberal arts school, which once was the intellectual hub of the region, now produces two-dozen petroleum engineers to every humanities student. Still, very few of the

school's students come from the local region because their school systems are too weak and their parents too poor.

The effects of the boom on the area are identical to those of the rise of the plants in the 1980's. People with high levels of education are flocking to the area because there is a promise of good jobs. They'll stay in the area until they retire or until the oil wells dry up, but they won't settle here. The people who call the region home will have jobs for a time in the local restaurants, hospitals, hotels, and retail stores, but those opportunities will taper off eventually as the boom turns to bust. The local school systems will compete for government grants to better prepare students for the careers in the region, but it will be too late, and another generation of students will have to leave the area in order to pursue a career, furthering the social, economic, and educational gaps in the area. This is the story of Appalachia: its history, and its future.

The moral of this story is that access to knowledge must mean more than simply providing equal curriculum to students in schools and insisting that they're on equal footing. It must also include anticipation for both on-going and upcoming changes in social climate; it must address equity and acknowledge history; it must focus on more than technique and policy; it must be a critical and moral endeavor.

There is no easy fix to these challenges in education, this is clear in even a limited look at the debates over policy and practice, but it is important to acknowledge the beliefs about education held by the system's stakeholders. Rarely do

parents, or students, or teachers call for more standardized testing or instrumentalization, yet these are at the center of the current educational climate. The participants in this dissertation expressed a strong desire to go beyond this kind of educational climate, to be thoughtful, to prepare students for life beyond school, to bridge the gap between their schools and communities. To these participants, teaching is a moral act.

Purpose

Most of the research on teacher education programs focuses on their effectiveness in teacher placement, their alignment with national standards, and their field service opportunities. Rarely does this research focus on the beliefs that prompt students to choose to go into the field of teaching. This dissertation is an attempt at filling that gap by looking closely at these beliefs and their alignment with the current climate of education. The purpose of this study was to examine the sources of professional identity in pre-service teachers and to understand their beliefs about teachers and teaching.

Research Questions and Dissertation Methodology

In order to better understand the gaps that exist between professional identities in teachers, the goals of the programs that prepare them to teach, and the educational climate more generally, it is critical to first examine the conceptions of professional identity in teaching. This dissertation study was guided by two specific research questions:

1. What conceptions of the professional identity do the teachers in training in this group have about the profession they are coming into?
- 2) What, if any, trends exist within the participants' conceptions of a teacher's professional identity, and what common traits are shared within the data to create those trends?

The research questions were posed with an eye toward thinking about how pre-service teacher conceptions of professional identity might be used to better inform the structure of teacher training programs. This line of inquiry framed the theoretical component of the dissertation, as an application for the concepts that developed as the data was collected and analyzed.

The study looked at participants enrolled in a course on the philosophical foundations of education as part of a teacher education program. The course posed some of the "big" questions regarding the nature of teaching and the role of teachers. Participants were given four specific writing assignments throughout the course of the

semester, and each assignment addressed a different facet of teacher identity by focusing on a specific question regarding the profession. The four questions were: “What Is A School?” “What Is A Curriculum?” “What Is A Teacher?” and “Why I Want To Become A Teacher.”

The assignments were typically short reflection papers based on thematic readings that were presented and discussed in class. For example, when exploring the theme of what it means to be a teacher, students read and engaged in a class discussion over John Dewey’s *My Pedagogical Creed*. After reading and discussing this and other readings, participants wrote a reflection on the topic, “What is a Teacher?”

The reflection papers accompanied larger projects centered on the same theme. For example, in the “What is a School?” unit, students were instructed to create a blueprint of their ideal school. The projects were discussed in detail after they were submitted.

Additionally, data was collected from audio recordings of the weekly class discussions covering theoretical and applied issues relating to the profession of teaching. The recordings were then transcribed and analyzed along with the data collected from the written project assignments.

Theoretical Framework

This study focused on the conceptions of professional identity in pre-service teachers, and the types of beliefs that they hold about the nature of teaching and the roles of teachers. More specifically, the study looked at students who were in the early stages of a teacher education program at a large state university in New Jersey. The university cites teacher education as one of its primary areas of focus and its teacher education program has won multiple awards.

After a review of the literature on teacher education programs, it was clear that there was a large gap in the research on professional identity in pre-service teachers. Therefore, the most appropriate approach to this research was to use qualitative research methodology. Using qualitative research, and specifically constant comparative methodology, allowed me to understand the codes and concepts that pre-service teacher beliefs fell within as they emerged as themes from the data.

Significance

This study will add to the body of literature on teacher education by offering a taxonomy of three separate and distinct codes of beliefs about teaching held by pre-service teachers: Teaching as a Moral Act, Teaching as Managerial or Procedural;

and Teaching as Transformational. There were sixteen separate concepts that fell across these three codes.

These findings could be used to inform future studies on teacher education, and might also be used by faculty and administrators within teacher education programs to provide pre-service teachers with programming that is consistent with their reasons for going into teaching. Faculty might also be interested in understanding these codes in order to provide pre-service teachers with adequate support to navigate tensions between teacher identity and the climate surrounding education.

Organization of the Dissertation

This dissertation is organized in to six chapters in order to provide context and background on the dissertation topic, and to fully explain the dissertation methodology and findings. The first chapter provides readers with some background as to why the topic is of significance to the field and to the researcher.

Chapter Two provides a literature review that highlights the history of work on professional identity. The literature review looks at concepts of the self with regard to profession as well as philosophical concepts such as dispositions and motivation. Chapter two also examines the literature on teacher identity as well as qualitative research.

Chapter Three provides a detailed overview of the dissertation methodology. This includes an overview and justification of the central research questions as well as a description of the study methods and the assignments that participants were given throughout the semester-long course used in the study. A detailed description of the four assigned projects is laid out in this chapter. Chapter three also describes how sampling was done and the measures taken to protect student privacy. Finally, chapter three offers an in depth description of the process of qualitative data analysis.

In Chapter Four, the data from the study is presented in depth. From the data, three major trends emerged. Beliefs about teaching fell into three codes: Teaching as a Moral Act, Teaching as Managerial or Procedural, and Teaching as Transformational. The Teaching as a Moral Act code had seven separate concepts: learning facilitator, mentor, professional/expert, parent figure, curriculum designer, friend, and advocate. The Teaching as Managerial or Procedural code had five separate concepts: Classroom manager, resource creator, mediator, master of adaptation, and student assessor. The final code, teaching as transformation, had two distinct concepts: student-teacher transformation, and reformer.

Chapter Five used constant comparative methodology to examine the findings of the study and develop theory based on the study's implications. The most significant finding in the study was that pre-service teachers identified first and foremost with the idea that teaching is a moral act, in other words, they typically came to the field of teaching because they think of it as a moral choice. Chapter five explores the history of the intersection between education and value and its relevance

to the participants in the study. Because many of the participants cited the cultivation of critical thinking as the teachers' primary obligation, chapter five also examines the history of debates over critical thinking. Finally, chapter five makes two specific recommendations for the application of the dissertation data: first, teacher training programs must find ways to bridge an understanding of professional identity with the current assessment-driven educational climate, otherwise they run the risk of preparing teachers who will quickly burn out. Second, pre-service teachers desire a strong grounding in dealing with difference in the classroom, and preparing them in multicultural, social justice, and culturally-responsive pedagogy can go a long way toward reconciling the reasons that they choose to go into teaching with the climate they find themselves teaching within. Technology can also be used as a tool to integrate social justice and equity with classroom teaching.

Finally the dissertation concludes with chapter six, which summarizes the findings of the study and also describes its limitations. The chapter also outlines some implications for both future research and teacher education programs in the 21st century.

CHAPTER TWO: REVIEW OF THE LITERATURE

The Professional Identity of Teachers

Traditionally, the accepted qualification for being considered a ‘good’ teacher was largely one-dimensional: those who demonstrated expertise over the subject matter were de facto good teachers (Hoyle & John, 1995). Transmission models of pedagogy such as lecture and “skill-and-drill” were predominate throughout much of the twentieth century. Alternative conceptions of what it meant to be a good teacher, such as those proposed by Dewey or Freire, were seen as curiosity or a product of the academic counter-culture. It was during the 1980s and 1990s that researchers finally began to look at the roles, expectations, and demands placed upon teachers and to shift the paradigm of teacher identity toward a more multi-faceted one.

Dewey’s *Democracy and Education* (1916) was fundamental in exploring the roles of schools in the achievement of American democratic ideals. Dewey viewed school as a deliberate social site (1916). He wrote, “the conception of education as a social process and function has no definite meaning until we define the kind of society we have in mind” (97).

To Dewey this meant that schools had the duty of not only perpetuating the ideals of democracy but of eliminating those social ills that interfered with a

democratic way of life. It was educators who Dewey deemed morally responsible for carrying out the goals of democracy through their deliberate pedagogy.

Every society gets encumbered with what is trivial, with deadwood from the past, and with what is positively perverse. The school has the duty of omitting such things from the environment, which it supplies, and thereby doing what it can to counteract their influence in the ordinary social environment. By selecting the best for its exclusive use, it strives to reinforce the power of this best. As a society becomes more enlightened, it realizes that it is responsible *not* to transmit and conserve the whole of its existing achievements, but only such as make for a better future society. The school is its chief agency for the accomplishment of this end (Dewey, 1916, p. 20).

Through his writing, and the eventual implementation of an experimental school, Dewey was successful in advocating for the role of educators in bringing about wider societal change.

Close to one hundred years later, Apple & Beane (1995) reiterated Dewey's early assertions. They wrote, "democratic schools, like democracy itself, do not happen by chance. They result from explicit attempts by educators to put in place arrangements and opportunities that will bring democracy to life" (9). Apple & Beane made Dewey's position contemporary by pointing out that Dewey's vision has yet to

be realized. Like Dewey, they called on educators today to “seek not simply to lessen the harshness of social inequities in school, but to change the conditions that create them” (11-12). Teaching is political, they claimed, and schools have the power and responsibility needed for positive social transformation.

Another advocate of this message was Freire, the Brazilian educator who is widely recognized as the creator of “critical pedagogy.” Troubled by the lasting effects of colonization on the people of Brazil, Freire believed:

Their ignorance and lethargy were the direct product of the whole situation of economic, social, and political domination-and the paternalism-of which they were victims. Rather than being encouraged and equipped to know and respond to the concrete realities of their world, they were kept “submerged” in a situation in which such critical awareness and response were practically impossible. And it became clear to him that the whole educational system was one of the major instruments for maintenance of this culture of silence (Shaul, 1970, 29).

It was in direct response to “this culture of silence” that Freire wrote *Pedagogy of the Oppressed* (1970) in which he outlined a framework for social justice education.

Calling it “problem-posing education,” Freire believed that through dialogue, changed power structures in the classroom, and the tools to critically analyze the

social, economic, and cultural power structures that shape their society, students could become powerful agents of change.

In problem-posing education...they come to see the world not as static reality, but as reality in the process of transformation. The problem-posing education regards dialogue as indispensable to the act of cognition which unveils reality...makes them critical thinkers...bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of persons as beings who are authentic only when engaged in inquiry and creative transformation...affirms men and women as beings in the process of *becoming*-as unfinished, uncompleted beings in and with a likewise unfinished reality (Freire, 1970, 83 - 84).

Freire's notion of what it meant to be a teacher informed this concept of problem-posing education. Freire (1970) wrote that the "problem-posing educator constantly re-forms his reflections in the reflection of the students" (80), thus equalizing the playing field between teachers and students.

Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with student-teachers. The teacher is no longer merely the-one-who-

teaches, but one who is himself taught in dialogue with the students, who in turn while being taught also teach. They become jointly responsible for a process in which all grow (Freire, 1970, 80).

Empirical Research on Professional Identity in Teachers

What was once vaguely characterized as “one’s self-concept” (Mead, 1934) or simply “*the self*,” (Erikson, 1968, emphasis added) has progressed into multi-faceted theories which see identity not as something objectively derived from purely internal faculties, but rather constructed from a variety of social and environmental influences in dynamic relation to our personal perception and interpretation of them (Kerby, 1991; Cooper and Olson, 1996; Beijaard et al., 2000). Concerns exist, however, that in many cases the contemporary research into professional identity either does not include or does not find a clear definition or consensus of what the professional identity of a teacher is (Kompf et al., 1996).

The small but growing body of empirical research on the professional identity of teachers has fallen into three major categories: the process of forming a teacher’s professional identity, the characteristics of a teacher’s professional identity, and ways in which a teacher’s professional identity is represented and expressed (Beijaard, 2003).

In a defining pair of studies on teacher identity, Beijaard, who built upon on work done earlier by Bromme (1991), claimed that teachers derive their sense of professional identity through the interplay between how they perceive themselves as a subject matter expert, a pedagogical expert, and a didactical expert (Beijaard, 2000).

Beijaard analyzed the body of work on professional identity and teachers during the period of 1988-2000 (the period during which he claimed it had emerged as an area of research) to see whether and how the term “professional identity” was defined, and what the major findings were regarding teacher’s own sense of what constituted their professional identity (Beijaard et al, 2004). The findings from this study indicated there was no clear consensus over professional identity. Many researchers were either unwilling or unable to propose any definition of the term, and those who did elaborate on it did so largely in implicit and vague language, such as, “P.I. is similar to standards that should be met by teacher” or “P.I. is not fixed or unitary; it is not a stable entity that people have but a way to make sense of themselves in relation to other people and contexts” (Mawhinney, 1997), (Coldron, 1999).

Such findings have led to Beijaard and others calling for a rethinking on the nature of research investigating this topic, arguing that some of the crucial philosophical concepts relevant to the research were being glossed over:

More attention needs to be paid to the relationship between relevant concepts like ‘self’ and ‘identity,’ the role of the context in professional identity formation, what counts as ‘professional’ in professional identity, and research perspectives other than the cognitive one that may also play a role in designing research on teachers’ professional identity (Beijaard, 2004).

Subsequent work has shown an increased awareness of and sensitivity to these sorts of concepts (Varghese et al, 2005; van Veen & Laskey, 2005), but it has been divergent, and none of it has joined the empirical study of professional identity in teachers with an exploration of the philosophical concepts raised by identity, as Beijaard called for.

Many have endorsed a post-structural or critical theory framework (Zembylas, 2005; Ryan & Grieshaber, 2005; Larson, 2008; Clarke, 2009). Others have endorsed a sociocultural approach- primarily through the lens of feminism and gender studies (Vavrus, 2009; Francis, 2008; Lasky, 2005). Still others have treated teacher identity as a psychological concept borne from emotional states and dispositions (Shapiro, 2010; Cross & Hong, in Schutz & Zembylas, 2009; van Veen & Lasky, 2005). Nonetheless, none of these scholars has coupled empirical and philosophical analyses of teacher identity in the way that this multifaceted approach to research has been taken in other areas of professional identity.

Philosophical Theories on Teacher Identity

The prevailing philosophical conception of professional identity is one that is in a state of dynamic tension with that of his or her own personal self (Archer, 1996, 2000; Day, Kington, Stobart, and Sammons, 2006). This view contrasts with many views of the early 20th century which saw the self as a more or less static and stable entity to which additional labels (such as that of a teacher) could be added to without changing the inherent core nature, or essence, of the self (Cooley, 1902).

Theories of professional identity that took into account self-awareness were introduced in the mid-twentieth century by scholars such as Mead (1934). He believed that while the self was indeed a stable concept, its construction was also dependent upon social experiences and interactions with others. Day, et. al. (2006) elaborate the point:

Mead furthered the discussion relating to self as being part of a reflexive process, by suggesting that individuals create a 'generalized other.' This 'generalised other' was not only an accumulation of values, roles and identities, but was a combination of many different attitudes towards an individual which, when integrated, were reflected in the individual's attitude towards him/herself. For the first time, it was suggested that the self, though stable, could take on different approaches to different social experiences based on the particular part played by the individual. (p.602)

Mead's notion of a 'generalised other' paved the way for resurgence in qualitative research into teacher education, which began in the 1980s and has largely kept up its momentum to the present (Diniz-Pereira, 2003). New lines of thought to emerge from this trend include a re-examination of how a teacher's autonomy in the classroom relates to their sense of identity. Biklen (1995) observed that while the autonomous nature of the classroom brings teachers a sense of freedom, it also inhibits them from forming meaningful relationships with their fellow peers. Lortie also notes a connection between the relatively limited (compared against other "middle-class work") external influences a teacher experiences in the classroom and their developed sense of autonomy and individualism. In his book *Schoolteacher: A Sociological Study* he observed that while teachers claim to desire assistance and interaction with their colleagues, this desire is superseded by the one to retain autonomy. Thus, many potential avenues of potential cooperation between other teachers, parents, and administrations are not sought after in favor of upholding the traditional boundary separation the classroom offers.

