

TEACHER CANDIDATE PSYCHOLOGICAL INSIGHT AND CAPACITY FOR
CHANGE: DEVELOPING A PROFESSIONAL IDENTITY

by

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ABSTRACT

Research in the field of teacher education has recently found that the formation of teacher candidate's sense of professional identity is an integral part of their development as a future educator, yet few programs explicitly address it (Beauchamp & Thomas, 2009). The purpose of this study was to examine teacher candidates' ability to reflect on self and others, and the influence of psychological insight on the development of a professional identity. The study took place in the Pacific Northwest at an accredited university in the Northern Rocky Mountain region. The six participants selected for this study were undergraduate Elementary Education majors enrolled in their professional year during the Spring 2017 semester.

This dissertation was designed as a psychological case study using a phenomenological approach. A case study, as defined by Merriam (1988), provides a thorough description and analysis of a specific phenomenon, a phenomenon that is found within a bounded context (Miles & Huberman, 1994). The phenomenon examined was the ability of teacher candidates to reflect upon self and others with regard to their thoughts, emotions, and actions within a classroom context, and the influence their insight had upon the development of a professional identity.

Data were collected from all participants and interpreted by the researcher in order to describe commonalities found within their experiences (Moustakas, 1994). The Self-Reflection and Insight Scale (SRIS) and Teacher Efficacy Scale (TES) were quantitative measures used as baseline data for levels of psychological insight and teacher

efficacy. The three primary data sources consisted of an initial interview, exit interview, and video observations. The initial and exit interviews were designed as a semi-structured interview to gain further understanding of the participant's behavior within the classroom context, ability to reflect on self and others, their efficacy for teaching, and their philosophical beliefs regarding teaching and learning. The video observations of self and other gave participants the opportunity to reflect on a video recorded lesson conducted within the classroom context.

The data collected was examined using both a within-case and cross-case analysis. During the within-case analysis, emerging themes were identified through the interpretation of the data collected for each individual case. A summarized portrayal was created to describe the thoughts, feelings, and actions of each participant. A cross-case analysis was conducted to identify common themes that emerged across all cases by data source. Components influencing the development of a professional identity were identified and summarized based on these common themes. Warrantability was maintained during the collection and analysis process through triangulation, member checks, peer examinations, and a researcher's journal.

Analysis of the three primary data sources identified five components that may have a potential impact on development of a teacher candidate's professional identity. These components were labeled as internal negotiation, focus, attributions, psychological insight, and capacity for change. Findings of the study suggest that teacher candidates go through a cyclical process in the continuous development of a professional identity. As teacher candidates enter the classroom environment, with an already established frame of reference with regard to teaching and learning, they begin to internally negotiate the

challenges and obstacles they face. The focus of the candidate, either on being a teacher or becoming a teacher, potentially impacts the internal and external attributions of the experience, application of insight, and capacity for change.

Implications for teacher education programs include identifying potential barriers teacher candidates may create through their internal negotiation that prevent transformational learning. Teacher candidates focus, on product or process, and how that may influence emotional state, teacher efficacy, psychological insight, and capacity for change are key components of developing a professional identity. As a result, candidates might benefit from establishing goals that focus on the process of becoming a teacher and highlighting personal progress to guide transformational learning.

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LIST OF ABBREVIATIONS

SRIS	Self-Reflection and Insight Scale
TE	Teacher Efficacy

CHAPTER ONE: INTRODUCTION

Developing a Professional Identity

Learning is a lifelong endeavor. Individuals are faced with new challenges and choices every day that help to mold them into the person they are at that moment. At home, in the classroom, on the playground, or in the gym, we encounter new situations that promote learning. These past and current experiences have influenced what we have become and who we are becoming. Cognitive, behavioral, and social factors influence what, how, and why we learn. According to Vygotsky (1978), learning is a co-constructed process that is rooted in social interaction. Through this interaction, individuals begin to internalize the knowledge and understanding from others, gradually leading to the retention and comprehension of what is being learned. Often, these interactions include someone who is more knowledgeable than the other. Individuals entering a teacher education program experience this co-constructed process as they begin their journey in becoming a teacher.

Learning to effectively teach involves the acquisition of knowledge, the application of strategies, and the development of dispositions best suited for the profession. Traditional teacher education programs centered on the management of the classroom, focusing on how it was organized, rules and procedures, and the use of strategies to help keep students occupied. Hence, teaching was not necessarily focused on learning but rather the delivery of instruction (Darling-Hammond & Sykes, 1999).

Darling-Hammond (2006) discusses several ways in which some current teacher education programs break free from the model established by traditional programs.

Some teacher education programs have begun to emphasize learning and learners, instructional strategies integrated with content, the influence of sociocultural factors on learning, the ability to adapt and transfer teaching strategies to meet diverse needs, and the development of reflective skills in order to evaluate and analyze self, practice, and student learning. Upon entering a teacher education program, teacher candidates will have established their own frame of reference as to the role of a teacher.

An important role for pre-service teacher education is to change these initial frames of reference. If these ideas are not altered during pre-service teacher education, teachers' own continuing experiences will reinforce them, cementing them even more strongly into their understanding of teaching. (Darling-Hammond & Sykes, 1999, p. 57)

Teacher candidates may come to find that their existing frame of reference for teaching is not compatible with the material they are learning in their teacher education program. As a result, they may discuss being open to utilizing different strategies during their course work; however, when they enter the classroom to teach, they revert back to their initial frame of reference (Darling-Hammond, 2006). Although it may be difficult to break through this strongly established frame of reference, research has shown that teacher education programs do have the ability to influence teacher candidate beliefs (Beswick, 2006; Swars, Hart, Smith, Smith, & Tolar, 2007).

Research in the field of teacher education has recently found that the formation of a teacher candidate's sense of professional identity is an integral part of their development as a future educator, yet few programs explicitly address it (Beauchamp & Thomas, 2009). Walkington (2005) describes teacher identity as the core beliefs about

what it means to be a teacher, acknowledging that these beliefs are constantly changing based on personal experiences. Teacher candidates engage in the construction of their professional identity through collaboration with the people they meet within the school community (Akkerman & Meijer, 2011, Cohen, 2010). Through these experiences and interactions, teacher candidates are able to gain insight into how to be an effective educator. It is important for individuals to not only have a deep understanding of self but also an awareness of how their relationships and environment influence their identity (Beauchamp & Thomas, 2009). Depending upon how teacher candidates negotiate these relationships, the experiences within the environment can potentially have a transformative effect on their professional identity.

Britzman (1991) describes this negotiation process as *becoming* a teacher, rather than learning to be one. The act of teaching is complex and occurs within dynamic, diverse settings. Within these diverse environments teacher candidates will encounter events that may contradict prior beliefs about teaching and learning or present unique situations that the teacher candidate had not previously considered. When exposed to such situations, the teacher candidate must negotiate between past and current experiences. During the internal negotiation between self and the environment, teacher candidates can focus on either *being* a teacher (end product of teaching) or *becoming* a teacher (the process of learning about teaching). The focus of the teacher candidate could potentially impact how they attribute their success and failure when encountering the inevitable challenges they will find in the classroom.

As teacher candidates negotiate who they are and what they are experiencing in the classroom they will make attributions for their success or failure based on the

obstacles created through their negotiation. The obstacles created by teacher candidates may be external, such as philosophical differences with their mentor teacher, or they may be internalized, such as a lack of efficacy in their ability to implement effective instructional strategies. Some teacher candidates will view these obstacles as barriers to their goal of being a teacher. Others will view the obstacles as opportunities to grow while they are becoming a teacher.

In order to succeed in the profession, individuals need to be able to negotiate within themselves as to what it is to be a teacher and emerge as agents in the development of a professional identity. Teacher candidates need to become aware that their professional identity is not fixed, that they will constantly be evolving, and that they need to be equipped with the tools and strategies to effectively navigate through the process. Providing teacher candidates an opportunity to engage in discourse and reflection in order to be agents in the formation of their professional identity can help to further their capacity for change.

A capacity for change involves an individual's ability to apply psychological insight in an effort to further develop one's professional identity. The candidate not only has an accurate insight into their own strengths and areas of growth, but also has the motivation and persistence to continue to evolve (Hays, Jolly, Caldon, McCrorie, McAvoy, McManus, & Rethans, 2002). In order to be able to effectively transform one's professional identity, the individual must have some level of insight into self and others. Although knowledge and skills can inform current practice, psychological insight can help to inform future practice. Teacher education programs strive to develop reflective

practitioners and promote lifelong learning. A focus on psychological insight and the capacity for change can play a pivotal role in that continued growth.

Purpose of the Study

The purpose of this study is to examine teacher candidates' ability to reflect on self and others. As a result of these reflections, teacher candidates gain psychological insight that may influence the development of a professional identity. This study was designed as a psychological case study using a phenomenological approach. The phenomenon examined was the ability of teacher candidates to reflect upon self and others with regard to their thoughts, emotions, and actions within a classroom context. The additional phenomenon of psychological insight and its influence on development of a professional identity was also examined. In order to meet these goals, the data collected from this study came from three primary data sources (initial interview, exit interview, and video observations) that were interpreted through a within-case and cross-case analysis.

Research Questions

The following research questions guided the collection, analysis, and discussion of the data findings:

How does a teacher candidate's ability to reflect on self and others influence behavior within the professional context?

How does a teacher candidate's ability to reflect on self and others influence professional efficacy?

How does a teacher candidate's psychological insight regarding self and others influence the development of a professional identity?

CHAPTER TWO: REVIEW OF LITERATURE

Theoretical Framework

With the need to study the impact of reflection and a capacity for change on the development of a professional identity via a phenomenological design, the theoretical framework guiding this study is comprised of adult learning theory, transformative learning theory, and social cognitive theory. Teacher candidates are adult learners developing self-regulated skills to transform their sense of self and understanding of their professional role. The capabilities developed throughout the learning process enables the teacher candidate to engage within complex contexts and examine their actions within such contexts leading to further insight into the profession. The insights obtained can potentially guide the transformative process of *becoming* a teacher and influence a teacher candidate's sense of efficacy to teach. The following chapter has been organized to first provide a brief background with regard to adult learning theory, as the individuals who participated in this study were college students pursuing the goal of entering the teaching profession. Transformative Learning Theory, a theory rooted in adult learning, connects to the transformative process the participants were experiencing and addresses the need for critical reflection, insight, and change. In conclusion, Social Cognitive Theory is included in this framework to provide a description of the interaction between self, behavior, and the environment, as well as the resulting effects on one's self-efficacy.

Adult Learning Theory

Adult learning theory has evolved since the early twentieth century. Research on adult learning began by utilizing behavioral methods to measure whether adults could learn, then progressed to the use of intelligence tests to examine how well adults could learn, and finally reached the point of attempting to distinguish adult learning as its own theoretical base (Merriam, 2001). From this research emerged the concept of andragogy.

Andragogy is focused on the individual becoming a self-directed learner who actively participates in the learning process and through collective experiences is able to define their social role and develop an awareness of self. Knowles (1980) defined it as, “the art and science of helping adults learn” (p. 43). Five characteristics of adult learners have been identified: independent self-concept, collective life experiences, engaged in dynamic roles, focused on application of knowledge, and intrinsically motivated (Merriam, 2001). The past experiences and prior knowledge are a guide for the adult learner to pursue further experiences and knowledge in order to achieve the goals they have set forth for themselves. As Forrest and Peterson (2006) state, “Andragogy is predicated on the belief that humans accumulate experience and these collective experiences become an individual’s identity...education builds on, examines, and expands the base of experience” (p. 118). Hence, a primary goal within adult learning theory is the development of self-directed, or self-regulated, learners.

Self-regulated learning has been defined as the extent to which a learner utilizes cognitive strategies, metacognition, and motivation to become an active participant in their own learning process (Pintrich, 2000). Metacognition is the process in which an individual thinks about their own thinking process in regards to effective ways to plan,

monitor, and evaluate their performance (Woolfolk, 2014). Individuals integrate themselves into the process thus allowing them to guide their own thoughts, emotions, and actions (Boekaerts & Corno, 2005).

Self-Regulated Learning Theory (Zimmerman, 2000) consists of three phases: forethought and planning, performance monitoring, and reflections on performance. First, the learner determines the nature of the task, setting appropriate goals to successfully reach the desired outcome. Next, the learner applies strategies for the given task, monitoring their progress and effectiveness throughout the learning process. Once the task has been completed, the learner self-evaluates their performance, considering what was successful and what needs improvement.

Self-regulated learners take on the ownership and accountability of the learning process, constructing their own knowledge, beliefs, and expectations within their environment. Self-regulation of learning requires the learner to be an active participant in their selection and use of various cognitive, behavioral, and motivational strategies in order to achieve important and valuable goals (Zimmerman, 1998). The goal of the educator is to enhance the learner's ability to self-regulate (Mezirow, 1981). Educators can facilitate self-regulated learning by providing adult learners opportunities to set goals, plan a course of action, use flexible learning strategies, self-monitor their progress, and self-evaluate individual performance (Zumbrunn, Tadlock, & Roberts, 2011).

Research has found that students utilizing self-regulated learning techniques are more engaged throughout the learning process, as they are more apt to actively participate in the classroom (Elstad & Turmo, 2010), implement effective cognitive strategies (Michalsky, 2012), and have been shown to perform better on achievement measures

(Schunk & Zimmerman, 2007). Hwang and Vrongistinos (2002) conducted a study involving college students and found that those achieving at a high level were likely to use cognitive, metacognitive, and motivational learning strategies whereas low achievers did not implement such strategies. Despite the effectiveness of self-regulated learning techniques, many individuals do not develop such strategies until they enter college, if not later (Randi, Corno, & Johnson, 2011). If individuals do not possess the tools to self-regulate their own learning it becomes that much more difficult for educators to help students develop such skills (Randi, 2004). A second goal of adult learning theory is the fostering of transformational learning.

Transformative Learning Theory

Transformative Learning Theory is based on the critical reflection of the learner in order to develop awareness of self to transform their understanding and beliefs. Through an individual's experiences they form assumptions that create a frame of reference for their understanding of the world. Transformative learners seek to reconstruct their frame of reference "to make them more inclusive, discriminating, open, reflective, and emotionally able to change" (Mezirow, 2003, p. 58). Frames of reference, as described by Mezirow (1997), consist of our values, beliefs, and assumptions of the world in which we base our understanding of past experiences. Within these frames of reference exist an individual's habits of mind and point of view.

Dewey describes habits as a collection of responses and patterns that influence the way in which we engage with the environment (Nelsen, 2015). From the perspective of Transformative Learning Theory, habits of mind are the ways in which we think, feel, and act. In addition, an individual's point of view consists of their beliefs, judgments, and

attitudes. The point of view of an individual is dynamic and constantly evolving as one reflects on their experiences. Mezirow (1997) describes four ways in which an individual can learn: elaborate an existing point of view, establish a new point of view, transform a point of view, or, through self-awareness, transform habits of mind. The transformational process is tenuous and complex as individuals face contradictions between prior and current experiences as they reconstruct their habits of mind and point of view (Hobson & Welbourne, 1998). A transformational learner is one who is able to transform existing frames of reference through discourse, critical reflection, the application of reflective insight, and by effectively assessing their current assumptions (Mezirow, 1997).

Discourse

Discourse that leads to transformative learning requires the learner to be open-minded, an active listener, display empathy toward others, and be aware of personal bias (Mezirow, 2003). Transformative learning theory describes discourse as a dialogue designed to assess one's beliefs and feelings within their specific frame of reference, making the distinction between what is being said and why it is meaningful to the speaker (Mezirow, 2003). In a study of teacher candidates, Alsup (2006) found that the participants transformed their identity through discourse that encouraged them to question their own beliefs and ways of thinking. Research has also found that an individual's sense of agency increases as they develop a stronger awareness of self (Sfard & Prusak, 2005). Smagorinsky, Cook, Moore, Jackson, and Fry (2004) call for programs to place students in teaching contexts that produce internal conflict, resulting in the students to raise questions about themselves and their beliefs, hence promoting critical reflection.

Critical Reflection

Critical reflection is a developmental process that requires the individual to deeply engage in the continuous evaluation of self and others (Korthagen, 2004). Taylor (2008) describes critical reflection as a “conscious and explicit reassessment of the consequence and origin of our meaning structures” (p. 6). Through the questioning of one’s beliefs, an individual can begin the process of transforming habits of mind and point of view. Cranton (2006) states that transformative learning occurs when an individual is willing to “critically examine their habitual expectations, revise them, and act on the revised point of view” (p. 19). As teacher candidates gain direct experiences within the classroom context they begin the process of merging theory and practice. Kreber (2004) suggests that teacher candidates may be best served to begin with premise reflection which requires the candidate to focus more on *why* they want to teach than *how* to teach. Programs that teach professions of practice (Grossman, Compton, Igra, Ronfeldt, Shahan, & Willimason, 2009), such as teacher education programs, assist candidates in developing reflective skills so that they may be able to begin to make the connections between what they know and what they are experiencing (Darling-Hammond, 2014). Exposing teacher candidates to real world experiences increased their ability to meet the diverse needs of their students and the likelihood of integrating theory with practice (Maloch, Seely, & Eldridge, 2003; Fang & Ashley, 2004). As teacher candidates become more deeply embedded in clinical experiences, the classroom context and exposure to the realities of teaching provides them the “opportunity to explore how theoretical professional beliefs are enacted and challenged by the dimensions of classrooms and schools” (Burbank, Bates, & Gupta, 2016, p. 61). Although critical

reflection may help teacher candidates maneuver through complex and challenging situations, Roberts and Stark (2008) suggest that as they shift from theory to practice the goal should not be simply to reflect but to be able to achieve greater psychological insight into how their experiences are helping to shape their own professional identity.

Psychological Insight

Psychological insight refers to an individual's ability to reflect and evaluate one's own and others actions, motives, and experiences. Applebaum (1973) defines psychological insight as, "A person's ability to see relationships among thoughts, feelings, and actions, with the goal of learning the meanings and causes of his experiences and behavior" (p. 36). Farber (1985) describes it as, "...the disposition to reflect upon the meaning and motivation of behavior, thoughts, and feelings of oneself and others" (p. 170). The process of psychological insight is,

...a degree of access to one's feelings that leads, through discussion of one's problems with others, to an ability to acquire insight into the meaning and motivation of one's own and others' thoughts, feelings, and behavior, and to a capacity for change. (Conte & Ratto, 1997, p. 21)

Individuals exhibiting high levels of psychological insight tend to be able to reflect on a wide range of experiences and emotions, consider the future ramifications with regard to their beliefs and goals, identify connections between their experiences, actions, and environment, and distinguish between the cognitive and affective influences of their experience (Beitel, Ferrer, & Cecero, 2005). Those individuals with a low sense of psychological insight lack the self-awareness to genuinely reflect on their experiences, struggle to identify how their thoughts, feelings, and actions are integrated, and often refer to basic emotions that are disconnected from the overall experience. Through

psychological insight, an individual assesses previous assumptions based on current experiences leading to a transformation of identity.