The cellular form of school organization, and the attendant time and space ecology, puts interactions between teachers at the margin of their daily work. Individualism characterizes their socialization; teachers do not share a powerful technical culture. The major psychic rewards of teachers are earned in isolation from peers, and they can

hamper one another by intruding on classroom boundaries (Lortie, 1975, 192).

Others' efforts were made to demonstrate that the classroom experience was not as central to the process of a teacher's identity formation as previously thought. Professional identity is not simply shaped from the experience of managing a classroom, mastery of one's chosen academic specialization, and interacting with students. Rather, it comes about from "...the result of an interaction between the personal experiences of teachers and the social, cultural, and institutional environment in which they function on a daily basis" (Sleegers and Kelchtermans, 1999). Goodlad (1990) echoes this notion and states, "The emphasis of Western culture on individualism... shapes the behavior of most student teachers. However, the teacher education enterprise is also well designed to perpetuate individual, competitive effort." The subsequent work done by Su (1992) with pre-service teachers further strengthens this claim:

The organization of the training program, especially the structure of the student teaching experience, also tends to encourage the development of teacher individualism. Data from the surveys and interviews indicate that students in the programs studied did not have many collegial interactions, either on a formal basis or an informal basis, among themselves. The image of student teachers projected in

the present study is an aggregate of persons learning to teach on their individual motivation and initiatives. The student teachers confront a 'sink-or-swim' situation in physical isolation. The way most beginners are introduced into teaching therefore leaves them doubly alone (211)

The above passage is of great interest and relevance to this study. On the surface, there appears to be a conflict of sorts taking place within the study of teacher identity- the very essence of teaching lies in the teachers' interactions with her students, thus the act of teaching is necessarily a social one. Yet there is substantial research indicating that teachers do not in fact acquire their professional identity from working in the classroom with their students. Both Goodlad (1990) and Su (1992) seem to suggest that the formation of a teacher's professional identity is preempted by other factors before he or she first begins experiencing the classroom environment as a teacher. Goodlad (1990) cites the 'cultural zeitgeist' permeating throughout all facets of our social worlds as responsible for this, while Su points to the process of professional development occurring within pre-service training programs as being the primary cause. Both seem to agree, however, that students entering into a teacher education program do so with a moral and ethical paradigm about teachers already in mind.

The paradigm may be one which values individualism and promotes the idea of teaching merit acquired through competition with one's peers, or one of

isolationism that resists creating relationships with one's peers in favor of establishing justification for their professional identity from within. Regardless of the circumstance, though, there appears to be a relationship between how a teacher's professional identity is formed and what moral and ethical assumptions associated with that identity result from it. This study will seek to further the inquiry into the nature of this relationship. The nature of the inquiry will lead into some of the closely associated areas of ethics and identity: moral education, educating for social justice, and diversity in the classroom.

A Research Gap

The lack of literature on the professional identity of teachers is not due to the fact that there is a lack of literature on professional identity more broadly- there is plenty of literature on this. Julia Evetts (2009) worked with colleagues to study professionalism in organizational contexts. Evetts argued that it is unclear whether there is a "new professionalism" emerging amongst the new management-and-standards-driven rhetoric, because there is both continuity and change in the themes that impact professionalism, but that professionalism has been, and remains to be, an occupational value. In looking at professionalism as an occupational value, Evetts (2014) identifies governance, management, work standardization, and targets as changes to the interpretation of professionalism as an occupational value in service

professions, while she identifies authority, legitimacy, prestige, identity and work culture, and competence as continuities- concepts that have continued to impact service professionals' understanding of professionalism (414).

Evetts included teachers in her research and found that these changes and continuities resonated with educators as well. While the profession of teaching was moving toward using some of the more "professionalized" language and management themes such as standardization, teachers also continued to identify competence, authority and so on as components of professionalism in organizations that are becoming increasingly managerial (408).

Sutherland (2012) looked at the role of authenticity in professional identity formation. She identified two components of professional identity, interpersonal and intrapersonal, and advocated for professional education courses to support the integration of these by promoting authentic learning experiences within communities of practice. Her study used online graduate education courses, and more specifically online discussions, to explore the relationship between authentic experiences and professional identity.

Sutherland used three categories of engagement to explore the use of authentic experiences in professional identity formation. They were: Theoretical, Linkage, and Professional. Each of these categories of engagement was tracked across three types of comments, identifying, analyzing, and critical evaluation. She found that there was an 11% increase in students' depth of engagement in utilizing the online course to explore authentic experiences (760), from that and other data she concluded that

authentic experiences play a significant role in the development of professional identity.

The body of literature on professional identity is expanding to include work like Evetts' and Sutherland's which focuses on specific concepts like professionalism, managerialism, authenticity, and so on. Still, there is very little research on the foundation, or baseline, of professional identity in teachers. As Beijard (2004) pointed out, there is little research that joins the philosophical theories on identity with the sources that inform professional identity.

This represents a clear gap in the literature on the formation of the professional identity of teachers. Before looking at specific dimensions of professional identity, it is important to understand what factors influence and constitute the foundation of professional identity. In this study I look at these factors, compare them to philosophical theories on identity, and explore their practical implications by looking at the professional identity of pre-service teachers.

Using pre-service teachers for this research is important for two reasons. First, pre-service teachers are not yet in the field, and therefore the factors that they identify as being foundational to the professional identity of teachers is unaffected by time in the field. Second, understanding how educators initially understand the role and identity of teachers can lead to more coherent and unified teacher education programs and smoother transitions between these programs and the classroom.

CHAPTER THREE: METHODOLOGY

Overview of the Study

The purpose of this study was to determine the sources that serve to inform and build the foundation for professional identity of one group of pre-service teachers. The research conducted will also examine the implications of professional identity in pre-service teachers for teacher education programs, particularly the ways in which those programs might keep in mind professional identity when addressing the tension set by the practical demands of the 21st century classroom and teachers' desire to make meaning in the classroom.

Due in large part to the fact that there has been little research conducted on questions of identity in pre-service teachers, the study uses a constant comparative approach to begin to address this gap. Work on teacher education programs by Beijard (2004), Su (1992), and others shows that teacher training programs have a strong influence on the ways teachers view themselves and others in professional context. For this reason, this dissertation study focuses on pre-service teachers because the literature points to pre-service as a critical time for both identity formation and professional preparation.

The research questions in this study, then, aim to address this gap by gaining an understanding of what pre-service teachers identify with in imagining themselves as educators, why they have an interest in teaching, how they understand a teacher's

role. In addressing this gap, some insight can be gained into how teacher identity can be used, and in what ways it aligns or conflicts with the current educational climate, as well as what implications this might bring to bear on education.

This study's participants were undergraduate students who were enrolled in the same required course for earning a bachelor's degree in Education as well as their teacher certification. All participants self-reported an intention to pursue teaching in some capacity (i.e. - elementary school, secondary school, athletics coaching, special needs counseling, etc.) as their professional career.

Research Design

Qualitative Methods

The body of research on the professional identity of teachers is very narrow and very much in development. Because of this, and because the focus of this study was to understand what factors influence the development of teacher identity and how they might be categorized, it was necessary to utilize qualitative research methods in this study. Qualitative research is an umbrella term for a number of different methodologies and approaches. Defined by Biklen and Bogdan as an “approach to social science research that emphasizes collecting descriptive data in natural settings, uses inductive thinking, and emphasizes understanding the subjects point of view” (2007, p. 274), qualitative research tend to use tools such as interviewing and

reflection materials to address research questions. In this study I used a qualitative approaches to data analysis, the constant comparative method, which resembles grounded theory.

Sampling

The next step in the research process is sampling. Purposeful sampling is when the researcher chooses the appropriate traits and characteristics for the participants in the study in order to best get data to address the research questions. In order to explore pre-service teacher identity, there was one main criterion used in participant selection: Participants had to be enrolled in a teacher education program.

Due to the nature of the study, convenience sampling was also used to recruit and select participants for the study. Convenience sampling, according to Johnson and Christensen (2013) is used by researchers who “include in their sample people who are available or volunteer or can easily be recruited and are willing to participate” (263). In contrast to quota or purposive sampling, convenience sampling is best used when the experiential conditions of the participants acquired from the qualitative research overrides the exact number or proportion of participants or the common conditions of participants themselves (i.e. that the participants come from a particular city or attend a particular school). The fact that the participating students were able to attend a semester-long course together was more important for the data

collection of this study than ensuring a normative quota for their demographic information.

Based on this study design, participants each had to be enrolled in the Philosophical Foundations of Education (POE) course, and so were selected based on their registration and willingness to participate. One drawback to convenience sampling is that it can be difficult to generalize from the sample to any other group. What I did to counteract this is to describe in the data analysis section what hypothetical populations would correspond to this sample. They were, generally, pre-service teachers enrolled in large state universities who are planning to teach in either urban or suburban school districts.

Participant Selection

The selection of participants was done on a voluntary basis by the students enrolled in the POE course. All students in the class received a disclosure and detailed description of the study both orally and in writing. Students consented to participation in the study by signing consent forms that were collected by a separate research assistant and kept away from me until final grades for the semester had been submitted. As such, only the individual students themselves knew whether they were participants in the study. Students were advised that they were under no obligation to participate and participation would be considered anonymous. The students who

participated in the study had identical course work and responsibilities as those not participating, thus it was not possible to tell from my perspective as the classroom teacher who were the participants in the study. The data collections process did not begin until after the semester had ended and final grades had been turned in.

Participants

There were 31 participants in the study, and each was a college student enrolled in a semester-long undergraduate course for pre-service teachers in training. The course was titled “Philosophical Orientation to Education.” I served as both the instructor for this course as well as the primary investigator for this study. The participants of the study were all enrolled in a teacher education program. All participants volunteered by signing informed consent contracts in which they agreed to allow their in-class spoken comments to be recorded and transcribed, and their written work assignments collected for use as data. All data gathered from the participants was collected from the normal course of weekly classroom activities, including in-class discussion and dialogue, and writing assignments. Participants also submitted a voluntary and self-reported demographic sheet listing their age, gender, race, place of birth, and nationality (defined by the participants as identifying with a cultural and/or political entity). Participation concluded with the end of the course’s

semester. Both the course content and its application to the participants were approved by the University's Institutional Review Board (IRB).

Data Collection

The treatment of the research study consisted of a semester-long undergraduate college course (totaling 15 class sessions) occurring once per week for two and a half hours per session. Class sessions consisted of discussions of assigned theoretical readings, in class presentations and activities concerning current events related to education and teaching, and graded homework projects focusing on the philosophical foundations of education. The in-depth descriptions of each of these class components will be grouped into their respective categories and described in detail in the following section.

Protection of Privacy Measures

Data collection began during the first week of the semester with the gathering of demographic data, at which point each participant was given a random code to insure anonymity and unbiased analysis. When participants submitted their data, a research assistant made photocopies of the work and replaced their names on the

written work with a random code assigned to each participant, then stored the work as data in a secure location.

Participants were given informed consent forms explaining the details of the data collection process at the beginning of their first class. They were also informed that their choosing whether or not to participate in the study would not be known by the researcher until after the semester had ended and all final grades had been submitted, thus ensuring the study would have no effect on their class grades. Further, all the demographic data as reported by the participants themselves was submitted anonymously so there would be no identifying connections between the participant and the data.

Research Questions and Tasks

There are two specific questions guiding this study: The first of the questions is, what factors do teachers-in-training identify as informing their conceptions of what a teacher should be? This question aims to address what is arguably the biggest gap in the literature, namely, the fact that very little research has been conducted with regard to the sources that inform the professional identity of teachers. Though much research has been done on the factors that influence levels of teacher burnout or teacher satisfaction in later career stages, very little research has been done on why teachers are drawn to teach, and what they view the

educator's role to be. An understanding of the factors that influence teacher identity seems foundational to an understanding of most other pedagogical questions, such as what professional development opportunities are most effective for teachers? What support structures best enable teachers to thrive? And, how can we best prepare teachers?

The second research question guiding the study is, what, if any, trends exist within the participants' conceptions of a teacher's professional identity, and what common traits are shared within the data to create those trends?

These questions were used to inform the theoretical component of this dissertation, which considers how pre-service teacher conceptions of professional identity might be used to better inform the structure of teacher training programs. This is a critical question that teacher education programs must address because a mismatch between pre-service teacher identity and preparation might result in a larger degree of teacher burnout, whereas understanding teacher identity at the pre-service level can allow teacher education programs to adequately prepare teachers for a career of teaching and to make their experience more meaningful.

The first and second of these questions were the basis for the development of the four assignments that the participants completed as part of course. The framework for these questions, which is concerned with the implications of the data for teacher training programs and curricula, was the basis for the qualitative analysis. This is addressed in the final chapter of the dissertation.

The four assignments were designed with the research questions in mind. In the following paragraphs, each of the individual assignments is outlined in detail, and the connections between each and the research questions are highlighted.

Graded Homework Projects

A total of four separate projects were assigned periodically throughout the course, and each project tasked the participants with addressing a general philosophical question about the foundations of education.

Project #1: “What Is A School?”

Students were asked to design their own ideal utopian school and classroom using materials of their own choice (poster, diorama, graph paper drawing, computer aided design, etc.). Practical considerations such as financial and space restrictions were consciously ignored, as this was intended to be a conceptual and idealistic project. The blueprints for the school were to minimally include a macro view of the overall layout of the campus, including any noteworthy structures or features of the school, and one detailed micro view of what an individual classroom at the school including key features and structures, as well. The project was accompanied by a justification paper in which the

participants explained their reasoning behind their design for their school and how those designs fit with or facilitated their personal philosophies of education. This project was intended to address the study's central question of how the participants viewed the identity of a teacher through examining the ideal environment in which he or she works.

Project #2: "What Is A Curriculum?"

To explore the principles behind the construction of a curriculum, students were tasked to create a portfolio of sample lesson plans to be used in the subject area and grade level that they intended to teach themselves. This project was thought to be the best way of directing the participants to focus on what a teacher should value in her profession and how those values are expressed through the content and structure of her courses. The lesson plans were to cover three days' worth of classes and for a single subject (i.e. - each of the individual lesson plans contributing toward teaching a subject, topic, or theme which could be covered over a three day period). The lesson plans were also to include a form of assessment of the participants' choosing, which could range from a test or quiz, to a groups presentation, to a self-reflection essay, etc. A justification paper also accompanied this project, and in the paper the participants again explained the

reasons behind their design choices for the lesson plans and how those choices emulated their personal views, beliefs, and values about education.

Project #3: “What Is A Teacher?”

This project asked participants to construct a hypothetical job posting which advertised for the position of a teacher to teach the subject area and grade level which the participants envisioned themselves most likely to be teaching. The visual design of the job posting could be done according to the participants’ preferences, but its content must include a list of characteristics which an ideal candidate for the job should possess (there were no requirements as to the minimum or maximum number of traits listed). For each of the traits listed in the job posting, the participants were to explain their choices in the accompanying justification paper. The justifications were to include a detailed account of why each individual character trait was considered ideal within the context of the grade and subject chosen in the job application. For example, a participant may explain why he or she believes that the qualities of organization and charisma are ideal for a high school level math teacher, as opposed to patience or empathy, which may be more ideal for an elementary level teacher. This project builds upon the previous one, which addressed the content knowledge side of a teacher’s profession, to ask how the participants viewed the procedural and pedagogical values of a teacher.

Project #4: Personal Narrative Essay On Becoming A Teacher

The final project of the course was for participants to write a personal narrative essay in which they answered the question of why they wanted to become a teacher, and what factors in their life influenced that decision. This project was designed to address the two research questions and served as a type of summary commentary of what was taken from the other three projects. The intention was to give the participants an assignment with few restrictions to help ensure that responses were unbiased and undirected. There were no requirements as to the type or number of influences to be cited, only that the essay included a detailed description for each of them and the significance each held in their lives. Such factors could include both positive as well as negative influences or role models (i.e. - participants were asked to consider whether there were any past teachers or other similar figures who demonstrated “the wrong way of teaching” and motivated them to go into education so that they could “do it the right way”). As this assignment was open-ended and subjective by nature, there were minimal criteria for style and structure; all that was expected from the participants here was evidence of genuine introspection into the motivations prompting their professional identity.

Data Analysis

In contrast to other forms of research, in the approach taken in this study the data analysis was continuous throughout the research process. I used the constant comparative method of analysis. In this section I discuss this method as well as the qualitative research tools that I used such as memos, triangulation, and coding.

Constant Comparative Approach to Analysis

The constant comparative method of analysis is the predecessor to grounded theory, and the two share commonalities. Both use data sources to construct theory, and allow, as Charmaz (2005) explains, researchers to “remain close to their studied worlds” in hopes of developing an “integrated set of theoretical concepts from their empirical materials that not only synthesize and interpret them but also show processual relationships” (p. 508).

Any discussion of the constant comparative approach must start with the pioneering work done by Glaser and Strauss. Working together in the 1960's, at the University of California, Glaser and Strauss came from distinct backgrounds. Glaser a quantitatively trained researcher from Columbia, and Strauss, a Chicago school pragmatist, who was a proponent of symbolic interactionism (Charmaz, 2006), found common ground in their quest to design a clear method for “systemic qualitative inquiry” (Bryant & Charmaz, 2007, p. 33).

Disenchanted with “theory generated by logical deduction from *a priori* assumptions” (p.3) and frustrated with sociology’s tendency towards theory verification, Glaser and Strauss (1967) worked to create new structures for approaching and following through with a qualitative inquiry. In particular, Glaser and Strauss (1967) wished to address the “de-emphasis on the prior step of discovering what concepts and hypotheses are relevant for the area that one wishes to research” (p. 2). This had become a habitual practice of their experimental and scientifically oriented generation, and in Glaser and Strauss’s opinion this “de-emphasis” discovery was limiting to intellectual growth. At the time, and perhaps even now, their epistemological critique was cutting-edge, helping to not only advance the theoretical conceptualization of a qualitative method grounded in theory but also because they provided “practical guidelines for action,” (Charmaz, 2006, p. 5). Reflecting on the lasting contributions of Glaser and Strauss’s early work (1965; 1967; 1968; and 1971), Charmaz (2006) summarizes the hallmarks of a their approach:

Simultaneous involvement in data collection and analysis;
Constructing analytic codes and categories from data, not from
preconceived logically deduced hypotheses; Using the constant
comparative method, which involves making comparisons during each
stage of the analysis; Advancing theory development during each step
of data collection and analysis; Memo-writing to elaborate categories,

specify their properties, define relationships between categories, and identify gaps; Sampling aimed toward theory construction, not for population representativeness; and Conducting the literature review *after* developing and independent analysis (Charmaz, 2006, p. 5 – 6, emphasis in original).

Fundamental to Glaser and Strauss's approach was their push to move away from the process of deductive reasoning, typical of the scientific method, to adopting an inductive approach to research.

In contrasting grounded theory with logico-deductive theory and discussing and assessing their relative merits in ability to fit and work (predict, explain, and be relevant), we have taken the position that the adequacy of a theory for sociology today cannot be divorced from the process by which it is generated. Thus one cannon for judging the usefulness of a theory is how it was generated-and what we suggest that it is likely to be a better theory to the degree that it has been inductively developed from social research (Glaser & Strauss, 1967).

This strict adherence to an inductive approach was too constraining for Strauss and Corbin's (1998) expanded version of the method, which evolved from constant comparative analysis to grounded theory. Strauss in particular, "saw research

as an analytic interplay between analyzing inductive data, conceptualizing them, and then checking these conceptions through further data gathering which brings in deductive elements” (Bryant & Charmaz, 2007, p. 46). Known as abductive reasoning, the Strauss and Corbin approach, “entails studying individual cases inductively and discerning a surprising finding and then asking how theory could account for it” (Bryant & Charmaz, 2007, p. 46). This is a clear departure from Glaser and Strauss’s (1967) theoretical attachment to an inductive approach.

During the late 1960’s, a series of books, *The Social Construction of Reality* (Berger & Luckman, 1966) and *Studies in Ethnomethodology* (Garfinkel, 1967) “seriously challenged conventional positivist epistemologies because they explicitly argued that people constructed their realities through their ordinary actions” (Bryant & Charmaz, 2007, p. 37). At the time, Charmaz was a student of Glaser and Strauss at the University of California, San Francisco. Coming of age as a researcher in the late 1960’s, and exposed to the works aforementioned, Charmaz recognized the importance of context, multiple worldviews, and the role of individuals in constructing their reality. Charmaz realized that the “epistemological grounds of inquiry,” that had previously supported Glaser and Strauss’s own scholarly development, were dramatically shifting (Bryant & Charmaz, 2007, p. 38), and that if constant comparative methodology were to experience longevity, their theoretical foundations would also need to change. Charmaz and her contemporaries began to make the claim that even in constant comparative research “data don’t speak for themselves. The cognizant other (the researcher) engages data in a conversation”

(Bryant & Charmaz, 2007, p. 38). This was quite a departure from Glaser and Strauss's original epistemological argument, which posited data as, "non-problematic, something to be observed in 'phenomenalist' fashion by a disinterested researcher" (Bryant & Charmaz, 2007, p. 43). From Charmaz's perspective:

Data are always conceptualized in some way. Thus the generalizing impulse in classical grounded theory, its strain towards parsimony and subsequent reductionism, the beliefs in discovery and distanced observation, all become problematic. A repositioned GTM bridges defined realities and interpretations of them. It produces limited, tentative generalizations, not universal statements. It brings the social scientist into analysis as *an* interpreter of the scene, not as the ultimate authority defining it. And this method acknowledges the human, and sometimes non-human, relationships that shape the nature of inquiry (Bryant & Charmaz, 2007, 52).

The narrow body of literature on pre-service teacher identity coupled with the opportunity to use a semester long course to conduct this research made constant comparative analysis the most appropriate research method for this study. This allowed me analyze data while it was being collected. In constant comparative analysis, the researcher does not start with a theory in mind but rather an area of research, allowing the theory to be drawn from the data. In the case of this study, the

framework that I had in mind was the eventual use of the data to inform teacher education programs, however I did not have a theory in mind as to how this might work when the data collection and analysis began.

To analyze the data, I used the stages of analysis that are fundamental to grounded theory, and also very common in constant comparative analysis. Constant comparative research has four stages of analysis: codes, concepts, categories, and theory (Bernard, 2010). As I was collecting and analyzing data, the initial general trends that I found were coded until they were developed and could be grouped into concepts. Once I had established the general concepts I looked for ways to group them and these became the categories that I used to understand and interpret the data. These are described in detail in Chapter Four.

Finally, I used these categories to detail the theory about pre-service teacher identity. Specifically, the theory was that pre-service teachers interpret teaching primarily and foundationally as a moral act, and secondarily as both transformational and organizational/managerial. In chapter five I develop this theory and explore both the implications that it has for informing teacher training programs and the challenges that it might raise in a climate of high-stakes testing and performance measures.

While collecting and analyzing the data, I used the tools of qualitative research. In the following sections I discuss three specifically: coding, memos, and triangulation.

Coding

Random coding linked only the students' demographic information with their submitted data. When data was submitted, it was copied and stored while original copies were graded for course purposes. After all data for the entire semester was collected, graded, and returned, and final grades had been submitted, analysis began on the copies of the data with the random code assignments.

Coding procedures for the data consisted of two passes through each of the class transcriptions and each piece of submitted work from the participants. The first coding pass focused on highlighting and extracting comments from the data which were relevant to the topics of teacher identity and the various role requirements of good teachers. The extracted comments were collected and submitted to the second round of analysis, which consisted of grouping the comments into categories based on the content of each comment. In keeping with constant comparative methodologies, the categories were not pre-determined prior to the data analysis but rather were constructed as necessary during this stage of data analysis. Neither the kinds of categories nor the total number of categories were known until after all analysis had been completed. Decisions made regarding how each individual comment was to be categorized were done at the discretion of the primary researcher.

After the data was categorized, it was then examined for any emergent trends or dominant themes emerged. Results from the data were recorded in the form of total number of comments extracted as data points, number of categories the data points were grouped into, and how many data point were grouped within each

concept. The resulting categories and quantified data served as the basis upon which the theoretical component of the dissertation is constructed and argued.

Memos

An important part of the research process was making use of the memos I created in both the data collection and data analysis stages. Glaser (1998) describes the process of memoing as “The core stage of grounded theory methodology. Memos are the theorizing write-up of ideas about substantive codes and their theoretically coded relationships as they emerge during coding, collecting and analyzing data, and during memoing.” He goes on to explain that through practice the researcher should come to treat the memoing process more as “a lifestyle” than just another research component. This is because all of the mental processes and phenomena- observations, associations, connections, causal relationships, inspiration, adaptation, to name just a few- are constantly active and running whether we are conscious of them or not. Thus memos must be able to keep track of this always-on process by changing and evolving their content and structure as the research progresses. Memoing often trends in the direction of going from open, general, and succinct in the beginning stages of research to being more structured and focused as the project develops.

I began my memoing process in much the same way. My memoing practices followed a similar arc as described by Anna Sandgren, who says:

“Students sometimes worry about the value of memoing in the beginning of their [research]. They say it is not necessary when starting their research, but soon they understand its value and learn how important it is and that they cannot do a GT without memos. With a rich memo bank it is easy to write up a working paper on a theory and also to see which concepts are saturated or not. Also when sorting the it becomes easy enough to see gaps in the emerging theory.” (Sandgren, in Glaser 2013).

During the data collection process (i.e. – the semester over which the POE class took place), my memos consisted mostly of pedagogical notes regarding the content of the day’s lesson plan and how it would be relevant to the study. Once the course was finished and the transcriptions of all class discussions had been completed, I began to develop a coding system which grouped the participants’ views about teacher identity into categories. The concept labels were created around the similar theme shared by all the comments within the concept. Some examples of the concept labels include “Learning Facilitator,” “Role Model,” and “Parent Figure.”

When the research progressed into data analysis I made a second pass through the data points, examining each of the comments regarding teacher identity for a

deeper meaning beyond just a concept label. I made at least one note about what theoretical assumption(s) each comment about teacher identity was based on. These memos served as the catalyst for the actual constant comparative analysis which allowed me to see the overarching theme that tied the data together.

Triangulation

Triangulation is a concept in qualitative research that refers to the use of multiple methods, sources, analysts, or theoretical perspectives in research in order to produce understanding (Denzin, 1978). Triangulation is often used to in order to corroborate research findings when research in the social sciences cannot be easily repeated to check for validity. This use of triangulation is controversial, however, and triangulation is more often used to make research more robust or to understand the research in greater depth (Patton, 2001). In this study I used triangulation of data sources in order to better understand and define the codes, concepts, and categories as I was collecting and analyzing data.

The four assignments used as data sources provided a variety of different kinds of reflection about three elements of teaching: teachers, schools, and curriculum. The first three assignments asked participants to describe these elements generally and impersonally while the fourth assignment asked students to reflect on their own personal decision to become a teacher.

The study also looked at the transcriptions of classroom discussions in juxtaposition to the responses to the four assignments. This allowed for the analysis of more free-flowing thought and gave voice to some participants whose writing was less reflective, as the assignments gave voice to participants who were quieter in class discussions. Overall triangulation allowed for a clearer and more concise refinement of the codes, concepts, and categories for the study, and also allowed me to shore up the theory by checking for consistency and consensus among the data sources.

Validity and Reliability

In the context of qualitative research, the term “validity” has been defined and translated into a variety of different concepts. Among the more popular terms used to describe it are: “rigor,” “trustworthiness,” “plausibility,” and “credibility” (Hannes, Lockwood, and Pearson, 2010). In contrast to this, “reliability” refers to the likelihood that the researchers’ findings might be replicated. Miller (1986) emphasizes that reliability is not only central to research, but it is also highly dependent on the efforts of the researcher. He writes, “(f)or reliability to be calculated, it is incumbent on the scientific investigator to document his or her own procedure. This must be accomplished at such a level of abstraction that the loci of decisions internal to the research project are made apparent” (72). A number of different strategies and methods were included in this research study to help ensure

the credibility of its data and increase the likelihood that its conclusions can be supported, reproduced, and referenced by future research.

By using different data sources I was able to ensure that I acquired “rich” data from the participants. Data from the written class assignments was gained from participants in an environment where they could be deliberate and calculated with their thoughts. They had the time to make considered judgments about their concepts of a teacher without any unwanted outside influence or pressure. On the other hand, the participants’ comments made within the classroom environment provided data from a much more organic and “real-world” setting. These comments were much more likely to be made when students were directly responding to prior comments or addressing “spur of the moment” thought in real time. Getting these data sources was essential for creating a rich picture of the data and allowing me to see the similarities and differences between statements made in each context on both an individual and group level. This also allowed me to better see how the participants’ thoughts on teacher identity progressed in on individual level over the course of the semester, as well as discover if any trends in the data emerged on a group level.

Chapter four will summarize the data that was collected from the participants in the research study. The chapter begins with details about the assignments used as data sources. Each assignment corresponds to the two overarching research questions. The bulk of chapter four focuses on in-depth descriptions of the themes that emerged from the study, and the taxonomy of codes and concepts that was developed through analysis of the study data.

CHAPTER FOUR: DATA

Data Collection and Analysis

Using a constant comparative method of analysis, I looked through the data in order to understand the different codes that pre-service teachers might have toward professional identity. The data analyzed in the study included the transcriptions of sixteen weeks of in-class discussions as well as four two-part assignments, which included both a project and accompanying reflection paper.

Sources of Data

The four assignments were organized around four different themes: “What Is A School?” “What Is A Curriculum?” “What Is A Teacher?” and “Why I Want To Become A Teacher.” The unit on “What is a School?” asked participants to draw up a design of their ideal school. The school was to include elements that they felt were essential elements of schooling, for example, some students drew collaborative working space, while others focused on having “stations,” such as Montessori Schools do. The accompanying reflection paper asked participants to explain their designs and discuss what elements they thought were central to schooling.

The next assignment was “What Is A Curriculum?” and had the participants create sample lesson plans to cover three days of one class and grade level of their choosing (i.e.- 4th grade history class, 8th grade algebra class, etc.). The three days of

lesson plans were to cover one overarching unit or topic of study, and include at least one form of assessment such as a quiz, report, or project. The assignment also included a reflection paper, which had the participants justify their choices in the design and content of their lesson plans, and how they emulated the participant's pedagogical beliefs.

The third assignment was "What Is A Teacher?" and consisted of tasking participants to construct a hypothetical job posting for a teacher to fill a position of the grade level and subject area of their choosing. The job posting was to include a list of qualities they thought the ideal job candidate should possess for the position they had chosen. In the accompanying reflection paper participants gave a defense of their reasons behind why they chose the list of desired teacher traits that they did.

The final assignment was for participants to address the question of "Why I Want To Be A Teacher." This assignment requirements consisted of only a short reflection paper answering the question, which was intentionally left open ended and unstructured so as to minimize the chances for biasing or guiding participants' responses. The only expectation was that they support the claims they made with explanations and reasons.

The data collected from these four assignments were combined with the data acquired from the transcribed audio recordings of weekly class discussions collected throughout the semester. The class discussion covered theoretical issues of pedagogy and education as well as applied current events topics about the profession of

teaching. Three distinct codes of teacher identity emerged from the data, and each code was further subdivided into distinct concepts.

Overview of the Data

There were three distinct codes: Teaching as a Moral Act, Teaching as Managerial or Procedural, and Teaching as Transformational. Across these three codes there were 16 different belief-types about professional identities, three of which found overlap between codes. These belief-types were used to categorize the data points.

The “Teaching as a Moral Act” code had eight concepts, they were: Learning Facilitator, Mentor, Professional/Expert, Parent Figure, Curriculum Designer, Guide, Friend, Advocate.

The “Teaching as Managerial or Procedural” code had seven concepts, they were: Classroom Manager (Organization), Resource Creator, Mediator, Curriculum Designer, Coach, Flexible/Adaptable, and Student Assessor.

The “Teaching as Transformational” code had four concepts, they were: Student-Teacher, Guide, Coach, and Reformer. The concepts of Curriculum Designer, Coach, and Guide appear in multiple codes. In each of these instances the concept term was used in more than one different context by the participants.

A total of 310 written and spoken comments were extracted as data points, taken from the collected raw data and categorized based on their content. The data showed that by far the most commonly cited or referenced identity for a teacher to possess fell into one concept in particular- “Learning Facilitator.” 26.1% (or 81) of the total comments fell into this concept, while the second most popular identity concept- “Professional or Expert”- accounted for 11.6% (or 36) of the total. All other concepts accounted for less than 10% each of the total (3 different concepts accounted for approximately 9% each- “Mentor or Role Model,” “Classroom Manager (Organization),” and “Guide”).