Teacher Professional Identity

Teacher professional identity can be simply defined as the way in which individuals perceive themselves as a teacher and can provide a framework for teacher candidates to discover “how to be” and “how to act” within the profession (Mockler, 2011; Sachs, 2005). Through the integration of personal attributes and social interaction, teachers construct their understanding of what it is to be an educator. Teacher educators can help in the formation of one’s professional identity through the implementation of instructional strategies that encourage teacher candidates to become aware of and challenge their own values and beliefs regarding teaching and learning (Walkington, 2005). Effective methods to help guide teacher candidates in their development of a professional identity can be found in narratives, reflection, emotion, and agency.

Bruner (1991) states, “we organize our experience and our memory of human happenings mainly in the form of narrative – stories, excuses, myths, reasons for doing or not doing, and so on” (p. 4). Through the telling of stories, individuals are able to form an identity through the description and interpretation of past and current experiences. These narratives are of importance not only in the understanding of self but also as a tool for change (Zembylas, 2003).

The reflective practitioner is one who not only examines the past but also anticipates the future. Through reflection, teachers can become more aware of their sense of self and how they may fit into the larger social context (Beauchamp & Thomas, 2009). Clarke (2009) takes it a step further, claiming that teachers who have a role in shaping

student identities, have an ethical obligation to reflect and actively engage in identity work.

Through the construction and integration of multiple identities one will experience internal conflict and waves of confidence and doubt. Hochschild (1983) described emotions as the internal response to our experiences thus providing a lens into our true selves. Through their emotions teachers are able to “sort their experiences, their anxieties, their fears, their excitements and learn how to use them in empowering ways” (Zembylas, 2003, p. 230).

By encouraging the practice of narrative and reflection, and the exploration of emotions, teacher educators can help teacher candidates develop a sense of agency. Human agency involves the active participation in influencing the events of one’s life. Agency requires individuals to make choices, design plans of action, and be motivated to follow through and execute these plans (Woolfolk, 2014). A sense of agency can be strengthened through the development of one’s professional identity and as Parkison (2008) implies, can be a powerful force for good.

The development of a professional identity is an integral part in the teaching of professional practice. As teacher candidates begin to practice within the classroom context they must integrate their knowledge, skills, and dispositions to accomplish various complex tasks. Teacher education programs are encouraged to help students attain the necessary professional knowledge, skills, and ways of thinking in the profession in order for the student to further develop a professional identity (Grossman, et al., 2009).

Hence, the ability of an individual to reflect on self and others, engage in meaningful discourse, and apply psychological insight can potentially lead to significant personal and professional transformations. In the following section, a discussion on Social Cognitive Theory will provide a framework based on the interaction between internal and external factors, self-regulation, and teacher efficacy, all of which can contribute to the transformative process of developing one's professional identity.

Social Cognitive Theory

Social Cognitive theory emphasizes the interaction between the attributes an individual possesses, the environment, and the actions of the individual. The theory helps to explain how as human beings we are able to adapt, learn, and be motivated to do so. That motivation stems from one's agency. Human agency is the ability to self-regulate behavior in certain situations based on prior knowledge and experiences. Two factors play a role in one's agency: outcome expectations and efficacy expectations. Outcome expectations are based on an individual's beliefs about the potential consequences that may result from one's actions. Bandura (1986, 1997) viewed these expectations as being formed by both the physical and social effects on behavior, as well as the reaction to these effects. Efficacy expectations include an individual's beliefs about their own personal ability to achieve the desired outcome. Based on these expectations, individuals "function as contributors to their own motivation, behavior, and development within a network of reciprocally interacting influences" (Bandura, 1989). Our own individual behavior can influence and be influenced by our personal beliefs, expectations, and attributions, as well as the given task, social context, or specific situation. Bandura (1986) refers to these reciprocal interactions as a triarchic reciprocal determinism.

Triarchic Reciprocal Determinism

An individual's personal attributes (beliefs, attitudes, expectations), the environment (physical settings, other people, resources), and the resulting behavior (actions, choices, judgments) all function, interact, and influence each other. The reciprocal causation is bidirectional (Bandura, 1989). The personal to behavioral relationship is based on how individuals think and feel, and what they believe influences their actions. The environmental to personal interaction explains the social aspects that can influence an individual's expectations and beliefs. The behavioral to environmental relationship describes how one's behavior can alter the environment and the ways in which the environment affects the actions of the individual. In addition to reciprocal causation, the theory also addresses how people develop the following five capabilities that make up the core of these interactions: symbolic, vicarious, forethought, self-regulatory, and self-reflective (Bandura, 1989; Woolfolk, 2014).

Capabilities

Symbols have been used throughout history as forms of communication and as a means for understanding the world. Individuals use symbols in order to make sense of their experiences and guide their behavior. The development of symbolic capabilities helps individuals to function effectively and efficiently through their environment and establish social connections that impact their own personal attributes.

People tend to be social beings and over time have developed the ability to learn from others. Vicarious capabilities allow individuals to observe others with the intent on further developing their own knowledge and skills. Through these observations one can

experience the task from another perspective, learning from the success and failures of the model, and realizing the rewards and consequences that follow.

When faced with a new task or unfamiliar situation, individuals use forethought to define goals, explore strategies, and anticipate any consequences from their plan of action. Setting goals and identifying a desired outcome helps to motivate and guide the actions of the individual. As an individual develops the capability of forethought, they become more self-directive of their own learning.

Self-regulatory capabilities enable the individual to control the learning process and help to guide cognitive, affective, and behavioral actions. Through an increase in autonomy, an individual becomes intrinsically motivated and driven to persist through any obstacles experienced during the learning process. The self-regulated learner is thus guided by personal demands and self-evaluation.

A self-evaluative tool often utilized is that of self-reflection. The development of self-reflective capabilities enables individuals to effectively analyze their thoughts, emotions, and actions. The knowledge gained through self-reflection provides individuals insight into their influence on the environment and the actions of both self and others. Hence, self-reflection is a transformative process in which an individual examines past experiences to enact change.

Teacher Efficacy

A key concept that influences the development of the above capabilities is self-efficacy. Self-efficacy can be defined as a situation-specific form of self-confidence or the belief that one can do whatever it takes to perform in a given situation (Woolfolk, 2014). For the purposes of this study, the focus will be on an individual's sense of self-

efficacy for teaching. Teacher efficacy has been defined as one's, "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Tschannen-Moran & Woolfolk Hoy, 2001, p. 783). Teacher efficacy can be viewed through two lenses: teaching outcome expectancy and personal teaching efficacy (Enochs, Smith, & Huinker, 2000; Swars, Hart, Smith, Smith, & Tolar, 2007). Teaching outcome expectancy refers to a teacher's belief that positive student learning outcomes can emerge from effective teaching strategies regardless of the potential influence of external factors. Personal teaching efficacy is considered to be a teacher's belief in her own abilities to successfully perform the tasks of a teacher. Bandura (1997) identified four sources that contribute to the development of self-efficacy beliefs: mastery experiences, vicarious experiences, social persuasion, and physiological states.

Teacher efficacy has been described as cyclical in the sense that through our performances we create mastery experiences, which in turn give us new information that helps to form future beliefs (Leader-Janssen & Rankin-Erickson, 2013). Mastery experiences begin for the teacher candidate as they embark on student teaching. These experiences continue to grow and influence one's level of teacher efficacy throughout their careers. Mastery experiences, considered the most prominent determinant of self-efficacy, consist of our direct experiences. Depending on our success and failure with given tasks, our self-efficacy within these situations will be affected either positively or negatively. When given a task we will make our own assumptions as to what defines success and, based on our prior knowledge, we will determine an acceptable outcome.

Prior to an individual's student teaching experience, vicarious experiences play a vital role in forming initial levels of teacher efficacy. Vicarious experiences are those in which we observe others perform a given task (Woolfolk, 2014). Through the classroom observations of various teachers, including a mentor teacher and more advanced peers, individuals begin to form their beliefs about effective teaching and the characteristics that make up a quality teacher. Bandura (1997) outlines a four-step process which the learner follows that may determine the effectiveness of vicarious experiences. These steps include what the learner pays attention to during the observation, what they remember from the modeled event, the transformation of what is learned to appropriate contexts, and the opportunity for the learner to perform the modeled behavior. The effect that the observations have upon teacher efficacy likely will be determined based on the perceived level of competence the observer has of the teacher being observed.

Social persuasion for the teacher candidate comes in the form of evaluative feedback from teacher educators and mentor teachers. The quality and utility of the feedback impacts the level of confidence an individual has in their ability to perform the necessary tasks. Both the framing of the social persuasion and the approximation to one's beliefs are important in the influence it may have upon the learner's development of self-efficacy (Driscoll, 2005). A high sense of teacher efficacy will develop if the individual believes that the feedback and encouragement they are receiving is within the realm of their own capabilities (Bandura, 1997).

Physiological state is based on one's perception of arousal (Woolfolk, 2014). In some cases, excitement for an upcoming event may increase an individual's sense of self-efficacy while for others an increased level of anxiety may lower self-efficacy. For

example, a teacher upon entering a kindergarten classroom may feel invigorated by the chaos and noise, while another teacher may feel overwhelmed in such an environment. Hence, the physiological state of a teacher may vary across context. The level of anxiety one experiences will have an impact on performance in such situations as classroom management, instruction, lesson planning, and communicating with parents. The effect of anxiety on their performance will ultimately influence their level of teacher efficacy.

Teacher efficacy can influence behavior through cognitive, motivational, and emotional processes. Through these processes we form beliefs about how we feel, think, act, and motivate ourselves in various situations (Tschannen-Moran & Barr, 2004). These beliefs also relate to a teacher's persistence and effort through any challenges they may face in attempting to meet the needs of their students (Cantrell, Almasi, Carter, & Rintamaa, 2013). Teachers bring these beliefs into the classroom helping them form their instructional strategies and the expectations they have for their students. Hence, the level of a teacher's efficacy has a direct impact upon both pedagogical practices and the individual learner.

Teachers with a high sense of efficacy tend to develop mastery instructional strategies for their students (Tschannen-Moran & Barr, 2004). Mastery strategies focus on personal improvement with the goal of helping develop a student's competence in performing a task. Woolfolk, Rosoff and Hoy (1990) found that teachers with a high sense of efficacy relied more on intrinsic rewards and gave fewer extrinsic rewards in order to promote desired behaviors in the classroom. In addition, those individuals with high teacher efficacy set challenging goals for themselves and their students, recognized the importance of the organization and planning of instruction, and were more apt to be

flexible to changes in pedagogy (Allinder, 1994; Cawthon & Dawson, 2009; Evers & Tomic, 2002). Teacher efficacy also influences the amount of time teachers devote to academic learning, their desire to develop genuine caring relationships with their students, and their persistence working with students who are struggling with the material (Tschannen-Moran & Barr, 2004; Ross & Bruce, 2007; Swan, Wolf, & Cano, 2011). As a result, teachers exhibiting a high level of teacher efficacy tend to shape their instructional strategies to meet the needs of the students, engaging them in activities that promote self-regulation and inquiry.

The use of self-regulated learning strategies has been related to a high sense of efficacy. As a learner becomes confident in a given situation they are more likely to engage in the planning, monitoring, and evaluation of their own skills and capabilities (Pintrich & Schunk, 2003). In turn, the use of self-regulatory practices, such as goal setting, monitoring, and self-evaluation can influence an individual's self-efficacy and motivation to learn (Zimmerman, 2000). Studies have supported this reciprocal relationship between self-regulation and self-efficacy. Pajares (2008) found that individuals with higher efficacy beliefs had an increased use of self-regulated learning strategies. The use of self-regulation was also discovered to increase self-efficacy and academic achievement (Bouffard-Bouchard, Parent, & Larivee, 1991). Further research involving teacher candidates has discovered a connection between a higher sense of teacher efficacy and the development of effective practice and content knowledge.

Briley (2012) conducted a study of 95 elementary education teacher candidates that were currently enrolled in a mathematics content course. Each participant was given three surveys to measure their mathematics teaching efficacy, mathematics self-efficacy,

and mathematical beliefs. The results discovered a statistically significant positive relationship between mathematics teaching efficacy and mathematics self-efficacy, supporting previous research (Bates, Latham, & Kim, 2011). Wyse and Styles (2007) found that novice teachers with a low level of teacher efficacy were more likely to rely upon less effective forms of pedagogy. In addition, teachers with low efficacy beliefs may conclude that external factors that are out of their control make it impossible for them to engage students that lack the motivation to learn, thus leading them to give forth no effort in trying to meet the student's needs (Swan, Wolf, & Cano, 2011). As for in-service teachers, high teacher efficacy correlates with establishing challenging outcome goals for students, effective classroom practices and procedures, innovative instructional strategies, and an increase in the student's own sense of self-efficacy, all of which help to increase student achievement (Allinder, 1995; Gibson & Dembo, 1984; Anderson, Greene, & Loewen, 1988). Based on the results found in research on the influence of teacher efficacy on effective practice and desired student outcomes it becomes necessary to review the role teacher education plays in a teacher's efficacy beliefs.

Developing teacher efficacy has become a goal for teacher education programs, one that has become a desired outcome on par with that of the acquisition of extensive content knowledge (Lee, Cawthon, & Dawson, 2013). In order to build a high sense of teacher efficacy, teacher education programs must provide teacher candidates with the mastery experiences necessary to promote their own personal growth, the growth of their students, and awareness of their impact on student achievement (Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Results from a study examining teacher candidate's mathematics content knowledge and teacher efficacy found that those participants with a

low level of mathematics content knowledge used vicarious experiences, those with a medium level of mathematics content knowledge relied upon social persuasion, while the participants with high mathematics content knowledge reflected upon their own mastery experiences (Newton, Leonard, Evans, & Eastburn, 2012). In another study, researchers found that methods courses provided an effective platform in the development of high teacher efficacy beliefs. Results showed an increase in teacher efficacy beliefs by the completion of their methods course; however, teacher efficacy soon dropped during their student teaching experience (Utley, Moseley, & Bryant, 2005).

Further research has identified fluctuations in teacher candidate's efficacy beliefs throughout their teacher education experience. Spector (1990) discovered that teacher candidate's efficacy rose linearly during their coursework, leveling out by the conclusion of their student teaching. Similarly, a study found increases in teacher efficacy while the teacher candidate attended courses, yet their efficacy began to decline during the student teaching experience (Woolfolk & Hoy, 1990). Leader-Janssen and Rankin-Erickson (2013) examined the content knowledge and teacher efficacy for reading of 21 teacher candidates enrolled in a literacy course. On the initial measurement, participants expressed a high efficacy for teaching reading, however their teacher efficacy dropped as they "became aware of the complexities of teaching reading" (p. 220). With this knowledge and the newfound responsibilities of designing instructional strategies, participants began to question their own ability to effectively teach reading thus decreasing their sense of teacher efficacy. Soodak and Podell (1997) discovered that while there was a decrease in teacher efficacy following the first year of teaching, there were steady increases in efficacy beliefs over time, yet they never returned to the levels

attained while in their teacher education program. A possible explanation could be found in teacher candidate perceptions.

Bandura (1997) defines perceived self-efficacy as “beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (p. 3). In other words, perceived self-efficacy is based on what we believe we can accomplish based on prior experiences in similar contexts. Due to their lack of teaching experience, teacher candidates may be more likely to rely upon their own perceptions in determining their ability to teach. Pajares (1992) found that teachers, prior to entering their teacher education program, bring with them beliefs about teaching and have likely established what they consider to be quality teaching. A study from Australia (Pendergast, Garvis, & Keogh, 2011) examined the self-efficacy beliefs and identity construction of 279 beginning teacher candidates enrolled in three different graduate courses. The focus of this phase of the study was on teacher candidate’s views of the role of a teacher. Researchers found that the teacher candidates scored lower on the teacher efficacy scale during their final semester in the program as compared to previous measures. The participants may have overestimated their sense of teacher efficacy or possibly were influenced by the greater understanding of the role of a teacher. Knobloch (2006) states “...student teachers may have an inflated efficacy that they can teach, which remains inflated throughout student teaching because of the supportive teaching environment of a cooperating teacher” (p. 45). In response, Swan, Wolf, and Cano (2011) recommend that in order to minimize this inflation of teacher efficacy, programs should provide support so that pre-service teachers don’t grow discouraged if they are unable to live up to their own lofty expectations.

Conclusion

The purpose of this study is based on the transformative process of developing a professional identity. Transformative Learning Theory addresses the need for discourse, critical reflection, insight, and change to guide this transformative process. The study also focuses on how an individual's ability to reflect on self and others may influence behavior and efficacy. Social Cognitive Theory provides a framework to examine the interaction of self, behavior, and the environment and the potential impact on teacher efficacy. In order to examine the effects of this process, the following study has been designed to interpret multiple cases using a phenomenological approach.

CHAPTER THREE: METHODOLOGY

Mode of Inquiry

This dissertation study was designed as a psychological case study using a phenomenological approach. A phenomenological approach focuses on the root and structure of an experience and discovering deeper meanings that emerge as the participants experience the phenomenon (Merriam, 1998). Data was collected from all participants and interpreted by the researcher in order to describe commonalities found within these experiences (Moustakas, 1994).

Phenomenology consists of various strategies, such as epoche, bracketing, and imaginative variation, that are designed to have the researcher consider and become aware of their own bias in order to prevent any prejudice based on prior beliefs, and to interpret the phenomenon as it is experienced (Merriam, 1998). In this sense, the researcher must “bracket” their perspectives and beliefs regarding the observed phenomenon. The bracketing of these beliefs is done in order to meet the requirement of reflexivity. Reflexivity is described as a continual self-evaluation by the researcher as a way to insure that their bias is not influencing the research process (Koch and Harrington, 1998). Moustakas (1990) describes imaginative variation as a way to, “...seek possible meanings through the utilization of imagination, varying the frames of reference, employing polarities and reversals, and approaching the phenomenon from divergent perspectives, different positions, roles, or functions. The aim is to arrive at structural

descriptions of an experience, the underlying and precipitating factors that account for what is being experienced” (p. 97).

A case study, as defined by Merriam (1988), provides a thorough description and analysis of a specific phenomenon, a phenomenon that is found within a bounded context (Miles & Huberman, 1994). Merriam (1998) describes three primary characteristics of a case study: particularistic, descriptive, and heuristic. Case studies focus upon a particular phenomenon examining what it may represent. Through this examination, the use of narrative, images, artifacts, observations, and interpretations are fused to provide a full, rich analysis of the specific phenomenon, thus enlightening the researcher’s knowledge and understanding. In conducting a case study, the focus of the researcher is not on stating and testing a hypothesis but rather in providing insight into the specific phenomenon, discovering new perspectives, and interpreting the findings. Data are collected through various sources such as, interviews, observations, artifacts, and documents (Yin, 2003).

A psychological case study focuses upon the influence a specific psychological concept has upon human behavior with the intent to interpret the data in order to create conceptual themes and to reinforce or challenge theoretical assumptions. In a study consisting of multiple cases, the researcher conducts both a within-case and cross-case analysis. Merriam (1998) describes a within-case analysis as one that provides the researcher with data that allows for an understanding of the contextual variables that may influence the individual case. In a cross-case analysis, the researcher focuses on creating a general explanation for the variables that span across all cases (Merriam, 1998).

Participants

The participants in this psychological case study consisted of elementary education teacher candidates enrolled in their professional year (See Context section that follows for more detail) during the Spring 2017 semester. Based on the demographics of the university and pursuant degree, the majority of participants were white females ranging from 21-23 years of age.

Participants were initially recruited to complete the Self-Reflection and Insight Scale (See Appendix A) as a baseline measure of their psychological insight (PI). The researcher received sixteen completed survey responses. Ten of the responses were from participants enrolled in their student teaching semester and six enrolled in their internship semester. Six student teachers and six interns were invited to participate in the study. Ten of the twelve participants invited agreed to participate in the study.

During the course of this study, one participant was unable to continue to participate in the research due to time constraints. Another participant was removed from this study because he did not complete the video observations of self and other. Two more participants were removed due to a lack of data applicable to the purpose of the study. The study, therefore, consisted of six participants: three of whom were enrolled in their student teaching semester and three enrolled in their internship semester. Among the six participants there were five females and one male. The rationale for the participant selection was, for one, to account for any possible attrition during the study. The selection of candidates in their professional year was decided upon based on their increased exposure to the professional context. The inclusion of both interns and student teachers provided a perspective from two different points within the program.

Context

Region

The psychological case study took place in the Pacific Northwest at an accredited university in the Northern Rocky Mountain region. The region, which can be described as rural with a metropolitan center, consisted of a largely white ethnic population; however, this region is also a refugee relocation site, thus providing the potential for more language and cultural diversity in the professional year school placement context.

Schools

The districts and individual schools may vary with regard to funding, resources, facilities, staff, and population. Participants are placed in elementary classrooms spanning from kindergarten to 6th grade in districts across the region per the program requirements. For the purposes of this study, the selection of participants was based on their position within the program rather than school placement. However, a sample that consisted of various types of elementary schools was sought in order to promote a more comparative analysis.

Professional Year

Teacher candidates in this program are provided the opportunity of spending two semesters within an elementary classroom context to develop their practice. These two semesters are referred to as the *professional year*. The professional year consists of two semesters in which the candidate first serves as an intern and then takes on the role of student teacher:

Semester 1

During the 16-week semester interns are required to work in schools 250 hours, or approximately three days per week, and be involved in the day-to-day classroom responsibilities, such as implementing instruction, grading, and lesson planning. Required activities include: a teacher inquiry project, team conferences with a university liaison (often thought of as a clinical supervisor) and mentor teacher, one video recording (minimum 15 minutes) and reflection of themselves working with students, and a self-assessment that includes the setting of future professional goals. Interns are also enrolled in coursework focused on classroom management and assessment.

Semester 2

Student teachers are required to spend the entire 16-week semester engaged full-time in their teaching duties. Student teachers work alongside their mentor teachers and for eight weeks of the semester, are expected to take responsibility for all teaching aspects in the classroom. Required activities include: lesson planning, team conferences with liaison and mentor teacher, at least two video recordings (minimum 15 minutes) and reflection of themselves working with students, a self-assessment that includes the setting of future professional goals, and a culminating performance assessment based on the student teacher's ability to create unit plans, analyze and assess student work, and reflect on practice.

Data Sources

For the purposes of this psychological case study, various forms of data were collected. A researcher journal was maintained throughout the process to insure trustworthiness. Participants completed two Likert scales as a baseline measure of

psychological insight and teacher efficacy. Interviews were conducted at the beginning and conclusion of the study. Also, participants were asked to reflect on videos of teaching within a classroom context.

Table 3.1 Research Questions and Data Sources

Research Questions	Data Sources
1. How does a teacher candidate's ability to reflect on self and others influence behavior within the professional context?	SRIS Initial Interview Video Observation Exit Interview
2. How does a teacher candidate's ability to reflect on self and others influence professional efficacy?	SRIS TE Scale Initial Interview Video Observation Exit Interview
3. How does a teacher candidate's psychological insight regarding self and others influence the development of a professional identity?	SRIS Initial Interview Video Observation Exit Interview

Self-Reflection and Insight Scale (SRIS)

The *SRIS* (Grant, Franklin, & Langford, 2002) is a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The 20-question scale is designed to measure an individual's ability to engage in self-reflection, need for self-reflection, and their insight. The scale design consists of two general categories: SRIS-IN (insight) and SRIS-SR (self-regulation). The Cronbach's alpha for the SRIS-IN questions was .87 and the alpha for the SRIS-SR questions was .91 (Grant, et al., 2002). All elementary education teacher candidates currently enrolled in their professional year were invited to complete the *SRIS*. The purpose of the scale was to provide an initial baseline measure of the participant's ability to reflect on self and others. (See Appendix A)

Teacher Efficacy Scale

The Teacher Efficacy scale (Bandura, 2006) is a 10-point continuous scale ranging from 0 (Cannot Do at All) to 5 (Moderately Can Do) to 10 (Highly Certain Can Do). The 20-question scale is designed to analyze the individual's level of teacher efficacy within the following four categories: instruction, classroom management, parental communication, and learning environments. The Cronbach's alpha for the scale based on responses from teacher candidates (n=75) was .952. All teacher education candidates were required to complete the teacher efficacy scale at the time of application. (See Appendix B)

Initial Interview

The initial interview was designed as a semi-structured interview to gain further understanding of the participant's ability to reflect on self and others, their efficacy for teaching, and their philosophical beliefs regarding teaching and learning. (See Appendix C for the interview protocol)

Exit Interview

The exit interview was designed as a semi-structured interview to give participants the opportunity to discuss what influenced their behavior within the classroom context, as well as their current efficacy for teaching, and their beliefs about teaching and learning. The focus was on their ability to reflect on self and others and the impact of insight on their professional identity development. (See Appendix D for the interview protocol)

Video Observation (Self)

The video observation of self provided participants the opportunity to reflect on a videorecorded lesson conducted within the classroom context. The role of the researcher was as a passive observer so as not to influence the participant's reflection. The participants were given three questions to respond to after viewing the video. The questions (See Appendix E) were designed to examine the participant's ability to reflect at each of the following three levels: practical, metacognitive, and transformative. The responses were coded and evaluated within the three categories. (See Appendix G)

Video Observation (Other)

The video observation of other provided participants the opportunity to reflect on a videorecorded lesson conducted by an in-service teacher within the classroom context. The role of the researcher was as a passive observer so as not to influence the participant's reflection. The participants were given three questions (See Appendix F) to respond to after viewing the video. The questions were designed to examine the participant's ability to reflect on the performance of an experienced teacher, their perception of the teacher and student thoughts and feelings, and how it may influence their own future practice. The responses were coded and evaluated within the three categories: practical, metacognitive, and transformative. (See Appendix G)

Researcher's Journal

The researcher's journal, as described by Merriam (1998), is a document tool used by researchers to gain a better understanding of the phenomenon being studied. The journal can be utilized as a way for the researcher to record their experiences throughout the research process. The researcher's journal can also provide a method for researchers

to maintain epoche and bracketing of their bias and prejudices that may arise during the process. For the purposes of this study, a researcher's journal was maintained for both recording interpretations of data and evolving thoughts, and as a self-evaluative measure to insure reflexivity. Entries were made as necessary following key events. The journal was used as a guide and constant reminder of the professional and ethical considerations to be upheld throughout the research process.

Data Collection

During the Spring 2017 semester, teacher candidates currently enrolled in their professional year (intern and student teacher) were recruited to complete the Self-Reflection and Insight Scale via an online survey application. Teacher candidates were not required to complete the measure and had to click 'yes' on the consent form for their data to be analyzed. Based on the results, six student teachers and six interns were invited to participate in the study. As stated in the above Participant section, six participants completed the study.

At the beginning of the study, the selected participants were interviewed by the researcher. A semi-structured interview protocol (See Appendix C) was designed to collect data with regard to the participant's beliefs about teaching and learning, and their ability to reflect on self and others. The interviews were audio recorded (per the participant's consent) and transcribed by the researcher. The transcriptions were analyzed and emerging themes identified. Data collected from the initial interview was summarized in a data source table (See Appendix H). Next, the participants viewed two video recordings of an enacted lesson within a classroom context. One was a recording of themselves and the second was that of an in-service teacher. The participants provided a

written response to three questions designed to examine their level of reflection. The researcher coded the responses by practical, metacognitive, and transformative reflection (See Appendix G). Data collected from the video observations was summarized, by participant, in a data source table (See Appendix I). At the conclusion of the study, an exit interview was conducted to examine any signs of growth or change with regards to the participant's ability to reflect on self and others, their efficacy for teaching, and the insight into their professional identity. Data collected from the exit interview was summarized in a data source table (See Appendix J). Member checks with the participants were also conducted during the exit interview to clarify responses from both the initial interview and video observations.

Throughout the research process a researcher's journal was maintained for the purpose of epoche and bracketing. Member checks were used to authenticate the interpretations of the researcher. Data was secured electronically on the researcher's laptop and the committee chair's university computer. Participant identifying information was only known by the researcher and not shared outside of data analysis.

Data Analysis

A within-case analysis was conducted, bringing together the three primary data sources to provide participant portrayals. Emerging themes were identified through the interpretation of the data for each individual case. A summarized portrayal was created to describe the thoughts, feelings, and actions of each participant. Following the within-case analysis, a cross-case analysis was conducted to identify common themes that emerged across all cases.

Warrantability

Trustworthiness refers to the methods the researcher implements throughout the study in order to enhance the internal validity and reliability of the data collected.

Merriam (1998) recommends the following strategies to increase the trustworthiness of a study: triangulation, member checks, peer examination, and researcher biases.

Triangulation of the data can be done either through the use of various researchers, data sources, and/or methods of collecting the data. In the current study, self-report data was initially collected to provide a baseline measure for classification purposes. Semi-structured interview field notes collected at the beginning and end of the study were examined and interpreted for emerging themes. The two interview sessions were compared to examine any changes in themes. Participants completed two video observations during which they provided narrative responses to questions designed to interpret the participant's ability to reflect on self and others. Each source of data was integrated and examined together to provide a thorough perspective of the phenomenon being observed.

Member checks and peer examinations were utilized throughout the research process. Following the collection of interview and video reflection data, interpretations will be shared with select participants to garner feedback on the accuracy and credibility of the findings. Faculty members and colleagues within the teacher education program were recruited to participate in the coding of select interviews and video reflections to enhance the reliability of the data. A researcher's journal was kept throughout the study to bracket the biases of the researcher (See Researcher's Journal in the Data Sources section).

CHAPTER FOUR: PARTICIPANT PORTRAYALS AND COMPONENTS IN THE DEVELOPMENT OF A PROFESSIONAL IDENTITY

Introduction

This chapter consists of an analysis of the data collected through the three primary data sources used during this research study: initial interview, video observations (self and other), and the exit interview. Participant scores on the Self-Reflection and Insight Scale and the Teacher Efficacy Scale were also taken into consideration during the overall analysis. This chapter will begin with a portrayal of the six participants, including demographic data, scale scores, and a general overview of their responses. Following the participant portrayals is an analysis of the three components identified as having a potential impact on the development of one's professional identity. Potential influences on identity development include: internal negotiation, focus, and attributions.

Participant Portrayals

Cecilia

The following participant portrayal includes demographic data (age, gender, candidate status, and school placement) that was obtained from the participant with her consent. Survey scores for the Self-Reflection and Insight Scale and Teacher Efficacy Scale were identified as high, low, or middle in relation to the other participant's scores. A within-case analysis was conducted using the three primary data sources from the study (initial interview, exit interview, and video observation) culminating in the narrative below. Table 4.1. *Cecilia* consists of the participant survey scores (identifying

as high, low, or middle), features that were discovered during the initial and exit interviews, and reflections from the video observation of self and other. The portrayal has been organized based on defining participant features that were identified during the within-case analysis: meeting the needs of her students, balance between choice and control, autonomy to practice, and understanding the realities of teaching. Now, let me introduce you to Cecilia.

Table 4.1: Cecilia

SRIS	TE
76	5.8
Initial Interview	Exit Interview
Explicit instruction Self-awareness Community Internal conflict Control	Awareness of self and others Experience Realities of teaching Classroom management Consistency
Video Observation (Self)	Video Observation (Other)
Described the purpose and instructional steps of the lesson. Discusses actions but does not address what she or her students are thinking/feeling. Work on addressing whole class. Adapt strategies to be more effective. Be more explicit in how they should act and model proper behavior	Detailed description of the instructional steps taken by the teacher. Students felt safe and eager to share their ideas. Does not discuss what the teacher was thinking/feeling. Apply the physical environment. Ask students to expand on their thinking

Cecilia was a 22-year old female in her student teaching semester. She was placed in a first grade elementary school classroom located in a local school district. Cecilia scored a 76 on the Self-Reflection Insight Scale and a 5.8 on the Teacher Efficacy Scale. Both scores were identified as low in comparison to her peers in this study.

Cecilia liked to jump right in. Although she recognized that she could learn from others, she believed that the best way for her to learn was by doing. As Cecilia stated, “I feel like with teaching, learning to teach, just throwing yourself into it I feel like makes it a lot easier.” (Cecilia, Initial Interview, 2/2017, p. 1). Within the classroom, Cecilia consistently focused on her student needs and what she had to do in order to meet those needs. She also desired structure and control, yet she did not want to be portrayed as a controlling person. Cecilia struggled with balancing that need for structure, and, at the same time giving her students freedom in the learning process. She negotiated through this challenge, “I feel like they should have freedom but...it has to be safe and controlled, so I feel like if they have those explicit instructions, they know what to do” (Cecilia, Initial Interview, 2/2017, p. 4). Through her experiences in the classroom, Cecilia has made some personal discoveries, as noted below, with regard to what she wanted to accomplish as an educator.

Cecilia expressed her desire to do what is best for her students. She discussed their readiness level and adapting instruction to meet the needs of the students: “I think, especially in the younger grades, you need to work more on student’s readiness level and zone of proximal development.” (Cecilia, Initial Interview, 2/2017, p. 2). She mentioned how she would reflect with her mentor teacher at the end of the school day, “Student growth, student failure, if they got a certain concept, if we should move on or not, behaviors definitely, because, I mean, everything that happens today kind of is what’s planned for tomorrow” (Cecilia, Initial Interview, 2/2017, p. 4). Cecilia recognized that as she built relationships with her students, her instruction improved. Her goal was to create a sense of community, “I think they should all work as a community or a family”

(Cecilia, Initial Interview, 2/2017, p. 3). She wanted to give her students enough space to learn rather than overwhelming them with tasks. At the same time, Cecilia needed structure, both for herself and her students.

As a learner, Cecilia discussed her need for many examples and explicit directions so that she knew exactly what she needed to be doing. These traits correlate to her role as an educator. Cecilia engaged in an internal negotiation between control and choice. Cecilia defended herself, “I don’t think I’m a very controlling person...I think that all students should have choice” (Cecilia, Initial Interview, 2/2017, p. 3). She believed in choice and freedom, but it had to be safe and controlled. She felt as though if there were no explicit instructions provided, the students would do whatever they wanted to do. She described this when discussing the difference between younger and older students.

First graders are so easy because they are always happy...they always put you in a good mood...I think it was a lot harder in the 6th grade...it was hard to get them to respect you or to listen to you...your level of authority is just out the window...I get more stressed out in 6th grade because they just don’t listen (Cecilia, Exit Interview, 5/2017, p. 3).

It was through these experiences, however, that Cecilia grew as an educator.

Cecilia thrived in her experiences within the classroom. When given the autonomy to teach, Cecilia’s efficacy in her ability to teach increased. She discussed how she was grateful for her mentor teacher giving her that opportunity,

I think her (mentor) push helped me to be able to feel comfortable in the classroom on my own. I wouldn’t even notice that she would leave and then come back because I was just so comfortable and felt like I was in my element. (Cecilia, Exit Interview, 5/2017, p. 5).

Through these experiences, Cecilia came to revelations with regard to the realities of teaching.

Although Cecilia recognized that she becomes cautious, and even shy, when experiencing change, she was able to push through her student teaching semester with the support of her mentor teacher and her students. Cecilia came to realize that there was so much she never thought about before actually getting in the classroom and implementing instruction. She discussed how there was no way of knowing what to do until you were actually in the situation and it was happening right before her eyes. For Cecilia, these experiences inside the classroom put everything into perspective. “I don’t think you could be a teacher without doing your student teaching. If you went straight from classes and field experiences, you would fail” (Cecilia, Exit Interview, 5/2017, p. 8).

Ellie

The following participant portrayal includes demographic data (age, gender, candidate status, and school placement) that was obtained from the participant with her consent. Survey scores for the Self-Reflection and Insight Scale and Teacher Efficacy Scale were identified as high, low, or middle in relation to the other participant’s scores. A within-case analysis was conducted using the three primary data sources from the study (initial interview, exit interview, and video observation) culminating in the below description. Table 4.2. *Ellie* consists of the participant survey scores (identifying as high, low, or middle), features that were discovered during the initial and exit interviews, and reflections from the video observation of self and other. The portrayal has been organized based on defining participant features that were discovered during the within-case analysis: student directed versus teacher-directed, time management, goals, change and control. Now, let me introduce you to Ellie.