The required criteria for a participant’s comment to be categorized under the “Learning Facilitator” label, as well as all other concept labels, were somewhat varied in their specific content. What remained consistent were the interpreted structure, context, and aims of the comments. There were no essential key words or phrases necessary for a comment to be automatically identified under the “Learning Facilitator” label. What was looked for in the data analysis was a clear indication that the participant viewed the teacher as someone who has a specific duty or obligation toward his or her students to assist in their intellectual and/or emotional development. The duties in question are ones which exist above and beyond the more narrow parameters of a job description; while everyone employed as a professional educator can be expected to facilitate in the learning process in some way, in the context of this study the concept of “Learning Facilitator” was used by participants to identify a teacher with specific pedagogical aims. Such aims often centered around the

development of one or more of the following: thinking skills, dispositions toward education (i.e. - instilling a sense of curiosity or self-confidence), or a relationship with the students which demonstrated a personal investment in their academic success. When a participant clearly expressed in some form that the identity of a teacher should include this innate sense of desire and obligation towards student's education, those comments were identified as "Learning Facilitator." Some examples of this expression taken from both written and oral sources are as follows:

In my opinion the teacher's job is to explore their subject in many different fashions to stimulate all the students in the class. By doing this, not only are you incorporating all children in the classroom, but you are bringing in a variety of experiences that will help to stimulate more areas of the brain and make the material more memorable. A teacher should be able to find a way to make each day interesting so that the class will not drag, which makes kids shut down. This is where creativity comes into the picture, because any person nowadays can go on the internet and teach themselves almost anything, so what will the role of the teacher be with information already available to students? - Tom

I hope to teach in such a way that it interests my students and they can see how it is very relatable and relevant to everyday life. – Tina

I believe a teacher is supposed to provide learning opportunities that support student's intellectual, social, and most importantly personal development. - Ed

It is the job of the teacher to find out anything in the child's life that would prevent them from doing the best they can. - Ellie

What is a teacher? A teacher is knowledgeable, even without having all the right answers, and they're willing to share what they know and gain from what students know. Teachers are in charge of guiding and provoking thought processes within the students. Teachers are understanding individuals and always try to make themselves available to their students and they're always willing to help their students. They help provide students with the essential tools and elements for learning, so they may succeed later in life. - Marla

Comments made by the participants within individual concepts appeared to progress in maturity and complexity over time. Comments collected for data which were made at the beginning of the semester-long course showed a tendency to focus on concrete examples and real-world analogies. Participants most frequently used

personal examples from their own schooling experiences as justification for their views on teacher identity. Comments made later on in the semester demonstrated more abstract reasoning and the use of hypothetical examples and analogies in their construction of teacher identity.

Not all concepts of professional identity were expressed in both sources of data. Two of the identified concepts for a teacher's professional identity- "Flexible/Adaptable" and "Friend"- were not expressed orally by any of the participants during tenure of the course. Conversely, two separate concepts- "Student Assessor" and "Coach"- did not appear in any of the participants' written assignments. This means that there were multiple instances of at least one participant who expressed one or more of the above views in either a written or oral context but did not carry that view over into the other context.

The data also showed a distinctive trend in which the comments made in writing were more compounded and complex in their content than comments made orally in class. Many comments in participants' writings contained multiple conceptions of a teacher's identity within the same sentence or paragraph. In such cases it was made clear that the participants viewed teacher identity as multi-faceted, with each of the different identity roles sometimes competing with one another, and sometimes complimenting one another, for taking on the dominant role. Participants expressed both awareness and some concern for the potential problems associated with these compounded views and frequently included supporting explanations with them stressing the importance of finding a balance between the roles (for example, it

is important for a teacher to learn when to be a friend, and when to be a classroom manager). Instances of compounded statements are listed multiple times in the concept label section under each of the different concepts which are applicable to the comment.

Codes

Teaching as a Moral Act

The most pervasive trend to reveal itself within the data was the participant's belief that the act of teaching is in itself a moral act. This belief was expressed in a variety of different forms by the participants, and was implicitly stated within many of the comments, but the belief that teaching is something that has a deeper significance and meaning transcending the prescribed duties of the profession was clearly and persistently expressed. Participants frequently stressed the following in a variety of different ways: the importance of teachers making personal and emotional connections with their students, that good teachers assess their efficacy beyond just student test scores, and the need for developing critical thinking and dialogical skills to be of equal importance with the mastery of factual content knowledge. These claims commonly carried the implication that, while 'good teachers' would exhibit such traits, the justification for them was not grounded in the professional

requirements or expectations but rather in the moral norms inherent within the act of teaching itself.

In its simplest and most straightforward of forms, this view was expressed in statements claiming that it is right or wrong for a teacher to act or behave in a certain way. The statements made about appropriate expectations for teachers were not merely regarding the professional duties of a teacher, but were also conscious of the fact that a teacher must also be a moral person first and foremost, as well. Often times this sentiment was expressed in statements claiming that a teacher can and should assume the role of a parental figure, a mentor, or role model. Examples of these sentiments include the following comments made by participants:

The role of a teacher was to teach the students what they needed to know, and it was unnecessary to make any connection or bond between teacher and student. As I grew older my opinion on the roles of a teacher began to change. I began to feel as if a teacher was similar to parents. It was their job to fill the student's minds with information, but it was important not to force personal values and beliefs on them. I believe that a teacher's role should be to genuinely care for each and every student and to want to help them as much as they can. The role of a teacher is to make an impact on a student's life for the better, to be a guide, and a protector. – *Meg, Project #4*

I looked at my teacher as my guardian at school, and that's how I want my students to view me. Teachers are the second most important people in the children's life next to their family members. – *Becky, Project #4*

Not only is teacher someone who enlightens their students but they should also be nurturing, especially if they are an elementary school teacher. – *Janet, Project #3*

I also believe that the teacher must provide the student with emotional understanding and support. – *Nan, Project #4*

Having an educator's role only be limited to one thing is highly ineffective and wrong. What I mean by wrong is that there are different students with a wide variety of learning styles, habits, personalities, etc... So, for each unique student should there not be a different educator? For a student who seems hesitant in which path to take in life, an educator should take on the role of a guide. For another student who does not have a supportive mother or father to help them at home, the role of an educator should be a parent figure while those students who are in need of a friend an educator should take the role of a friend. – *Beth, Project #4*

Participants integrated the idea of teaching as a moral act into their conceptions of a teacher's identity into a pedagogical context, as well. Several participants consistently stated that there were specific pedagogical acts which teachers ought to engage in (or refrain from). Similar to the previous statements made by the participants regarding the moral personality traits of a teacher, the specific pedagogical practices associated with moral teaching did not necessarily fall within the strict professional guidelines of the profession itself (i.e. - such acts do not explicitly fall within the job description for teaching, but were still believed to be requirements for being a "good" teacher). These moral acts of teaching may be thought of as "supererogatory" acts – those acts which go above and beyond the necessary or typical criteria for teaching, but are still both relevant and meaningful to the participant's conception of an ideal teacher. While the participants' citations of supererogatory teaching acts were specific in nature (i.e. - the descriptions of which pedagogical practices teachers should or should not do were often explicit and clear), there was significant variety in exactly which specific acts teachers should or should not do. Some examples of this variation are as follows:

In a school setting it is a teacher's job to implement and teach the correct material. However, a more important aspect of teaching is to demonstrate the intrinsic value of the given material. It is in a

teacher's description to expand upon the student's innovative ideas and guide them in creating new dispositions. – *Ed, Project #3*

In addition to teachers being positive role models for their students, I believe they should also be enthusiastic about what they are teaching. A music teacher should be excited about every piece of music that they put in front of their students. If the teacher is enthusiastic about the subject matter, the students will usually be as well. – *Ann, Project #3*

Typically, a teacher is present in the classroom to deliver the information they must cover in the curriculum. But a teacher cannot be just that; a robot in the front of the classroom feeding information to their students from a text book. – *John, Project #3*

The role of a teacher was to teach the students what they needed to know, and it was unnecessary to make any connection or bond between teacher and student. As I grew older my opinion on the roles of a teacher began to change. I began to feel as if a teacher was similar to parents. It was their job to fill the student's minds with information, but it was important not to force personal values and beliefs on them. I believe that a teacher's role should be to genuinely care for each and every student and to want to help them as much as they can. The role

of a teacher is to make an impact on a student's life for the better, to be a guide, and a protector. – *Meg, Project #4*

At times, there is nothing wrong with a teacher acting as a parental figure and a role model, because sometimes the teachers may act as a more major role to students whose parents may not be around all the time, therefore the teacher may act as a parental figure but of course with limits. – *Samantha, Project #3*

Teachers are role models for students and it is important for kids to see people doing what they love with their life instead of working a 9-5 just for a pay check to make ends meet. – *Sarah, Project #3*

The following eight concepts were identified as falling within the “Teaching as a Moral Act” code, and an explanation of the defining criteria for each is included along with representative examples of statements written or said by the participants.

Learning Facilitator

The concept most commonly identified by participants was that of the teacher as a learning facilitator. Data points included in this concept convey the belief that

the teacher's role is to facilitate the learning process. Below are five representative examples of this concept.

I always thought this was true, but it's hard. Like in a school setting, you can't- we don't have the resources to individually because- I mean like, think about it. Are there universal skills like how you asked us? Are there universal skills that we can teach people that they can be thrown into different situations and go? Or is that like an individual thing that you have to teach us? - Sarah

There are different ways of teaching. Each student is different, each teacher is different. [There are] actually ways to get to each student without individually talking to every single one. - Steve

I want to be a seventh grade math teacher I had a really good hands on math teacher and a lot of good teachers and did a lot of going outside and making geometric figures – like we were the shapes and so it's not like us just sitting and looking at a board it was hands on math things. - Sarah

You have to have the balance between the teacher and the student. You know, like you are learning from us but we can still come to you for questions about concrete things. Like she was saying like things we don't know. I don't think we should leave here not knowing what you taught. We need to know the right thing – I don't know

what they [authors] are saying half the time so I need you and everyone else to help me know what I am reading. - Ann

Being a teacher is more than a job it is a duty. It is a duty to make sure that if not all your students but most of them receive the education that I am delivering to them...

By being a teacher I feel I can show my students why they want to learn and why they want to have something to pursue. - Leslie

Participants most commonly identified a teacher as someone who possesses content knowledge within their field of specialized study and transfers that knowledge to her students. This may include specific factual knowledge such as names and dates, formulas, and other “cultural literacy” type of trivia. It may also include more generalized and abstract forms of knowledge such as skill sets, dispositions and attitudes, and thinking skills. The teacher may act as a learning facilitator through a traditional transmission model of teaching or through other pedagogies

Mentor

Data points included in this concept convey the belief that the teacher’s role is to act as a supporter and counselor throughout the education process. Terms

commonly used to describe this concept included “role model” and “guide.” Below are five representative examples demonstrating the different ways in which the teacher can act in this role.

I am actually a dancer and I want to teach dance and I was thinking I guess I would give them courage and strength to believe in themselves awakening their creative possibilities. - Kelly

I enjoy the fact that I am a role model for them and that they were so comfortable around me that they weren't afraid to be themselves. That's what I think part of a teacher should be. A teacher should be someone who students aren't afraid of. They should attract them positively in a sense that the students, especially young children, feel free to express themselves. If students are afraid in a classroom, then how is it possible for them to learn properly? - Ashley

Sue - Teachers are role models for children who guide them into the path of reality with morals and values. They are one of the few people who make an impact in children's lives, along with the values they carry. They are the few who prepare young people for the world and teach valuable skills they need for the future.

There are specific qualities a teacher should possess, and these qualities vary from person to person. Personally, I believe a teacher should have a long list of qualities, but some that remain important to me are- To be an active role model, and to also be relatable to their students, to have compassion for their students but to also be very enthusiastic, to dedicate their time to every student, to show passion for the subject matter, and to be organized and prepared for every situation. - John

I feel I have to be a role model to help them want to understand that they can have the confidence and courage. - Ed

Professional/Expert

The data points used for this concept expressed the position that a teacher should be someone who should demonstrate a mastery of content knowledge for the subject areas in which he or she teaches. The most common ways in which participants identified with this was in the form of a college degree and/or teacher's certification, and teaching experience. Below are five representative examples which demonstrate this belief.

A teacher should be someone who has a degree in the field, whether it is a Bachelors or a Masters. -Becky

The first and foremost important quality in a teacher would be not only a passion for the subject, but also the mastery of it. I feel that these two qualities go hand in hand. If you know everything, but have no passion for it, you pass onto your students that the subject isn't important (which I also think you should never let your students know what is important, because that assumes that there is something less important). On the other hand, if you have passion, but lack the knowledge your students will thinking the same thing. If teachers expect students to be proficient, he or she must be as well. That old phrase, "Those who can't do, teach," should be officially deemed null and void on the basis that teachers need to lead by example. In order to be a successful teacher, passion and mastery need to coexist within the classroom. -Tina

There are teachers who do not have a teaching degree and teach students on their own time, but no matter how brilliant they can teach, a teaching degree is proof that somebody has taken the necessary courses and has retained the necessary knowledge to teach students.

- Beth

Another thing that I would definitely look for in hiring a new teacher is a college degree. By proving that you have made it through middle school, high school and college it shows people that you have definitely learned something along your journey through the school system. Even if it's just observational and not situational things you've learned by having that degree it says, "Hey listen I've been through many classes, met and observed the way all of my teachers have taught and I'm ready to use the tools they have given me to continue the process." - Dean

The most important requirement is that a teacher must have a teacher certification. - Samantha

Parent Figure

In order for a teacher to assume the role of a parent figure, many of the participants noted that it was necessary to act as a role model or guide for students. The parent figure was also commonly associated with a teacher clearly establishing her authority over students. These five examples of statements identifying teachers as parent figures exemplify some of these ideas:

It is like parenting because you have to be all nice and teach them stuff and then you have to lay down the law and if they are misbehaving you have to tell them what they are doing wrong – yes you have to be like a parent because you see your teacher 7 – 8 hours a day and if they are really young then they are the ones that have to discipline the kids. -Megan

I looked at my teacher as my guardian at school, and that's how I want my students to view me. Teachers are the second most important people in the children's life next to their family members.- Becky

At times, there is nothing wrong with a teacher acting as a parental figure and a role model, because sometimes the teachers may act as a more major role to students whose parents may not be around all the time, therefore the teacher may act as a parental figure but of course with limits. - Samantha

The role of a teacher was to teach the students what they needed to know, and it was unnecessary to make any connection or bond between teacher and student. As I grew older my opinion on the roles of a teacher began to change. I began to feel as if a teacher was similar to parents. It was their job to fill the student's minds with information,

but it was important not to force personal values and beliefs on them. I believe that a teacher's role should be to genuinely care for each and every student and to want to help them as much as they can. The role of a teacher is to make an impact on a student's life for the better, to be a guide, and a protector. – Meg

The teacher has a huge influence like how you think and at a young age the kids aren't like brainwashed, but like they are influenced by a teacher. So like a teacher is like a parent of values clearly the child learns from that. - Lisa

Curriculum Designer

The data points most commonly associated with the teacher's identity of a curriculum designer included the conscious effort to ensure lesson plans and course structure were adaptable to the students' interests and abilities. A Deweyan influence was a noticeable trend in the statements, as many of them contained references of insisting that a teacher should make efforts to connect the classroom lessons with what goes on in student's lives outside of school. The examples below demonstrate the various ways in which these ideas were expressed.

Being able to make up lesson plans and teachings for preschoolers, the teacher needs to be able to think of creative ways to teach their students. - Jane

The teacher must be able to assess all learning styles, and create a curriculum around it. For example, a teacher must create different versions of tests to assess the visual, auditory, tactile, and the doer learners). - Alex

Therefore, it is important that a teacher imposes their curriculums within a creative and critical approach for learning. A teacher that can utilize her own creativeness to the classroom will symbolize as a true role model for students. However, the teacher's method must be ideal upon the students' needs. If a teacher only portrays as the controlling figure of the classroom, the students are not privileged with the freedom or opportunity to voice their individual opinions. -Kelly

Everyday, as a student, I wonder how useful the information my teachers are passing on to me will be of any use in my career. Yet now, as a future, prospective teacher, my questions become altered slightly. I wonder will my style of teaching be enough to reach students, so that they can incorporate this information into their daily

life. The classroom setting I envision isn't surrounded by strict schedules of learning, only to maintain high standardized test scores. The process of learning must include an important curriculum, highlighting the set of courses taught by the teacher. The curriculum should provide structural balance and organization in the classroom. - Marla

Guide

Participants were relatively clear in what it meant for a teacher to be a guide for students. Identifying as a guide was most closely associated with acting as role model- demonstrating dispositions and best practices which would lead students toward the desired outcomes of the lessons without resorting to mere transmission model teaching. These following examples best indicate the connections made by participants between those concepts:

A Teacher asks the questions that you already know. - Lisa

As a dance instructor I want to be a *guide* for dancers. A guide that will provide them with the creative “skills and dispositions they need to create new knowledge and make better practical judgments” for themselves as artists; and a guide that will assist dancers in discovering their own individual style and talents. - Kelley

It is my job as an artist to share my love and passion of the art as a future educator; to be a guide in young dancers lives that may help find and discover their own individual artist inside. - Kelley

Teachers are a guide to children helping them develop a whole future for them. However to do so, teacher's should have a plan to guide them in the right direction. A curriculum should have goals for teacher's to reach, procedures to follow, and most importantly the love and patience you put into your job with children. -Sue

Ed - Instead of throwing material in the students face (transmission model), teachers should give guidance, as Plato would say. I view myself as a teacher and a student learning how to adapt to their learning habits so I can properly guide them as needed. I believe in the Socratic Method of teaching that permits the teacher to guide the student through lessons by asking them questions so they can arrive at their own answer.