Table 4.2: Ellie

SRIS	TE
81	7.6
Initial Interview	Exit Interview
Put on the spot Attention of students Internal conflict Control Issue with time	Intentional Inquiry Self-awareness Control Content
Video Observation (Self)	Video Observation (Other)
Discusses purpose and objectives of the lesson. Focused on engaging students; teacher directed lesson. Gives students answers right away. Felt off guard after a mistake. Thinking about students being attentive. Students thinking about connection to prior knowledge. Engage students to allow them to apply their knowledge. Use other strategies to check for understanding and dig deeper into concepts. Be aware of all learning needs.	Detailed description of what the students did during the lesson. No mention of the teacher. Students feel safe and comfortable. Teacher felt encouraged by the engagement. Students feel restless at the end. Take time to explore and discuss a topic. Unsure how to incorporate open ended responses in math. Thinks about cultivating creativity.

Ellie was a 22-year old female in her student teaching semester. She was placed in a second grade elementary school classroom located in a local school district. Ellie scored an 81 on the Self-Reflection Insight Scale and a 7.6 on the Teacher Efficacy Scale. Ellie's score on the SRIS was considered high for psychological insight, or self-awareness, and her Teacher Efficacy score was deemed to be at the midpoint in comparison to her peers in this study.

Ellie knew who she wanted to be as an educator; however, she was trying to figure out if she could get there. Ellie established personal goals, but she allowed for

external forces to impede upon her ability to achieve those goals. Ellie described her struggle with wanting to be student-directed but her penchant to always fall back on teacher-directed strategies. “I find that as much as I want to be student-directed, I just am typically teacher-directed. I don’t know if it just takes time to release that trust to the students but, I think it’s almost easier to be teacher–directed” (Ellie, Initial Interview, 2/2017, p. 3). Ellie created a path to personal success, as illustrated below, but her uncertainty may have limited her insight to be able to reach that point.

Ellie negotiated dissonance with who she was as an educator and who she wanted to become. Ellie desired to be student-directed, allowing students to share their ideas, construct their own knowledge, and cultivate their creativity. However, she found herself implementing teacher-directed strategies,

I think it’s almost easier to be teacher-directed and though I would prefer to be student-directed because I like to see their own ideas before I tell them what it is or, um, to just take that ownership I find that I definitely direct them more. (Ellie, Initial Interview, 2/2017, p. 3)

Ellie recognized in her own video observation that she tended to give her students the answer without providing them the opportunity to think about potential responses. Ellie realized that it may take time for her to be able to trust that her students will not create misconceptions if left to do learning tasks on their own. “I don’t feel uncomfortable if students are engaged but I think I’m more scared of the time where the student might mislead other students down the wrong path. Misleading others is a big fear of mine” (Ellie, Exit Interview, 5/2017, p. 4). Ellie perceived teacher-directed instruction to be easier to implement because she knew what was going to happen and she could simply lead the students to her model rather than have them discover a model

that worked for them. Time also appeared to be a guiding force in Ellie's instructional decisions.

Ellie feared spending too much time on a particular task or concept. Rather than focusing on the needs of the students, Ellie was focused on what she needed to accomplish.

[I have a] fear of spending too much time and not getting through what we need to get through. We did not get through half as much as I was thinking we would and then the recess bell rings and they all go out to recess and I'm like, oh man, that was crazy. (Ellie, Initial Interview, 2/2017, p.3)

Ellie mentioned how she could become anxious or frustrated if the students did not understand the content. Her response was to give them the answer so that they could move on in the lesson. Ellie was aware of her actions and wanted to give students an opportunity to explore and discuss a topic. She mentioned one of her goals was "Teaching students to think for themselves and think logically. I don't think I necessarily really do a great job of it right now. Applying things they learn in school to the real world. That is something that I'm coming to realize" (Ellie, Exit Interview, 5/2017, p. 2). To meet such a goal, it would serve a teacher like Ellie well to consider how she reacts to change.

In discussing her reaction to change, Ellie described change to be exciting, as long as it was good change, stating, "If it's good change then I'm excited. I like things to switch up and be different. I go with the flow pretty easily. I'm not too baffled by it" (Ellie, Exit Interview, 5/2017, p. 7). Ellie shared that she collaborated well with others when working in a group; however, if someone made a change that she did not agree with, she became frustrated. During the exit interview, Ellie came to the realization that maybe she liked change when she was the one making the change. "I'm a perfectionist

and I like things done, maybe I like change when I make the change” (Ellie, Exit Interview, 5/2017, p. 7). Ellie wanted to know what was going to happen; she wanted to control the flow, so that she and her students ultimately reached the goals that she established for them.

Jill

The following portrayal includes demographic data (age, gender, candidate status, and school placement) that was obtained from the participant with her consent. Survey scores for the Self-Reflection and Insight Scale and Teacher Efficacy Scale were identified as high, low, or middle in relation to the other participant’s scores. A within-case analysis was conducted using the three primary data sources from the study (initial interview, exit interview, and video observation) culminating in the narrative below.

Table 4.3. *Jill* consists of participant survey scores (identifying as high, low, or middle), features that were discovered during the initial and exit interviews, and reflections from the video observation of self and other. The portrayal has been organized based on defining participant features that were discovered during the within-case analysis: low sense of efficacy, comparison to others, conflict avoidance, competency, self-awareness, advocacy, and fear of change. Now, let me introduce you to Jill.

Table 4.3: Jill

SRIS	TE
73	7.8
Initial Interview	Exit Interview
Lack of self-confidence Insecurity Advocate Building relationships Easily taken advantage of	Fear of being wrong Conflict avoidance Authority figure Lack of confidence Advocate
Video Observation (Self)	Video Observation (Other)
Focused on instructional strategies that were implemented. Behavioral and teacher directed methods. Student driven by extrinsic motivation. Thinking about the student's understanding and engagement. No changes to instruction. Keep doing the same thing.	Identifies specific instructional strategies. Promoted student engagement. Teacher was patient. Students feel comfortable sharing their perspective. Apply the physical environment. Focus more on student perspective and give them an opportunity to be heard.

Jill was a 23-year old female in her student teaching semester. She was placed in a Special Education resource classroom located in a local school district. Jill scored a 73 on the Self-Reflection Insight Scale and a 7.8 on the Teacher Efficacy Scale. Jill's score on the SRIS was considered low and her Teacher Efficacy score was deemed to be at the midpoint in comparison to her peers in this study.

Jill was self-aware, yet she lacked confidence in her own abilities. This lack of efficacy kept her within a perceived comfort zone, as she stated, "When I'm in an environment where I've been there for a while I like things to stay the same" (Jill, Exit Interview, 4/2017, p. 10). Jill's preference, therefore, was to keep things the same rather than risk making a change. She described how she feels when outside of her comfort

zone. “The teacher and the paraprofessionals have been working together for so long now that they have their relationships and they know about each other so they have these conversations and I’m totally lost” (Jill, Exit Interview, 4/2017, p. 2). As will be seen in the following paragraphs, although she recognized her lack of confidence, and that she may be capable, her low sense of efficacy prevented her from stepping outside of her comfort zone, to take risks, and embrace change.

Jill’s insecurities stemmed from comparing herself to others. She became anxious and would create a shell when she was in situations with either people she did not know or individuals that she perceived to have more knowledge than she. Jill explained, “I feel like if I’m going into something and I feel like a lot of people have more background knowledge on it then I get really nervous” (Jill, Initial Interview, 2/2017, p. 1). Jill also questioned her own ability. As a result, Jill would do everything she could to avoid conflict. “If they are above me, like my mentor, or are the same age as me I will totally avoid it (conflict) but if they are students it doesn’t bother me one bit” (Jill, Exit Interview, 4/2017, p. 3). Interestingly, she mentioned that she did this, not with her students, but only with her peers and those in an authority role. Rooted in her lack of confidence, Jill had a fear of being wrong or to appear incompetent.

This fear of being wrong connected back to her lack of confidence. During instruction, Jill became worried that she would forget something or that she would not do it the right way. Jill made the distinction between kindergarten, where she felt confident, and the upper grades where she did not. “I feel like a kindergartner can ask me almost any question and I’ll know it. The upper grades, they might ask me something and I’ll have no idea. I feel like you’re just being put on the spot a lot more.” (Jill, Exit Interview,

4/2017, p. 8). Although these insecurities existed, Jill was fully aware that they may not be based in reality.

Jill recognized that she may not give herself the credit that she deserved. While discussing her lack of confidence, Jill was reflective. “I actually know what I’m teaching, so I think when I look at myself I sometimes see a lack of confidence” (Jill, Initial Interview, 2/2017, p. 3). She further discussed her low sense of efficacy, “I think sometimes that can be an insecurity or a lack of self-confidence especially in those content areas where I don’t give myself much credit as maybe I need to” (Jill, Initial Interview, 4/2017, p. 3). Jill mentioned that she likely knew more than she thought she did, but that she remained insecure. Where Jill did not lack confidence was being an advocate for her students.

Jill wanted her students to feel valued. She strived to create an environment in which every student’s voice was heard. “I want them to know that their voice is heard. I’m just huge on communication and I like the students being heard” (Jill, Initial Interview, 2/2017, p. 2). Jill had a desire to go beyond academics and teach more than what was required. She wanted to help her students develop the life skills necessary for them to function and succeed in society. Jill wanted her students to know that she not only cared about how well they did in school, but also that she cared about them as individuals. She summed this up by stating, “I think this is why I’m drawn towards special ed or kindergarten because it’s more personal, learning social behaviors compared to the content knowledge” (Jill, Initial Interview, 2/2017, p. 1). Although Jill may have wanted to make a difference and change the lives of her students, she did not particularly like change in her own life.

When it came to change, Jill preferred things to stay the same. She simply stated, “I don’t like a lot of change” (Jill, Exit Interview, 4/2017, p. 10). In her video observation of her own lesson, when asked how the lesson may inform her future practice, Jill discussed how she would continue to do the same thing because it was successful. Jill wanted to have knowledge of the environment, what was going to happen, and what she was required to do. When those things changed, Jill became anxious, and her insecurities increased. If she did not have the necessary background knowledge, Jill worried that she would not be able to perform the right way. She reverted back to her fear of being wrong or appearing to be incompetent. This uncertainty brought her full circle to her perceived lack of efficacy.

Joyce

The following portrayal includes demographic data (age, gender, candidate status, and school placement) that was obtained from the participant with her consent. Survey scores for the Self-Reflection and Insight Scale and Teacher Efficacy Scale were identified as high, low, or middle in relation to the other participant’s scores. A within-case analysis was conducted using the three primary data sources from the study (initial interview, exit interview, and video observation) culminating in the narrative below. Table 4.3 consists of the participant survey scores (identifying as high, low, or middle), features that were discovered during the initial and exit interviews, and reflections from the video observation of self and other. The portrayal has been organized based on defining participant features that were discovered during the within-case analysis: mentor teacher relationship, philosophical differences, academic and personal caring, and a lack of focus on change. Now, let me introduce you to Joyce.

Table 4.4: Joyce

SRIS	TE
85	9.1
Initial Interview	Exit Interview
Authority figure Building a relationship Self-regulated Mentor teacher Validation	Unmet Expectations Philosophical conflict Mentor relationship Validation Right way to do it
Video Observation (Self)	Video Observation (Other)
Students apply prior knowledge. Adapted to student needs. Discussed the lack of time to complete lesson. Focused on building relationships and trust. Felt bad to call on one student because it may discourage others. Students didn't know they were struggling. Felt anxious being observed by others (mentor and liaison). Need to move around the room more to engage all students. Alter the physical environment based on instruction. Blames external factors on performance.	Identifies purpose of lesson. Describes instructional steps. Discusses what students are doing. Students felt familiar with the lesson. Students thinking about others. Students feel successful. Teacher thinks about student understanding. Teacher feels successful. Discusses how the lesson reinforces her philosophical beliefs but does not describe how the lesson may inform future practice.

Joyce was a 37-year old female in her internship semester. She was placed in a second grade elementary school classroom located in a local school district. Joyce scored an 85 on the Self-Reflection Insight Scale and a 9.1 on the Teacher Efficacy Scale. Both scores were identified as high in comparison to her peers in this study.

Joyce's experience in the classroom led to an internal negotiation to discover who she was as an educator. Joyce described herself in the following way, "I feel like a fragmented mess because I don't know what is important" (Joyce, Initial Interview,

2/2017, p. 6). She became frustrated working with her mentor teacher as philosophical differences arose. Joyce struggled with the realization that teachers and administrators may not share her own ideals with regard to effective education. She occupied her time wondering why others didn't believe in the same things as she did and began to question her own beliefs, stating,

She (mentor) was doing what worked and it was working for everybody else because the kids got the grades, parents were happy, and kids knew what they had to do and they did it. I had to look at, honestly, why is this all ok. If I have all of these random ideas of how to do it differently, there's nobody else saying that, even her principal gives her stellar remarks. I had to look at why it was right. (Joyce, Exit Interview, 5/2017, p. 5)

Joyce was frustrated at a perceived flawed educational system – a system that she wondered whether or not she fit.

Joyce strived to create a safe and caring learning environment that allowed the students to feel good about who they were and who they could become. She deeply cared for her students and wanted to build a trusting relationship that went beyond just academics.

What I feel good about teaching is having relationships with students. I feel good about letting children know my intent and what they can expect from me as far as being an adult that they can trust and also being an expert in what I do. (Joyce, Initial Interview, 2/2017, p. 2)

Joyce had an appreciation for educators and continually sought to gain knowledge from these perceived experts. Although she did not believe that she was receiving this from her mentor, Joyce reached out to other teachers in the school and the principal in an attempt to justify her philosophical beliefs. “I just got to know a lot of the other teachers really well, made really good points of contact with the principal” (Joyce, Exit Interview, 5/2017, p. 4). She wanted to be validated and reassured that she was a quality educator.

On this point, in her video observation of an in-service teacher's lesson, Joyce discussed how the strategies implemented by the teacher reinforced her own philosophical beliefs; however, she did not discuss how it could inform her future practice.

When asked how she reacts to change, Joyce reverted back to her experience with her mentor teacher. Joyce described herself as someone who likes to change things on a regular basis. She mentioned that she is an inventive and creative person when she feels comfortable in the situation, unlike the experience with her mentor teacher.

I tend to change things regularly. I love to invent. I'm a real creative person when I'm comfortable and usually I like change a lot. I usually really like it, I mean, it's probably why I felt so blindsided by this change with the mentor teacher I was with because it was hard. (Joyce, Exit Interview, 5/2017, p. 8).

Joyce continued to discuss how she learned how to get things done and present a large amount of content knowledge to the students. "I learned a lot about a way to teach and get it done and get a lot of knowledge pushed through a lot of stuff" (Joyce, Exit Interview, 5/2017, p. 9). In the end, her primary takeaway was that she learned how to keep herself together and that she still loves teaching. At no point did she refer to how she has changed. Rather her focus remained on the experience with her mentor teacher.

Sophie

The following portrayal includes demographic data (age, gender, candidate status, and school placement) that was obtained from the participant with her consent. Survey scores for the Self-Reflection and Insight Scale and Teacher Efficacy Scale were identified as high, low, or middle in relation to the other participant's scores. A within-case analysis was conducted using the three primary data sources from the study (initial interview, exit interview, and video observation) culminating in the narrative below. Table 4.5 consists of participant survey scores (identifying as high, low, or middle),

features that were discovered during the initial and exit interviews, and reflections from the video observation of self and other. The portrayal has been organized based on defining participant features that were discovered during the within-case analysis: focus on doing it right, being an authority figure, philosophical differences, efficacy and personal growth, and becoming a teacher. Now, let me introduce you to Sophie.

Table 4.5: Sophie

SRIS	TE
74	6.5
Initial Interview	Exit Interview
Explicit instruction Product v. Process Validation Self-aware Authority figure	Realities of teaching Mentor Authority figure Autonomy Anxiety
Video Observation (Self)	Video Observation (Other)
Discussed a lack of time to meet objectives. Students were off task because unsure what to do. Focused on not enough time to perform specific tasks. Focused on what and how (not why). Anxious being observed by an unfamiliar other (auxiliary). Felt pressed for time. Felt stressed to get it all done. Students felt safe. Students thinking about lesson, other students, and lunch. Utilize more think/pair/share activities. Consider strategies to save time. Need to give students the opportunity to share. Importance of planning.	Focused on student perspective (what they were doing during the lesson). Teacher thinks about student understanding. Students think about the task. Students feel safe, comfortable, and valued. Students understand the procedures. Importance of procedures and routines to gain student involvement and manage the classroom. Use of effective think/pair/share strategies.

Sophie was a 21-year old female in her internship semester. She was placed in a first grade elementary school classroom located in a local school district. Sophie scored a 74 on the Self-Reflection Insight Scale and a 6.5 on the Teacher Efficacy Scale. Both scores have been identified as low in comparison to her peers in this study.

Sophie identified herself as being in the process of becoming an educator. She was reflective on how she was evolving and what was influencing those changes. In becoming an educator, Sophie recognized her struggle in establishing herself as an authority figure. “I’m kind of struggling with holding that authority role” (Sophie, Initial Interview, 2/2017, p. 2). She continued to try to reconcile her role as an educator and meeting the needs of her students. She experienced some philosophical differences with her mentor teacher that may have hindered this reconciliation. “I want to be more student-centered, but for her (mentor) it’s not necessarily always that way” (Sophie, Exit Interview, 5/2017, p. 4). Sophie envisioned herself transitioning from learner to educator.

As a learner, Sophie discussed her need for explicit instruction. “I don’t like it when guidelines aren’t very clear and then I’m not sure if I’m on the right track and that kind of stresses me out” (Sophie, Initial Interview, 2/2017, p. 1). Sophie discussed how she was more concerned with whether or not she was doing it right rather than focusing on what she was learning. Sophie described herself to be rigid as a learner. “I learn really well when it’s very explicit instruction” (Sophie, Initial Interview, 2/2017, p. 1). Interestingly, as she was learning to become a teacher, Sophie found herself becoming less rigid and more open to growing from the process of becoming a teacher. “I’ve become a lot more flexible in the classroom because I was pretty rigid. I feel, as a learner, I’m still pretty rigid. It’s kind of my two selves” (Sophie, Exit Interview, 5/2017, p. 9).

An area in which Sophie had to negotiate while becoming a teacher was that of earning the respect of the students within the classroom.

Sophie wanted to make a connection with her students and seemed to connect the need for respect in order to build a relationship with her students. “I feel like if the kids like you then they are going to try and be more respectful” (Sophie, Exit Interview, 5/2017, p. 2). In relating to her students, Sophie recognized that repetitive behaviors of the students often had a negative impact on her attitude. She felt as though the students were doing it on purpose just to push her buttons. “Repetitive behaviors of students can affect my behavior negatively. I’m struggling with that. It’s hard because sometimes they just don’t stop. Sometimes it’s like they are just out to get you” (Sophie, Exit Interview, 5/2017, p. 3). These feelings go back to respect. Sophie recognized her struggles and tried to reconcile her role as an educator.

Sophie believed that she was progressing, but still needed to discover what worked for her. She discussed differences she had with her mentor teacher. For example, Sophie wanted to be student-centered; however, that is not how her mentor taught the class. Sophie viewed learning as a co-constructed process and she found it difficult to stick to her values. She recognized, however, that she needed to be more conscious of her beliefs and how she wanted to teach. “Moving forward I really need to be conscious of what I really believe and how I really want to teach. And, it’s hard when you’re practicing something that you wouldn’t actually feel” (Sophie, Exit Interview, 5/2017, p. 4). All of this contributed to her transition from learner to educator.

Sophie admitted to being nervous going into the semester. She wasn’t sure if the grade level was a good fit. In the end, she was surprised by how much she enjoyed the

experience. “I went in thinking that I wasn’t going to really like first grade. I thought I’d like the older kids, but I just had a blast” (Sophie, Exit Interview, 5/2017, p. 1). In the beginning, Sophie was not confident in her ability to teach. “I was really anxious coming into this semester because it was quite a change. I was worried what if I don’t have the skills to be a teacher?” (Sophie, Exit Interview, 5/2017, p. 8). However, as she experienced success, she was able to see a shift in her confidence. “At the beginning I was not confident about teaching. I’ve continued to do well and feel like I’m doing well. I’ve grown to a point where these kids are going to learn something from me” (Sophie, Exit Interview, 5/2017, p. 8). She no longer defined herself as a student. “Going to classes doesn’t define me anymore. Now my focus is on my students and their growth” (Sophie, Exit Interview, 5/2017, p. 8). Sophie described herself as becoming a teacher. She recognized that she had farther to go but was excited for the opportunity provided to her. “I think that I’m becoming an educator. I’m not there yet so I’m still trying, and I have the opportunity to try so that’s great” (Sophie, Initial Interview, 2/2017, p. 4).

Tom

The following portrayal includes demographic data (age, gender, candidate status, and school placement) that was obtained from the participant with his consent. Survey scores for the Self-Reflection and Insight Scale and Teacher Efficacy Scale were identified as high, low, or middle in relation to the other participant’s scores. A within-case analysis was conducted using the three primary data sources from the study (initial interview, exit interview, and video observation) culminating in the below description. Table 4.6 consists of the participant survey scores (identifying as high, low, or middle), features that were discovered during the initial and exit interviews, and reflections from

the video observation of self and other. The portrayal has been organized based on defining participant features that were discovered during the within-case analysis: validation, empathy, doing it the right way, lack of efficacy, and a need for external justification with regard to change. Now, let me introduce you to Tom.

Table 4.6: Tom

SRIS	TE
87	7.85
Initial Interview	Exit Interview
Explicit instruction Validation Self-aware Product over process Anxiety	Anxiety Empathy Mentor teacher Practical experience Validation
Video Observation (Self)	Video Observation (Other)
Focused on how to direct the student's learning and specific instructional steps. Anxious being observed/judged by other (liaison). Students felt distracted by recording. Students felt comfortable. Seeks feedback and validation from an external, expert source.	Focused on strategies and purpose of the lesson. Considered both the teacher and students. Teacher is thinking about instruction. Students feel comfortable sharing ideas. Focused on obstacles preventing him from transforming practice. Discusses lack of time to allow students to share their ideas.

Tom was a 43-year old male in his internship semester. He was placed in a 3rd grade elementary school classroom located in a local school district. Tom scored an 87 on the Self-Reflection Insight Scale and a 7.85 on the Teacher Efficacy Scale. Tom's score

on the SRIS were considered high, and his Teacher Efficacy score was deemed to be at the midpoint in comparison to his peers in this study.

Tom limited his own autonomy through his excessive need for approval from authority figures. Rather than reflecting and thinking about his beliefs about teaching and learning, Tom waited for someone to tell him what to do and how to do it. “I need to know how to gain that knowledge and I need to know exactly how you want me to present that knowledge to you, to show you that I’ve learned that knowledge” (Tom, Initial Interview, 2/2017, p. 1). He was unwilling to come up with his own solution, thus preventing him from using psychological insight to transform his practice. Tom sought approval and advice from an authority figure in order to elicit change. He did not believe that he could do it on his own. “I’m willing to change for the better, but I need you to educate me on why it’s going to be better” (Tom, Exit Interview, 5/2017, p. 6).

For Tom, his primary focus was on establishing a positive relationship with his students. He showed empathy for the needs of his students.

I feel for these kids, almost to a fault. It’s something I’m working on. I need to be able to check my emotions at least until the evening. It’s a balance and even right now the empathy and the concern and worry for some of the students can be distracting. (Tom, Exit Interview, 5/2017, p. 3)

Tom recognized how it was important to have work-life balance and to not allow his concerns to burden his ability to teach.

Tom wanted to be sure that he was doing the *right* thing or doing it the *right* way. His focus was on the product rather than the process. With his intent focus on doing it *right*, Tom did not give himself the opportunity to inquire into what he thought about what he was learning because all that mattered was that he was doing it the way that he believed the authority figure (professor, mentor, liaison) wanted him to do it. For

example, in his video observation of his own lesson, Tom expressed his desire for feedback and validation from an external, expert source. He mentioned how it stressed him out to question what he was learning. “I don’t like to question whether I’m learning the right thing or not. I question whether I’m going down the right path. I can’t go any further, I must be doing this wrong” (Tom, Initial Interview, 2/2017, p. 1). It is through that form of questioning that we are able to utilize insight to potentially transform our practice. Tom’s fear of not doing it the *right* way could be preventing him from taking risks that could lead to such a transformation.

Although Tom felt strongly in his ability to connect with students, he lacked confidence in his readiness to deliver instruction. Tom questioned his ability to enact the instruction successfully. “I’m nervous, certainly at this point as an instructor, because of my lack of experience, that I’m getting the content across to my students in a manner that they’ll retain it because obviously that’s the point of public education, to get these benchmarks met” (Tom, Initial Interview, 2/2017, p. 3). This attention to success and benchmarks goes back to his desire to do it the *right* way. He felt as though he had not had enough experience to be able to do it the *right* way and that made him feel anxious. “I didn’t get the experience some of the other students got because of maybe a pushier mentor or liaison which made them stress but was probably a benefit in the end because I didn’t get enough so I’m not there yet” (Tom, Exit Interview, 5/2017, p. 6). Rather than learning from each experience and allowing those experiences to guide his practice, Tom was once again focused on the product.

When it came to change, Tom sought justification for the change from an external source. He was willing to change if there was benefit to the change and he required

someone else to explain to him why the change was beneficial. In addition, if he felt that change was being forced upon him, he again required someone to tell him why the change was happening in order to alleviate his anxiety. “Change for good, it feels great. I’m excited, I’m pumped up. If it’s forced, then I’m anxious, I’m irritated, I don’t understand. You need to prove it to me to appease my emotional state” (Tom, Exit Interview, 5/2017, p. 7). Although Tom described how change could be beneficial, he also believed that it must be done so in an appropriate way. “Change can be exciting if it’s framed properly. But, I have no problem with a long road of structure” (Tom, Exit Interview, 5/2017, p. 7). As Tom talked about change he did so from the perspective of structure. Inherently, change is dynamic, yet Tom wanted change that was controllable.

Components in the Development of a Professional Identity

The following section is based on the cross-case analysis conducted between the six participants using the three primary data sources (initial interview, exit interview, and video observations). During the analysis, the following three components were identified as potentially having an impact on the development of one’s professional identity: internal negotiation, focus, and attributions. Each component consisted of common features that the participants shared. Participants negotiated establishing themselves as an authority figure, the implementation of effective instructional strategies, conflicts with their mentor teacher, and their own sense of efficacy. Participants focused on either the product (being a teacher) or the process (becoming a teacher). The attributions made for their success or failure were viewed by the participants as coming from either external or internal sources. Analysis of the three components and the features has been organized in the below section.

Internal Negotiation

The participants entered the classroom environment bringing with them their own beliefs about teaching and learning, and a sense of efficacy in their ability to accomplish their goals. The diverse setting of the classroom that consists of students and a mentor teacher can create an environment in which the participant's current perspectives may be challenged. Participants can begin to question their philosophy and role in the classroom, potentially leading to the participant experiencing a decrease in efficacy and a greater need for validation. At this point, the participant must internally negotiate through this state of disequilibrium.

Authority Figure

Each participant was placed in a classroom with an existing teacher. That teacher served as the participant's mentor, supporting and evaluating the participant as they learned the intricacies of the teaching profession. As the participants entered the classroom environment they experienced some difficulty in establishing themselves as an authority figure with the students. Ellie recognized that, "I'm not their real teacher. I'm not in the place to be able to step in and I don't know how you could. It has been an interesting struggle for me" (Ellie, Exit Interview, 5/2017, p. 1). Jill explained a similar experience entering the classroom, "It was really hard going into it (new classroom) and finding my place and the students seeing me as one of their teachers" (Jill, Exit Interview, 4/2017, p. 1). The participants were negotiating being recognized as an authority figure by the students, at the same time not being seen as the real teacher. The participants questioned their authority to enforce rules and procedures. "It wasn't my classroom. It wasn't my material. I didn't feel like I could make those judgment calls" (Joyce, Exit

Interview, 5/2017, p. 1). For Sophie, this struggle was discussed in both her initial and exit interviews. In her initial interview, Sophie explained how she was trying to connect to the students and felt awkward within the mentor teacher's classroom. "I feel like I'm trying to make a connection with the students and I don't feel like an authority figure. I feel kind of awkward, like I need to find my own place" (Sophie, Initial Interview, 2/2017, p. 2). Sophie mentioned her continued struggle during the exit interview. "I'm still in this weird spot, and I think it's hard being in someone else's classroom just deciding what does this merit in terms of what you did" (Sophie, Exit Interview, 5/2017, p. 2). The participants were negotiating their rightful place within the classroom, questioning the extent in which they could act as an authority figure, hence making them feel comfortable with regard to their role within the classroom.

Instructional Strategies

Some of the participants, through their internal negotiation, discovered that although they want to use specific instructional strategies, they often resorted to other methods when faced with the reality of the lesson. Ellie mentioned that while she wanted to be student-directed, she found herself implementing more teacher-directed strategies. "I kind of know what is going to happen so I can plan for it easier. I almost just direct them to my model and just do it to get through the question and move on to the next one" (Ellie, Initial Interview, 2/2017, p. 3). Several of the participants expressed a need for control over the learning process. Tom described his own experiences in the classroom. "I've sat in a couple classes and watched where the teacher gives the students a big, open free range, you know, student-directed learning. That was too much for me. I prefer teacher-directed learning. I'll have the final say" (Tom, Exit Interview, 5/2017, p. 4).

With regard to control, Cecilia negotiated between providing student choice and maintaining a structured environment.

I don't think I'm a very controlling person. I think that all students should have choice. I feel like they should have freedom but it has to be safe and controlled. I don't think I need a controlled environment it's just I feel like if they don't have clear, explicit directions then they are going to go do something that they know they are not supposed to do. (Cecilia, Initial Interview, 2/2017, p. 4)

Although the participants may have entered the environment with differing beliefs, they found themselves, when tasked to enact lessons, that they were mostly concerned with delivering all of the information to the students. In order to achieve that goal, the participants felt as though they needed to maintain control over the process or else they feared the students would not obtain the necessary knowledge.

Mentor Teacher

The participants, based on prior experiences, entered the classroom environment with their own philosophical beliefs with regard to teaching and learning, as well as a sense of efficacy for their ability to teach. As they did with negotiating through their role as an authority figure, the participants were faced with discrepancies between their own beliefs and those held by their mentor teacher. Three of the participants addressed issues with their mentor teacher during both the initial and exit interviews, all three of whom were in their internship semester. Sophie tried to reconcile what she wanted to do as a teacher and what she was experiencing in the classroom. "I still feel like learning should be hands-on and that you should be co-constructing knowledge, but I don't know that I'm seeing it as much as I'd like" (Sophie, Exit Interview, 5/2017, p. 4). The negotiation of these philosophical differences led Joyce to examine her own beliefs about teaching and what she was learning in her teacher education program,

She (mentor) doesn't refer to the learning targets or standards at all and I'm being trained here at (the university) to let those things guide me. High yield strategies, high engagement strategies that have been hammered into me. This is what is going to help your kids learn. Then I stepped into a classroom where it didn't exist. I had to rationalize everything that I was seeing. (Joyce, Exit Interview, 5/2017, p. 2).

Although the dissonance created through their negotiation may have an impact on their own efficacy for teaching, it could also lead the participant to question the ability of the mentor teacher. "She (mentor) doesn't ever really deviate from the pre-scripted lesson plans. I want to do better. I think that she's a good instructor but I think she either has settled or just isn't creative" (Tom, Exit Interview, 5/2017, p. 4). For these interns, being fully immersed in a classroom environment for the first time led them to internally negotiate what they believed and what they were experiencing in the classroom, potentially impacting their teacher efficacy.

Efficacy

In Chapter 2, teacher efficacy was defined as one's "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Tschannen-Moran & Woolfolk Hoy, 2001, p. 783). Teacher efficacy can influence behavior through cognitive, motivational, and emotional processes. Through these processes we form beliefs about how we feel, think, act, and motivate ourselves in various situations (Tschannen-Moran & Barr, 2004). The teacher efficacy of the participants in this study was influenced by their internal negotiation between their beliefs and current experiences inside the classroom. Joyce mentioned the following during her exit interview, "I think this semester didn't help me with that (confidence) because I had to question myself. Am I way off base? Am I going to be able to teach in public school? Is any of this going to

work for me?” (Joyce, Exit Interview, 5/2017, p. 6). One can see here how Joyce’s efficacy was impacted by the discrepancies she was negotiating between her philosophical beliefs and the realities of teaching. Although Jill recognized her ability to teach she still questioned her own confidence. “I might know more than what I think I do, but I still don’t feel as confident as I would like to” (Jill, Exit Interview, 4/2017, p. 4). During both interview sessions, Tom discussed his lack of confidence in delivering instruction. In his initial interview, Tom stated, “I don’t feel confident up there at this point that I’m getting all the information out successfully” (Tom, Initial Interview, 2/2017, p. 1). During the exit interview he alluded to his perceived lack of readiness to teach. “I was most anxious during the lessons. I needed more prep. The bulk of my anxiety is in front of the class. I’m not ready” (Tom, Exit Interview, 5/2017, p. 3). As the participants internally negotiate through the various experiences they encounter in the classroom and as their efficacy fluctuates, their focus on product and process becomes apparent.

Focus on Product and Process

The focus of the participants can be determined by their emphasis on the product or process of teaching. All of the participants displayed a passion for teaching and genuine caring for their students as they were going through the process of becoming a teacher. In some circumstances, the participants were engaged in that process as they focused on learning and implementing effective strategies. Some participants were also focused on the product of teaching. In these instances, the participants were thinking about the outcome of their strategies, hence they focused on implementing the correct strategy to meet their goal.

Product of Teaching

Each of the participants in the study exhibited, at some point, a focus on the product. Many discussed their need for explicit instruction, as Sophie described herself as a learner.

I learn really well when it's very explicit instruction. I don't like it when guidelines aren't very clear and then I'm not sure if I'm on the right track and that kind of stresses me out. I'm worried more about doing it right than figuring out what I'm trying to learn. (Sophie, Initial Interview, 2/2017, p. 1)

Tom discussed the following during his initial interview.

I need to know how to gain that knowledge and I need to know exactly how you want me to present that knowledge to you, to show you that I've learned that knowledge. I don't like to question whether I'm learning the right thing or not. I question whether I'm going down the right path. I can't go any further. I must be doing this wrong. (Tom, Initial Interview, 2/2017, p. 1)

In the role of a teacher, many of the participants alluded to directing the students to the correct answer and/or behavior. Cecilia stated, "I think having explicit directions and clear directions is hugely important...stating exactly what they need to be doing" (Cecilia, Initial Interview, 2/2017, p. 1). For Jill, it was a fear of doing it wrong.

I was worried I was going to miss something or that it wasn't going to be exactly how my teacher would do it. I think part of that comes from not knowing the answer. Being able to answer that question the correct way while still doing it in a positive manner is what scares me the most. (Jill, Exit Interview, 4/2017, p. 4)

A focus on product, doing it the right way, was apparent for these participants as both a learner and a teacher. In these cases, we see the physiological impact that the focus can potentially have on these participants as they feel worried or stressed if they are not sure that they are doing it the right way.

Process of Teaching

In addition to having a focus on the product, all of the participants also discussed being engaged in the process of discovering effective strategies as they learned about teaching. Cecilia described how she preferred to jump right in when it came to teaching. As she discussed in her exit interview, she had that opportunity.

“You don’t know actually what to do until you get in the situation and then it’s there, happening. You have to gauge it and sometimes you don’t even use the things that they taught you, but you think about them” (Cecilia, Exit Interview, 5/2017, p. 8).

Through these direct experiences, Cecilia was able to engage herself within the environment and discover some of the realities of teaching. For Ellie, her focus on the process led her to reflect on her own areas of growth. “I’m not super confident with dealing with the whole class...trying to give the same amount of attention to all students, that’s something to work on” (Ellie, Exit Interview, 5/2017, p. 5). Tom came to his own realization. “I need to be aware of multiple types of ways to bring your class back together and be willing to try them all and not be fixed on one thing” (Tom, Exit Interview, 5/2017, p. 1). Some of the participants expressed their excitement in applying the things that they had been learning. “So I’m really trying to tie together all of these things that I was exposed to that I really thought were great and how can I put that into a classroom, how do I use all of that?” (Joyce, Initial Interview, 2/2017, p. 6). During her exit interview, Sophie described how she had grown over the semester.