Friend

The concept of “friend” had among the greatest variety of content within the responses which fell into it. The data showed a trend of participants regularly using the term in conjunction with others when describing desirable teacher traits such as caring, nurturing, compassionate, understanding, etc. These types of data points were classified under the “friend” concept because the term was most consistently included one within the cluster of descriptions given when participants elaborated on a teacher’s identity. These examples illustrate some of the various ways in which a teacher could be identified as a friend.

Beth - having an educator’s role only be limited to one thing is highly ineffective and wrong. What I mean by wrong is that there are different students with a wide variety of learning styles, habits, personalities...etc... so, for each unique student should there not be a different educator? For a student who seems hesitant in which path to take in life, an educator should take on the role of a guide. For another student who does not have a supportive mother or father to help them at home, the role of an educator should be a parent figure while those students who are in need of a friend an educator should take the role of a friend.

Although teachers must be masters in their content area their characteristics have a great influence on students. For example, personal traits such as, friendliness, nurturing, authoritativeness, and compliance are all qualities a teacher should encompass. - Ed

The first three qualities needed in order to be a good kindergarten teacher are that the person must be patient, friendly, and creative. - Meg

A teacher should not only be a parental figure outside of the home; a teacher should be a friend. Children should feel welcomed by their teacher, and they should not feel like they should have to be ashamed by questions that they have. - Ellie

A teacher must always be friendly, it makes them appealing to children and they will be engaged in the learning. The teacher must be a friend to the students, but maintain authority. A teacher must always be efficient and have positive expectations of the students. One should not be spreading knowledge to others if they are unsure about what they are teaching. - Becky

Advocate

Identifying a teacher as an advocate was something the participants did implicitly. The term “advocate” was not used appreciably in the data- the concept term is used to summarize assertions from the participants that a teacher should engage with her students on a personal level and become personally invested in their educational progress. To be an advocate meant for a teacher to push for students taking ownership of their own education and goals, and as the examples below exemplify, doing so will get a teacher to form a personal relationship with students.

Though some teachers may assume it’s not their place to be involved with the students home life, it is important for them to notice if there are changes in behavior as well as noticing if a normally high grade student is beginning to receive c’s instead of A’s. The teachers who show a caring nature is a positive for children in the age range of 3 to 5. - Missy

The teacher is someone who is with you, when you got into a dark area and lost your understanding of right and wrong, and who gives you a personal emotional and mental support through all your hard times.
- Jane

High school is a difficult time period for most kids, it's where they discover who they are and who and what they want to be in the future, so in my opinion it's very important that they are given the right tools to become all that they can be later on down the road. - Ashley

Children are supposed to be happy especially because they are that young. If they are not happy when they are young then the chances of them being happy when they get older is pretty small. That is why teachers are so important and they have to be very careful with how they treat their students and what kind of environment they have for them. - Pam

It is at these years where the children must feel safe and loved so that they can have a high self-esteem and that is why I want to be a teacher.
- Pam

Teaching as a Managerial/Procedural Act

Though not as pervasive as the belief that teaching is a moral act, many of the participants in the study viewed teaching as inherently managerial or procedural. They identified strongly with elements of teaching such as classroom

management, assessment, mediating disputes and challenges, and providing learning resources appropriate for each student.

Based on participant data, there were five unique concepts of belief within the teaching as managerial or procedural code. They are: Classroom Manager or Organizer, Resource Creator, Mediator, Master of Adaptation, and student assessor.

Classroom Manager (Organization)

Many participants identified strongly with the idea that the primary role of teachers was to serve as classroom managers. Those participants discussed tasks such as managing time within the classroom, to keep the students' attention, to organize lesson plans and resources, and to generally keep students engaged and out of trouble. The following examples illustrate the belief that the purpose of teaching is classroom management:

I wanted to be the kind of teacher who avoided uncomfortable feelings for students. The classroom should be a safe haven for kids, they shouldn't feel excluded or judged or left out. There are some things that are beyond a teacher's control such as friendships among the students, but I want to be the kind of teacher that can set as much of a secure environment and setting as possible. - Ashley

I believe teachers need to be organized. - Tina

All teachers should have some form of past experience teaching people the same age and also younger and older. - Dean

It is highly important for a class schedule and for the teacher to be an organized person so students have enough time to be able to learn and experience at the same time. - Sue

A teacher should know when to take initiative, and not allow the students to take control. -Samantha

The teacher must also be able to take control of a classroom. - Abbie

Organization is very important when being a teacher. An unorganized teacher will not be an effective teacher. - Becky

A teacher should be devoted and motivated children will learn more if the work is exciting and they were motivated by a devoted teacher. A teacher must have classroom management skills such as setting rules, consequences, and rewards. They need to keep the classroom

educational, clean, interesting, informative and creative so it can appeal to child's eye and mind. -Becky

Although being friendly is a positive quality, make sure students treat you as an authority figure. It's important to have balance, so that students will not take advantage of the teacher, or act careless towards the class. -Jane

Teachers need to be able to create a good atmosphere for the students to learn and play at the same time in the classroom. -Jane

Resource Creator

Participants also identified with the belief that the aim of teaching is resource creation. Those students discussed the need to insure that the classroom was fully stocked with toys, or books, or learning materials, to equip students with "tools" for learning, or to insure that all students have curriculum, assignments, and assessment suitable to their development level. The following are examples of statements asserting that teachers are resource creators:

Oh, OK. Because that was what I was going to say before, when someone was talking about like, not having enough like resources for teaching in school. I was going to say like, bring in elements from home. -Ann

I think that what he [Dewey] is saying is that school should be a process of life, and it should be- not somewhere where you go for a couple hours a day, or where life stops and you are just studying facts and everything. You are supposed to be developing life skills while you learn those facts. - Sally

You have to give them the tools first – we were sort of taught at first
Like you have to be shown first – Like you have to have the tools first
You have to know the basics to understand what you know That was a tool we taught you and with that knowledge you came up with how to do it. -Lisa

I think that teachers should give different assignments depending on the student that is in the class. Of course, teachers cannot make a lesson plan for each individual student, but giving three general can help teachers evenly distribute the balance so that no one is being left behind in the class. -Beth

Without this characteristic of creativity, teachers are not going to be able to make lesson plans that are suitable for the children they are teaching. - Beth

Mediator

Some participants viewed the role of teachers to be related somehow to mediation, or counseling. They identified with the idea that teachers should provide their students with psychological and social support, to help students to understand and think about values, and to understand the students' home lives in order to make sure that the home environment is suitable. The following are examples that illustrate this concept:

Teacher: Do you think it's not the teacher's position to make statements of beliefs?

Marla: I mean- I think it's a good thing because students should have all these different opinions. And then they should make their own as an individual. But a lot of schools- you know, a lot of teachers have to

monitor what they says nowadays because they get in trouble with parents or things like that. Because it might [sic] inflict with what the student is learning now at home.

What if your parents are bad guys and what if your parents teach you to disrespect others I think it is the teachers job to teach them you don't want that person growing up to be really nasty and mean if their parents don't teach them then it is your job teachers have the responsibility with a student to go the extra mile and help them don't punch this kid don't beat up on him not religious beliefs just basic ones be nice to each other don't hurt each other. - Megan

It is your job to sometimes help students go above and beyond I think that also educators have to be careful not to cross the boundary because there are legal aspects I think if you think this child is in an environment that isn't safe decide what you can do legally and take it to someone. -Nan

I think the option should be there to have a more personal relationship because they are like the students who like sometimes students act out and that is their way of putting out word they want to have help and have a teacher come in and realize there is an issue and then there are

some kids that separate the two they have their home life and it may be terrible but when they get into school they don't want to think about home they just want to focus on school and if the teacher tries to intermingle the two that may throw them off so depending on the student you have to see what works best for them. -Sarah

I was basically going to say what Nan said while you are teaching your students you should have that balance if something is going on you are there to help so you feel something is wrong you should approach the kid but you should not like go and shop with them that is kind of pushing it. - Ellie

I find that recognizing each individual child in their own personal way creates a balance within the classroom, moreover, a fairness and equality that does not neglect any of the children in the classroom. - Kelley

Master of Adaptation

Many participants cited flexibility as one of the most important characteristics of an educator. Statements within this concept talked about the need for teachers to

adapt to different environments, to remain open-minded, and to find ways to be creative within a culture of assessment and standards. The following are examples of such comments:

Another trait I definitely would make sure a person was able to do is work with children and people of all ages. -Dean

Having an educator's role only be limited to one thing is highly ineffective and wrong. What I mean by wrong is that there are different students with a wide variety of learning styles, habits, personalities...etc... so, for each unique student should there not be a different educator? For a student who seems hesitant in which path to take in life, an educator should take on the role of a guide. For another student who does not have a supportive mother or father to help them at home, the role of an educator should be a parent figure while those students who are in need of a friend an educator should take the role of a friend. -Beth

As I recalled my experiences in teaching, I realized that it was not that I did not have a role as an educator, but that I had different roles for each of the student I had. Also, I realized that these positive

experiences I had while teaching these students was what made me choose the path of a teacher. –Becky

I encourage teachers to stay away from the control mechanism of teaching, and to instead be creative with formulating their *own* ways of teaching that may be original and unique to them as a teacher. Is this not the real beauty of teaching? Following such standardized curriculums that puts promising teaching methods back into the “control mode” takes away the flexibility and the freedom exposed in the environment of the classroom. -Kelley

Most people think that being a teacher is an easy job because of all the added vacation time. They see teachers as babysitters, especially those that teach kindergarten or special education. Education is a very hard major and teaching is not for everyone. Some people start off as an education major and then they switch because it is not what they expected to be. A good teacher has to fill many different roles in one day. -Janet

Preschoolers, infamous for their short attention spans and curious behavior by nature, in order to spark their interest, as a teacher, I must allow them to be both involved and interactive. -Marla

To be a good teacher, the teacher must be able to step out of the structured curriculum and only use it as a guideline. -Alex

Student Assessor

One of the most commonly held beliefs about the professional identity of teachers is that they are responsible for assessing student work and student progress. Participants commented on the need for teachers to remain unbiased, to provide adequate feedback, and to keep good records of student grades. This was one of the least frequently cited beliefs about the professional identity of teachers, but it was a unique concept. The following examples illustrate this point of view:

Bill: Yeah, I think that's funny because I never thought of it that way, but I saw this movie called 'Accepted,' I don't know if anybody else has heard of it... and at the end of it, when he's at the court room and they're fighting over what the teachers actually have structured, and they have the law suit of whether they should have their degree be allowed to teach or not and they put it under an investigative yearlong thing, a semester long thing where they see how well the process worked. All the students take what classes they wanted and like

actually said, “I want to learn this, and I want to learn that” and they made the classes based off of that.

Teacher: So why shouldn't schools be based around what students want to do?

Bill: Because we don't know what we want.

We are being educated in standards about what everyone is expecting what students need to know by the time standardize tests come out. -

Bill

I just feel like there are some things you just can't teach but there are some things you can develop and make it better – if you can't sing then you just can't sing I feel like you are born with that- There are certain skills that can be taught. Teachers should look for outcomes like that. - Meg

Teaching as a Transformational Act

Participants also expressed a third view toward the professional identity of students, which was the idea that the role of teachers was in some way transformational. There were two unique concepts under the transformational

code: first, students talked about personal transformation, in other words the idea that students transform into teachers and teachers into students, or lifelong learners. Second, participants expressed the idea that teaching itself is a transformational act, that teachers can be reformers and change their student's lives, or change the world.

Student-Teacher

Many participants identified strongly with the idea that being a teacher meant personal transformation. Participants talked about the idea that teachers became lifelong learners, or that the experience gained in the classroom was transformational. Some participants discussed the importance of teachers having peers and mentors within their schools. Some examples of the idea that teaching is a transformational experience are the following:

Doesn't teaching come with experience? You can take a million courses that teach you to be a good teacher, but the second you get in there you not going to know what to do. - Sue

The role of a teacher is hard and tedious, but at the same time worthwhile. A role of an educator cannot be one thing, they have to

continue to adapt to the students to get the best result they possibly can. Although this may be hard to do in a classroom setting, since one is teaching a bunch of children, there are some individual moments that a teacher and student can have despite the population of a classroom. The role of an educator should be decided by the students who are being taught so that both a student and the teacher can gain knowledge that can be worth a lifetime. -Beth

Instead of throwing material in the students face (transmission model), teachers should give guidance, as Plato would say. I view myself as a teacher and a student learning how to adapt to their learning habits so I can properly guide them as needed. I believe in the Socratic Method of teaching that permits the teacher to guide the student through lessons by asking them questions so they can arrive at their own answer. -Ed

The task of an educator isn't solely based on teaching, but learning as well. Included in being an educator one must be a student as well. An effective teacher has the ability to evaluate their choices and actions on others and seek out opportunities to grow through reflecting on their own learning and professional performance. -Ed

He [Dewey] says that an educator's role is to give guidance and lead children into the direction of success by shaping their experiences. The reason I like this is because it gives students the ability to not only interact with their teachers, but also more so, their peers. -John

Reformer

Many participants believed that teaching was an act of social justice, that teachers were somehow on the frontline of educational and social reform. Some participants talked about the idea that teachers needed to insulate students from state budget cuts, from decreasing extracurricular programming, and generally from the ills of the world. Others talked about the need for teachers to use education as a tool to shape and influence good citizens:

It's like pathetic that these things are so simple and not really costly or time consuming to throw into a public school and it makes such a huge difference that he had facts for. It's so easy to put into a school and they don't . -Nan

I like what he is saying. Actually, he is saying your life is- what is the point of being alive for a lot of years if you don't do anything? If you are just working this stupid job that means nothing? -Nan

It sounds like all the art programs and finances getting cut and everything like that, and it is going to get much worse because they are taking away from the things people find interesting. So even when we have our kids they will not have those because the school is doing away with them because they are not profitable. -Dean

That we are not getting what we want out of it. We are not going to have the classes that we want, we just do what we are told to do. Teachers need to change that. -Jane

I consider that a teacher has to have a passion for working with children and patience. It is not an easy job. A teacher needs to have a lot of energy and enthusiasm to work throughout the day. Teachers need to encourage children and motivate them to want to learn. Teachers set high expectations for all students. They expect that all students can and will achieve in their classroom, and they don't give up on underachievers. Teachers form strong relationships with their students and show that they care about them as people. Teachers are

warm, accessible, enthusiastic and caring. Teachers with these qualities are known to stay after school and make themselves available to students and parents who need them. They are involved in school-wide committees and activities, and they demonstrate a commitment to the school. Teachers communicate frequently with parents. They reach parents through conferences and frequent written reports home. They don't hesitate to pick up the telephone to call a parent if they are concerned about a student. Overall, a teacher is someone that is constantly around us until a certain age. It's someone who is responsible for molding a student's personality and shaping his or her mental orientation. -Sasha

Conclusion

The three codes that were identified from the data are central to understanding the sources of professional identity for teachers in training. Professors of teacher education programs may be reluctant to think closely about the varied sources of professional identity, preferring instead to maintain the perception that students entering teacher training programs do so because they are motivated by a calling to the discipline or a desire to effect change. While the data makes clear that this is still true in many cases, teacher education programs would be well served to fully

understand the sources of professional identity to effectively structure teacher training programs to empower and educate all teachers in training regardless of the reasons that they come to teaching as a profession.

In Chapter Five I will apply constant comparative methodology to the data in order to further develop theoretical understanding of the sources of professional identity for teachers in training. Optimists need not give up yet: there is still plenty of room to understand teacher identity as a calling and a devotion. This devotion, however, cannot simply be understood as a do-gooder's act.

CHAPTER FIVE: DISCUSSION OF STUDY FINDINGS

Introduction

This chapter presents a discussion of the findings for this study. There were two research questions presented in chapter one. The first was to understand the factors that teachers-in-training identify as being influential to their conceptions of what a teacher should be. The second question asked what trends there might be among pre-service teachers. These questions are posed in order to think about what possible influence the answers to the first question might have for shaping teacher education programs and curricula. These questions were used to structure the analysis in chapter five. I also spend time in this chapter putting into context the data and findings from this study.

To address these questions, I begin by exploring the concept of teaching as a moral act. I look at the ways in which this particular theme emerged from the data, and use participant responses to make meaning of what this theme means.

Finally, I discuss the tension between pre-service teacher identity and educational policy and make two specific recommendations for reforming teacher training programs: First, frame initiatives and policies that emphasize 21st Century Skills as a means to achieving equity and providing opportunity for students. Second, in addition to some of the “hard” skills associated with teaching content, prepare pre-service teachers in multicultural, social justice, and culturally-responsive teaching,

integrating the goals that resonate most deeply to them with the more professional and measurable aspects of teaching. This, I claim, is what distinguishes true pedagogy from the idea of “teacher training,” thereby reconciling educational policy and with the professional identity of pre-service teachers, and eventually educators.

Research Questions: What Factors Influence Pre-Service Teacher Identity and How do they Relate to one another?

The first research question of the dissertation study was: What factors do teachers-in-training identify as being influential to their conceptions of what a teacher should be? By examining this question, the goal was to understand the factors that influenced college students to become teachers, and also to understand what they believed it meant to be a teacher. It is important to note that these students were very early in their professional programs, and were most often sophomores or juniors in college, thus had not engaged in much education field work. It would be interesting to see whether these conceptions of professional identity changed over time, either toward the end of a student’s teacher education program, or once pre-service teachers enter the field of teaching, though, this kind of data would warrant a longitudinal approach. The trends that emerged did coincide with the narrow base of literature on teacher identity, however, and so it is reasonable to assume that much of the data here is representative of educators more generally.

Using constant comparative methodology, I reviewed the data in order to recognize any emergent themes. During a second pass of the data I looked to refine these themes, to understand them in more detail, and to expand them to include taxonomy of concepts that fit within the initial themes or codes.

Three primary themes emerged from the data, teaching as a moral act, teaching as managerial or procedural, and teaching as transformational. After seeing these three general trends, it became clear that each of these codes had multiple concepts. The first, teaching as a moral act, had eight concepts, as illustrated in the chart below:

<u>Code:</u>	<u>Concepts:</u>
Teaching as a Moral Act	<ul style="list-style-type: none"> • Learning Facilitator • Mentor • Professional/Expert • Parent Figure • Curriculum Designer • Guide • Friend • Advocate

Figure 5.1. Teaching as a Moral Act

Secondary Emergent Codes

As discussed in Chapter Four, there were two secondary codes that emerged from the data: Teaching as Managerial or Procedural, and Teaching as Transformational. The Teaching as Managerial or Procedural code had four separate concepts within it. Some participants viewed the teacher's primary role as being the classroom manager, keeping it clean, keeping students on task, and making sure that time was used efficiently. Other participants believed that the focus of teaching ought to be creating resources. These participants talked often about the idea that teachers should tailor curriculum to the ability of each student. This sometimes had moral connotations, and so often was coded as both a moral act and a managerial/procedural act in the data. Other participants talked about the need for teachers to mediate classroom debates, differences of opinions, or between home and school. Participants talked about the need for teachers to be flexible, and, of course, for teachers to act in the role of assessor of student work or capability.

<u>Code:</u>	<u>Concepts:</u>
Teaching as a Managerial/Procedural Act	<ul style="list-style-type: none"> • Classroom Manager (Organization) • Resource Creator • Mediator • Master of Adaptation • Student Assessor

Figure 5.2. Teaching as Managerial/Procedural Act

The final, and least common, theme that emerged from the dissertation data was the idea of Teaching as Transformational being an code toward the role of an educator. Though not commonly cited by participants, this theme was certainly apparent in the data and therefore warrants some discussion.

<u>Code:</u>	<u>Concepts:</u>
Teaching as a Transformational Act	<ul style="list-style-type: none"> • Student-Teacher • Reformer

Figure 5.3. Teaching as a Transformational Act

Participants who asserted that teaching was inherently transformational fell into two concepts. Some participants talked about the idea of lifelong learning, and

discussed the constant evolution of student to teacher and teacher to student. This type of transformation focused primarily on the transformation of the teacher. The second concept of belief within this code focused on the way that teachers might transform students. This type of transformation was labeled “reformer” because many of the comments were reminiscent of Alinsky’s *Rules for Radicals* (1971) and other classic reform texts. They referred to the potential strength of teachers’ unions, the ability of teachers to transform the minds of students, and the role that teachers might serve as a buffer between society and a student’s future.

This idea of teaching as transformational is resonant of, but distinct from, the beliefs in the first and more dominant code. While the first code focused on the *act of teaching itself* as being value-laden, the third code focused on the transformational *potential* of teachers, a subtle yet meaningful distinction. The idea of teaching as a moral act was also much more variable than the third code.

Both secondary codes did overlap quite a bit with the first code, and many times the beliefs within the latter two codes rested on moral assumptions: teachers need to serve as mediators in the classroom because they *should* minimize conflict. Teachers should reform schools in order to educate *better* citizens. Because there was such overlap, and also because the first code was clearly the dominant code, the discussion about the first research question will focus largely on this code.

Teaching as a Moral Act

Among the possible implications of viewing teaching as a moral act is the influence that this view may have for the teacher-student relationship. Given that the prevailing themes of the data included “Mentor, “Role Model,” and “Parent Figure” as concepts of teacher identity, these views may well affect not only what the professional expectations are for the job of teaching itself, but also the more personal aspects of how a teacher can and ought to relate to a student on an interpersonal level. A teacher who considers it a moral requirement of her job to engage in the latter will thus be transcending the traditional boundaries of the profession and may begin to integrate other identities and roles under the umbrella of “teacher.” This raises a host of new professional, ethical, and practical considerations regarding at teacher’s identity. The data from this study indicates that the participants consistently asserted that a teacher’s identity must be multifaceted, but the teacher need not be actively playing all of her roles simultaneously. Even if a teacher is expected to be, for example, a role model, mentor, and parental figure (and assuming that there is also a clear understanding of each role’s distinctive features and traits), she would not necessarily be expected to play each of these roles simultaneously.

This idea of transcending the traditional boundaries of teaching was a theme that was repeatedly shown in the data to be important to the students, particularly in cases when the data point fit within the code of teaching as a moral act. One data point that was representative of this trend was the following:

Marla - What is a teacher? A teacher is knowledgeable, even without having all the right answers, and they're willing to share what they know and gain from what students know. Teachers are in charge of guiding and provoking thought processes within the students. Teachers are understanding individuals and always try to make themselves available to their students and they're always willing to help their students. They help provide students with the essential tools and elements for learning, so they may succeed later in life.

This participant talked both about the importance of a teacher being knowledgeable and an adept guide, and about the importance of a teacher being available beyond serving to teach curriculum. The idea of a teacher "always" being "willing to help their students" or "always making themselves available to their students" was a common theme throughout the data, and suggests that teachers in training view teaching as a true public service; a moral, rather than strictly professional, act.

The idea that teachers in training view teaching as a moral act prompts three specific questions: First, how can teachers balance the responsibility to teach content knowledge with goals such as mentoring students or serving as a parent figure? Second, what context is there to understanding the connection between value or morality in the classroom? Third, how can the identification of teaching as a moral

act be used by teachers in training within the framework of current trends in educational policy and politics. Question two was discussed in the literature review in chapter two, and I will use questions one and three to structure the discussion in this chapter, looking at question one in this section, and looking at question three later in this chapter in conjunction with the framework for this study.

Teaching as Balancing Act

There are many times when it is most important for a teacher to demonstrate and convey a mastery of content knowledge for the subject at hand to her students. At other times it may become more important for the teacher to model for her students “pedagogical content knowledge,” i.e., the knowledge of how best to make subject matter accessible to students (Shulman, 1986). Kleickmann, et. al. identified two essential components of pedagogical content knowledge as being (1) knowledge of students’ subject-specific conceptions and misconceptions, as well as their knowledge of subject-specific teaching strategies and representations (Kleickmann, et.al., 2012).

To effectively use and balance these kinds of knowledge in the classroom requires the teacher to take on a variety of roles- but there should be no expectation that the multitude of roles must be, or even should be, assumed concurrently. The data from this study indicates that the participants identified not only a strong similarity between how a teacher acts like a parent or a coach in the variety of roles

they all must play, but furthermore that they must also be able to focus on facilitating a specific and singular aspect of their student's/children's/player's development at the expense of (temporarily) disregarding others. While the data showed that participants viewed teachers assuming multiple roles, the data also showed many participants believed as well that no one teacher should be held responsible for the complete educational development of students. Some examples of participant comments illustrating this point are as follows:

You only have a limited amount of space for doing whatever you want to do and really teach how you want to teach. We have such a strict curriculum we have to follow: you have to teach them [students] all these things, and a lot of teachers don't have a lot of space to really teach how they want to teach. Maybe certain teachers do want to teach using Community of Inquiry and think it is a great way for students to learn. Teachers really can't implement that in all classes because they need to get what they need to done. - *Marla*

I think certain boundaries have to be set between your personal life and getting involved with students' personal lives.

- *Sarah*

It [education] can't be all on the teacher.

– *Sarah*

In counterbalance to this belief that a teacher should not be entirely accountable for a student's education is one which asserts what a teacher should make as her primary educational priority: the development of thinking skills. A substantial number of participants indicated that facilitating students' ability to make independent and critical decisions within the various academic disciplines was a preferable pedagogy to one in which the teacher attempts to transfer mastery of a discipline's content knowledge over to the student. The teacher's time is better spent, they said, cultivating the thinking skills that can be used within a variety of different subject matter. These kinds of transferable thinking skills include, but are not limited to: critical thinking, creative thinking, logic, analysis and synthesis of complex problems, and independent problem solving.

Caring in the Classroom

Noddings's concept of care resonated with the participants in the study, whose ideas about the professional identity of teachers most often fell within the concepts of mentor, guide, parental advocate, and parent figure, all concepts that relate to the idea of caring. To perform any of these roles requires extensive levels of the kinds of care

for which Noddings is advocating. One of the participants discussed what she felt was a need for teachers to be parent-like, and to care for each student:

Meg - The role of a teacher was to teach the students what they needed to know, and it was unnecessary to make any connection or bond between teacher and student. As I grew older my opinion on the roles of a teacher began to change. I began to feel as if a teacher was similar to parents. It was their job to fill the student's minds with information, but it was important not to force personal values and beliefs on them. I believe that a teacher's role should be to genuinely care for each and every student and to want to help them as much as they can. The role of a teacher is to make an impact on a student's life for the better, to be a guide, and a protector.

Another participant made a similar point:

Alex - What is a teacher? Unlike most professions, a teacher takes on a lot of roles. A teacher could be a friend, a guide, a role model; an inspiration who ultimately is contributes to a student's new ideas and perspectives or introduces different concepts, beyond what a student known before. The three main components of a teacher are: Flexibility, Sensitive, and Caring. Without these three characteristics,

teachers cannot assess different learning styles, cannot self-improve, and have a disconnected relationship with the student.

Meg's discussion of the teacher's need to "genuinely care for each and every student" is consistent with Noddings' ethic of care, and underscores the findings of the study; specifically that teaching is an inherently moral (as opposed to strictly professional, or content-driven) act. As with the other examples in this section, these examples show that the debate over moral education is not an abstract debate, but one that actually strikes at the heart of teacher identity. If teacher-training programs aren't developed in union with the things that drive teachers to teach, then we run the risk of alienating many qualified potential teachers.

One interesting point to note, about the participants thoughts on moral responsibility and education, however, is that the ways in which participants views about teaching as a moral act manifested were varied and multiple. This mirrors the debates in the field, the debates that I highlight in the dissertation's literature review. There is not much consensus among theorists about exactly what the relationship between value and education ought to be.

This study may potentially contribute toward the reconciliation of these various views, and, perhaps even play a role in developing a new or modified concept of the relationship between morality and education that is not only cognizant of, but founded upon the view that not only must we educate for social justice and

multiculturalism, but that, particularly this area of education, is more effective with an understanding of and sensitivity to the components that one perceives to comprise their identity.

Research Framework: Tension Between Teacher Identity and Policy

The framework for the dissertation study was: what possible influence might the answers to questions about pre-service teacher identity have for shaping teacher education programs and curricula? Looking at the data to address this question leads to the most important implication of this study, and that is the recognition that the factors driving students to become teachers are to some extent incompatible, or at least inconsistent with, the factors that often drive educational policy. Pre-service teachers come to teaching because they identify with it as a moral act, yet they are met with a culture of teaching to the test, looking for measurable outcomes, and the entanglement of school funding with school performance. This tension was highlighted by many of the participants in the study:

However, even though it may be rewarding working with such great children it can affect many emotionally, so it is strongly recommended for these teachers to be emotionally and psychologically prepared for accomplishing this task. Also, it is required someone who is willing to

be able to work with paperwork for example, demonstrating the improvement of the child and how the child is developing through time. - Sue

Hindering the commodification of education may prove impossible, but teacher training programs must adapt so that pre-service teachers are both prepared to meet the demands of a highly regulated, high-stakes, outcome-driven teaching climate and also able to feel like they identify with their field and are able to accomplish the goals that they set about to accomplish when they entered teacher training programs. If these goals can't be fused, teacher-training programs run the risk of producing highly qualified teachers who will simply burn out after a few years in the classroom. Rather than either embracing or working against educational policy, teacher training programs need re-frame the way that pre-service teachers engage with policy so that the culture of assessment does not seem so at odds with the way teachers conceive of their own role within the classroom.

Bridging the Gap by Reframing Standardization and Assessment

Reza Pishghadam, et. al. (2014) conducted a study on teacher burnout that showed a strong correlation between the stress of assessment and teacher burnout.

What the researchers found was that when teachers conceived of assessment as being “irrelevant to the life and work of teachers and learners,” they ran a high risk of depersonalization, emotional exhaustion, and reduced personal accomplishment, which are the three dimensions of teacher burnout (34). This idea is echoed by Valli and Buese (2007), in their work on the changing role of teachers in an era of high-stakes testing, by Rothstein, Jacobsen, and Wilder (2008) in their work on the accountability, and by many researchers who focus on teaching in urban, Appalachian, or other under-served school contexts. Teachers must feel that assessment and policy serve the same ends as their own, or they will burn out.

Eslinger (2014) conducted research on the burnout of urban educators in the wake of *No Child Left Behind* and found that there were four key factors that contributed to the success and continued dedication and fulfillment of teachers. They are: “strong teacher preparation; the cultivation of caring relationships with students and families, collaboration with other teachers, and the development of an informal contract with administration (209). These findings underscore the findings of this dissertation study, such as the following comment from a reflection paper written by a participant:

It becomes a career when you are passionate about it something that you want to do and enjoy doing it, and not just something that you just have to do to survive. You survive, yes, but you also enjoy it – we all have different interests and we do what we want to do. -Nan

Pre-service teachers and teachers conceive of themselves as moral actors first and foremost, driven by a passion for teaching.

The 21st Century Skills Initiative, an educational initiative by the U.S. Department of Education, aimed to reframe standardization and assessment by focusing on the skills that students would need as citizens of the 21st century. By focusing on identifying skills that students would need in order to be competitive, to be “well-prepared for 21st century communities and workplaces,” and to “succeed as effective citizens” (P21, 2002). 21st Century Skills identified the core subjects as being “English, World Languages, Arts, Mathematics, Economics, Science, Geography, History, Government and Civics” and also identified 21st century interdisciplinary themes to be woven into these subjects as “global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; and environmental literacy.” The initiative also proposed core skills that students would need in the 21st century as “creativity and innovation, critical thinking and problem solving, and communication and collaboration” (P21, 2002).

These concepts resonate in the data from this study. Pre-service teachers identify strongly with the idea that they are preparing students for life in a holistic sense, rather than merely teaching them to pass school-based tests. However, when it comes to aligning these sorts of aims with the classroom, the initiative, like many other policies and initiatives, offers very little guidance. The initiative’s statement reads:

21st century standards, assessments, curriculum, instruction, professional development, and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students (P21, 2002).

The burden, it seems, is on educators to understand and make sense of what this actually means, and how it might be put into practice. As a result, pre-service teachers get excited about innovative teaching methods, social justice, and educational change while enrolled in teacher training programs, but then feel like there is no way to align these things with rigorous standardization and assessment once they graduate and are in their own classrooms. Teaching in urban or underprivileged schools with few resources only serve to compound this frustration.

So what, exactly, can teacher-training programs do to insure that professional identity is more closely aligned with policy when students leave their programs and become teachers? Policy and assessment-based training programs will certainly turn off many of the more devoted and creative potential educators. In other words, trying to adjust the things with which pre-service teachers identify will almost necessarily result in a lack of thoughtful, inspired educators.

Rather, the way that teachers engage with policy needs to be reframed. For example, when teachers in training are pushed to incorporate newer and better technologies into their lesson plans, they should be encouraged to understand that technology can serve to even the playing field, to give students access to opportunities and knowledge that otherwise might be inaccessible to them.