When I first started in this semester I did a lot of asking student questions and then they wouldn’t know how to respond. So, giving that chance to think about how am I going to respond to this question is really important.” (Sophie, Initial Interview, 2/2017, p. 3)

Through a focus on process, the participants discovered opportunities to try new things, identify areas for improvement, recognize personal growth, and consider how much further they needed to go. Sophie summed it up, “I think that I’m becoming an educator, I’m not there yet so I’m still trying and I have the opportunity to try so that’s great” (Sophie, Initial Interview, 2/2017, p. 4).

Internal and External Attributions to Teaching and Learning

As the participants internally negotiate through their classroom experiences and focus on the product or process of teaching, they sought to explain the causes for their behavior. The participants attributed their thoughts, feelings, and actions with regard to teaching and learning through both internal and external factors. Weiner (2000) connected such attributions of success and failure to learning motivation, and efficacy through a locus of control.

The locus of control consisted of three categories: locus, stability, and controllability. The locus is the location, internal or external, of the attribution. Individuals often attribute success to internal factors and failures to external sources (Ormrod, 2014). Internal attributions are made when an individual attributes their thoughts, feelings, and actions to one’s own beliefs, values, efficacy, and behavior. External attributions are made when an individual attributes their thoughts, feelings, and actions based on the classroom environment, students, and the mentor teacher. The locus of the attributions may relate to the efficacy of the individual (Weiner, 2000). When making internal attributions, the individual’s efficacy may increase when successful and decrease when experiencing failure. Stability refers to the consistency or predictability of an event or situation occurring over time. Future outcome expectancy has been connected

to the stability of the situation. When experiencing failure in a stable environment, individuals may feel as though it is a task that is too difficult and they will expect to continue to fail. If failure occurs in an unstable situation, one may expect future success when the situation is stabilized (Woolfolk, 2014). The third category, controllability, addresses the amount of control an individual perceives to have upon the outcome of their experience. The sense of control can impact one's emotional state. When an individual feels responsible for their success or failure they may exhibit feelings of pride or shame. When there is a lack of control within a situation, feelings of frustration and anger may arise. Below is a look into participant responses based on the locus of their attributions.

Internal

In discussing their various experiences inside the classroom, the participants made internal attributions based on their own thoughts, feelings, and actions. Upon entering her internship semester, Sophie expressed some self-doubt.

I guess I was just really anxious coming into this semester because it was quite a change compared to the rest of them. So, it wasn't sad or angry, I don't know, I guess it was more worried what if I don't have the skills to be a teacher. (Sophie, Exit Interview, 5/2017, p. 8)

Jill also questioned herself as an educator,

I thought I was pretty good with students with those strong behavioral needs and I mean I think that it has been hard for me because I was kind of frustrated with myself because I struggled as much as I did with some of those particular students. (Jill, Exit Interview, 4/2017, p. 10)

Joyce discussed an action in which she felt uncomfortable based on her beliefs. "The only thing I don't feel comfortable with really is like negative feedback for students or having to be punitive because it's not my philosophical belief that anybody does better by feeling worse" (Joyce, Initial Interview, 2/2017, p. 2). Tom described how he feels when

expectations are unclear. “I feel stuck sometimes as a learner, but if I have good instructions or a good checklist to know that I’ve done it, I feel like I’ve learned more, it sticks more with me I guess because I’m not questioning what I learned” (Tom, Initial Interview, 2/2017, p. 1).

External

In addition to internal attributions, the participants made several attributions based on external factors, one of which included time. Ellie is concerned with delivering the necessary content in a timely fashion.

I guess that’s my fear of spending too much time and not getting through what we need to get through. So, it’s easier because you know what is going to happen, mostly know what is going to happen, and it saves time. (Ellie, Initial Interview, 2/2017, p. 3)

Sophie was enlightened by her experience. “Time is so limited in elementary school. It’s crazy to think about how much time, I didn’t realize how much time was lost to like transitions (Sophie, Exit Interview, 5/2017, p. 1). Cecilia attributes her thoughts and feelings to the behavior of the students. “I feel like I get more stressed out in 6th grade because they just don’t listen” (Cecilia, Exit Interview, 5/2017, p. 4). Jill and Tom consider the content or strategies they are attempting to implement. “How they teach math is way different than the way they taught math when I was in elementary school” (Jill, Exit Interview, 4/2017, p. 1). Tom stated,

I did not have much success on any of the things I had tried for management class because, you know, the kids have been doing the same thing for four months and here I come in and want to change their routine and it did not go over well. (Tom, Exit Interview, 5/2017, p. 1)

Through these responses there appears to be a distinction based on the locus of the attributions. When making internal attributions the participants appear to be focusing on

personal ability. The participants express self-doubt and a lack of efficacy in their ability to perform the expected tasks. These feelings may also be attributed to the stability of the classroom environment. The participants are entering an unknown, unstable situation that they may feel as though they are unable to succeed. The individuals making external attributions seem to be focused on the controllability of the situation. The participants attribute their failures to external factors such as time, content, and student behavior in which they feel as though they cannot control. The participants appear to be attempting to stabilize the environment in order to gain a sense of control.

Conclusion

In the following chapter the above three components will be further discussed with regard to their role in the transformative process of developing one's professional identity. The discussion will focus on how these components influence the participants' application of psychological insight and capacity for change.

CHAPTER FIVE: PSYCHOLOGICAL INSIGHT AND A CAPACITY FOR CHANGE: DEVELOPING A PROFESSIONAL IDENTITY

Introduction

An individual's professional identity is dynamic, constantly evolving as one experiences new situations and challenges. Through the analysis of the data collected for this study, there were three components identified as being a part of the developmental process: internal negotiation, focus on product or process, and making internal or external attributions. In this chapter, there will be further discussion on how teacher candidates may obtain psychological insight through these components. Further examination will also be completed as to how their capacity for change can influence the transformative process of developing one's professional identity. Study findings suggest teacher candidates go through a cyclical process in the continuous development of a professional identity. This discussion will be framed using the process illustrated in Figure 5.1 below.

Discussion

As teacher candidates enter the classroom environment, with an already established frame of reference with regard to teaching and learning, they begin to internally negotiate the challenges and obstacles they face. The focus of the candidate can potentially impact their attributions of success and failure, application of insight, and their capacity for change. Psychological insight refers to an individual's ability to reflect and evaluate one's own and others' actions, motives, and experiences. The process of psychological insight is, "...a degree of access to one's feelings that leads, through

discussion of one's problems with others, to an ability to acquire insight into the meaning and motivation of one's own and others' thoughts, feelings, and behavior, and to a capacity for change" (Conte & Ratto, 1997, p. 21). For the purposes of this study, a capacity for change has been defined as an individual's ability to apply psychological insight in an effort to further develop one's professional identity.

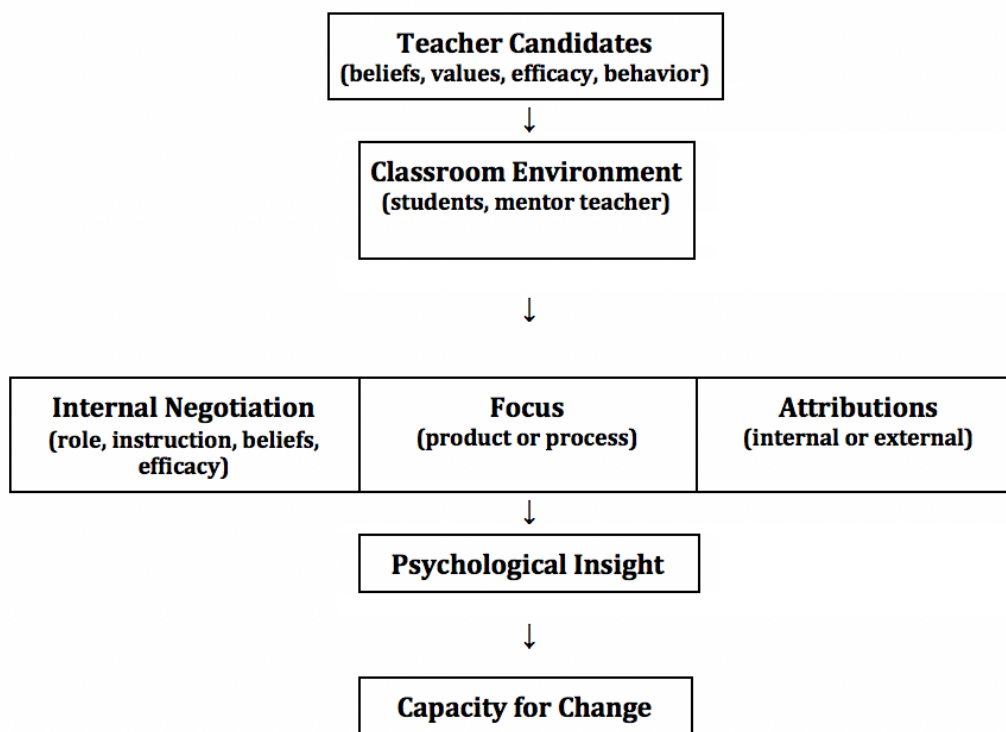


Figure 1. Developing a Professional Identity

Control

The professional identity development of teacher candidates appears to be impacted by various factors. A common cause was a conscious, or unconscious, desire for control. For some teacher candidates, this was an internal negotiation between giving students choice and establishing a structured environment that consisted of explicit

instruction. In these situations, the teacher candidate was concerned with completing the necessary tasks within the specific timeframe. The focus was on the product of teaching or what needed to be accomplished. A focus on process would likely lead the candidate to be engaged in the moment rather than being concerned with the end result. For, when focused on the process of teaching, the candidate is examining the how and why a certain strategy succeeds or fails. With a focus on product, the candidate primarily wants to know what strategy will succeed.

Some candidates struggled with establishing themselves as an authority figure within the classroom. As they enter the environment, the candidate begins to internally negotiate their rightful place within the classroom. The candidate questions their ability to control the situations they encounter because they are unsure if they have the power to do so. The candidate may not want to upset the mentor teacher by overstepping their bounds or they feel as though the students do not respect them in that role.

Each of the teacher candidate participants, in their own way, expressed how the lack of control impacted their behavior or emotional state. Whether it was Ellie leading students to her model to move the lesson along or Sophie feeling awkward not being able to establish herself as an authority figure or Cecilia becoming upset because 6th graders don't listen. The absence of a sense of control influenced the feelings and actions of the candidates. As discussed earlier, with regard to the locus of control, the stability of the situation and the individual's sense of control can positively or negatively impact one's emotional state. The classroom environment is often an unstable or inconsistent environment in which it can be difficult to predict specific outcomes or behaviors. The teacher candidate enters this unstable environment and attempts to bring stability through

their control of the situation. When successful, the candidate can feel accomplished and proud of their ability to teach. However, when experiencing failure in this area, as was the case for many of the participants, feelings of anger, frustration, or doubt may overcome the individual. Hence, this need for a sense of control in certain situations may influence the focus and attributions of the candidate.

Realities of Teaching

During the data analysis it was discovered that there were three participants who discussed issues, predominantly philosophical, with their mentor teacher. These participants were the three interns. The only student teacher (Cecilia) who mentioned her mentor teacher did so in a supportive way. It may be a transition for the teacher candidates, where they initially rely so much on their mentor teacher that conflicts arise as they are experiencing the realities of teaching. Then, as student teachers, the candidates shift their view of the mentor teacher as a barrier to someone who can help them continue in their development in becoming a teacher. The interns, being fully immersed in teaching for the first time, may be struggling in their negotiation between what they believe and have been taught in comparison to what they are now experiencing in the classroom. Student teachers have had the opportunity to negotiate through these realities of teaching and are now more focused on the students.

As discussed in Chapter Two, Social Cognitive Theory posits the idea of Triarchic Reciprocal Determinism (Bandura, 1989). The three aspects are personal attributes, environment, and behavior. Each has a reciprocal, integrated relationship that can influence one another. For example, one of the interns, Joyce, initially entered the classroom environment with a specific set of beliefs and expectations. When exposed to

differing views and methods being implemented by her mentor teacher, Joyce began to question her own beliefs (personal attributes) and became frustrated, angry, and confused. These feelings lead her to shut down with her mentor and she sought out opportunities to observe in other classrooms (behavior). Hence, the environment began to alter Joyce's personal attributes, as a result, causing a change in her behavior. For these interns, the unfamiliarity of the environment may be resulting in a stronger, and negative, reciprocal causation on their personal attributes and behavior. As a student teacher, the individual has become more familiar with the environment, resulting in an increased awareness of how their beliefs and behavior fit within that environment. Hence, potentially resulting in a more positive reciprocal relationship between the environment, personal attributes, and behavior.

Emotional State

In developing one's professional identity the focus is not on being a professional but rather *becoming* a professional. Teacher candidates focused on how to be a teacher are more concerned with the end product of teaching. With this focus, teacher candidates are constantly seeking external validation so that they know they are doing it correctly. Teacher candidates entrenched in the process of becoming a teacher do not refer to a specific outcome rather they focus upon discovering effective strategies to meet the needs of their students. When educators identify the correct way to teach there is an implication that there is only one way to do it. However, going through the process of learning how to teach implies that there are various strategies to accomplish the task. In addition, teacher candidates focused on the product expressed feeling anxious, worried, or stressed. The focus upon the correct way was apparently putting the teacher candidate in a

heightened physiological and/or emotional state. As found in Social Cognitive Theory, the physiological state of the individual can have an impact on the individual's efficacy to teach. Tom also described how he did not feel ready to teach, that he was not prepared, and that he had not had the necessary mastery experiences to successfully teach. With regard to teacher efficacy, research has found that mastery, or direct, experiences have the greatest impact on one's sense of efficacy.

Reactions to External and Internal Change

Teacher candidates, upon entering the classroom environment, begin an internal negotiation of prior beliefs with regard to teaching and learning and the realities they are encountering in the classroom. Through their negotiation, the candidates are searching for how they fit within the environment. The candidates experience differing beliefs about teaching and learning and witness strategies being implemented that may go against their own philosophy. The classroom environment, itself, may bring situations that place the candidates in a state of dissonance. In essence, they are trying to find where they belong within the environment, thus engaging the process of developing a professional identity.

Throughout their experience in the classroom context, candidates face various obstacles and challenges. Some teacher candidates may view these obstacles as opportunities for growth, while others see them as limiting their progress, at times creating self-imposed barriers that prevent them from believing change can occur. Hence, making psychological insight irrelevant. The former approach these obstacles by considering what they can do to change and break through those barriers. These individuals reflect on what is happening, consider alternative strategies, and put them into action. When connecting the participants' internal negotiation with their feelings and

reactions to change a correlation was discovered between how they described change that happened externally and how they react to internal change.

Tom's struggle was with the constant seeking of validation. He wanted to be sure that he is doing it right. When he discussed change, he mentioned how he needed someone to tell him why there was a change, why it was good for him. Jill struggled with her teacher efficacy. She compared herself to others and worried about appearing to be incompetent. When Jill talked about change, she mentioned that when she feels comfortable she likes things to stay the same. Change makes her feel anxious. Ellie wanted to be student-directed in her instruction; however, she found herself always resorting back to teacher-directed strategies. As we discussed change in her exit interview, Ellie opened by saying that she was comfortable with change and was someone who would go with the flow. However, as we continued the interview, she came to a realization that maybe she liked change when she was the one making it.

The way in which individuals feel and react to external change may influence how they negotiate through challenges in their profession and the internal change that the negotiation is creating. These participants have proven to be reflective and insightful, but they are approaching the change to their professional identity with either resistance or acceptance.

Psychological Insight and Capacity for Change

As the participants reflected back on their experiences, the effect of their internal negotiation, focus on product or process, and internal or external attributions provided them with psychological insight that could be applied to further the development of their professional identity. The insight was obtained through practical and metacognitive

reflection. The participant's practical reflection focused on the effectiveness of instructional and management strategies implemented to meet the learning targets and purpose of the lesson. A common external attribution that participants referred to was time. Often it was the participant's perceived, or actual, lack of time that created a barrier to their ability to meet the objectives of the lesson. Participant's metacognitive reflection delved into their thoughts and feelings while going through the process of becoming a teacher. The participants expressed anxiety, worry, stress, as well as, excitement during the process. The participants focused on the product of teaching were more inclined to reflect on what they, as the teacher, were thinking and feeling. On the other hand, those focused on the process of becoming a teacher considered the student's needs, how they were reacting to the experience. The depth and degree of these reflections can potentially have an impact on the likelihood of the insight being rejected or applied, thus influencing the teacher candidate's capacity for change.

Each participant in the study was both reflective and insightful. They were aware of the impact their experiences had upon their behavior and efficacy for teaching. However, not all were willing to utilize their insight in order to enact change. The application or rejection of psychological insight may stem from the individual's reaction to change.

At the conclusion of the exit interview, each participant was asked about their thoughts on change, how they reacted to change, and how it made them feel. To illustrate these varied reactions, below are some direct quotes from the participants. During the discussion, Ellie quickly came to an epiphany with regard to how she preferred to control change.

If it's good change then I'm excited. I like things to switch up and be different. I go with the flow pretty easily. I'm not too baffled by it. Working in groups, I'm up for collaborating. But, if I do something and then somebody changes my role, and in my head it's worse, that would frustrate me. I'm a perfectionist and I like things done, maybe I like change when I make the change. (Ellie, Exit Interview, 5/2017, p. 7)

In contrast, Tom was in need of external validation to justify a change.

I'm willing to change for the better but I need you to educate me on why it's going to be better. Change for good, it feels great. I'm excited. I'm pumped up. If it's forced, then I'm anxious, I'm irritated, I don't understand. You need to prove it to me to appease my emotional state. Change can be exciting if it's framed properly. But, I have no problem with a long road of structure. (Tom, Exit Interview, 5/2017, p. 6)

As documented in Chapter Four, Joyce had a difficult experience with her mentor teacher. When asked about her thoughts with regard to change, she ended up going back to the relationship with her mentor teacher.

I tend to change things regularly. I love to invent. I'm a real creative person when I'm comfortable and usually I like change a lot. I usually really like it, I mean, it's probably why I felt so blindsided by this change with the mentor teacher I was with because it was hard. (Joyce, Exit Interview, 5/2017, p. 8)

She continued, "I learned a lot about a way to teach and get it done and get a lot of knowledge pushed through a lot of stuff. I learned about how to keep myself together in a situation" (Joyce, Exit Interview, 5/2017, p. 9) For Jill, who struggled with her lack of efficacy, when it came to change, she liked things to remain the same.