There is some evidence that this reframing works to make teachers feel more invested in the process of assessment and standardization, in new educational policies and guidelines. Lambert (2010) conducted a study on 21st century skills paradigms and pre-service teacher preparation. What she found was that when teachers in training took educational technology classes which framed educational technology as supporting the development of 21st century skills, that is, as being valuable tools toward social justice, then their “self-efficacy toward integrating technology in the classroom significantly improved, and they became more advanced in their technical skills and knowledge of how to apply these skills in the classroom” (54). However, when the educational technology paradigm presented educational technology as technical skill development or assessment-oriented, they were more likely to be “anxious” about their technical skills and were more likely, overall, to change their major to something besides teaching. Lambert’s findings were consistent across 11 sections of educational technology at two different universities.

Selwyn (2009) makes a similar case. He urges teacher education programs to move beyond a “means-ends” mode of presenting the profession to pre-service teachers and toward a paradigm in which they are encouraged to think about how educational practices and technologies “reproduce social relations, and in whose interests they serve” (72) in order to avoid burnout and understand the connection between education and larger contexts such as globalization and the knowledge-economy.

Additionally, teacher education programs can prepare pre-service teachers in multicultural, social justice, and culturally-responsive pedagogy. In addition to preparing students for the “real world” of teaching, it will also help them appreciate the complexity of education, and the context in which they will be working. In an era where the commodification of teaching is becoming the norm, it will help them to understand that what they are doing is much deeper, richer, and more meaningful.

Teaching Must Account for Difference: Focusing on Multicultural, Social Justice, and Culturally-Responsive Approaches

One of the elements of teaching that pre-service teachers seemed to identify strongly with was the idea that teachers must accommodate and foster difference in the classroom, putting differences to work, and using teaching as a tool toward social justice. The incorporation of multicultural, social justice, and culturally-responsive

pedagogies teacher education programs a concrete way that the idea of teaching as a moral act can be reconciled with teaching in the 21st century.

When defining multicultural, social justice, and culturally responsive approaches to education we must start by acknowledging the philosophical assumptions they are built upon. Embedded in current trends of the “modern, Western ways of thinking” (Oakes & Lipton, 1999, p.30) each of these educational movements questions the notion that there is *one truth*, by which all humans can standardize their ontological, epistemological, and axiological questions. Oakes and Lipton (1999) explain:

...The scientific method now seems to be *one* of many ways of knowing, not the *only* way. If that is the case, then we can no longer be certain about what is real to others, what is progress for others, and what is good to others. Multiple versions of truth and goodness might be credible not only to different people, but also to ourselves. Little by little, formerly unquestioned modern and Western ideas of universal truths, regularity, and progress are giving way to a *postmodern* emphasis on particularity, difference, and unpredictability (p. 30).

The postmodern paradigm requires that “educators must come to know that multiple epistemologies exist and that their students may come to school with a very different worldview than they themselves have grown up with” (Castagno &

Brayboy, 2008, p. 952). This belief, in multiple realities, has a profound effect on the decisions that are made about the type of content knowledge that should be included in a school curriculum. In addition, the postmodern sensitivity to the particular dramatically changes the way in which educators themselves approach the process of teaching and learning. Students are no longer viewed as empty vessels to be filled (see Freire's notion of a "banking" concept of education, 1970, 71 – 86) and instead teachers and learners are co-constructors of knowledge, "inherently and consistently engaged in cultural production and reproduction" (Castagno & Brayboy, 2008, p. 960). This philosophical view, that learning and teaching are socially constructed, requires educators to give special attention to the structures of schooling. By recognizing that student outcomes are directly related to the structural make up their educational context, from a postmodern perspective, it becomes virtually impossible to blame a students' shortcomings solely on their individual qualities and instead it is the institution of education itself that has also become particularly problematic (Castagno & Brayboy, 2008, p. 953).

Many of the ideas in the literature on postmodern teaching seemed to resonate with participants in the study. In fact, this unit was arguably the most popular in the class during the semester that the study was conducted. Participants were particularly interested in ideas surrounding justice and difference in the classroom:

I think he's saying that in like the time they live in, like farming was such a big aspect of their life that if you were going to school and going to be taken away from farming then it might as well- like this, your school has to then help you go home and thrive more. Otherwise you are just wasting time. Otherwise you are doing this student an injustice. Because if you're not helping them go on to like the life that they're living now as like what they're going to do when they go home, then what's the point of them reading this if it's not going to correlate when they going home? – Sarah

Having an educator's role only be limited to one thing is highly ineffective and wrong. What I mean by wrong is that there are different students with a wide variety of learning styles, habits, personalities...etc... so, for each unique student should there not be a different educator? For a student who seems hesitant in which path to take in life, an educator should take on the role of a guide. For another student who does not have a supportive mother or father to help them at home, the role of an educator should be a parent figure while those students who are in need of a friend an educator should take the role of a friend. – Beth

I think a really good example of when school is really not [inaudible] with life is when they teach Spanish to [inaudible] students. I could see that as a prime time to do it. Spanish is like everywhere, and I don't know if they actually went through with this or it was just an idea that was up in the air, but at least in my town they wanted to teach Mandarin Chinese to third graders and fourth graders. They were interested in that becoming the new Spanish. - Lisa

Teachers are role models for children who guide them into the path of reality with morals and values. They are one of the few people who make an impact in children's lives, along with the values they carry. They are the few who prepare young people for the world and teach valuable skills they need for the future. - Sue

Based on the premise that we live in an increasingly diverse society, as is now widely accepted, exemplified by the ever-present explorations of the effects of globalization in our media, multicultural scholars have popularized the notion that “multiculturalism is simply a fact—a condition of culture” (Oakes & Lipton, 1999, p. 3). National consciousness, regarding the multicultural condition of U.S. culture came about during the “civil rights movement[.] [M]ulticultural and bilingual education developed as a response to inequality in education based on racism, ethnocentrism, and language discrimination” (Nieto, 1996, p. 6).

Today, multicultural education is viewed as not just a minority initiative but is, “for everyone, regardless of ethnicity, race, language, social class, religion, gender, sexual orientation, ability, and other differences... multicultural education is thus broad and inclusive” (Nieto, 1996, p. 6). Closely linked with the ideas of progressives multicultural educators argue “that *being progressive* can focus efforts on the *process* of making the world better and on ensuring that the process is a good one. Hope rests on today’s processes of working to change the world, rather than on the promise of a better world somewhere in the future” (Oakes & Lipton, 1999, p. 31). Nieto (1996) sums it up well when she states:

Multicultural education is a process of comprehensive school reform and basic education for all students. It challenges and rejects racism and other forms of discrimination in schools and society and accepts and affirms pluralism (ethnic, racial, linguistic, religious, economic, and gender, among others) that students, their communities, and teachers represent. Multicultural education permeates the curriculum and instructional strategies used in schools, as well as the interactions among teachers, students, and parents, and the very way that schools conceptualize the nature of teaching and learning. Because it uses critical pedagogy as its underlying philosophy and focuses on knowledge, reflection, and action (praxis) as the basis for social

change, multicultural education promotes the democratic principles of social justice (Nieto, 1996, p. 307).

In summary, multicultural education is: antiracist; basic education; important for all students; pervasive; social justice; a process; and critical pedagogy (Nieto, 1996,p. 308).

In addition to the work of Nieto, James Banks (1996; 1997a; 1997b; 2002; 2006) has been one of the most prolific scholars in the field of multicultural education, and like Nieto he sees multicultural education has having defining features. According to Banks (2006) the five dimensions of multicultural education are (1) content integration, (2) the knowledge construction process, (3) an equity pedagogy, (4) prejudice reduction, and (5) empowering school culture and social structure (Banks, 2006, p. 146). These five dimensions demonstrate how multiculturalism from a Banks, and Nieto perspective is not about simply “celebrating diversity,” a feel good catch phrase of the 1990’s, but rather multicultural education involves a critical analysis of the status quo, and provides educators with tools for achieving the sometimes distant goals of democracy. For these reasons, in addition to the five dimensions of multicultural education, Banks has been particularly helpful in outlining the various approaches that educators can take when putting multiculturalism into practice.

Known as Banks’ four approaches to multicultural curriculum reform (2002; 1997b), the contributions, the additive, transformation, and social action approaches

provide educators with a set of guidelines for measuring the degree to which they've transformed schools into becoming multicultural. First is the contributions approach, which "focuses on heroes, holidays, and discrete cultural elements" (Banks, 2002, p. 30), and is usually embodied in things like cultural fairs or food sharing. Second is the additive approach, where "content, concepts, themes, and perspectives are added to the curriculum without changing its structure" (Banks, 2002, p. 30). In my own education, reading books from various cultures, and celebrating cultural food fairs was a popular form of the additive and contributions approach.

In the third, transformation approach, "the structure of the curriculum is changed to enable students to view concepts, issues, events, and themes from the perspectives of diverse ethnic and cultural groups" (Banks, 2002, p. 30). Practicing empathy, by deeper forms of cultural sharing, gained through dialogue with people different than you or through exposure to multicultural materials, the transformative approach moves participants towards a postmodern understanding of the world. Then, in the third social action approach, "students make decisions on important social issues and take actions to help solve them (Banks, 2002, p. 30). While it is explicitly not mentioned, a certain critical consciousness (Freire, 1970) is needed in the second two approaches. In the transformation approach, by focusing on pedagogy changes the "basic assumptions of the curriculum and enables students to view concepts, issues, themes, and problems from several ethnic perspectives and points of view" (Banks, 1997a, pp. 237) students are challenged to change their way of thinking. However, it is the social action approach that is most instructive in that it moves

educators, and students into the realm of political activism. According to Banks (2002, 1997a), it is in the social action approach, where students participate in “social criticism and social change” (Banks, 1997, pp. 239) that repositions the multicultural movement as an integrated part of the agenda for social justice education.

Multicultural Education for Social Justice

The role of social justice, in the multicultural education movement, is particularly evident in the area of racial and ethnic equality. Grant (2006) writes, “racism, although changed in form and application, is viable and resilient at the institutional and personal level; it continues to prevent Blacks and other minorities from achieving full equality and from enjoying the benefits that come with living in a multicultural society” (Grant, 2006, p. 163). By incorporating “a multicultural analysis that takes into account the concept of power and privilege” multicultural education, from a social justice stance can be a powerful tool for taking on the many forms of institutionalized racism that continue to exist today (Grant, 2006, p. 170). Gillborn (2006) writes, “until we address the presence of racism as a fundamental and defining characteristic of the education system, the present situation is unlikely to change in any meaningful sense regardless of superficial rhetorical commitments to inclusion, civil rights and social justice” (p. 190). Therefore, when multicultural

education is used “to respond to the concerns of ethnic, racial, and cultural groups that feel marginalized within their nation-states” (Banks, 2006, p. 142), it can become a highly political form of social justice education.

Social justice education directly addresses the role of politics in schools.

Michael Apple (2004) explains:

Any analysis of the ways in which unequal power is reproduced and contested must deal with education. Educational institutions provide one of the major mechanisms through which power is maintained and challenged. These institutions and the manner in which they are organized and controlled are integrally related to the ways in which specific people get access to economic and cultural resources and power (p. vii).

However, as Nieto (1996) points out, schools in practice are typically,

Organizations fundamentally concerned with maintaining the status quo and not exposing contradictions that make people uncomfortable in a society that has democratic ideals but wherein democratic realities are not always apparent. Such contradictions include the many manifestations of inequality. Yet schools are also supposed to wipe out these inequalities. To admit that inequality exists and that it is even

perpetuated by the very institutions charged with doing away with it are topics too dangerous to discuss (317).

Taking on this type of “dangerous discussion,” and confronting the status quo is the purpose of a social justice approach to education. Adams, Bell and Griffin (2007) provide a working definition of the social justice education movement by laying out its main goal, and associated pedagogy.

The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs...the distribution of resources is equitable and all members are physically and psychologically safe and secure...the process for attaining the goal of social justice...is democratic and participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change (Adams, Bell, & Griffin, 2007, p. 1-2).

Participants in the study also recognized some of the challenges to this sort of education:

I think his idea is great, but how would you ever- if education is all about living as an individual thing, because we all want to live different lives and have different professions. But then, if we don't

have structure, will we ever get to our ideal profession? Because we all went through structure, and then through that, like, I knew I wanted to do this. So like if we never have structure- at five we all want to be firefighters and ballerinas, like we can't all be firefighters and ballerinas. So then where's the balance? - Sarah

Though teachers give their beliefs, and maybe kids don't accept them, but maybe it's a way of teachers trying to- not extend, but like make kids critically think about they believe, and stuff like that. - Ellie

You have to be exchanging ideas like the class – you do this in class the teacher has to remove him or herself from the discussion and let the students talk and they have to exchange their ideas and different viewpoints to hear the other viewpoints without. –Nan

Deconstructing the traditional power relationship, found between teachers and students is monumental and deserves much attention. By making it explicit that students learn from teachers and that teachers also learn from students, all participants in the problem-posing classroom become empowered in their experience. This sense of empowerment, not traditionally awarded to students is a crucial pedagogical decision that gives learners the actual confidence that they need to take on social action (Banks, 2002). Conceptualizing problem-posing education as “revolutionary

futurity” (Freire, 1970, p. 84), Freire pushes the idea of “teachers as political activists” one step further by explaining that when teachers take a political stance to their profession, and award their students positions of power in the classroom they create politically active students. He wrote,

The important thing, from the point of view of libertarian education, is for the people to come to feel like masters of their thinking by discussing the thinking and views of the world explicitly or implicitly manifest in their own suggestions and those of their comrades. Because this view of education starts with the conviction that it cannot present its own program but must search for this program dialogically with the people, it serves to introduce the pedagogy of the oppressed, in the elaboration of which the oppressed must participate (Freire, 1970, p. 124).

Social justice education, in the eyes of Freire, is a collaborative dialogue between teachers and students; as they work together to confront inequity in its various manifestations and make plans for it’s dismantle. This is education as the “practice of freedom” (Freire, 1970), and is at the heart of teaching for social justice.

Culturally Responsive Pedagogy

To some educators, challenging the inequities that have been brought to our attention by multicultural and social justice theorists is virtually impossible without a culturally responsive approach to teaching. Culturally Responsive Schooling (CRS),

Comes out of other, even broader, bodies of literature on multicultural education, cultural difference, and improving the academic achievement of youth who are not members of the dominant cultural group in the United States. The general message out of this larger body of scholarship is that students of color and students from low-income backgrounds consistently and persistently perform lower than their peers according to traditional measures of school achievement because their home culture is at odds with the culture and expectations of schools (Castagno & Brayboy, 2008, p. 946).

CRS is both the theoretical and practical solution to bridging the gap between home and school, and is a means by which, multicultural and social justice goals can be achieved.

Commonly referred to as, culturally responsive, culturally relevant, culture-based, and multicultural education” (Castagno & Brayboy, 2008, p. 946), CRS “generally validates the cultures and languages of students and allows them to be co-constructors of knowledge in the school setting” (Belgrade, Mitchell, & Arquero, 2002, p. 43). What’s more, “the ability of educators to engage in CRS requires that they have a certain degree of cultural competence themselves” (Castagno & Brayboy, 2008, p. 947). Based on these defining features, it is clear that CRS brings another layer to the multicultural and social justice movements. CRS requires that in addition to recognizing diversity as having positive contributions to the teaching and learning environment (found in multicultural education), and in order to bring about political change in the various areas of inequity (required of social justice educators), teachers must take their students’ cultural backgrounds into account in their practice.

Geneva Gay (2000) is popularly accepted as one of the formidable writers in the culturally responsive schooling movement. She writes,

Culturally responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches *to and through* the strengths of these students. It is culturally *validating and affirming* (Gay, 2000, p. 29).

Providing specific characteristics that define CRS (Gay, 2000, p. 29), Gay's work has become an important theoretical platform from which many scholars have launched an empirical investigation into the claim that "students learn best and are highly motivated when the school curriculum reflects their cultures, experiences, and perspectives" (Banks, 1997, pp. 229 – 230). Among them, is the work being done at the Center for Research on Education, Diversity & Excellence (CREDE), "a national research center concerned with researching and improving education for students at risk of educational failure due to cultural, racial and linguistic diversity" (CREDE, 2002, p. 2).

CHAPTER SIX: CONCLUSION

Summary of Findings

The purpose of this study was to investigate what concepts of the professional identity of a teacher were held by a participant group of teachers in training. The study looked at whether any significant trends for teacher identity existed in the data collected from classroom discussions and written assignments over the course of a semester-long class. The data was sorted and organized into separate concepts and subsequently used as the basis for constructing a theoretical argument on the possible applications for the findings within the data.