I don't like a lot of change. Changing where I'm at when everybody else is still in the same routine I feel like that's really hard. When I'm in an environment where I've been there for a while I like things to stay the same. (Jill, Exit Interview, 4/2017, p. 10)

Cecilia and Sophie discussed how they have grown through the process of becoming a teacher. "I feel like I'm more cautious. I might even get shy. My confidence goes down a

little bit. My internship, I did not have much confidence, but after student teaching, I have so much more confidence. I've become more caring and confident" (Cecilia, Exit Interview, 5/2017, p. 7). Sophie described her internship semester in the following way.

I was really nervous coming into this semester because it was quite a change. I was worried what if I don't have the skills to be a teacher. At the beginning I was not confident about teaching. I've continued to do well and feel like I'm doing well. I've grown to a point where these kids are going to learn something from me. (Sophie, Exit Interview, 5/2017, p. 8)

The reactions to change varied among the participants, whether it was trying to control it, needing validation for it, avoiding it, or growing from it. As the development of a professional identity is dynamic, a capacity for change may play a vital role in the transformative process.

As discussed in Chapter Two, Transformative Learning Theory identified steps of the transformative process. Those steps included discourse, reflection, insight, and assessment of current assumptions (Mezirow, 1997). Teacher candidates engage in discourse with their mentor teacher, students, and peers. Through this discourse, teacher candidates are exposed to multiple perspectives and methods of teaching. Candidates then reflect upon their experiences within the classroom environment and gain further insight into their role as an educator. At that time, the candidate assesses their current frame of reference and compares their assumptions to the realities of teaching. As mentioned in Chapter One, Darling-Hammond and Sykes (1999) describe the changing of teacher candidate's initial frame of reference to be an important role of teacher education programs. In order for this to happen, it would be beneficial for the candidate to have a capacity for change. A candidate can discuss, reflect, and assess their experiences, yet if they do not act upon their psychological insight then change and growth will likely not

occur. Hence, to effectively promote the continued growth of one's professional identity, teacher education programs are encouraged to focus upon the development of teacher candidate's capacity for change.

Implications

Implications from this study for teacher educators include identifying the internal negotiation that the candidate is engaged in at the time and any self-imposed barriers being created through that negotiation. Teacher educators may also consider what the candidate is focusing on, product or process, and how that may be influencing their emotional state, teacher efficacy, application of psychological insight, and capacity for change. The candidates, in this study, when focused on product, displayed emotions such as frustration and anger. These candidates also expressed a lower sense of efficacy in their ability to teach when experiencing failure. A negative emotional state and lower sense of efficacy may result in the candidate neglecting psychological insight and limiting their capacity for change. Understanding how candidates are describing the changes they are experiencing as they are in the process of becoming a teacher can be beneficial as the way they describe these external changes may provide insight into how they may react internally to such changes. Teacher educators can also work with candidates to establish goals that focus on the process of becoming a teacher and praise the candidate's personal progress in order to guide further learning.

Limitations in the Study

Limitations in the study included potential researcher bias, participant responses, length of time, and limited member checks. Several steps were taken to monitor researcher bias. Multiple data sources were included in the study in order to triangulate

the data. Peer examinations were conducted to clarify the coding of the data. A researcher's journal was maintained to bracket potential bias. Below is an excerpt from the journal.

I continue to transcribe the initial interviews. It is taking longer than expected. I'm identifying some common themes as I go along. As some of the participants are former students I'm checking my bias of them as students and allowing their responses to lead the way but I am aware that sometimes it has seeped in. It's important for me to continue to be aware so that I do not allow my bias to affect the analysis. (Researcher Journal, March 17, p. 3)

The majority of participants selected were former students of the researcher. Although the researcher bracketed for bias, the actual participant responses may have been, unknowingly, influenced by the relationship with the researcher. On the other hand, the relationship may have also resulted in more genuine responses from the participants. The timeframe of the study was one semester. In examining the development of one's professional identity, it would have been beneficial to follow the participants throughout their entire professional year. Another strategy implemented to bracket researcher bias was the use of member checks. During the exit interview, participants were asked, if necessary, to clarify or elaborate on their responses from the initial interview and video observations. There were no member checks initiated after the conclusion of the study and coding of the data.

Future Research

Future research may consider conducting a longitudinal study, following participants through their professional year and into their first year of teaching, to examine how or if this process evolves over time and the impact on the transformation of one's professional identity. Also, researchers may consider examining further the three components identified in this study to identify if they span over a larger population.

Further studies may look into the application and neglect of psychological insight and teacher candidate capacity for change, specifically with relation to correlations between reactions to external and internal change. Some potential future research questions include: (1) How does the internal negotiation, focus, and attributions of teacher candidates, first year teachers, and experienced in-service teachers influence the ability to apply psychological insight? (2) How does an in-service teacher's capacity for change influence the evolution of their professional identity? (3) How does the focus of teacher candidates impact emotional state, teacher efficacy, and behavior inside the classroom environment?

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APPENDIX A

Self-Reflection and Insight Scale

Please indicate your level of agreement with the statements below.

1= Strongly Disagree 2= Disagree 3= Neutral 4 = Agree 5= Strongly Agree

1. I don't often think about my thoughts
2. I am not really interested in analyzing my behavior
3. I am usually aware of my thoughts
4. I am often confused about the way that I really feel about things
5. It is important for me to evaluate the things that I do
6. I usually have a very clear idea about why I have behaved in a certain way
7. I am very interested in examining what I think about
8. I rarely spend time in self-reflection
9. I'm often aware that I'm having a feeling, but I don't quite know what it is
10. I frequently examine my feelings
11. My behavior often puzzles me
12. It is important to me to try to understand what my feelings mean
13. I don't really think about why I behave in the way that I do
14. Thinking about my thoughts make me more confused
15. I have a definite need to understand the way my mind works
16. I frequently take time to reflect on my thoughts
17. Often I find it difficult to make sense of the way I feel about things
18. It is important to me to be able to understand how my thoughts arise
19. I often think about the way I feel about things
20. I usually know why I feel the way I do

Table A.1: Self-Reflection and Insight Scale Key

Component	Items
Engaging in Self-Reflection	1. I don't often think about my thoughts ®
	8. I rarely spend time in self-reflection ®
	10. I frequently examine my feelings
	13. I don't really think about why I behave in the way that I do ®
	16. I frequently take time to reflect on my thoughts
	19. I often think about the way I feel about things
Need for Self-Reflection	2. I am not really interested in analyzing my behavior ®
	5. It is important for me to evaluate the things that I do
	7. I am very interested in examining what I think about
	12. It is important to me to try to understand what my feelings mean
	15. I have a definite need to understand the way my mind works
	18. It is important to me to be able to understand how my thoughts arise
Insight	3. I am usually aware of my thoughts
	4. I am often confused about the way that I really feel about things ®
	6. I usually have a very clear idea about why I have behaved in a certain way
	9. I'm often aware that I am having a feeling, but I often don't quite know what it is ®
	11. My behavior often puzzles me ®
	14. Thinking about my thoughts make me more confused ®
	17. Often I find it difficult to make sense of the way I feel about things ®
	20. I usually know why I feel the way I do

®: Items score will be reversed

APPENDIX B

Teacher Efficacy Scale

Rate your current degree of confidence by recording a number from 0 to 10 using the scale given below:

0	1	2	3	4	5	6	7	8	9	10
Cannot do at all					Moderately can do					Highly certain can do

Confidence (0-10)

- | | |
|--|-------|
| 1) Get through to the most difficult students | _____ |
| 2) Get students to learn when there is a lack of support from home | _____ |
| 3) Keep students on task on difficult assignments | _____ |
| 4) Increase students' retention of what they've been taught | _____ |
| 5) Motivate students who show low interest in schoolwork | _____ |
| 6) Get students to work well together | _____ |
| 7) Overcome adverse community conditions on students' learning | _____ |
| 8) Get children to do their homework | _____ |
| 9) Get children to follow classroom rules | _____ |
| 10) Control disruptive behavior in the classroom | _____ |
| 11) Prevent problem behavior on the school grounds | _____ |
| 12) Get parents to become involved in working with the school | _____ |
| 13) Assist parents in helping their children do well in school | _____ |
| 14) Make parents feel comfortable coming to school | _____ |
| 15) Make the school a safe place | _____ |
| 16) Make students enjoy coming to school | _____ |
| 17) Get students to trust teachers | _____ |
| 18) Reduce school dropout | _____ |
| 19) Reduce school absenteeism | _____ |
| 20) Get students to believe they can do well in school | _____ |

APPENDIX C

Protocols and Data Sources

Initial Interview**Table C.1: Initial Interview**

Research Questions	Interview Protocols
<ol style="list-style-type: none"> 1. How does a teacher candidate's ability to reflect on self and others influence behavior within the professional context? 2. How does a teacher candidate's ability to reflect on self and others influence professional efficacy? 3. How does a teacher candidate's psychological insight regarding self and others influence the development of a professional identity? 	<ol style="list-style-type: none"> 1. How do you learn? 2. Discuss the aspects of teaching and learning in which you feel most comfortable...find the most challenging. 3. Describe your ideal classroom environment. 4. What types of strategies do you prefer to implement in the classroom? 5. What do you do following a lesson? 6. Describe who you are as an educator.

Exit Interview**Table C.2: Exit Interview**

Research Questions	Interview Protocols
<ol style="list-style-type: none"> 1. How does a teacher candidate's ability to reflect on self and others influence behavior within the professional context? 2. How does a teacher candidate's ability to reflect on self and others influence professional efficacy? 3. How does a teacher candidate's psychological insight regarding self and others influence the development of a professional identity? 	<ol style="list-style-type: none"> 1. Describe who you are as an educator. 2. Discuss the most significant influences on your behavior in the classroom. 3. Discuss how your experience in the classroom has reinforced and/or challenged your beliefs in teaching and learning...your confidence in becoming a quality teacher. 4. Based on your video observations of self and other, discuss what you need to do to become a quality teacher

Video Observation - Self

1. Discuss what happened during the lesson...

2. Describe what you and the students were thinking and feeling during the lesson...
3. Discuss how this lesson has informed your future practice...

Video Observation - Other

1. Discuss what happened during the lesson...
2. Describe what you believe the teacher and students were thinking and feeling...
3. Discuss how this lesson has informed your future practice...

Initial Interview Data

Table C.3: Initial Interview Data

Name	Theme	Quotes
Jill	Lack of self-confidence Insecurity Advocate Building relationships Easily taken advantage of	<p>“I feel like if I’m going into something and I feel like a lot of people have more background knowledge on it then I get really nervous”</p> <p>“I think this is why I’m drawn towards special ed or kindergarten because it’s more personal, learning social behaviors compared to the content knowledge.”</p> <p>“I hate just winging it or not knowing going into it.”</p> <p>“If I’m sitting by someone I don’t know as well I’m just going to have a hard time throwing myself out there and try new things”</p> <p>“I want them to know that their voice is heard...I’m just huge on communication and I like the students being heard”</p> <p>“I think sometimes that can be an insecurity or a lack of self-confidence especially in those content areas where I don’t give myself much credit as maybe I need to”</p> <p>“I actually know what I’m teaching, so I think when I look at myself I sometimes see a lack of confidence.”</p> <p>“I can over commit...I think it’s important to be able to say no”</p>
Tom	Explicit instruction Lack of inquiry Validation Self-aware Building relationships	<p>“I need to know how to gain that knowledge and I need to know exactly how you want me to present that knowledge to you, to show you that I’ve learned that knowledge”</p>

	<p>Lack of self-confidence Fear of the unknown Product over process Anxiety</p>	<p>“I don’t like to question whether I’m learning the right thing or not” “I question whether I’m going down the right path...I can’t go any further, I must be doing this wrong” “If I get the acknowledgement that I’ve learned what they wanted me to learn then it sticks” “I feel very comfortable with my ability to connect with the students.” “I don’t feel confident up there at this point that I’m getting all the information out successfully.” “I’m so fixed on needing explicit learning, I just need that, I thrive on it, and I fear going away from it” “I want an engaging classroom where the students feel like their answers, whether they are right or wrong, are appreciated and encouraged as part of their learning experience.” “I like other people’s viewpoints. I’m a people person. I like to hear what other people have to say about a topic even if it differs from my opinion and thoughts. I’m interested in it because it helps me to develop my own thoughts further.” “I really feel like I’m a simple learner.” “When I start questioning things I get off on a tangent or go down a rabbit hole and it’s counterproductive for me” “I’m nervous, certainly at this point as an instructor, because of my lack of experience, that I’m getting the content across to my students in a manner that they’ll retain it because obviously that’s the point of public education, to get these benchmarks met.” “We are expected to help our students reach these benchmark moments in every grade level and so at this point I’m an anxious educator in hopes that I can do that.”</p>
Ellie	<p>Put on the spot Attention of students Internal conflict Control</p>	<p>“...if it is in the middle of a lesson that’s a little more uncomfortable because we are not specifically talking about that and it comes up out of the blue”</p>

	<p>Issue with time Contradiction</p>	<p>“...having all of their attention...just having their attention is really, oh man yeah, it’s great if that’s there” “I find that as much as I want to be student-directed I just am typically teacher-directed. I don’t know if it just takes time to release that trust to the students but, I think it’s almost easier to be teacher-directed” “I kind of know what is going to happen...I almost just direct them to my model and just do it to get through the question and move on to the next one...fear of spending too much time and not getting through what we need to get through” “...we did not get through half as much as I was thinking we would and then the recess bell rings and they all go out to recess and I’m like, oh man, that was crazy” “I mean they can sort of take responsibility for themselves but at some point I need to, I’m the one in charge”</p>
Cecilia	<p>Explicit instruction Self-awareness Community Internal conflict Control</p>	<p>“I like lots of examples. I feel like if you are able to relate it to your life I feel like it’s a lot easier if you have an example that you can relate to so then you know how you can use it.” “I feel like with teaching, learning to teach, just throwing yourself into it I feel like makes it a lot easier.” “I feel like when I watch my mentor teacher teach I get to know the knowledge of the classroom but if I’m thrown into it I learn a lot better than watching.” “I think having explicit directions and clear directions is hugely important...stating exactly what they need to be doing” “I think, especially in the younger grades, you need to work more on student’s readiness level and zone of proximal development.” “Closures, I’m horrible at them...I can’t remember to do it...I just always forget...I need to verbally ask a question and conclude the lesson. I’m not good at that and I think that is really important”</p>

		<p>“I think they should all work as a community or a family...it should be a working community or working family...you need to be self-aware of your work as a community...we are working together as a community”</p> <p>“I don’t think I’m a very controlling person...I think that all students should have choice...I feel like we learn from Love & Logic that you always give students choice but you want to be sure that those two choices are something that you are ok with...I feel like they should have freedom but it has to be safe and controlled...I don’t think I need a controlled environment it’s just I feel like if they don’t have clear, explicit directions then they are going to go do something that they know they are not supposed to do”</p> <p>“(Discuss with mentor) Student growth, student failure, if they got a certain concept if we should move on or not, um, behaviors definitely, because I mean everything that happens today kind of is what’s planned for tomorrow.”</p> <p>“I think I’m pretty structured, not like a controlling structured but I think I’m very structured in my teaching.”</p> <p>“I think I’m patient, very patient. Well, that’s what I get from my observations, that I’m very patient.”</p>
Joyce	<p>Big picture Authority figure Building a relationship Learning as a game Self-regulated Mentor teacher External factors Contradiction Validation</p>	<p>“I like to get the big picture concept of the parameters of what I am learning and then fill in the details in between so I can always have an anchor”</p> <p>“The only thing I don’t feel comfortable with is negative feedback for students or having to be punitive because it’s not my philosophical belief that anybody does better by feeling worse”</p> <p>“What I feel good about teaching is having relationships with students...I feel good about letting children know my intent and what they can expect from me as far as being an adult that they can trust and also being an expert in what I do”</p>

		<p>“Everybody has kind of got a little secret...my goal, as a student, is really to figure out what that is...biggest challenge as a student is to figure out the game...what my teacher needed me to do”</p> <p>“I’m somebody I’ve never been before...I think I probably still am who I always have been”</p> <p>“I feel like a fragmented mess because I don’t know what is important”</p>
Sophie	<p>Explicit instruction</p> <p>Product v. Process</p> <p>Validation</p> <p>Self-aware</p> <p>Authority figure</p> <p>Transformative</p>	<p>“I learn really well when it’s very explicit instruction...I don’t like it when guidelines aren’t very clear and then I’m not sure if I’m on the right track and that kind of stresses me out...I’m worried more about doing it right than figuring out what I’m trying to learn”</p> <p>“I don’t know if I always think about what happens if they don’t know what I’ve already wanted them to know”</p> <p>“I feel like I’m trying to make a connection with the students and I don’t feel like an authority figure...I’m kind of struggling with holding that authority role...I feel kind of awkward, like I need to find my own place”</p> <p>“I first started in this semester I did a lot of asking student questions and then they wouldn’t know how to respond so giving that chance to think about how am I going to respond to this question is really important”</p> <p>“I think that I’m becoming an educator, I’m not there yet so I’m still trying and I have the opportunity to try so that’s great”</p>

Video Observation Data

Table C.4: Video Observation Data

Name	VO	Practical	Metacognitive	Transformative
Jill	Self	Focused on instructional strategies that were implemented (repetition, positive	Students feels motivated by the money for the class store; she is thinking about the	No changes to instruction; keep doing the same thing

		reinforcement, direct instruction)	student's understanding and engagement	
	Other	Identifies specific instructional strategies; promoted student engagement	Teacher was patient; students feel comfortable sharing their perspective	Apply the physical environment; focus more on student perspective; give students an opportunity to be heard
Tom	Self	Focused on how to direct the student's learning (read directions together, work at own pace, instructed them to slow down)	Anxious being observed by other (liaison); students felt distracted by the recording; students felt comfortable	Seeks feedback and validation from an external, expert source
	Other	Focused on the strategies and purpose of the lesson; considered both teacher and student; developed a "community of thinkers"	Teacher is thinking about instruction and assessment; students feel comfortable sharing ideas	Focused on obstacles preventing him from transforming practice; discusses lack of time to allow students to share their ideas
Ellie	Self	Discusses purpose and objectives of the lesson; Focused on engaging students by having them copy what she was writing on board; teacher directed lesson	Recognizes that she tends to give students answers right away; felt off guard when she made a mistake; thinking about students being attentive; students thinking about connection to prior knowledge	Wants to engage students to allow them to apply their knowledge; consider using think/pair/share to check for understanding and class discussions to dig deeper into concepts; must be aware of all learning needs
	Other	Detailed description of what the students did during the lesson; no mention of the teacher	Students feel safe and comfortable; teacher would be encouraged by the engagement; students feel restless at the end	Importance of taking time to explore and discuss a topic; unsure how to incorporate open ended responses in math; think about cultivating creativity
	Self	Described the purpose and instructional steps of the lesson (read aloud; active listening and group discussion)	Discusses actions but does not address what she or her students are thinking/feeling; addresses behavioral	Wants to work on addressing whole class; adapt strategies to be more effective; wants to be more explicit in