The following research questions were used to guide this study: 1) What conceptions of the professional identity do teacher in training have about the profession they are coming into? 2) What, if any, trends exist within the participants' conceptions of a teacher's professional identity, and what common traits are shared within the data to create those trends? How might those conceptions be used to better inform the structure of teacher training programs?

The data used to compile the teacher identity codes and concepts were acquired from responses and comments given by the participants during the course of the semester-long class. The data collection process consisted of recording and transcribing the comments from a combination of class discussions and written class

project assignments. A total of twelve class discussions and four project assignments served as the sources of data. A constant comparative approach was used in the analysis of the data, and the resulting observations and theories arose from the data once it had been collected and organized.

During the research process it became clear that the participants had given some prior thought to the first of the research questions, and the data gained from their responses covered a wide range of significantly different trends. A total of 16 different concepts for teacher identity were found within the data. Those concepts were further organized under three more generalized but distinct codes: “Teaching as a Moral Act,” “Teaching as a Managerial/Procedural Act,” and “Teaching as Transformational.”

The first and, in terms of quantity of data points, most common of the codes was “Teaching as a Moral Act.” The comments which fell under this label shared a theme of identifying the act of teaching as including the transmission of values to students. This could be done in a variety of different ways, such as playing the role of a guide, mentor, or parental figure. Participants often felt that these were outside of the technical job description of a teacher’s duties but was nonetheless an equally important and necessary part of the profession.

The second code was labeled “Teaching as a Managerial/Procedural Act,” and focused more on the technical and pedagogical aspects of teaching. Common themes stressed within the concepts of this code were classroom management skills, mediation of student conflicts both intrapersonal and interpersonal, and the assessment of student’s schoolwork which included both grading assignments as well as providing feedback on the student’s progress throughout a class or a grade level. References to this code were less commonly cited by the participants but they still accounted for a statistically significant amount of the data.

The final code was given the label “Teaching as a Transformational Act.” The comments relevant to the code expressed a belief that teaching in some way involved more than just education; it also had the effects of transforming either the identities of the teacher and students themselves, or transformation the world around them. In the case of the former, the participants would refer to the transformational act as being teacher turning into students and learning from the classes they teach while students would simultaneously play the role of a teacher as their education progresses. While in the latter case, teaching was seen as capable of affecting social and political change whether it be on a local or global level. The concepts which fit these criteria are listed in the table below.

Implications for Research and Future Projects

There are several implications that resulted from this study concentrating on the concepts of professional identity for teachers. Through using the constant comparative approach to the research process, the researcher was able to clearly see what kinds of trends arose from the data and in what direction those trends were leading. The analysis of the data allowed the researcher to pick out the concepts of teacher identity that would be the most relevant to incorporate into the curriculum of a teacher training program.

The first way in which this study could inform teacher training programs is in identifying where in the developmental stages of preparation teachers in training are on an individual basis. It became apparent early in the data collection stage of the project that the participants entered into the class with greatly differing levels of pedagogical ability and equally differing beliefs and attitudes toward teaching as a profession. As such, over the duration of the semester the participants fell into disparate conclusions about who and what a teacher should be to her students. A few even came to the conclusion that teaching was not the profession they thought it would be and made the choice to change their career path into another related but separate area from the school teacher, such as athletics coach or business consultant. It would have been beneficial to interview each of the participants at regular intervals throughout the semester to get a more detailed sense of how they were arriving at their decisions about what it means to be a teacher. This study highlighted what those

beliefs were, but there is room for further research into the development of those beliefs.

Secondly, there is great potential in examining possible connections between pre-service teacher's formal training in the moral education of their students, and their personal development in moral and ethical matters. This kind of research would help establish significant links between the dispositions of pre-service teachers as they begin to form their sense of professional identity, and who they are as a moral and ethical being in their own right. Charting the ways in which these two areas influence each other within a single person's life would contribute greatly to emphasizing the importance of moral literacy in general, and more specifically how it relates to professional identity formation in teachers.

Finally, it would have been of great value to this study to be able to draw from a larger pool of teachers in training. It is of course a common wish for most research projects to have larger data sets from which to base their findings, and in this study's case being limited to one classroom worth of pre-service teachers was potentially limiting the chances for more diverse and representative data. It would be very interesting to have access to multiple classrooms in different universities so as to maximize the background diversity of the participants and see what kind of effect those demographics had for shaping their concepts of teacher identity.

Implications for Teacher Training Programs

Teacher training programs need to reframe standardization and assessment for pre-service teachers in order to keep pre-service teachers engaged and to avoid burnout. By allowing pre-service teachers to understand that policy can be used as a means to equity and opportunity, and not simply as a vehicle to the commodification of education, they will identify more with the professional settings that they eventually find themselves working within. Additionally, teacher training programs need to prepare pre-service teachers in multicultural, social justice, and culturally-responsive pedagogy to help them feel invested in the larger contexts surrounding teaching, so that they feel as if they are truly preparing students for life beyond the classroom and acting as agents of change.

Conclusion

In his 1979 book *The Courage To Teach: Exploring the Inner Landscape of a Teacher's Life* Parker J. Palmer asserts that if teaching were to only be concerned with the management of subject matter and students it would not be remarkably different from any of the other aspects of a person's life which require social

interaction and information management. In such a world teachers would simply stay abreast of their respective fields as much as they could for professional development, and use that knowledge to stay ahead of the student's learning curve through employing best-practice techniques. As any teacher knows, however, the practice of teaching and the teacher-student relationship are more complicated than that, and Palmer believes this is because "we teach who we are." He says:

Teaching, like any truly human activity, emerges from one's inwardness, for better or worse. As I teach, I project the condition of my soul onto my students, my subject, and our way of being together. The entanglements I experience in the classroom are often no more or less than the convolutions of my inner life. Viewed from this angle, teaching holds a mirror to the soul. If I am willing to look in that mirror, and not run from what I see, I have a chance to gain self-knowledge—and knowing myself is as crucial to good teaching as knowing my students and my subject... In fact, knowing my students and my subject depends heavily on self-knowledge. When I do not know myself, I cannot know who my students are. I will see them through a glass darkly, in the shadows of my unexamined life—and when I cannot see them clearly I cannot teach them well. When I do not know myself, I cannot know my subject—not at the deepest levels of embodied, personal meaning. I will know it only abstractly, from a

distance, a congeries of concepts as far removed from the world as I am from personal truth.

This is the kind of teaching experience that teachers want. This is what they identify with.

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Appendix A: Syllabus for Class Used in Study

MSU Spring 2011

EDFD 220, Philosophical Orientations to Education

Thursday, 1:00 – 3:30 PM

University Hall, #3006

Name of instructor: Jon Rogers

e-mail address: rogersj1@mail.montclair.edu

Office Hours: By Appointment

Purpose

The purpose of this class is for students to become familiar with an array of traditions, issues, themes, and perspectives in educational thought that help develop a conceptual base for teaching and learning in multiple educational settings and within a variety of experiences. We will focus mostly on modern and contemporary Continental and American traditions.

The intention is to also expand the conversation around our conceptions and experiences vis-à-vis multiple standpoints, perspectives, discourses, and ideologies that different social and educational thinkers have represented. We will read a selection of original documents contained and contextualized in book chapters compiled in the textbook for this class. In addition, using cases, personal experiences, and videos about schools and/or teaching situations, we will discuss different ideas and perspectives.

Guiding questions

The guiding questions throughout this class are:

- What is an educated person?
- What is knowledge?
- What is the relationship between education and society?
- What is the goal of education?
- What is the relationship between educational philosophy and educational practice?
- How to educate (pedagogy) and what is the role of the educator/s?
- Where to educate (place, context, time, space)?
- What should be the content of an education (curriculum)?

- What are the connections between education, power, knowledge, and justice?
- Who participates in the conversations about education, who writes about education, who teaches, whose voices are not in the conversation? How? Why?

Format

This class builds on the active participation of the students. Dialogue and discussion will be central for building understandings as they connect to the experiences and expectations of each student in this class. Discussions will be based on the readings for each class and connected to cases, experiences, videos, and other materials presented in class. When needed, lectures will provide information, background, and context to the readings and discussions. Occasionally, we will utilize pop culture as a generative tool for discussion, such as movies that represent, construct and shape beliefs and ideologies about knowledge, pedagogy, and education in general.

Requirements

- 1) Attendance: It is mandatory because of the intensity of the schedule and because of the dependency on students' participation. Unjustified absence will lower the grade.
- 2) Participation: It is expected that every student will come well prepared for class discussion and will be ready to answer questions in writing (with an open book) that are connected to the assigned readings. Students are expected to bring their books to class every class.
- 3) Project Assignments: There will be four (4) graded projects to be turned in during the semester.
- 4) Self-evaluation: The self-evaluation is required in order to complete this class successfully. The self-evaluation is a paper in which you reflect in-depth about your learning through this class, about your dispositions, about your performance and about your dedication and investment in making this class a successful learning experience for you and your peers as you participated in individual, small group, and

large group activities, assignments, projects, and conversation/discussions. In this reflection, you have to “grade” yourself. *This assignment is required but has no weight in the final grade.*

Academic integrity

standards will be strictly enforced. Plagiarism or cheating will result in a failing grade for the course. Please consult MSU’s official policies at www.montclair.edu/pages/deanstudents/regulations1.

Blackboard Information

All course related information (important announcements, project guidelines, paper rubric and guidelines, additional readings) will be distributed via the campus Blackboard system. In order to access Blackboard, go to <http://montclair.blackboard.com>. Enter your MSU username and password (your NetID). If you have problems with accessing Bb, please consult the Office of Information technology as soon as possible.

Grades

Project #1	22%
Project #2	22%
Project #3	22%
Personal Narrative Essay	22%
Class Attendance & Participation	12%
<hr/>	
TOTAL	100%

DUE DATES:

Project #1: Feb. 24

Project #2: Mar. 24

Project #3: Apr. 21

Personal Narrative Essay: May 5

Self Evaluation:

DESCRIPTION OF PROJECTS:

Project #1: "What Is A School?"

Students will be asked to design their own school or classroom using materials that they choose (poster, diorama, etc.), and will also be asked to justify why they designed the classroom or school in the way that they did, and will be asked what features all schools should have.

Project #2: "What Is A Curriculum?"

Students will be asked to create a piece of curriculum that is intended for the subject area and grade level that they intend to teach. Justification for this project will include answering such questions as "What should curriculum include?", "What should we teach?", "Who should our subject/s in curriculum design be?"

Project #3: "What Is A Teacher?"

Students will investigate their own personal philosophies of education through creating a list of qualifying criteria for an ideal teacher candidate. Justification for this project will include a description and defense of the chosen criteria (i.e. - an explanation of why each criterion was chosen as an ideal quality or characteristic for a teacher to possess).

Personal Narrative Essay:

Students will be asked to construct a narrative that addresses the questions, "What should the role/s of an educator be, and what factors, experiences, etc. in my life influenced my decision to become one?"

Textbook

Laverty, M., Demarzio, D., & Grinberg, J. (Eds.) (2009). *Philosophy of Education: Modern and Contemporary Ideas at Play*. Dubuque: Kendall Hunt Publishing Co.

TENTATIVE SCHEDULE

<u>Date</u> <u>Day</u>	<u>Topics</u>	<u>Readings for the</u>
Jan. 19	Introductions and organization	Dewey "My Pedagogic Creed"
Jan. 27	The role of experience in knowledge	Socrates/Plato "Meno" ; "Allegory of the Cave"
Feb. 3	Modernity and the concept of childhood	Rousseau "Books I, II, and V of the <i>Emile</i>"
Feb. 10	Mapping the terrain of Progressive education	Dewey "The Child and the Curriculum"
Feb. 17	Philosophical models of teaching & phenomenology	Heidegger "Heidegger on the Art of Teaching"
Feb. 24		Project #1 Due in-class fishbowl discussion
Mar. 3	Reconstructivism and the role of schools and teachers	Counts "Dare the Schools Build a New Social Order?"

Mar. 10 Community and freedom

Dewey
“The School and Social Progress”
Sharp
“The Community of Inquiry”

Mar. 17 **No Class – Spring Break**

Mar. 24

Project #2 Due
In-class fishbowl discussion

Mar. 31 Power, Knowledge, Critique, and Analysis

Foucault
“Docile Bodies” (p.270-277)
Freire
“There Is No Teaching Without Learning” (pp.340-355)

Apr. 7 Feminist analysis & Caring

Noddings
“Caring for Ideas”

Apr. 14 Dialogue

Burbules
“The Limits of Dialogue as a Critical Pedagogy”

Apr. 21

Project #3 Due
In-class fishbowl discussion

Apr. 28

Class Evaluations and Assessments
(Finals essays due by May 5 @ 1:00)

Appendix B: Institutional Review Board Approval For Research



Institutional Review Board
College Hall, Room 248
PHONE: 973.655.7503
FAX: 973.655.3122

November 14, 2014

Mr. Jon Rogers
802 40th Street
Vienna, West Virginia, NJ 26105

Re: IRB Number: **000816**
Project Title: **Investing Educator Identity-Construction: A Grounded Theory Approach**

Dear Mr. Rogers:

After an expedited review, Montclair State University's Institutional Review Board (IRB) approved your Continuing Review request on **November 14, 2014**. The continuation is valid for one year and will expire on **October 3, 2015**.

Before requesting amendments, extensions, or project closure, please reference MSU's IRB website and download the current forms.

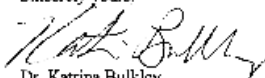
Should you wish to make changes to the IRB-approved procedures, prior to the expiration of your approval, submit your requests using the Amendment form.

For Continuing Review, it is advised that you submit your form 60 days before the month of the expiration date above. If you have not received MSU's IRB approval by your study's expiration date, ALL research activities must STOP, including data analysis. If your research continues without MSU's IRB approval, you will be in violation of Federal and other regulations.

After your study is completed, submit your Project Completion form.

If you have any questions regarding the IRB requirements, please contact me at 973.655.5189, reviewboard@mail.montclair.edu, or the Institutional Review Board.

Sincerely yours,


Dr. Katrina Bulkley
IRB Chair

cc: Dr. Mark Weinstein, Faculty Sponsor
Ms. Amy Aiello, Graduate School

montclair.edu

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Appendix C: Consent Form for Participating Students



MONTCLAIR STATE UNIVERSITY

College of Education and Human Services
Department of Educational Foundations

973-655-5170
Fax: 973-655-7084

CONSENT FORM FOR ADULTS

Please read below with care. You can ask questions at any time, now or later. You can talk to other people before you fill in this form.

Study's Title: Investigating the Progression of Professional Identity Over Time: A Grounded Theory Approach

Why is this study being done? To gain both qualitative and quantitative data about what factors have an impact on forming the professional identity of educators-in-training, as well as the ways in which those sources specifically affect their identities.

What will happen while you are in the study? The work that you will do for the class during this semester (specifically, the weekly class journals, writing assignments, and audiotaped class discussions) will be retained as data and analyzed. There is no additional active participation required by you.

Time: This study will take about: No additional time commitments are needed on your part.

Risks: You may feel/experience: The risks are no greater than those in ordinary life.

Who will know that you are in this study? Your written work as well as your identity will be kept confidential. Written work will be kept in a secured location, and a code number will be used in place of your name. Pseudonyms will be used when transcripts of class discussion are presented.



MONTCLAIR STATE UNIVERSITY

College of Education and Human Services
Department of Educational Foundations

973-655-5170
Fax: 973-655-7084

Do you have to be in the study?

You do not have to be in this study. You are a volunteer! It is okay if you want to stop at any time and not be in the study. You do not have to answer any questions you do not want to answer. Nothing will happen to you. You will still get the things that you were promised. Your grade for the course will not be affected.

Do you have any questions about this study? Phone or email: Jon Rogers, 331 Gilbert St. Ridgewood, NJ 07450, (201)970-0101, rogersj1@mail.montclair.edu

Do you have any questions about your rights? Phone or email the IRB Chair, Debra Zellner (zellner@mail.montclair.edu, 973-655-4327)

It is okay to use my data in other studies:

Please initial: Yes No

It is okay to audiotape me while I am in this study:

Please initial: *Yes* *No*

I would like to get a summary of this study:

Please initial: Yes No

The copy of this consent form is for you to keep.

If you choose to be in this study, please fill in your lines below.

Print your name here

Sign your name here

Date



MONTCLAIR STATE
UNIVERSITY

College of Education and Human Services
Department of Educational Foundations

973-655-5170
Fax: 973-655-7084

<hr/>		
Name of Principal Investigator	Signature	Date
<hr/>		
Name of Faculty Sponsor	Signature	Date



College of Education and Human Services
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973-655-5170
Fax: 973-655-7084

Demographic Data Self-Report

Name

Age

Gender

Race

Nationality (cultural and/or political)

Place of Birth