Cecilia			issues with some but not all; recognizes differences in her actions based on what she wants from students	how they should act and model proper behavior
	Other	Detailed description of the instructional steps taken by the teacher	Students felt safe and eager to share their ideas; does not discuss what the teacher was thinking/feeling	Apply the physical environment; ask students to expand on their thinking
Joyce	Self	Opportunity for students to apply prior knowledge; recognized a lack of retention and adapted to student needs; discussed the lack of time to complete lesson effectively; focused on building relationships and trust	Felt bad to call on one student because it may discourage others; students didn't know they were struggling; felt anxious being observed by others (mentor and liaison)	Need to move around the room more to engage all students; alter the physical environment based on instruction; blames external factors on performance
	Other	Identifies purpose of lesson; describes instructional steps; discusses what students are doing	Students did not feel worried because they were familiar with the lesson; students thinking about others; students feel successful because no wrong answer; teacher thinks about student understanding; teacher feels successful	Discusses how the lesson reinforces her philosophical beliefs but does not describe how the lesson may inform future practice
Sophie	Self	Discussed a lack of time to meet objectives; students were off task because unsure what to do; focused on not enough time to perform specific tasks; focused on what and how (not why)	Anxious being observed by an unfamiliar other (auxiliary); felt pressed for time; felt stressed to get it all done; students felt safe; students thinking about lesson, other students, and lunch	Utilize more think/pair/share activities; consider strategies to save time; need to give students the opportunity to share; importance of planning (instruction, materials, and physical environment)
	Other	Focused on student perspective (what they were doing during the lesson)	Teacher thinks about student understanding; students think about the task; students feel safe, comfortable, and valued;	Importance of procedures and routines to gain student involvement and manage the classroom;

			students understand the procedures	use of effective think/pair/share strategies
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Exit Interview Data

Table C.5: Exit Interview Data

Name	Theme	Quotes
Jill	Relationships Background knowledge Fear of being wrong Adapt to others Conflict avoidance Reflect perceptions on others (dispositional attribution) Authority figure Lack of confidence Advocate Self-imposed barriers Change	<p>“It was really hard going into it (new classroom) and finding my place and the students seeing me as one of their teachers.”</p> <p>“How they teach math is way different than the way they taught math when I was in elementary school...for me to not have that background, that was really tough.”</p> <p>“Being able to have that script just for me to get started and getting familiar with that content...to have that background of where we are starting and where we are going...”</p> <p>“The teacher and the paraprofessionals have been working together for so long now that they have their relationships and they know about each other so they have these conversations and I’m totally lost.”</p> <p>“I don’t like when there is something in the air. You can tell when someone walks in having a bad day. I don’t want to make it worse so I’ll be a lot more reserved and try not to start conversations with them.”</p> <p>“I don’t like it when people are upset with me...I was worried if I asked her when she was in a bad mood, even if she answered and she truly didn’t care, how it came off would make me think she was upset...I just don’t want confrontation.”</p> <p>“If they are above me, like my mentor, or are the same age as me I will totally avoid it (conflict) but if they are students it doesn’t bother me one bit.”</p> <p>“I was worried I was going to miss something or that it wasn’t going to be exactly how my teacher would do it...I think part of that comes from not knowing the answer...being able to answer that question the correct way while still doing it in a</p>

		<p>positive manner is what scares me the most in that type of conflict.”</p> <p>“I might know more than what I think I do, but I still don’t feel as confident as I would like to.”</p> <p>“Going into the resource room you have a lot more students coming from a rougher home life and aren’t getting the support they need...in that situation it’s really important for them to know that you do care about them as a person first and then as a student.”</p> <p>“I want to choose to teach something other than what’s required for me to teach.”</p> <p>“In the primary grades it’s a lot easier for me to teach more of the social type stuff than maybe in the upper grades.”</p> <p>“I feel like a kindergartner can ask me almost any question and I’ll know it...the upper grades they might ask me something and I’ll have no idea...I feel like you’re just being put on the spot a lot more.”</p> <p>“Being able to stand firm with a student who is not responding to anything I’m saying...being able to follow through.”</p> <p>“I thought I was pretty good with students with those strong behavioral needs and it has been hard for me because I was frustrated with myself because I struggled.”</p> <p>“I don’t like a lot of change.”</p> <p>“Changing where I’m at when everybody else is still in the same routine I feel like that’s really hard.”</p> <p>“When I’m in an environment where I’ve been there for a while I like things to stay the same.”</p> <p>“I think about things a lot. I tend to over-think things so I think I sometimes can make change harder on myself.”</p> <p>“I’ve always kind of thought that I wanted to be a teacher and through this whole experience that’s grown stronger.”</p>
Tom	Adaptability Failure Relationships Anxiety Support	<p>“I need to be aware of multiple types of ways to bring your class back together and be willing to try them all and not be fixed on one thing.”</p>

	<p>Empathy Mentor teacher Philosophy Authority figure Internal struggle Practical experience Focus on others Validation Change</p>	<p>“The reason it failed was I came in February...it was too different and too exciting...they were just misbehaving, they were too fired up.”</p> <p>“...it was good to try and fail...I learn well from those things...I hope that I don't have too many of them in front of the whole class.”</p> <p>“I quickly bonded with my students...kids just latched on to me.”</p> <p>“I was most anxious during the lessons...I needed more prep...the bulk of my anxiety is in front of the class...I'm not ready.”</p> <p>“She (mentor) said that I'll get you in front of the class early on but never leave me alone.”</p> <p>“I feel for these kids...almost to a fault it's something I'm working on...I need to be able to check my emotions at least until the evening...it's a balance and even right now the empathy and the concern and worry for some of the students can be distracting.”</p> <p>“She (mentor) doesn't ever really deviate from the pre-scripted lesson plans. I want to do better. I think that she's a good instructor but I think she either has settled or just isn't creative.”</p> <p>“I really have not yet developed a real solid philosophy.”</p> <p>“I've sat in a couple classes and watched where the teacher gives the students a big, open free range, you know, student-directed learning. That was too much for me. I prefer teacher-directed learning. I'll have the final say.”</p> <p>“To be honest with you, up until the last six or seven years, have I been willing to accept that I can learn whatever I want.”</p> <p>“It's hard to shake changing ideals...it's hard developing without going back to my experience...I think that this 20 years of experience of life makes it difficult for me to pinpoint anything now because it's still in such development that I'm waiting for the application so that I can...I need more, like</p>
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		<p>I said, for me it's about trial and error and the practical experience.”</p> <p>“I didn't get the experience some of the other students got because of maybe a pushier mentor or liaison which made them stress but was probably a benefit in the end because I didn't get enough so I'm not there yet.”</p> <p>“It (change) has to be framed in a way that is going to benefit the group...is it going to benefit my life or my family's life for the better.”</p> <p>“I'm willing to change for the better but I need you to educate me on why it's going to be better.”</p> <p>“I think I can blend in and get comfortable anywhere I go...I'm open to change.”</p> <p>“Change for good, it feels great. I'm excited, I'm pumped up. If it's forced, then I'm anxious, I'm irritated, I don't understand. You need to prove it to me to appease my emotional state.”</p> <p>“I've certainly changed, boy, I mean I've changed...changed mindsets, changed thought processes, changed plans.”</p> <p>“Change can be exciting if it's framed properly. But, I have no problem with a long road of structure.”</p>
Ellie	<p>Relationships</p> <p>Authority figure</p> <p>Advocate</p> <p>Intentional</p> <p>Inquiry</p> <p>Philosophy</p> <p>Self-awareness</p> <p>Control</p> <p>Content</p> <p>Internal struggle</p> <p>Change</p>	<p>“The more I got to know the students the more comfortable I felt stepping in or dealing with behavior.”</p> <p>“I'm not their real teacher. I'm not in the place to be able to step in and I don't know how you could...its been an interesting struggle for me.”</p> <p>“I think the importance of getting to know your students...connecting with them on a level that's more than just being their teacher.”</p> <p>“...effectively using class time for the greatest purpose...being intentional...making sure that students know what and why they are doing it.”</p> <p>“...teaching students to think for themselves and think logically...I don't think I necessarily really do a great job of it right</p>

		<p>now...applying things they learn in school to the real world...that is something that I'm coming to realize."</p> <p>"I found that it's harder to make things student lead...I think that I like to give the answers...even though I don't want to always do that, my tendency is to."</p> <p>"I don't feel uncomfortable if students are engaged but I think I'm more scarred of the time where the student might mislead other students down the wrong path...misleading others is a big fear of mine."</p> <p>"As far as the subjects go, I would say I think it would be easier for me to teach middle school. But, as far as interacting with students, I'm more confident with 6th grade and below."</p> <p>"I'm not super confident with dealing with the whole class...Trying to give the same amount of attention to all students, that's something to work on."</p> <p>"If it's good change then I'm excited. I like things to switch up and be different...I go with the flow pretty easily...I'm not too baffled by it."</p> <p>"I'm a perfectionist and I like things done, maybe I like change when I make the change."</p> <p>"Working in groups, I'm up for collaborating. But, if I do something and then somebody changes my role, and in my head it's worse, then that would frustrate me."</p> <p>"I hope that I've become more confident. I'm not really sure but I think I have."</p> <p>"I think I've become more reflective...thinking about improvements to make."</p>
Cecilia	Mentor Awareness of others Experience Insight Respect Authority Realities of teaching Classroom management	<p>"My mentor teacher and I talked a lot about how we wanted to see him really succeed."</p> <p>"I feel like that was one of his triggers. These kids are just hounding him. Just leave him alone, let him be, he's not distracting any of you."</p> <p>"...they (students) are not going to be on at all times....let them be kids and they'll get</p>

	<p>Confidence Autonomy Self-awareness Consistency Change</p>	<p>stuff done...don't stress them out, don't hound them.”</p> <p>“I feel at the beginning I was lenient and I gave them too many warnings. I had to end up changing that and tell them that we have been seeing a lot of bad behavior and I'm just going to give you one warning.”</p> <p>“I feel like when we're (with mentor) both on the same page or bouncing ideas off each other it makes the day go really good. It made me feel good.”</p> <p>“First graders are so easy because they are always happy...they always put you in a good mood.”</p> <p>“I think it was a lot harder in the 6th grade...it was hard to get them to respect you or to listen to you...your level of authority is just out the window...I get more stressed out in 6th grade...”</p> <p>“They'll basically do whatever they want if there is no structure.”</p> <p>“When you know your students, your lessons become better because you know how your classroom runs and how the kids work with certain things.”</p> <p>“My internship, I did not have much confidence, but after student teaching, I have so much more confidence.”</p> <p>“I think her (mentor) push helped me to be able to feel comfortable in the classroom on my own. I wouldn't even notice that she would leave and then come back because I was just so comfortable and felt like I was in my element.”</p> <p>“I need to be more specific about when I'm asking a question if I want the students to raise their hand or if I want them to shout out. I'm not very consistent with it. I need to be more consistent.”</p> <p>“It depends on what the change is. I feel that once I figure out what change, the effect of the change, I'm ok.”</p> <p>“I feel like I'm more cautious...I might even get shy...confidence goes down a little bit.”</p> <p>“I've become more caring and confident.”</p>
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		<p>“I feel like there is so much more that comes into play that I didn’t think about before until you are actually in the room and instructing.”</p> <p>“You don’t know actually what to do until you get in the situation and then it’s there, happening. You have to gauge it and sometimes you don’t even use the things that they taught you, but you think about them.”</p> <p>“I don’t think you could be a teacher without doing your student teaching. I feel like it puts it all into play where before you were just learning about things. It just puts everything into perspective. If you went straight from classes and field experiences, you would fail.”</p>
Joyce	<p>Support</p> <p>Expectations</p> <p>Reflect perception onto mentor (dispositional attribution)</p> <p>Blame others (defensive attribution)</p> <p>Authority figure</p> <p>Internal conflict</p> <p>Philosophy</p> <p>Mentor relationship</p> <p>Validation</p> <p>Focus on others</p> <p>Right way to do it</p> <p>Change</p>	<p>“I really was anticipating just being welcomed with open arms...what do you need and how can I help you...”</p> <p>“I was really reserved and quiet from the start because I kind of wanted to see where she (mentor) was at...realized that I was a student to her and that was how she was relating to me.”</p> <p>“I think maybe she (mentor) is the kind of person that just takes a really long time to warm up...”</p> <p>“I had a mismatch as far as personality and methodology and teaching style and what was making me so upset was that she (mentor) was snapping at me when I would do things wrong but they were things that she hadn’t had enough time to explain to me.”</p> <p>“It wasn’t my classroom, it wasn’t my material. I didn’t feel like I could make those judgment calls.”</p> <p>“She (mentor) doesn’t refer to the learning targets or standards at all and I’m being trained here at Boise State to let those things guide me.”</p> <p>“If I was a mentor I would want to do more of a co-teaching model where you can throw it back and forth.”</p>

		<p>“A lot of unmet expectations and disappointments.”</p> <p>“I just got to know a lot of the other teachers really well, made really good points of contact with the principal.”</p> <p>“He (principal) sat through one of my lessons then came back to me afterwards...that was an amazing lesson. I really liked what you were doing with the kids and I liked the interaction that you were having.”</p> <p>“My behavior was determined, one, by my mentor teacher, my comfort level with her and what I knew she wanted me to do...the other was by my assignments...but my teacher never wanted to get on the same page with me with the stuff that I needed to implement.”</p> <p>“...high yield strategies, high engagement strategies that have been hammered into me...this is what is going to help your kids learn...then I stepped into a classroom where it didn't exist...I had to rationalize everything that I was seeing.”</p> <p>“She (mentor) was doing what worked and it was working for everybody else because the kids got the grades, parents were happy, and kids knew what they had to do and they did it. I had to look at, honestly, why is this all ok. If I have all of these random ideas of how to do it differently, there's nobody else saying that, even her principal gives her stellar remarks. I had to look at why it was right.”</p> <p>“I think this semester didn't help me with that (confidence) because I had to question myself...Am I way off base? Am I going to be able to teach in public school? Is any of this going to work for me?”</p> <p>“Because I want to do it right...C is not good enough, a B is almost there, but I really don't have all of it if I don't have an A...an A on something that an instructor grades means I didn't miss anything and that is important to me.”</p>
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		<p>“I have a lot of respect for teachers. I think they definitely know things that I don’t know.”</p> <p>“My mentor teacher was a quality educator because they had the grades they needed but what the kids had to go through to get them, I think, was a little more than what was necessary based on my standards and what I think.”</p> <p>“I tend to change things regularly...I’m comfortable with and I usually like change...I adapt to it pretty quickly.”</p> <p>“I learned a lot about a way to teach and get it done and get a lot of knowledge pushed through a lot of stuff...I learned about how to keep myself together in a situation...I learned that I still love teaching.”</p>
Sophie	<p>Realities of teaching</p> <p>Relationships</p> <p>Support</p> <p>Time</p> <p>Mentor</p> <p>Authority figure</p> <p>Autonomy</p> <p>Co-constructed</p> <p>Internal conflict</p> <p>Confidence</p> <p>Parents</p> <p>Anxiety</p> <p>Change</p>	<p>“I went in thinking that I wasn’t going to really like 1st grade. I thought I’d like the older kids but I just had a blast.”</p> <p>“...being able to immerse myself into what it will actually be like if I was on the staff.”</p> <p>“Getting to try out different things in a low risk setting where if I did something that was wrong my mentor teacher could step in.”</p> <p>“Time is so limited in elementary school. I didn’t realize how much time was lost to transitions.”</p> <p>“Being able to have a good relationship with your mentor or your partner teachers and the people on your team...I feel like I was able to try out a lot of different things because my mentor and I were pretty close.”</p> <p>“I feel like if the kid likes you then they are going to try and be more respectful.”</p> <p>“I’m still in this weird spot and I think it’s hard being in someone else’s classroom just deciding what does this merit in terms of what you did.”</p> <p>“Repetitive behaviors of students can affect my behavior negatively...I’m struggling with that...it’s hard because sometimes they just don’t stop...sometimes it’s like they are just out to get you.”</p>

		<p>“I’m getting better in trying my own system when she’s not there...I have to find something that works for me but also works for the students.”</p> <p>“I’ve always kind of felt like it was the combination between the teacher and the student, they are working together...it can be really hard to try to build that relationship and stay true to your values when you are in the moment...I still feel like it is possible and that’s what I want to do, but it’s kind of hard in the moment...I still feel like learning should be hands-on and that you should be co-constructing knowledge, but I don’t know that I’m seeing it as much as I’d like.”</p> <p>“I want to be more student-centered, but for her (mentor) it’s not necessarily always that way.”</p> <p>“Moving forward I really need to be conscious of what I really believe and how I really want to teach. And, it’s hard when you’re practicing something that you wouldn’t actually feel.”</p> <p>“I’m worried that I’ll get into a higher grade and, I’ve done so well in 1st grade, that maybe I won’t do as great in an upper grade.”</p> <p>“I’m always kind of awkward when parents come in and I don’t quite know how to handle myself...you want parents to know that you want what’s best for their kids...I guess it’s because I’ve never met the parents before...I feel more awkward around adults than I do with kids.”</p> <p>“I kind of tend to overreact before the change happens, but then once the change actually happens then I’m fine.”</p> <p>“I was really nervous coming into this semester because it was quite a change...worried what if I don’t have the skills to be a teacher.”</p> <p>“Change is pretty hard for me.”</p> <p>“At the beginning I was not super confident about teaching...I’ve continued to do well and feel like I’m doing well...I’ve grown to</p>
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		<p>a point where these kids are going to learn something from me.”</p> <p>“Going to classes doesn’t define me anymore. Now my focus is on my students and their growth.”</p> <p>“I’ve become a lot more flexible in the classroom because I was pretty rigid...figuring out that something is not working, how can I fix right now so we don’t keep doing something that’s not working.”</p> <p>“I feel, as a learner, I’m still pretty rigid...it’s kind of my two selves...It’s just always worked, so I’ve stuck to it.’</p>
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